DOCUMENT RESUME

ED 077 362 HE 004 157

AUTHOR Atkinson, Rene G.; And Others
TITLE A College and Its Community: A Survey.
INSTITUTION Frostburg State Coll., Md.
PUB DATE May 72
NOTE 88p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Community Attitudes; *Community Surveys; *Higher Education; Public Opinion; *Public Relations; *School Community Relationship; Surveys
IDENTIFIERS *Frostburg State College

ABSTRACT

The Survey of Community Attitudes and Perceptions (SCAP) was conducted to determine some estimate of how Frostburg State College is perceived by its local community; how people learn about the college, its offerings, and its programs; what people know about the college factually; where do they think the college is headed in terms of growth and expansion; and what impact do they feel the college has on the community. Newspapers and friends and acquaintances emerged as the 2 major sources of knowledge regarding the college. If was found that length of residence in the area is associated with positiveness or negativeness of opinions perceived about the college. Respondents tended to underestimate size to a significant degree. A majority of respondents (69%) indicated that they believed the college had grown rapidly in recent years and 57% expressed the desire that growth be more moderate. Most respondents (60%) who indicated that they attend cultural-educational events do so in the local area, and 53% indicated that they attend events at the college. Seventy-one of the respondents reported daily or weekly contact with college students and 60% of all respondents selected very positive descriptiors in defining the typical Frostburg State College student. (HS)

A COLLEGE SURVEY OF COMMUNITY ATTITUDES & PERCEPTIONS

PUBLISHED
AND
DISTRIBUTED
BY
FROSTBURG STATE COLLEGE
FROSTBURG
MARYLAND

A COLLEGE AND ITS COMMUNITY:

A SURVEY

by

Rene' G. Atkinson
Director, Public Relations

Anthony E. Crosby, Jr.
Instructor, Sociology

Paul R. Lyons
Director, Institutional Research

Frostburg State College

(IR-6-72)

May, 1972

ACKNOWLEDGEMENTS

This investigation would not have been possible had not the president of our College, Dr. Nelson P. Guild, recognized the value of community data inputs as an aid to effective administration. His "need to know" provided the impetus for this investigation.

Many individuals assisted the project staff with the investigation. Dr. Leroy Kohler assisted with instrument design, Mr. Michael Fuller served as project assistant, Miss Margaret Rankin and Miss Gloria Molinari provided all of the clerical support for the project. Mr. Michael Bremseth aided in the training of interviewers. Thanks are extended to the Humbird Street United Methodist Church, Cumberland, Maryland, for facilities made available during interviewing in the Cumberland area. Last, but not least, were the sixteen students who gathered the raw material for the investigation. They have given their college valuable service that will not be forgotten. They are:

David Kennedy
Bonnie Evans
Arlene Kramer
Kent Tice
Kent Zimmerman
Sharron Barry
Georgie Aull
John Herbert
Helen Orndorff
Sue Thompson
Cheryl Wallnofer
Bob Yost
Tom Mihailovich
Dorothea Stefen
Doug Blair
Charles Howell

CONTENTS

	Page
Acknowledgements	
Introduction	1
Purposes of the Investigation	2
Review of the Literature	5
College and Community Setting	8
Methods of Study	9
Data Analysis	19
Results	21
General Information 21	
Information Sources and Opinion 24	
Assessment of Factual Knowledge Regarding the College 27	
Assessment of Attitudes and Perceptions Regarding College and Its Future . . . 36	
Attendance at College Events 41	
Student/Community Relations 46	
Summary of Tests of Hypotheses 53	
"Meeting Local Needs" Scale of the IFI . . . 55	
Summary of Results	65
Recommendations for Researchers	69
Impact on Participating Departments	71
Appendices	
References	

INTRODUCTION

Adherents of good management practices readily agree that evaluation of an organization's goals and programs is fundamental to continued progress and success. However, there appears to be a lack of consistent and objective measurement conducted by colleges and universities in regard to impact and success of their programs.

One area in which this is particularly true is in the effort to measure the college's image and relevancy in the community in which it is located. To be sure, one of the most common complaints lodged against the academic community is that it often appears to remain aloof with regard to community concerns and opinions.

While it is probably not universally so, the majority of public colleges and universities and many of their private counterparts regard service to community or region as one of their major objectives along with instruction and research. The fulfillment of the objective of service to community and region is becoming more apparent as collegiate institutions seek to accomodate a varied clientele in a great many ways such as evening divisions, week-end divisions, short courses, facilities availability for special groups, day-care centers, legal aid services, special cultural series, and the like.

To obtain an objective analysis of its perceived role and acceptance in the community, Frostburg State College designed and administe ed a community-wide survey through the cooperative efforts of its Office of Institutional Research and Evaluation, Public Relations Department and Sociology Department faculty and students.

PURPOSES OF THE INVESTIGATION

The Survey of Community Attitudes and Perceptions (SCAP) was the outgrowth (result) of the convergence of several independent forces, the combined thrust of which resulted in a concentrated attack on shared concerns.

Late in 1970, the President of Frostburg State College decided that he desired a profile or condensed panoramic assessment of the College, its sub-populations and environment. The Director of Institutional Research embarked on this mission in early 1971 and began by administering standardized attitude and informational questionnaires to faculty, staff and students (1).* Additional data was collected on admitted students before they began their studies (2). All known alumni were surveyed with respect to their experiences at the College and the like (3). What was needed to complete the profile was an assessment of community attitudes toward the college.

Another element of the administrative staff, the Director of Public Relations, had formally organized and developed public relations and informational services which was a first for Frostburg State College. This individual was in a newly created position and had to develop basic services from the ground up. After developing news release procedures, series of feature stories, brochures, pamphlets, advertising, special event promotion, and the like the director decided that some form of evaluative feedback was needed other than that which was solicited from College associates and people in the area and other than that criticism which was volunteered by either or both of those populations. Too often evaluation of public relations efforts are made by persons who are either friends or enemies of the College.

---

*References may be found following the Appendices.

As Hesse (4) has pointed out:

> "Thus, the public relations practitioner's work is taken to its lowest common denominator. His work is evaluated in terms of the number of news releases produced, the amount of space about his institution which appears in the press, the alumni fund, and the number of radio or television programs he has been able to generate. Little time is given for a study of the institution's self-image or the image which is held by its constituents."

Seldom, however, is feedback provided by the population in general - the very population toward whom the public relations effort is aimed. What was desired was some estimate of how the College was perceived by the community; how did people learn about the College, its offerings, its programs, what did people know about the College (factually); where did they think the College was headed in terms of growth and expansion (physically and programmatically); and what impact did they feel the College had on the community?

Members of the Sociology Department, who have a continuing interest in the community as a social entity, also had the "need to know". Due to restraints on funds for departmental research the Sociology Department previously had to forego basic research on the local community. The notion of an interdisciplinary approach to community assessment and the attendant possibilities of sharing the financial burden among several organizational entities would make it possible for Sociologists to conduct much desired research. Hence, a third force or dimension was added.

The notion and basic objectives of the community survey were legitimized by the President of the College and his administrative council (Deans and Business Manager) in a meeting at which time the President fully endorsed the

concept of the survey and charged the initiators of the idea with the responsibility of development, organization, execution, and reporting of the results. The President hoped that the conclusions would provide the College with a more revealing assessment of its image as well as indicate those areas in which the College may better serve the region and its constituent communities.

REVIEW OF LITERATURE

Since the staff of the survey project believed that surveys of the type under consideration were commonplace in the field of higher education, a search of the literature was begun in order to locate reference materials to determine what mistakes had been made in the past in community surveys so that such errors would be avoided. The literature trace went back as far as material published in 1965. The Education Index, Dissertation Abstracts, Current Index to Journals in Education and E.R.I.C. were consulted as the basis for the search.

Surprisingly enough, research on the community in which the college is located is a much talked about topic but one that receives very little serious consideration in terms of actual survey research. The bulk of the literature dealing with "town/gown" relations, public relations and the community, community attitudes toward the college and so forth are mainly concerned with: 1) the way things ought to be, 2) the way we deal with "town/gown" relations at college X, 3) the things to consider if you want to study your community, 4) how to conduct a mail-out questionnaire survey, and 5) a whole host of articles and reports which bear titles that belie the content of the material. This category of literature broadly defines the problem (community attitudes, public relations, assessing image of college in community) but then concentrates on a very specific aspect of a particular type of problem. The "big picture" is never brought into focus.

A number of sources dealt very extensively with ways and means of avoiding particular types of difficulties that may arise due to failure of either the institution or the public to communicate and articulate goals and

objectives (5). Swanson and Lindley (6) also point out the need for mutual understanding through assessment of degree of goal congruence between institution and community. Rodnitsky (7) points out the need colleges and universities have to know and respond to public opinion but the ways and means is not the centermost concern. Several articles are quick to point out the way things might be or should be with respect to "town/gown" relations but s specific for determining what the nature of these relations are is neglected (8).

Sociological sources exist which deal with the methodology of community research but rarely do they approach the community as related to its institutions of higher education. Warren's (9) text is an example of such a source merely suggestive of this problem. Ritchie Lowry's (10) study, Who's Running This Town? is one of the few to give explicit although not totally objective consideration to "town/gown" relations. Several sources, however, do supply sufficient detail to enable one to make intelligent decisions regarding design of a particular survey. One example is Welch's (11) article concerning selection of sample and estimation of sample size.

Generally, the literature revealed that community surveys of the interview variety are well thought of but seldom performed. One may conclude that surveys are regarded as wholly in-house enterprises and that results generated do not find their way into the literature. This is true, most likely in the case of interview surveys. Mail questionnaires are used extensively, however, and are fairly well documented.

While a lot of lip-service, then, is paid to assessment of image, to finding out what people "really think" about the institution, and to determining what people know about the institution, very, very few colleges take the trouble to really find these things out. Speculation prevails, and the institution responds in perhaps very significant ways to "gut reaction" from very few people.

COLLEGE AND COMMUNITY SETTING

A basic understanding of the area in which a college performs its tasks is essential to proper decision-making by administrative personnel. This project was aimed at furthering that understanding, but a brief review of generally-known facts about Frostburg State College and its community is necessary.

The College is located in Western Maryland, a mountainous area, with moderate transportation facilities to Baltimore and Washington, in the East, and Pittsburgh, to the Northwest. Founded in 1898 as a Normal School, the institution became Frostburg State Teachers College in 1935, and Frostburg State College in 1964. It is the only four-year educational facility within 70 miles. (A county community college is now located 15 miles away.) The change in name in 1964 was meant to indicate a shift from a teacher-education college to one combining teacher-education with liberal arts and graduate study.

The region is best characterized as one of declining economic prospects, based upon the closing of coal mines during the 1930's and 1940's. Frostburg and its neighbor, Cumberland, have had very stable or declining populations in recent years, primarily as young have emigrated to job opportunities in surrounding metropolitan areas. Local industry includes several large plants: Celanese Fibers, Kelly-Springfield Tires, Allegany Ballistics Laboratories, Pittsburgh Plate Glass, West Virginia Pulp and Paper, and the Queen City Brewery.

Media in the area surrounding the College consists of one Frostburg radio station, three radio stations in Cumberland, television news coverage by a station in Hagerstown (70 miles to the East), morning and evening newspapers from Cumberland, and a local weekly, The People's Guardian. There is a feeling that The Guardian is widely read in the community and area and is a primary source of negative ideas about the College at present.

METHODS OF STUDY

In social research, as well as in other scientific attempts to gain or improve knowledge, a set of normative criteria guide the practitioner. Basically, this set includes standards of systematic and public methodlogy of empirical and theoretical linkages, and of objectivity. Reported below is how these criteria were approached in the Survey of Community Attitudes and Perceptions (SCAP).

Before noting the record of the project, further explication of the idea of "public methodology" is needed. Why the labors to report how research is done? First, methodology is herein considered as a set of decisions, choices between alternatives of overall design and details of procedure. It is only through a full reporting of these choices, when and how made, that researchers and their audiences will know how to improve on the present work. Second, a clear and explicit reporting of methodology gives some insight into the degree to which the results and conclusions of a study are to be accepted. It has been a goal, then, of this project to make research decisions on a manifest rather than latent level.

The initial set of decisions for SCAP involved the basic questions of what to study, whom to study, what ways to study, and what manpower resources to use in gathering the information desired. As reported earlier in this document, concern was centered on community attitudes concerning Frostburg State College. While explaining the basis of these attitudes was not to be ignored, the project was aimed more at a systematic inventory of what those attitudes are, rather than a strict independent variable (e.g., characteristics of residents to dependent variables (e.g., attitudes of residents) type of study. The survey instrument reflected this desire.

To whom the survey was to be directed involved a series of decisions. Rather early in the project, a decision was made to include two different survey populations. First, a random sample of "community" residents was to be contacted. Second, an attempt was to be made to contact positional leaders (mayors, councilmen, county commissioners, business and voluntary association leaders, etc.). As one goal of the project was to supply information for College decision-making, it was felt an "elite" survey would be as advantageous as a "man-on-the-street" survey. In no instance was the sub-sample of elites assumed to be representative of regional or community power structure although it is conceiveable that some elements of said sub-sample may be members of an informal power structure. Both "elites" and members of the random sample of community residents were to be supplied with the same survey instrument.

As the objectives and sample had been broadly identified, the next step was to outline specific areas of inquiry. A meeting was held in which the inter-disciplinary team (faculty, institutional research and public relations -- referred to hereafter as the "team") met with the president of the college and his three chief officers (academic, student personnel and business) to elicit a specification of types of particular information that they believed might be gleaned from the two samples. This meeting generated much interest on the part of the major college officials.

The team met later to evaluate the specifications for information resulting from the above meeting. A rough draft of an interview/questionnaire guide was composed and submitted to the president, chief administrative officers and three other administrative officers who report to the president.

One week later, this entire group serving as a panel met with the team to review the draft and to suggest modifications. Throughout this review and revise period the team was assisted by a senior member of the sociology department who suggested ways and means of improving the dual purpose (questionnaire/interview guide) instrument. In order to elicit appropriate responses from both an interview and a mail contact the instrument had to be carefully designed so that inquiries were perceived in a similar fashion by both populations. Later, a final review by the panel yielded consensus as to appropriateness of content.

Once the nature of the inquiries was established and the team was ·ble to articulate them in a concise manner, the second phase of instrument development began.

The second phase of instrument development consisted of two parts. Part One dealt with the inclusion of six items (questions) taken from the Institutional Functioning Inventory's (IFI) Meeting Local Needs scale. The IFI, as developed by Educational Testing Service, Princeton, N.J., provides a means by which a college or university can describe itself in terms of a number of characteristics judged to be of importance in American higher education (12). Consisting of 132 multiple-choice items, the IFI yields scores on 11 dimensions or scales, each comprised of 12 items. One scale, Meeting Local Needs, is comprised of 12 primarily informational items. Since nearly all faculty and staff had recently been subjected to the IFI, and since individual item response distributions were available, it was decided that the survey populations be subjected to so e if not all of the items comprising this scale. Their responses would allow for comparison

between the general population and a supposedly highly knowledgeable population (faculty and staff) with regard to the college. While the IFI is designed for use with faculty, staff, students, and trustees, the panel felt that 8 of the 11 items contained sufficient generality to be included in the instrument.

Part Two dealt with format and design of the instrument. The instrument had to be: 1) easily understood if mailed, 2) convenient for use by an interviewer, 3) easy to score and check, and 4) designed to lend itself to coding for data processing. Several drafts and subsequent revisions achieved these goals. The instrument entitled the Survey of Community Attitudes and Perceptions was printed in its final form (as appears in the Appendix).

Other major issues developed. What was the "community" under study? What number of persons needed to be surveyed? How should survey respondents be chosen?

Clear criteria for defining the "community" in which the College exists were hard to come by, and any of several methods suggested by sociological community study guides and texts (9) could have been used, but each was arbitrary and each would have led to different boundaries. The SCAP directing staff chose a limit no less arbitrary (yet, hopefully, no less valuable) than those suggested in the literature: It was assumed that College-community attitudes would diminish in intensity and relevance with socio-geographic distance from the institution, and chose as a measure of that distance the patterns of residence of College employees. It was assumed that employee commuting distance was a fair measure of the College's area of

immediate influence. Due to local geography, radio station signals and local newspaper delivery have about the same degree of dispersion in terms of area. Therefore, an inventory of the 1970-71 College Directory was made to determine the distribution of employees' residences in the area. The following table shows the results:

TABLE 1
Distribution of Employees Residences

	Employees' Residences (N = 400)	% of Employees
Frostburg	270	67.50
Cumberland	44	11.00
LaVale	22	5.5
Lonaconing	11	2.75
Westernport	3	.75
Georges Creek area	12	3.00
Eckhart	9	2.25
Mt. Savage	16	4.00
Towns - areas with less than 3 empl.	13	3.25
	400	100.00

Original ideas on the size of the random sample ranged from 200 to 500 residents, but, on the basis of the above inventory, it was decided to attempt to contact 400 persons in 400 households distributed roughly in the percentages indicated in the employee's distribution of residences. (The number for towns and areas under 3 employee-residences was redistributed to the other areas.) From analysis of 1970 Census Bureau data it was determined that approximately 62,000 individuals resided in the communities to be surveyed and this constituted approximately 13,000 households. The number 400 represents 3% of the households and was a manageable number of contacts possible with the team's resources.

A totally successful survey, in terms of the random community sample, therefore, would have included contacts and complete responses of 400 persons, distributed so that each town or areas' number and percentage of the total surveyed would equal its distribution among the employee-residencies distributions. The extent to which the project succeeded or failed in that attempt will be noted later in this report.

Persons in the sample from Frostburg were subdivided into four categories based upon how close they lived to the campus and to areas of student living or walking on a regular basis to the campus. The four "residential area zones" (see map in Appendix) were designed as (1) "immediate proximity to campus", (2) "moderate closeness to campus", (3) "moderate distance from campus," and (4) "distant from campus". The project directors expected some differences to emerge among the attitudes and perceptions of the subsamples in each residential area.

Methods of drawing the random-community sample again presented an issue for decision. The SCAP staff chose to use a random selection of persons listed in the Allegany County telephone book, 1971 edition, adjusted to the community distribution noted above. Such a sample was drawn by a project assistant, including some names from each town-area for replacement, if conditions warranted such. For example, 296 names were drawn for the City of Frostburg even though 270 successful contacts were the goal.

Inclusion of positional leaders (elites) was based on an earlier community study done by Crosby (13) of city-county areas in Southeastern Ohio similar to Allegany County in social structure. This act included the occupants of the following positions: (no order intended below)

Plant Managers of Major Industries
Director, Urban Renewal Agency
President, Community College
City and County High School Principals
Chiefs of Police
Presidents of Local Service Clubs
Director, County Department of Social Services
Head, State Highway Patrol Post
County Superintendent of Schools
Members, County Board of Education
Mayors and Councils of Major Political Jurisdictions
(Cities and Towns)
Director, County Health Department
Businessmen's Association Heads or Directors
County Court Judges
County Sheriff
County Commissioners

For the area being surveyed, this list amounted to 49 individuals. Each was to be excluded from the random community population, if their names were selected therein (as happened in a few instances).

Methods of contacting each person in the two samples involved a choice between interviewing and mailed questionnaires. Among the criteria used in this decision were manpower and time available to the project, cost, and likelihood of completed response. Two alternative choices were made: First, as positional leaders generally are seen as more likely to respond to mailed questionnaires, they were sent copies of the survey instrument by mail. Second, residents in most of the town-area sample were to be contacted by project interviewers.

Within days of the inception of the project, a decision of major import was made. At the request of the Sociology members, it was determined to involve sociology students at as many points in the research as would be productive for its goals. Students in two classes were originally to be used, but due to cancellation of the course in "Social Research Methods," only those

enrolled in Sociology 80.325-"Rural and Urban Communities" and some student volunteers particpated. These students varied in sccial background, academic proficiency, class in college, appearance, sex, and amount of time each could spend on the project. None had college training in social research, although two had done interviewing during the summer preceding the project.

The instructor believed that his class could regard the college objective of surveying the community as their objective, too. The project was visualized as a most relevant one for the students. What could be considered more relevant than attempting to understand the attitudes, perceptions and values of the population at large in regard to a social institution of which you are a part? There was also the element of service to one's college.

At all times, the instructor in the "Rural and Urban" course attempted to keep the students aware of explicit and implicit decisions being made by the project directors. Students were asked to comment upon and improve the rough draft of the survey instrument, and some of the suggested modifications were made in the instrument. Basically, the greatest amount of time and contribution of the students to the project was in their efforts as interviewers for the random-community samples from Frostburg, Cumberland, Mt. Savage, and LaVale. As few had interviewing experience, observation of trial interviews was used for instruction. A common introduction for each interview was developed to facilitate responses.

While at the beginning of the project there was some fear that "hairy, freaky looking-students" might not be successful interviewers in a "conservative" area, such a fear was not borne out by the students' experiences overall.

The degree to which student interviewers retarded respondents from expressing negative attitudes toward the College is difficult to measure.

Before returning to the interviewing aspect of the project, some brief comments are needed on the "elite" aspect. Each member of the positional-leader population was mailed a copy of the SCAP questionnaire to his or her home with a letter (see Appendix C) and return envelope. Each potential respondent was assured of anonymity by the letter. Completed questionnaires from 35 of the 49 positional leaders were received within three weeks of the instrument's mailing, and no second mailing or follow-up was felt necessary.

The interviewing of the random samples, it was decided, would generally be done in the evening and without advance appointments being made by phone. Each student was given the following materials on the evenings he was to do interviewing: a print-out of several names from the random sample, including addresses and telephone numbers; SCAP interview instruments; a letter showing authorization for the survey (see Appendix B); and a card for use with questions 19 and 22. Community maps were also supplied. Upon completion of a set of contacts, successful or unsuccessful, each interviewer was asked to fill out an "Interview Evaluation Form" (see Appendix G).

Each student was asked to carefully adhere to the principle of respondent anonymity mentioned in the letter. While each person in the random sample was given a number, only that number and no names or addresses were to be recorded on the SCAP instrument or the interview evaluation guide. An attempt was made to keep careful records of the interview booklets and the conduct of the interviews.

A few problems occurred during the interviewing aspect of the project, necessitating slight adjustments. First, as interviewers did not have the time to cover small, outlying areas, members of the random sample in Westernport, Lonaconing, Eckhart, and the Georges Creek area were mailed questionnaires with a cover letter and return envelope.

Second, as the sample was drawn from a telephone book, it was impossible to contact all persons in this population: some had moved, some were reported deceased. The replacement numbers drawn during sampling were not adequate to cover all these cases, so the results of the project include varieties of unsuccessful contact-attempts as well as general successes. In cases where individuals in the sample were not at home, at least two subsequent attempts at contact were made in Frostburg and at least one in other interview town-areas.

The completed questionnaires were coded (see Code Sheet in Appendix H) by a team of coders and punched on data cards for analysis.

DATA ANALYSIS

The data generated from the administration of the survey guide to 234 individuals was organized into tabular form for ease of interpretation. The data was placed in tables corresponding to the manner in which the items were organized. This was done across sub-samples and across independent variables. Since most of the response categories for items were fixed, it was a relatively simple task to arrange data into tables. Those items which were open-ended with regard to response had to have judges categorize responses to said items and these response categories appear in the following analysis as well as in the Appendix (see "Coding Instructions").

A few of the items did not generate sufficient usable responses to warrant analysis. That is, a number of items were omitted for which most respondents failed to provide a codable answer.

The Results section was sub-divided into seven (7) separate areas as follows:

1. GENERAL INFORMATION
2. INFORMATION SOURCES AND OPINIONS
3. ASSESSMENT OF FACTUAL KNOWLEDGE REGARDING THE COLLEGE
4. ASSESSMENT OF ATTITUDES AND PERCEPTIONS REGARDING THE COLLEGE AND ITS FUTURE
5. ATTENDANCE AT EVENTS
6. STUDENT/COMMUNITY RELATIONS
7. MEETING LOCAL NEEDS SCALE OF THE INSTITUTIONAL FUNCTIONING INVENTORY

Each section consists of an analysis of those items contained in that category. Responses to each item were first displayed in tabular form (in percentage values) with regard to sub-sample and then the same response categories (or combinations of categories) as used in the initial question were displayed in tabular form with regard to those independent variables selected for use with that item. The independent variables were:

A. Local-Cosmopolitan Orientation

B. Proximity to Campus (Frostburg residents only)

C. General Population - Elite Orientation

D. Length of Residence (long-short term)

Not all independent variables were tested on each item. Those independent variables that were examined with regard to a given item were examined through the use of the Chi Square (X^2) technique. Chi Square is a non-parametric

device which permits one to judge the independence of the attributes in question. An hypothesis was stated in the null form and the distributions of responses for each attribute were compared to determine whether some statistical association exists between the attributes. The level of significance selected for all such tests herein was the .05 level.

RESULTS

SECTION 1 - GENERAL INFORMATION

This section deals with personal information of a general nature. It includes data on place and length of residence (providing the basis for "length of residence" independent variable), mobility of residence (providing the basis for "Local"-"Cosmopolitan" Orientation), college attendance, and, although not specifically entered as an item to be answered, interviewers indicated on a Frostburg resident's interview guide a code number associated with proximity to campus. This latter data was used as a proximity independent variable for Frostburg residents. Of course, General Population and Elites have been previously organized as sub-samples.

The data of this section are also used to point out the interrelatedness of the independent variables. The items are not necessarily numbered in order but are numbered as they appeared in the interview guide.

A. What are the last three communities you have called your home and how long have you lived in each?

	0 No Response	1 No Change in 5 yrs.	2 1 Change in 5 yrs.	3 2 or more changes in 5 yrs.
SUBROUP	%	%	%	%
Frostburg N=134	1.8	80.6	9.7	8.2
Cumberland & Other N=65	4.6	83.1	9.2	3.1
Tot.Gen.Pop. N=199	2.5	81.4	9.5	6.5
Elite N=35		88.6	11.4	
Grand Total N=234	2.1	82.5	9.8	5.6

In general, over 80% of all sub-samples were found to have resided for at least 5 years in their present community.

For purposes of hypothesis testing, categories 2 and 3 were combined to provide a dichotomy of "Long" term (more than 5 years) and "Short" term (less than 5 years) residents.

HYPOTHESIS - There is no statistical association between General Population-Elite sub-samples and length of residence.

Residence Orientation

	No Response	Long Term	Short Term
SUBGROUP	%	%	%
General N=199	2.5	81.4	16.1
Elite N=35		88.6	11.4

X^2 = .724 (these values were derived using cell frequencies, not percentage values)

Findings confirmed the null hypothesis, however, elites proportionately were higher in long-term residence.

B. Which of the following is most appropriate to you?

	No Response	Plan to live here rest of work.life	Have thought seriously about lv. community	Would lv. if better opport. arose elsewhere
SUBGROUP	%	%	%	%
Frostburg N=134		64.2	3.7	32.1
Cumberland & Other N=65		64.6	4.6	30.8
Tot.Gen.Pop. N=199		64.3	4.0	31.7
Elite N=35		68.6	2.9	28.6
Grand Tot. N=234		65.0	3.8	31.2

Question B was designed to establish "Local" and "Cosmopolitan" Orientation among the respondents. By definition those who responded, "I plan to live in this community the rest of my working life" were defined as "Locals". Respondents to other alternatives were defined as "Cosmopolitans". About 65% of the total sample respo ded in the "Local" category.

HYPOTHESIS - There is no statistical association between General Population-Elite sub-samples and "Local"-"Cosmopolitan" orientation.

Local-Cosmopolitan Orientation

SUBGROUP	No Response %	Local %	Cosmopolitan %
General N=199		64.3	35.7
Elite N-35		68.6	30.6

$X^2 = .248$

The hypothesis was confirmed.

C. Did you attend college?

SUBGROUP	No Response %	Yes %	No %
Frostburg N=134		44.0	56.0
Cumberland & Other N-65		24.6	75.4
Tot.Gen.Pop. N=199		37.7	62.3
Elite N=35		74.3	25.7
Grand Total N=234		43.2	56.8

Based on demographic analysis of the area, the percentage of total sample reporting having attended college was greater than expected. As expected, Elites reported, proportionately, having attended college more than General Population

Index of Proximity to Campus
- Frostburg Residents -

	No Response	Immediate to Campus	Mod. Close	Mod. Distant	Distant from Campus
SUBGROUP	%	%	%	%	%
Frostburg N=134	1.5	6.0	41.8	29.1	21.6

Proximity to campus is based upon distance zones. These zones are depicted in the map found in the Appendix.

SECTION 2 - INFORMATION SOURCES AND OPINION

This section contains data in regard to where area residents obtain information about the College and in what direction opinions concerning the College are aimed. Of particular concern to the Public Relations department was the determination of the major sources from which area residents learn most about Frostburg State College.

1. From which two sources do you learn most concerning Frostburg State College?

	No Response	Radio	Cumb. Newsp.	Family	Frostbg. Weekly Paper	Friends or Acquaint.	T-V	Other
SUBGROUP	%	%	%	%	%	%	%	%
Frostburg N=134	9.3	6.3	27.6	12.3	4.9	27.6	1.1	10.8
Cumberland & Other N=65	7.7	10.8	37.7	8.5	3.8	24.6	3.1	3.8
Tot.Gen.Pop. N=199	8.8	7.8	30.9	11.1	4.5	26.6	1.8	8.5
Elite N=35		8.6	41.4	2.9	1.4	32.9		12.9
Grand Total N=234	7.5	7.9	32.5	9.8	4.1	27.6	1.5	9.2

Respondents were asked to indicate from which two sources they obtained information concerning the College. The distribution of responses among the several alternatives tended to be bi-modal between the Cumberland Newspaper and Friends and Acquaintances.

For the purpose of hypotheses testing responses were categorized into "No Response", "Formal Sources" (newspaper, radio, television), "Informal Sources" (family, friends and acquaintances) and "Other".

HYPOTHESIS - There is no statistical association between General Population-Elite sub-samples and sources of information.

Sources of Information

	No Response	Formal Sources	Informal Sources	Other
SUBGROUP	%	%	%	%
Gen. Pop. N=199	8.8	45.0	37.7	8.5
Elite N=35		51.4	35.7	12.9

$X^2 = 1.255$

The hypothesis was confirmed but indications are that Elites make slightly greater use of formal sources.

HYPOTHESIS - There is no statistical association between "Locals"-"Cosmopolitan" orientation and sources of information.

Sources of Information

	No Response	Formal Sources	Informal Sources	Other
SUBGROUP	%	%	%	%
Local N=154		53.5	39.6	6.9
Cosmo. N=80		42.7	41.3	16.1

$X^2 = 10.282$ (sig. at .05 level)

Due to the large percentage (16.1%) of "Other" responses by the "Cosmopolitans", it is difficult to draw conclusions beyond the fact that statistical association exists.

Respondents were queried as to whether opinions they had heard about the College were positive, negative or neutral.

5. Have the majority of opinions you have heard regarding Frostburg State College been:

	No Response	Positive	Negative	Neutral
SUBGROUP	%	%	%	%
Frostburg N=134	.7	60.4	9.7	29.1
Cumberland & Other N=65	1.5	58.5	10.8	29.2
Tot.Gen.Pop. N=199	1.0	59.8	10.1	29.1
Elite N=35		74.3	11.4	14.3
Grand Tot. N=234	.9	62.0	10.3	26.9

In general, slightly over 60% reported hearing primarily positive opinions in reference to the College. Elites seemed to have greater "awareness" of opinion direction.

HYPOTHESIS - There is no statistical association between "Long" and "Short" term resident status and nature of opinion heard.

Residence Orientation to Opinion

	No Response	Positive	Negative	Neutral
SUBGROUP	%	%	%	%
Long Res. N=193		62.7	8.3	29.0
Short Res. N=36	5.6	58.3	19.4	16.7

$X^2 = 5.820$
sig. at .10

The hypothesis is confirmed at the .05 level but would be rejected at the .10 level. Hence, there is an indication that length of residence is at least minimally associated with opinions heard or perceived.

HYPOTHESIS - There is no statistical association between General Population- and Elite sub-samples and nature of opinion heard.

General Population/Elite Orientation to Opinion

	No Response	Positive	Negative	Neutral
SUBROUP	%	%	%	%
General N=199	1.0	59.8	10.1	29.1
Elite N=35		74.3	11.4	14.3

$X^2 = 3.459$

The hypothesis was confirmed.

Approximately 80% of respondents agreed with the opinions (positive, negative, neutral) they had heard. Of the small number who had disagreed with the opinions that they had heard, slightly more than half would themselves respond with "Positive" to this question rather than "Negative" or "Neutral".

SECTION 3 - ASSESSMENT OF FACTUAL KNOWLEDGE REGARDING THE COLLEGE

A series of questions were asked in order to assess the degree to which residents possessed factual knowledge concerning the College. Responses were evaluated in reference to their "correctness" on these definitive items.

The first item in this section was of the open-ended variety and was expected to yield a varied but constricted set of responses. The responses were so varied that judges were used to categorize responses into either a cognitive or affective category depending upon the content of the response. Cognitive responses, typically, were those which dealt with college size, length of curriculum, etc., while affective responses were of an evaluative, subjective nature.

3. What do you think are the major differences between Allegany Community College and Frostburg State College?

	No Response	Cognitive	Affective or Evaluation
SUBGROUP	%	%	%
Frostburg N=134	23.1	33.6	43.3
Cumberland Other N=65	27.7	50.8	21.5
Tot.Gen.Pop. N=199	24.6	39.2	36.2
Elite N=35	14.3	54.3	31.4
Grand Total N=234	23.1	41.5	35.5

Due to the high percentage of "No Response" there was insufficient data upon which to base meaningful analyses. The data in its present form shows that the modal type of response to this open-ended question was of a cognitive nature. Judges had dichotomized responses along a cognitive-affective continuum.

13. About how many students do you think attend Frostburg State College?

	No Response	Less than 1,000	1,500	2,000	2,500	3,000	3,500	More than 3,500
SUBGROUP	%	%	%	%	%	%	%	%
Frostburg N=134	1.5	2.2	13.3	29.6	36.6	8.9	2.2	5.2
Cumberland Other N=65	10.8	6.2	24.6	15.4	21.5	12.3	3.1	6.2
Tot.Gen.Pop. N=199	4.5	3.5	17.1	25.1	31.7	10.1	2.5	5.5
Elite N=35	2.9		20.0	17.1	45.7	2.9	2.9	8.6
GrandTotal N =234	4.3	3.0	17.5	23.9	33.8	9.0	2.6	6.0

The college enrolls 2,700 students, hence the category "2,500" was the correct response. This was the modal response for the total sample. For purposes of hypotheses testing, above categories were merged into "Underestimate", "Correct Estimates", and "Over-Estimates".

HYPOTHESIS - There is no statistical association between "Local"-"Cosmopolitan" orientation and estimate of enrollment.

Estimate of Enrollment
Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Underest. %	Correct %	Overest. %
Local N=154	5.8	50.0	28.6	15.6
Cosmo. N=80	1.3	33.8	43.8	21.3

$X^2 = 7.422$
sig. at .05

This hypothesis was unconfirmed. "Cosmopolitans" were proportionately more "correct" and "Locals" tended to underestimate enrollment size.

HYPOTHESIS: There is no statistical association between "Long" and "Short" term resident status and estimate of enrollment.

Estimate of Enrollment -
Long/Short Term Residents

SUBGROUP	No Response	Underest.	Correct	Overest.
Long Res. N=193	4.1	47.7	30.6	17.6
Short Res. N=36	2.8	27.8	52.8	16.7

$X^2 = 7.03$ sig. at .05

This hypothesis was unconfirmed. "Short" term residents were proportionately more "correct" and "Long" term residents tended to underestimate enrollment size.

HYPOTHESIS: There is no statistical association between General Population-Elite sub-samples and estimate of enrollment.

Estimate of Enrollment -
General/Elite Sub-Samples

	No Response	Under-estimate	Correct	Over-estimate
SUBGROUP	%	%	%	%
General N=199	4.5	45.7	31.7	18.1
Elite N=35	2.9	37.1	45.7	14.3

$X^2 = 2.438$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association among Frostburg residents divided into proximity sub-groups and estimate of enrollment.

Estimate of Enrollment -
Proximity Variable

	No Response	Under-estimate	Correct	Over-estimate
SUBGROUP	%	%	%	%
Immediate N=7	12.5	50.0	37.5	
Close N=58		37.9	43.1	18.9
Mod.Distant N=40	2.5	57.5	27.5	12.5
Distant N=28		42.9	35.7	21.4

$X^2 = 6.084$

This hypothesis was confirmed.

14. What per cent of these students are from this area (Western Maryland, Pennsylvania, and West Virginia)?

SUBGROUP	No Response %	0-20% %	21-40% %	41-60% %	61-80% %	81-100% %
Frostburg N=134	11.2	15.7	34.3	26.1	9.7	3.0
Cumberland & Other N=65	16.9	3.1	16.9	40.0	20.0	3.1
Tot.Gen.Pop. N=199	13.1	11.6	28.6	30.7	13.1	3.0
Elite N=35	8.6	5.7	20.0	31.4	28.6	5.7
Grand Total N=234	12.4	10.7	27.4	30.8	15.4	3.4

When asked about the percent of students who attend Frostburg State College from this area (Western Maryland, Pennsylvania, and nearby West Virginia), the modal response was an overestimate (41-60%) compared to the correct category of 21-40%.

HYPOTHESIS: There is no statistical association between "Locals" - "Cosmopolitan" orientation and estimate of area enrollment.

Estimate of Area Enrollment
Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Under-estimate %	Correct %	Over-estimate %
Local N=154	13.6	9.1	27.3	50.0
Cosmopolitan N=80	10.0	13.8	27.5	48.8

$X^2 = .975$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association among Frostburg residents divided into proximity sub-groups and estimate of area enrollment.

Estimate of Area Enrollment - Proximity Variable

SUBGROUP	No Response %	Under-estimate %	Correct %	Over-estimate %
Immediate N=8	25.0		37.5	37.5
Close N=58	15.5	19.0	37.9	27.6
Mod. Distant N=40	10.0	10.0	32.5	47.5
Distant N=28		21.4	28.6	50.0

$X^2 = 6.807$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between General-Elite sub-samples and estimate of area enrollment.

Estimate of Area Enrollment - General/Elite Sub-Samples

SUBGROUP	No Response %	Under-estimate %	Correct %	Over-estimate %
General N=199	13.1	11.6	28.6	46.7
Elite N=35	2.6	5.7	0.0	91.7

$X^2 = 1.079$

This hypothesis was confirmed.

Up until the past decade the College's primary role was defined as teacher education. More recently a Liberal Arts program and its promotion has emerged, hence the College has become a multi-purpose institution. The purpose of Item 16 was to test the respondents' perceptions of this changing role.

16. What basic academic curricula does Frostburg State College offer?

	No Response	Lib. Arts	Teach. Educ.	Lib. Arts & Teach. Ed.	Comb. or Other
SUBGROUP	%	%	%	%	%
Frostburg N=134	19.4	9.7	38.1	22.4	10.4
Cumberland Other N=65	29.2	4.6	35.4	16.9	13.8
Tot. Gen. Pop. N=199	22.6	8.0	37.2	20.6	11.6
Elite N=35	28.6	2.9	20.0	34.3	14.3
Grand Total N=234	23.5	7.3	34.6	22.6	12.0

Of those individuals who responded to this item, "Teacher Education" emerged as the modal response, while a combination of "Liberal Arts and Teacher Education" (the correct response) was reported to a lesser degree.

HYPOTHESIS: There is no statistical association between General population-Elite sub-samples and knowledge of basic curricular offerings.

Curricular Offering - General/Elite Sub-Samples

	No Response	Lib. Arts	Teach. Educ.	Lib. Arts & Teach. Ed.	Comb. or Other
SUBGROUP	%	%	%	%	%
General N=199	22.6	8.0	37.2	20.6	11.6
Elite N=35	28.6	2.9	20.0	34.3	14.3

$X^2 = 4.148$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between "Local"-"Cosmopolitan" orientation and knowledge of basic curricular offerings.

Curricular Offering - Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Lib. Arts %	Teach. Educ. %	Lib.Arts & Teach.Ed. %	Comb. or Other %
Local N=154	22.1	7.1	37.0	22.1	11.7
Cosmo. N=80	23.8	7.5	32.5	22.5	13.8

$X^2 = .388$

This hypothesis was confirmed.

16.a. What curricula would you like to see offered?

SUBGROUP	No Resp. %	Qual. of Stds. %	Busi-ness %	Den-tal %	Pre-Med. %	Pre-Law %	Engi-neer. %	Grad. %	Other %
Frostburg N=134	43.3	.7	7.5	.7	4.5	.7	3.0	3.7	35.8
Cumberland & Other N=65	58.5		10.8		1.5		1.5	1.5	26.2
Tot.Gen.Pop. N=199	48.2	.5	8.5	.5	3.5	.5	2.5	3.0	32.7
Elite N=35	57.1	2.9	2.9		2.9	2.9		11.4	20.0
Grand Total N=234	49.6	.9	7.7	.4	3.4	.9	2.1	4.3	30.8

Responses to this open-ended item were mixed and varied. Judges established the eight (8) categories depicted in the table. The category "Other" is composed of a wide range of responses which were not applicable to the other categories. When "No Response" and "Other" categories are extracted from the grand total of responses and the useable responses are examined, one finds that a "Business" curricula is the modal category (39%). A few respondents felt that quality programs had higher priority than did new or different curricula.

21. How many people (teachers and staff) do you think the College employs?

SUBGROUP	No Response %	<100 %	100 %	200 %	300 %	400 %	500 %	>500 %
Frostburg N=134	4.5	3.0	8.2	26.9	32.8	14.2	4.5	6.0
Cumberland & Other N=65	13.8	3.1	20.0	20.0	24.6	12.3	6.2	
Tot. Gen. Pop. N=199	7.5	3.0	12.1	24.6	30.2	13.6	5.0	4.0
Elite N=35	8.6	8.6	5.7	25.7	28.6	14.3	2.9	5.7
Grand Tot. N=234	7.7	3.8	11.1	24.8	29.9	13.7	4.7	4.3

Since the College employs 435 persons, the correct response was 400. The modal responses of the total sample and all sub-samples were 300, an underestimate.

For purposes of analysis, responses were categorized into "Underestimates", "Correct Estimates" and "Overestimates".

HYPOTHESIS: There is no statistical association between General Population - Elite sub-samples and number of individuals employed at the College.

Estimate of Staff Size - General/Elite Sub-Samples

SUBGROUP	No Response %	Underestimate %	Correct %	Overestimate %
General N=199	7.5	69.8	13.6	9.0
Elite N=35	8.6	68.6	14.3	8.6

$X^2 = .007$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between "Local" - "Cosmopolitan" orientation and number of individuals employed at the College.

Estimate of Staif Size -
Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Under-estimate %	Correct %	Over-estimate %
Local N=154	9.1	66.2	14.9	9.7
Cosmo. N=80	3.8	73.8	15.0	7.5

$X^2 = .585$

This hypothesis was confirmed.

SECTION 4 - ASSESSMENT OF ATTITUDES AND PERCEPTIONS REGARDING THE COLLEGE AND ITS FUTURE

Of major importance to College personnel were community perceptions of the economic impact of the College, of its recent rate of growth and of its future growth.

Respondents were asked to evaluate the economic impact of the College on the city of Frostburg and also on the local area outside of the city.

22a. What do you think the economic impact of Frostburg State College is on the city of Frostburg?

SUBGROUP	No Response %	No Impact %	Slight Impact %	Great Impact %
Frostburg N=134	.7	.7	16.4	82.1
Cumberland & Other N=65	4.6	1.5	21.	72.3
Tot.Gen.Pop. N=199	2.0	1.0	18.1	78.9
Elite N=35			8.6	91.4
Grand Total N=234	1.7	.9	16.7	80.8

22b. What do you think the economic impact of Frostburg State College is on the local area outside the city of Frostburg?

SUBGROUP	No Response %	No Impact %	Slight Impact %	Great Impact %
Frostburg N=134	1.5	5.2	56.7	36.6
Cumberland & Other N=65	1.5	24.6	56.9	16.9
Tot.Gen.Pop. N=199	1.5	11.6	56.8	30.2
Elite N=35	2.9		57.1	40.0
Grand Total N=234	1.7	9.8	56.8	31.6

As indicated by the above tables, the modal response for the sub-samples indicated that the College had a great economic impact on the city and a slight impact on the local area. A small percentage indicated "No Impact" on either city or local area. Elites tended to perceive a greater impact than did the General Population. Also of note is that residents of Cumberland and other areas tended to see less economic impact than residents of Frostburg and Elites.

23. What do you think the College's growth rate has been in recent years?

SUBGROUP	No Response %	Stable Growth Rate %	Small Growth Rate %	Moderate Growth Rate %	Rapid Growth Rate %
Frostburg N=134		2.2	3.0	20.1	74.6
Cumberland & Other N=65	3.1	1.5	4.6	24.6	66.2
Tot.Gen.Pop. N=199	1.0	2.0	3.5	21.6	71.9
Elite N=35		2.9	8.6	34.3	54.3
Grand Total N=234	.9	2.1	4.3	23.5	69.2

About 70% of all respondents perceived the recent growth rate as "rapid". And, an additional 24% indicated that the growth rate was "moderate". Only small percentages indicated that the College had a "small" growth rate or had remained "stable". Residents of Frostburg were more likely to respond with "rapid" growth rate than any other sub-sample. Elites, on the other hand, indicated "moderate" growth rate more often than the other sub-samples.

HYPOTHESIS: There is no statistical association between proximity sub-groups and perceptions of recent growth at the College.

23a. Perceptions of Recent Growth Rate - Proximity Variable

SUBGROUP	No Response %	Stable or Small Growth %	Mod. Growth %	Rapid Growth %
Immediate N=8			12.5	87.5
Close N=58		10.3	17.2	72.4
Mod.Distant N=40			20.0	80.0
Distant N=28		3.6	28.6	67.9

$X^2 = 7.710$

This hypothesis was confirmed.

24. What do you think the College's growth rate or growth potential should be?

SUBGROUP	No Response %	No Future Growth %	Small Growth Rate %	Moderate Growth Rate %	Rapid Growth Rate %
Frostburg N=134	.7	1.5	6.7	55.2	35.8
Cumberland & Other N=65	1.5		6.2	52.3	40.0
Tot.Gen.Pop. N=199	1.0	1.0	6.5	54.3	37.2
Elite N-35			14.3	74.3	11.4
Grand Total N=234	.9	.9	7.7	57.3	33.3

Examination of Item 24, concerning respondents attitude toward desired growth rate, again indicates that about 90% of each sub-sample responded with either "moderate" or "rapid" growth rate. Compared to Item 23, however, "moderate" growth rate was, in this case, the modal response.

HYPOTHESIS: There is no statistical association between General Population - Elite sub-samples and attitudes toward desirable growth rate of the College.

24a. Attitude Toward Future Growth Rate - General Population/Elites

SUBGROUP	No Response %	No Future Growth %	Small Rate %	Mod. Rate %	Rapid Rate %
General N=199	1.0	1.0	6.5	54.3	37.2
Elite N=35			14.3	74.3	11.4

$X^2 = 10.069$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between "Long" and "Short" term residents and attitudes toward desirable growth rate of the College.

24b. Attitude Toward Future Growth Rate - Long/Short Term Residents

SUBGROUP	No Response %	No Future Growth %	Small Growth Rate %	Mod. Growth Rate %	Rapid Growth Rate %
Long N=193	.5	1.0	7.3	58.0	33.2
Short N=36	2.8		8.3	52.8	36.1

$X^2 = .314$

This hypothesis was confirmed.

HYPOTHESIS: There is no significant difference between "Local-Cosmopolitan" orientation and attitudes toward desirable growth rate of the College.

24c. Attitude Toward Future Growth Rate - Local/Cosmopolitan Orientation

	No Response	No Future Growth	Small Growth Rate	Moderate Growth Rate	Rapid Growth Rate
SUBGROUP					
Local N=154		.6	5.2	61.0	33.1
Cosmopolitan N=80	2.5	1.3	10.0	53.8	32.5

$X^2 = 2.628$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between proximity sub-groups and attitudes toward desirable growth rate of the College.

24d. Attitude Toward Future Growth Rate - Proximity Variable

	No Response	No Future Growth	Small Growth Rate	Moderate Growth Rate	Rapid Growth Rate
SUBGROUP	%	%	%	%	%
Immediate N=8				25.0	75.0
Close N=58	1.7	1.7	8.6	51.7	36.2
Mod. Distant N=40			5.0	62.5	32.5
Distant N=28		3.6	7.1	60.7	28.6

$X^2 = 7.916$

This hypothesis was confirmed.

In summation, the above data show that respondents perceive recent growth rate of the College as "rapid" and desire that future growth rate be "moderate".

SECTION 5 - ATTENDANCE AT COLLEGE EVENTS

Of concern to the Public Relations Department and to departments and groups sponsoring cultural events at the College were: where did people in the area go in order to attend such events, whether and how often people come to the College for such events, and which events at the College had the most appeal for them.

0 - No Response
1 - Baltimore
2 - Cumberland
3 - Frostburg
4 - Pittsburgh
5 - Washington, D.C.
6 - Don't attend
7 - Other or Combination
8 - Combination Frostburg-Cumberland

	0	1	2	3	4	5	6	7	8
SUBGROUP	%	%	%	%	%	%	%	%	%
Frostburg N=134	2.2	4.5	12.7	37.3	3.0	6.7	17.2	10.4	6.0
Cumberland & Other N=65		4.6	33.8	3.1	3.1	6.2	35.4	12.3	1.5
Tot.Gen.Pop. N=199	1.5	4.5	19.6	26.1	3.0	6.5	23.1	11.1	4.5
Elite N=35	2.9	17.1	25.7	8.6		20.0	8.6	14.3	2.9
Grand Total N=234	1.7	6.4	20.5	23.5	2.6	8.5	20.9	11.5	4.3

The above table depicts a complex distribution of attendance patterns, which the survey staff felt could be more clearly analyzed by combining responses into: "Attendance in the Area" (Frostburg, Cumberland, or both), "Attendance in Distant Cities" (Baltimore, Pittsburgh, or Washington), "Other", and "Don't Attend".

HYPOTHESIS: There is no statistical association between General Population-Elite sub-samples and events attendance patterns.

7a. Attendance Patterns - General Population/Elites

SUBGROUP	No Response %	Area %	Distant %	Other %	Don't Attend %
General N=199	1.5	50.2	14.0	11.1	23.1
Elite N=35	2.9	37.2	37.2	14.3	8.6

X^2 = 13.325 (sig. at .05 level)

This hypothesis was unconfirmed. When compared to the Elite sample the General Population sample is more likely to attend events in the local area than in distant cities and overall has a higher "don't attend" response rate.

HYPOTHESIS: There is no statistical association between "Locals"-"Cosmopolitan" orientation and events attendance patterns.

7b. Attendance Patterns - Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Area %	Distant %	Other %	Don't Attend %
Local N=154	1.3	50.6	13.0	13.0	22.1
Cosmo. N=80	2.5	45.0	26.3	8.8	17.5

X^2 = 7.021

This hypothesis was confirmed.

8. Do you attend events at Frostburg State College or events sponsored by the College?

SUBGROUP	No Response %	Yes %	No %
Frostburg N=134	1.5	61.2	37.3
Cumberland & Other N=65		29.1	70.8
Tot.Gen. Pop. N=199	1.0	50.8	48.2
Elite N=35		62.9	37.1
Grand Total N=234	.9	52.6	46.6

The majority of all respondents indicated that they attended events at the College, however, 71% of the Cumberland and Other Communities sub-sample indicated that they did not attend College-sponsored events.

HYPOTHESIS: There is no statistical association between General Population - Elite sub-samples and attendance at college-sponsored events.

8-1. Attendance at Events - General Population/Elites

SUBGROUP	No Response %	Yes %	No %
General N=199	1.0	50.8	48.2
Elite N=35		62.9	37.1

$X^2 = 1.563$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between "Local"-"Cosmopolitan" orientation and attendance at College-sponsored events.

8-2. Attendance at Events - Local/Cosmopolitan Orientation

SUBGROUP	No Response %	Yes %	No %
Local N=154		53.9	46.1
Cosmo. N=80	2.5	50.0	47.5

$X^2 = .152$

This hypothesis was confirmed.

8a. If you answered "yes" to No. 8, how often do you attend events?

SUBGROUP	No Response %	At least once a month %	Every three months %	Twice a yr. %	Once a yr. %
Frostburg N=134	38.8	20.1	17.2	14.9	9.0
Cumberland & Other N=65	73.8	3.1	4.6	12.3	6.2
Tot.Gen.Pop. N=199	50.3	14.6	13.1	14.1	8.0
Elite N=35	37.1		25.7	28.6	8.6
Grand Total N=234	48.3	12.4	15.0	16.2	8.1

Of those persons who attend events, with the exception of the Elite subgroup, there is a generally "even" attendance frequency distribution across the "at least once a month", "every three months", and "twice a year" categories.

8b. If you answered "yes" to No. 8, what two types of events (facilities, too) do you attend most often?

SUBGROUP	No Response %	Sports %	Art %	Library %	Music %	Film %	Lecture %	Other %
Frostburg N-134	48.5	16.0	4.5	3.0	11.9	1.9	4.5	9.7
Cumberland & Other N=65	77.7	8.5	1.5		4.6		2.3	5.4
Tot.Gen.Pop. N=199	58.0	13.6	3.5	2.0	9.5	1.3	3.8	8.3
Elite N=35	42.9	12.9	2.9	2.9	11.4		14.3	12.9
Grand Total N=234	55.8	13.5	3.4	2.1	9.8	1.1	5.3	9.0

Of the types of events and cultural services at the College, respondents seem to avail themselves bi-modally of "sports" and "music", however, Elites proved to be an exception in that they selected "lecture" above other categories.

SECTION 6 - STUDENT/COMMUNITY RELATIONS

Of course, of major interest to any college is how its students are perceived and received by the area population. The survey inquired into how often residents come in contact with students, how residents described the typical Frostburg State College student, and what major problems, if any, residents perceived between students and the community.

18. How often do you come into contact with Frostburg State College students?

SUBGROUP	No Response %	Daily %	Weekly %	Monthly %	Six Months %	Yearly %	Never %
Frostburg N=134		54.5	24.6	9.7	4.5	3.0	3.7
Cumberland & Other N=65		33.8	23.1	21.5	10.8	3.1	7.7
Tot.Gen.Pop. N=199		47.7	24.1	13.6	6.5	3.0	5.0
Elite N=35		48.6	22.9	14.3	5.7	5.7	2.9
Grand Total N=234		47.9	23.9	13.7	6.4	3.4	4.7

In general, almost 48% of the total sample reported coming into contact with students daily; almost 24% reported contact with students on a weekly basis; roughly 14% came into contact with students on a monthly basis; about 6.4% every six months; and about 3% only once a year. About 5% reported "Never" coming into contact with Frostburg State College students. Note the reversed geometric progression in the data above. In the remaining analysis, "Yearly" and "Never" categories were combined into an "Infrequently" or "Never" category.

HYPOTHESIS: There is no statistical association between General Population-Elite sub-samples and reported frequency of contact with students.

18a. Student Contact - General Population/Elites

SUBGROUP	No Response %	Daily %	Weekly %	Monthly %	Infreq. or Never %
General N=199		47.7	24.1	13.6	14.6
Elite N=35		48.6	22.9	14.3	14.3

$X^2 = .029$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association among proximity sub-samples and reported frequency of contact with students.

18b. Student Contact - Proximity Variable

SUBGROUP	No Response %	Daily %	Weekly %	Monthly %	Infreq. or Never %
Immediate N=8		62.5	25.0		12.5
Close N=55		56.4	21.8	9.1	12.7
Mod. Distant N=36		50.0	33.3	13.9	2.8
Distant N=28		64.3	25.0	10.7	

$\chi^2 = 7.450$

This hypothesis was confirmed.

On the interview guide respondents were asked to choose the three adjectives from a list of fourteen (14) adjectives which they perceived as "representative" of the typical Frostburg State College student. For the purposes of analysis this list of adjectives was divided equally into "positive" and "negative" sub-categories. Each respondent was given a "score" on this basis.

19. Select three of the descriptions below which are representative of the typical Frostburg State College student:

1. Polite	6. Aggressive	11. Courteous
2. Unconventional	7. Conventional	12. Stupid
3. Bright	8. Sloppy	13. Riotous
4. Loud	9. Concerned	14. Disrespectful
5. Clean-cut	10. Disrespectful	15. Other

SUBGROUP	No Response %	3 Positive %	2 Pos. 1 Neg. %	1 Pos. 2 Neg. %	3 Neg. %	1 Pos. 1 Neg. %
Frostburg N=134	.7	59.7	26.9	10.4	1.5	.7
Cumberland & Other N=65	3.1	69.2	18.5	6.2	1.5	1.5
Tot.Gen.Pop. N=199	1.5	62.8	24.1	9.0	1.5	1.0
Elite N=35	17.1	62.9	17.1	2.9		
Grand Total N =234	3.8	62.8	23.1	8.1	1.3	.9

The modal score indicated that over 60% of the respondents selected three "positive" descriptors of the "typical student". Only a small percentage gave three "negative" descriptors. The distribution between "two positive and one negative" and "one positive and two negative" descriptors was almost three to one (3:1). The high number of "positive" descriptors chosen was of some surprise and significance to the project staff, in light of stereotypes of town-gown interaction. The Frostburg sub-sample was less positive in the extreme (3 Positive), however, than any other sub-sample.

HYPOTHESIS: There is no statistical association between "proximity" subgroups and student-description scores.

19a. Student Descriptions - Proximity Variable

SUBGROUP	0 Response %	3 Positive %	2 Pos. 1 Neg. %	1 Pos. 2 Neg. %	3 Neg. %	1 Pos. 1 Neg. %
Immediate N=8		37.5	50.0	12.5		
Close N=57		61.4	22.8	15.8		
Mod.Distant N=40		57.5	30.0	10.0		2.5
Distant N=28		67.9	25.0		7.1	

$\chi^2 = 15.545$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between General Population-Elite sub-samples and student-description scores.

19b. Student Descriptions - General-Elite Sub-Samples

SUBGROUP	No Response %	3 Pos. %	2 Pos. 1 Neg. %	1 Pos. 2 Neg. %	3 Neg. %	1 Pos. 1 Neg. %
General N=199	1.5	62.8	24.1	9.0	1.5	1.0
Elite N=35	17.1	62.9	17.1	2.9		

$X^2 = 1.647$

This hypothesis was confirmed.

An open-ended question presented to respondents inquired as to their perceptions of major problems between the students and community residents. As noted in the table below, judges were initially able to sort responses into a variety of categories.

20. What do you think are the major problems, if any, between students & community residents?

SUBGROUP	No Response %	No Problems %	Resid. fail to under-stand %	Stud. fail to underst. commun. %	Park. Prob. %	House Prob. %	Lack of leisure facili-ties %	Prob.w/ noise, stud.beh. & dress %	Lack of commun-ication %	Other %
Frostburg N=134	11.2	29.9	10.4	3.0	3.7	1.5	2.2	12.7	17.2	8.2
Cumberland & Other N=65	29.2	30.8	9.2			1.5		13.8	9.2	6.2
Tot.Gen.Pop. N=199	17.1	30.2	10.1	2.0	2.5	1.5	1.5	13.1	14.6	7.5
Elite N-35	48.6	17.1	8.6					5.7	14.3	5.7
Grand Total N=234	21.8	28.2	9.8	1.7	2.1	1.3	1.3	12.0	14.5	7.3

Of particular significance in the table above is the fact that the modal responses were "No Problems" and "No Response".

For purposes of analysis, categories were combined as follows: (a) "Residents Fail to Understand," "Students Fail to Understand Community," and "Lack of Communication" were combined into "Problems of Communication"; and (b) "Parking Problems," "Housing Problems," and "Lack of Leisure Facilities," were combined into "Specific Problems." Categories of "No Problems," "Problems of Student Behavior," and "Other or Combination" were left as is.

HYPOTHESIS: There is no statistical association between General Population-Elite sub-samples and types of problems.

20a. Major Problems - General/Elite Subsamples

SUBGROUP	No Response %	No Prob. %	Commun. Prob. %	Special Prob. %	Student Behav. %	Other %
General N=199	17.1	30.2	26.6	5.5	13.1	7.5
Elite N=35	48.6	17.1	22.9		5.7	5.7

$X^2 = 2.149$

This hypothesis was confirmed.

HYPOTHESIS: There is no statistical association between "Locals"-"Cosmopolitan" orientation and types of problems.

20b. Major Problems - Local/Cosmopolitan Orientation

SUBGROUP	No Response %	No Prob. %	Commun. Prob. %	Special Prob. %	Stud. Behav. %	Other %
Local N=154	20.8	31.8	19.5	6.5	13.6	7.8
Cosmo. N=80	23.8	21.3	38.8	1.3	8.8	6.3

$X^2 = 14.107$ (sig. at .05)

This hypothesis was unconfirmed at the .05 level. Indications are that "Locals" were more likely to report "No Problem" and less likely to report "Communication Problems" than were the members of the "Cosmopolitan" sub-sample.

HYPOTHESIS: There is no statistical association between "Long" and "Short" term resident status and types of problems.

20c. Major Problems - Long and Short-Term Residents

SUBGROUP	No Response %	No Prob. %	Commun. Prob. %	Special Prob. %	Student Behav. %	Other %
Long N=183	24.6	30.1	17.5	6.0	14.2	7.7
Short N=28	21.4	25.0	39.3		7.1	7.1

$X^2 = 14.471$ (sig. at .05)

This hypothesis was unconfirmed at the .05 level of significance. "Long" term residents were more likely to report "No Problem" and less likely to report "Communication Problems" than were "Short" term residents.

HYPOTHESIS: There is no statistical association among proximity sub-groups and types of problems.

20d. Major Problems - Proximity Subsamples

SUBGROUPS	No Response %	No Prob. %	Commun. Prob. %	Special Prob. %	Stud. Behav. %	Others %
Immediate N=8		37.5	37.5		12.5	12.5
Close N=58	15.5	24.1	31.0	6.9	13.8	8.6
Mod.Distant N=39	12.8	38.5	17.9	10.3	10.3	10.3
Distant N=28	3.6	25.0	46.4	7.1	14.3	3.6

$X^2 = 8.182$

This hypothesis was confirmed.

SUMMARY OF TESTS OF HYPOTHESES

Briefly stated, it was a concern of the researchers to determine which of the independent variables treated in the foregoing sections had value in terms of identifying specific college "publics" each having specific or particular response patterns with reference to dependent variables.

Table 2, below, presents the distribution of tests of statistical association over independent variables dichotomized into significant and non-significant outcomes.

Table 2

Distribution of Outcomes
- Tests of Significance -

Independent Variables	Outcomes			
	Non-Significant		Significant	
	N	% of Tests	N	% of Tests
Cosmopolitan-Local	7	70	3	30
Proximity	7	100		-
Gen. Pop.-Elite	13	93	1	7
Length of Residence	3	60	2	40
Total Tests	30		6	
% of all Tests		83%		17%

Results indicate that one-sixth (1/6) or about 17% of all tests were significant at the .05 level. Proximity and General Population-Elite variables had a much lower demonstration of statistical association with dependent variables than did Cosmopolitan-Local, Length of Residence variables.

From the point of view of decision-making with an eye to the future and to various college publics, this finding presents a problem: it is far easier to identify persons according to Proximity and/or inclusion in the General Population or Elite (positional leaders), but these variables, unfortunately, do not demonstrate statistical linkages with independent variables. On the other hand, Cosmopolitan-Local orientation and Length of Residence variables represented by population elements are much more difficult to identify yet a higher degree of statistical association is evident with regard to particular independent variables.

Because the results in terms of total number of tests of significance are somewhat dependent upon the particular matching of independent-dependent variables for testing, it seems reasonable to conclude that no real patterns of association are discernible from the present data. Neither do these

findings give credence to some popularly-held stereotypes regarding General Population-Elite orientation and, more especially, Proximity to campus.

Table 3, below, is a distribution of significant tests of association by independent-dependent variables.

Table 3
Distribution of Significant Outcomes

Independent Variable	Dependent Variable			
	Sources of Information	Estimate of Enrollment	Attendance Patterns	Maj.Stud.-Com. Problems
Cosmopolitan-Local	X	X		X
Length of Residence		X		X
Gen.Pop. - Elite			X	
Proximity				

SECTION 7 - "MEETING LOCAL NEEDS" SCALE OF THE INSTITUTIONAL FUNCTIONING INVENTORY (IFI).

This section consists of an analysis of responses to eight items taken from the Meeting Local Needs scale of the Institutional Functioning Inventory (IFI) from the Educational Testing Service, Princeton, N.J. (12). The I.F.I. instrument serves as a self-study device for colleges and universities and the Meeting Local Needs (MLN) scale, comprised of a total of 12 items, serves to provide an assessment of the institution's effort to provide services for the community in which it is located. These items are almost entirely of the factual knowledge variety and are quite general in nature since these items are designed for use in all types of collegiate institutions both private and public.

Eight items, judged as most appropriate by the project staff, were taken from the MLN scale for inclusion in the interview guide. The primary purpose of their use was: 1) to gather information concerning knowledge about certain College functions or practices, 2) to compare General Population and Elite knowledge and perceptions with those of College staff and faculty (the latter two groups having recently completed the I.F.I. instrument), and 3) to develop a composite view of how the College is perceived with regard to "Meeting Local Needs." While the I.F.I. instrument is designed for use with faculty, staff, students, and trustees, the project staff was of the opinion that the eight (8) items selected contained sufficient generality to be included in the interview guide.

In essence, there could possibly be two "correct" responses to each item: 1) the response representing the scale key (meaning that response which correlates with other MLN scale values), and 2) the response that refers to the way things really are or are perceived as being at the College. Scale keyed responses are marked with a lower-case k.

The eight MLN items below are numbered as they appeared in the interview guide. The item is stated followed by a table which depicts response categories and sub-samples with corresponding response category percentages. Each table is followed by a brief discussion.

2. Counseling services are available at the college to adults in the local area seeking information.

SUBGROUP	No Response %	Yes k %	No %	Don't Know %
Frostburg N=134		36	13	51
Cumberland & Other N=65		29	8	63
Tot.Gen.Pop. N=199		34	11	55
Elite N=35	2	49		49
Admin.Staff N=26		35	54	12
Faculty N=86		31	45	23

Findings:

With the exception of the Elite subsample, there seems to be rather common agreement (proportionately) regarding the positive response. However, extra- institutional samples report that they "Don't Know". Institutional samples believe they have knowledge of the availability of this service. Note that Elites do not register a "No" response. The I.F.I. item key is "Yes". As for whether this service actually exists, the answer is "Yes" although this service is not heavily emphasized or advertised.

4. There is a job placement service at the College through which employers may hire students for full or part-time work.

SUBGROUP	No Response %	Yes k %	No %	Don't Know %
Frostburg N=134		42	10	48
Cumberland & Other N=65		28	11	61
Tot. Gen. Pop. N=199		37	11	52
Elite N=35		49		51
Staff N=26		54	31	15
Faculty N=86		41	24	34

Findings:

Again, the extra-institutional samples reveal that they "Don't Know" about a placement service, and the Elites again do not reveal any negative responses. The Faculty responds in a way similar to that of the extra-institutional samples while the Administrative Staff exhibits more certainty in that only 15% say they "Don't Know."

The scale key is "Yes" while the institutional key is a qualified "Yes". The College does sponsor some placement services, yet there is not a specifically organized placement bureau with meeting rooms, staff, budget, and the like.

6. There are a number of courses or programs at the College that are designed to provide manpower for local area business, industry, or public service.

SUBGROUP	No Response %	Yes k %	No %	Don't Know %
Frostburg N=134	2	45	18	35
Cumberland & Other N=65		48	12	40
Tot.Gen.Pop. N=199	1	46	16	37
Elite N=35		80	6	14
Staff N=26		54	38	8
Faculty N=86		45	48	6

Findings:

This item may have been ambiguous in the sense that one may be inclined to think in narrow terms of institutes, short courses, workshops, etc. that pertain to local business and industry while in broad terms the college offers degree programs from which graduates enter into local employment. In any case, the General Population again emerges as evasive on this question while Elites are most positive, even more so than institutional samples. The Faculty takes a negative view, again to a greater degree than the Administrative Staff. At least each of the samples had proportionately less "Don't Know" responses to this item, in general.

9. Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums and the like.

SUBGROUP	No Response %	Yes %	No %	Don't Know %
Frostburg N=134	1	50	7	42
Cumberland & Other N=65		42	6	52
Tot. Gen. Pop. N=199	1	47	7	45
Elite N=35		54		46
Staff N=26		84	8	8
Faculty N=86		57	23	19

Findings:

The scale key for this item is "Yes" and the answer is "Yes" as far as the institution is concerned. There is no concerted effort made, however, to advertise this service. Note that the General Population is, generally speaking, slightly more positive than usual regarding this item but a great many respond "Don't Know". The Elites, once again, avoid a negative response. The College Administrative Staff is quite positive about this service while the Faculty registers the most negativism with regard to availability of this service than any other sub-sample.

10. Courses dealing with artistic expression or appreciation are available to all adults in the local area.

SUBGROUP	No Response %	Yes k %	No %	Don't Know %
Frostburg N=134		47	9	44
Cumberland & Other N=65		42	9	49
Tot.Gen.Pop. N=199		45	9	46
Elite N=35	3	51	6	40
Staff N=26		73	23	4
Faculty N=86	1	55	30	14

Findings:

The scale key and institutional key is "Yes". The response patterns are very similar to the previous item with General Population and Elites dichotomizing the bulk of their responses in the "Yes"-"Don't Know" categories while the Administrative Staff and Faculty are mostly positive.

12. At the College, attention is given to maintaining fairly close relationships with businesses and industries in the local area.

SUBGROUP	No Response %	Yes k %	No %	Don't Know %
Frostburg N=134		57	13	30
Cumberland & Other N=65		42	15	43
Tot.Gen.Pop. N =199		52	14	34
Elite N=35	3	63	3	31
Staff N=26		38	42	19
Faculty N=86	1	37	44	17

Findings:

The scale key is "Yes" while the institutional key is a qualified "Yes". The local county school boards and a few, large industrial concerns are included in the "fairly close relationship" category. This condition is reflected in the responses of Staff and Faculty. They reflect this Yes-No posture of the institution. The responses of the Elites and General Population are more evenly distributed as well indicating, perhaps, that this condition is perceived by them to some degree.

15. The location of Frostburg State College makes it easily accessible to students who live at home and commute.

SUBGROUP	No Response %	Strongly Agree-Agree %	Disagree-Strongly Disagree %
Frostburg N=134	3	84	13
Cumberland & Other N=65		87	13
Tot.Gen.Pop. N=199	2	85	13
Elite N=35	6	88	6
Staff N=26		54	46
Faculty N=86	6	36	58

Findings:

The scale key for this item is "Yes" as well as the institutional key. If the conventional college commuting range of 25-30 miles is used as the criterion, then the College is within commuting distance of the vast majority of the population located in this area (3 states). It is obvious that both the General Population and the Elites perceive this to be the case while both the College samples are, by contrast, oriented negatively toward the notion of access by commuting.

17. The College considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.

SUBGROUP	No Response %	Strongly Agree-Agree %	k Disagree-Strongly Disagree %
Frostburg N=134	12	45	43
Cumberland & Other N=65	12	40	48
Tot.Gen.Pop. N=199	12	43	45
Elite N=35	26	20	54
Staff N=26		23	77
Faculty N=86	6	7	87

Findings:

The scale key is "Disagree-Strongly Disagree" and so is that of the institution. The College is a state institution and while it normally seeks to admit the best academic talent from its roster of applicants the College is by no means an "elitist" institution. (Elitist in the sense that the College seeks to admit only the most talented.) This particular item is fraught with meaning for the institution. It seems that the General Population is not at all sure as to whether or not the College is an elitist-type institution. Over 40% of them agree that it is. Over 20% of both the Administrative Staff and the Elites agree, as well. The dichotomization of General Population responses is most significant, however. It would appear that a large proportion, perhaps 50% of the General Population do not perceive the College as "theirs" or as one for their children.

MEETING LOCAL NEEDS - SUMMARY

In general, the responses of the General Population and the Elites (to a lesser degree) are characterized by a lack of knowledge concerning most items. The percentage of "Don't Know" responses hovers about the 45-50% level for this group. The Elites responses in the "Don't Know" category are only slightly less prevalent. Aside from this pattern, the General Population and Elites (to a greater degree) emit "Yes" responses to questions regarding the existence of a particular service or practice. The "Yes" responses of the General Population are normally distributed in the 35-45% range. The Elites are even more disposed to respond with "Yes" than the General Population and in most cases even more than the College samples. The Elites are highly positive, then, about the availability of services and the performance of certain functions associated with the College.

In contrast, the Staff and Faculty concentrate their responses in the two definitive categories; the Staff relying less than Faculty on the "Don't Know" response category. With only one exception the Staff responded more positively than did the Faculty to the 8 items (about 15%). Both College samples had a much higher degree of negative responses than did the extra-college samples.

Perhaps the most revealing set of responses are those of Item 17 in which the College seemingly is perceived by about half of the General Population as an elitist institution. The Elites do not perceive this nor does the Staff or Faculty.

Excluding the categories of "No Response" and "Don't Know" which account for about 50% of the responses of the General Population, there emerges a general pattern of agreement with the statements of MLN items. The agreement occurs regardless of the degree to which the service or function is performed. Elites are most agreeable and Staff and Faculty are more prone to "tell it like it is (perceived)."

SUMMARY OF RESULTS

What follows is a general summary of results by section. It is intended to summarize major findings. Details may be examined in appropriate Results sections.

1. General Information

Most respondents surveyed (88%) were long-term residents and most respondents (65%) planned to remain in the area for the rest of their working lives. This means that at least 53% of all respondents were long-term "Locals". Local-Cosmopolitan orientation was found to be approximately equally distributed between General Population and Elite sub-samples. Elites were found, as expected, to have attended college to a much larger degree (2:1) than the General Population, although the General Population reports having attended college (38% of total) to a much greater degree than current demographic data indicates.

2. Information Sources and Opinion

Newspapers and Friends & Acquaintances emerged as the two major sources of knowledge regarding the College. Other sources were radio, television and family. When newspapers, radio and television were grouped into "Formal Sources" and family, friends & acquaintances into "Informal Sources", we find that Elites make greater use of formal sources than do Locals. It was also found that Elites seemed to have a greater awareness of opinion direction in that almost 86% of that sub-sample reported perceived opinion direction.

It was found that length of residence in area is associated with

positiveness or negativeness of opinions perceived about the College. Most respondents (over 60%) report that most of what they "hear" about the College is positive.

3. Assessment of Factual Knowledge about the College

Respondents tend to underestimate the size (student enrollment) of the institution with Locals and Long-term residents underestimating size to a significant degree, more so than Cosmopolitans and Short-term residents, respectively. It appears that the former sub-samples tend to regard the institution as it once was rather than what it has become. Respondents were not aware of where the students come from, regionally. They indicated that most of the students come from the surrounding area. Such is not the case. Elites overestimated area enrollment to a greater degree than any other sub-sample. It was found that, in general, respondents regard the institution as primarily a teachers college (it once was) although the institution is a multi-purpose College. Respondents tended to underestimate the number of people employed at the College. This underestimate was more profound than that of student enrollment. There was some indication that curricular expansion in the area of "business" is desirable.

4. Assessment of Attitudes and Perceptions Regarding the College and Its Future

A majority of respondents (60%) indicated that they believed the College had grown rapidly in recent years and 57% expressed the desire that growth be more moderate. Few (less than 10%) reported that growth should be slight or non-existent, however. A large majority of respondents (88%) reported that the College has a great economic impact on the

Frostburg community. A smaller proportion (57%) reported that the College has a slight or moderate economic impact on the community.

5. Attendance at Events

Most respondents (60%+) who indicated that they attended cultural-educational events do so here in the local area. Elites are much more likely to travel to a metropolitan area (Washington, Pittsburgh) to attend such events. Most respondents (53%) indicated that they attend events at the College. Those who attend events, do so approximately two or three times per year. The biggest attractions for these residents are "sport" and "music" although Elites reported that "lectures" were the main attraction for them.

6. Student/Community Relations

Most respondents (71%) reported daily or weekly contact with College students and 60% of all respondents selected very positive descriptors in defining the "typical" Frostburg State College student. Less than 2% of all respondents were extremely negative in their choice of descriptors. Almost 30% of the total sample did not perceive major problems existing between students and community residents. Of those individuals that did perceive major problems, such problems were mainly concerned with residents failure to understand students, lack of communication (two-way), and problems centering around noise, student behavior and dress. Only a few respondents indicated that problems existed regarding parking, housing and the like. The most significant problem areas indicated by the Frostburg proximity sub-samples were those areas dealing with lack of communication and mutual lack of understanding on the part of students and residents.

7. "Meeting Local Needs" Scale

In general the results indicated that the General Population is not aware of the nature of services the College is providing or is able to provide. Lack of knowledge characterized the General Population sub-sample. The Elite sub-sample gave a much higher proportion of "committed" responses (Yes-No) to questions but were highly, almost overly, positive. Faculty and staff, who have more knowledge regarding College functions and services, had similar response patterns although staff members were consistently more positive with regard to community access to services and functions.

RECOMMENDATIONS FOR RESEARCHERS

If collegiate institutions had knowledge of how they had been perceived, how they were currently perceived and how they were likely to be perceived by their many publics, there would be little need for research projects such as the Survey of Community Attitudes and Perceptions (SCAP). Only a handfull of colleges, however, would boast of having such knowledge and probably most of this knowledge would be developed through speculation, not research.

Since this research is, by definition, a first step, an "attempt to survey the prevailing community knowledge of and attitudes toward the College", it is far from being an unqualified success. Consideration is given below to problems central to the overall project with some additional comments on specific, more carefully defined problems.

The SCAP project staff has learned first-hand of the difficulties inherent in planning and scheduling, from beginning to end, a project of such scope and magnitude. For example, the early delineation of hypotheses (variables and their relationships) could have produced an improved survey questionnaire. As another example, time (one to three weeks) must be allocated for the actual printing of the survey instrument.

It is recommended that colleges planning future surveys of this nature conduct .ll-scale trial or pilot surveys with a sample of "typical" respondents. The use of trained interviewers, of course, allows for on-the-spot clarification, interpretation, and explanation but there may be areas of inquiry contained in the questionnaire which need further revision and refinement. The pilot or trial run would assist in the identification of these problem areas. Related to this aspect is the fact that, when specialists from diverse backgrounds work together to develop a multi-purpose questionnaire

each must be satisfied that his questions are satisfactorily built into the questionnaire instrument.

Of high importance to an institutionally-sponsored survey is not only approval from the highest administrative ranks but a commitment by those persons to use the data once it's gathered. It is suggested that these commitments be formalized before the project proceeds too far. Project reports that no one reads seriously produce few benefits for their sponsoring organizations.

In reference to the specifics of the survey, several recommendations are in order. First, while use of a telephone book to draw a sample was adequate for the exploratory inventory desired by SCAP project staff, use of other sources of names (such as water or electric company records) would permit a more sophisticated sampling. Second, while SCAP received a high return on its mailing to positional leaders, follow-up mailings should be considered in future surveys using that method.

Third, a questionnaire which is designed to contain a built-in coding scheme allowing for immediacy of data processing (either through key punch or optical scanning) is highly recommended. This should not be done at the expense of open-ended questions, however. The less the degree of scoring and data transfer, the less error.

In summary, a project of survey research to assess community attitudes and perceptions toward a college or university is to be highly recommended. Making use of research talents and manpower at the institution, as SCAP did with the Institutional Research staff and the Sociology Department at Frostburg State College, is a most sensible way for public relations officials to translate their questions into a search for valid and reliable data.

IMPACT OF STUDY ON THE SOCIOLOGY DEPARTMENT

Since the late 1950's there has been a negative attitude of many sociologists toward research for social institutions, such as the government, the church, business, the military, and the college and university. This is based upon two feelings: first, that research for these organizations supports their policies which are defined as being anywhere from anti-human to militarist to anachronistic; second, that such agencies support research but ignore its implications, particularly if the results are unfavorable in light of the organizations' public and self-images. The members of the Sociology faculty engaged in the project were aware of these points of view.

On the other hand, it is the aim of every sociology department to train students to research and analyze data in reliable and valid ways. Involvement in the SCAP project seemed to be a way to move in this direction.

A brief review of statements made by students who worked on the project indicates that most were in favor of the time and effort to which they were called. Particularly valuable were two points: first, students appreciated the openness of the staff throughout the project and the willingness of the directors to take their suggestions; second, the opportunity to interview in the community and discover the views of local residents was felt valuable.

From the point of view of the Sociology faculty involved the project was valuable and there is a feeling it should become a semi-regular part of College and Departmental endeavors.

IMPACT OF STUDY ON OFFICE OF INSTITUTIONAL RESEARCH

From the point of view of the Office of Institutional Research, the present investigation has served to reinforce the notion that community data inputs in objective formats are basic data inputs for colleges and universities. Although this was a pilot project, crude in design, it yielded valuable information which, when examined as being part of the totality of the college environment, will help to define the mission and purpose of the institution.

APPENDICES

APPENDIX A

SURVEY OF COMMUNITY ATTITUDES & PERCEPTIONS

S C A P

PUBLISHED
AND
DISTRIBUTED
BY
FROSTBURG STATE COLLEGE
FROSTBURG
MARYLAND

THE FROSTBURG STATE COLLEGE
SURVEY OF COMMUNITY ATTITUDES AND PERCEPTIONS
WAS PREPARED BY

Mr. Rene' G. Atkinson
Director of Public Relations

Mr. Anthony E. Crosby, Jr.
Instructor of Sociology

Dr. Leroy L. Kohler
Professor of Sociology

Dr. Paul R. Lyons
Director of Institutional Research

APPENDIX B -
Letter of Introduction-General

FROSTBURG STATE COLLEGE
FROSTBURG, MARYLAND 21532

Dear Survey Respondent:

I would like to take this opportunity to thank you for participating in the community survey that is being conducted by Frostburg State College.

The College hopes that through your participation it will gain a better understanding of how the College is perceived and understood in the community, and that the College can improve its role and services to you and the area.

Please be assured that you will remain completely anonymous. In no manner will your responses be identified by name, address or any other form.

If you should have any questions regarding the survey or its purposes, feel free to contact one of the persons listed below. Again, thank you for your interest and cooperation.

Sincerely,

Mr. Rene' G. Atkinson

Mr. Rene' Atkinson
Director of Public Relations
Frostburg State College
729-8324

Mr. Anthony Crosby, Jr.
Instructor of Sociology
Frostburg State College
689-3398

Dr. Paul Lyons
Director of Institutional Research
Frostburg State College
729-1282

APPENDIX C - Letter of Introduction
Positional Leaders ("Elites")

FROSTBURG STATE COLLEGE
FROSTBURG, MARYLAND

November 1971

At the present time, we are conducting a Survey of Community Attitudes and Perceptions concerning Frostburg State College as announced in the Cumberland papers recently. In addition to those local persons being interviewed at random, we need your opinions as a community leader.

The enclosed questionnaire will take about 20 minutes to complete and may be returned to us in the enclosed envelope.

Please give your true opinions, whether they be positive or negative toward the College, as each will aid this study and its use. I personally assure you of anonymity and will in no way connect or allow others to connect your views to your person or office. In our study's report, you will be identified only as "Frostburg Leader" or "Area Leader." (The number on the questionnaire is for that purpose.)

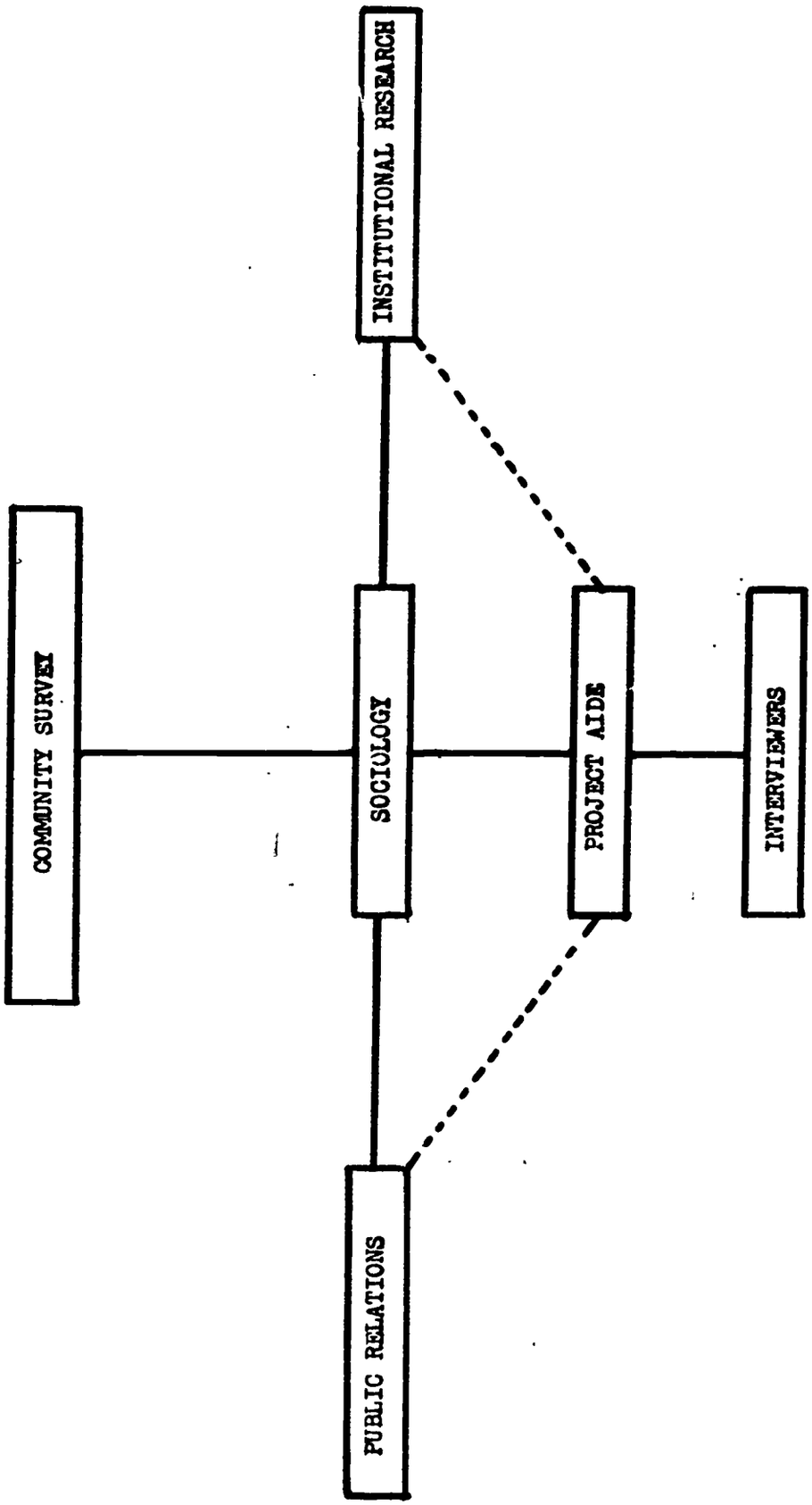
Thank you for your consideration and assistance.

Yours truly,

Anthony E. Crosby, Jr.
Instructor of Sociology

APPENDIX D

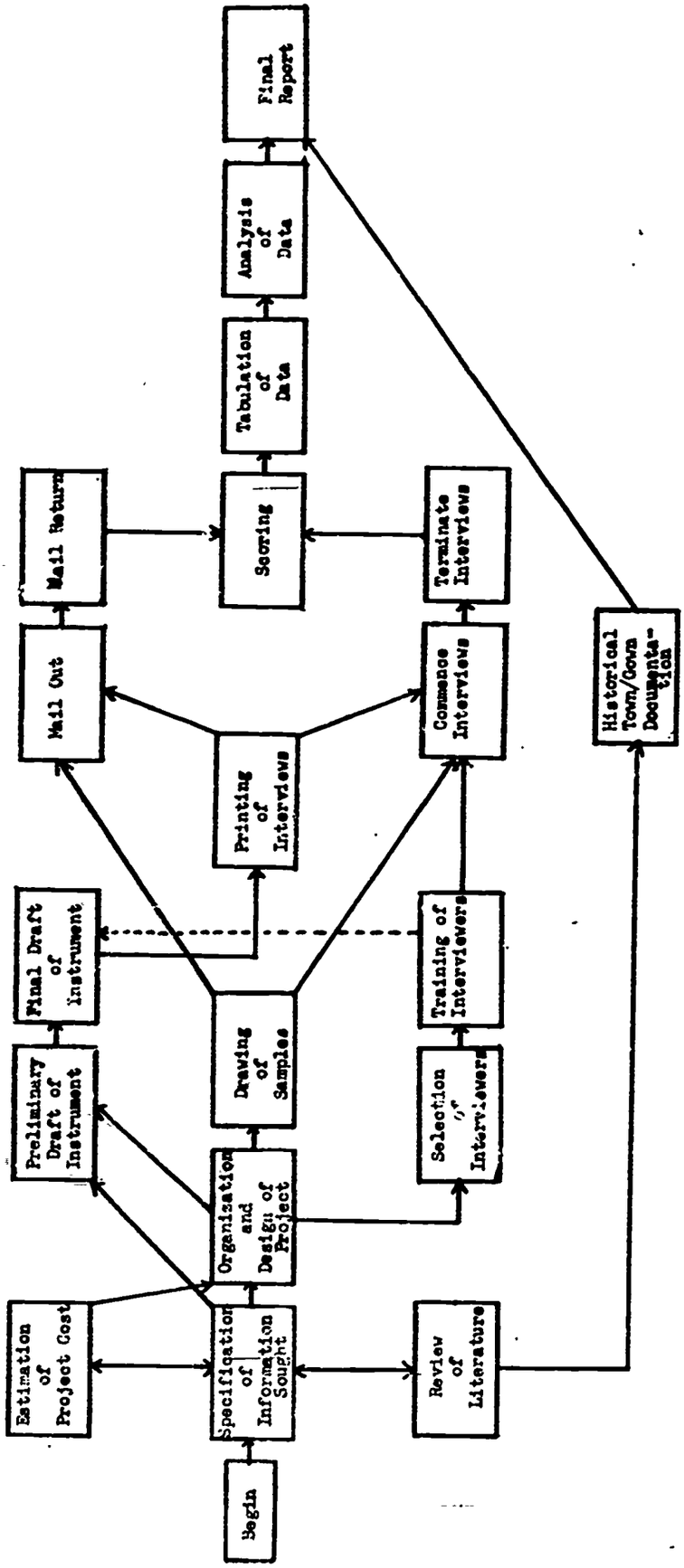
PROJECT ORGANIZATION CHART



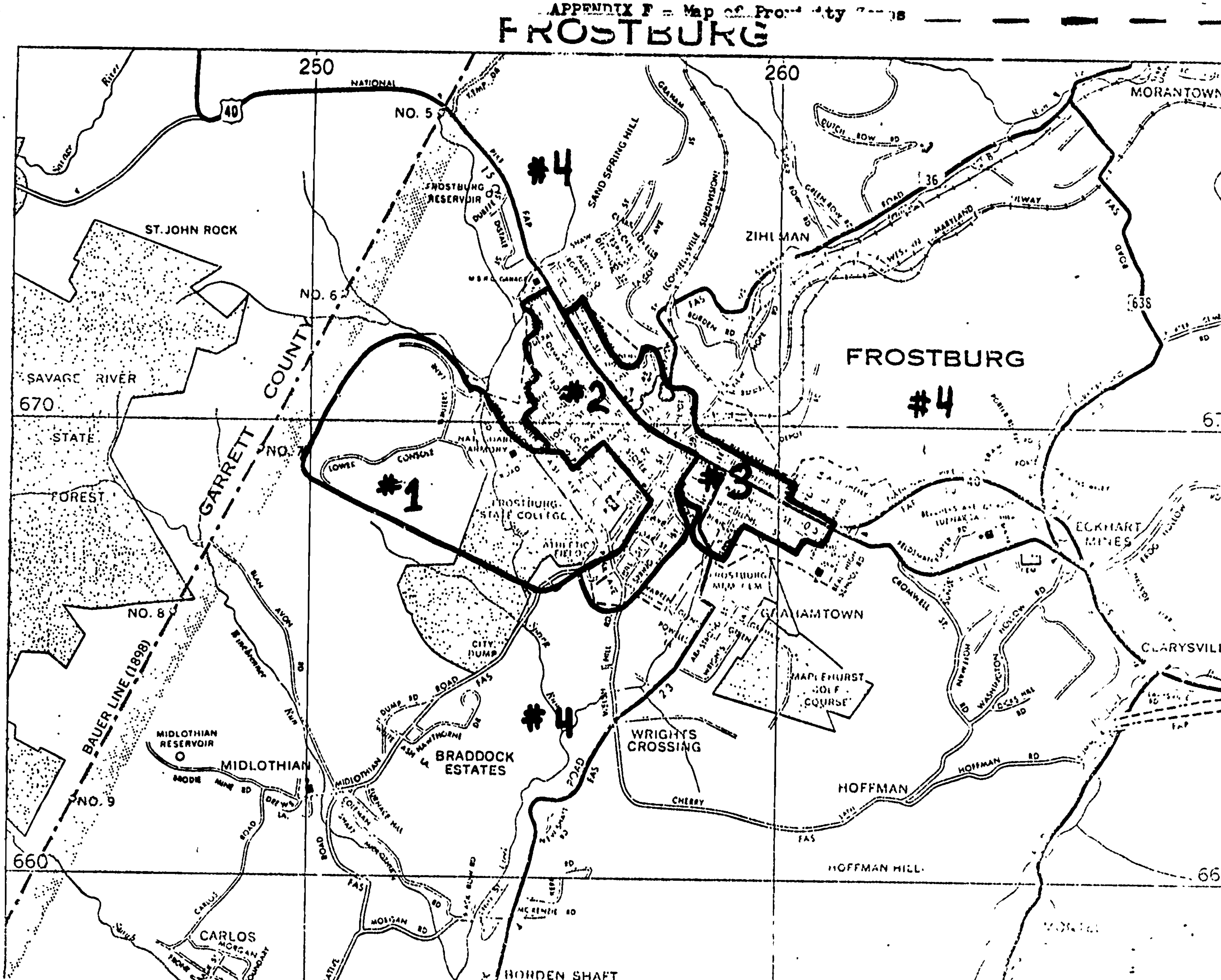
APPENDIX E - Flow Chart of Survey Activities

SURVEY OF COMMUNITY ATTITUDES AND PERCEPTIONS

- SEQUENCE OF EVENTS -



APPENDIX F = Map of Fro... ...ty ...s



APPENDIX G

INTERVIEW EVALUATION INFORMATION

This form should be completed the evening of each interview, even immediately after each if possible.

cc _____

no _____

ra _____

Your initials _____
Date of Inter _____
Approx. Time _____
_____ to _____

Provide the following estimates related to the interviewee's social class (circle no. of most correct):

Occupation

1. professionals, proprietors
2. semi-prof., small bus. office
3. clerks, minor white collar
4. skilled workers
5. small business proprietors
6. semi-skilled workers
7. unskilled workers

1. excellent houses
2. very good houses
3. good house
4. average houses
5. fair houses
6. poor houses
7. very poor houses

_____Check if interview was totally successful in introduction, rapport, and answers. Note any particular reasons for this success:

_____Check if interview had unsuccessful parts and answer relevant questions below.

Problems of locating interviewee?:
1. interviewee deceased
2. interviewee moved
3. could not find address
4. interviewee not at home
5. if 4, was appointment made?

Problems of entrance?:
1. Person refused to be interviewed. Why?:

2. Other?:

Problems of interviewing?:
1. took too long
2. not all questions understood
3. not all questions answered
4. other:

Specify above:

Internal Inconsistencies (Note as fully as possible):

Place other evaluative comments on back.

APPENDIX H

CODING INSTRUCTIONS

General Points:

(1) The purpose of coding is to prepare these questionnaires for easy and accurate transferal of data onto IBM cards by key punchers.

(2) See that all numbers in blanks on the questionnaire are clear and that all blanks are filled.

(3) A "0" is to be used where the question is not answered.

(4) If an answer can not be easily coded, place the number of that question in the lower right hand corner box on the booklet cover.

(5) Follow the special codes given below for the open-ended and some other questions.

Specific Question Codes:

Question A: Code "1" if the person has not changed communities in the last five years
Code "2" if the person has made one community change in the last five years
Code "3" if the person has made two or more community changes in last five years

Place a _____ next to the "A" and write code no. there

Question 3: Code "1" if response is cognitive (fact-oriented); for example 2 yr vs 4 yr schools; local vs state control
Code "2" if response is evaluative (opinion-oriented); for example, ACC has better teachers

Questions 11b, 11d, 16a:

Code "1" if response is quality or standards
Code "2" if response is business
Code "3" if response is dental, dentistry
Code "4" if response is pre-med
Code "5" if response is pre-law
Code "6" if response is engineering
Code "7" if response is graduate
Code "8" if response is other than categories above

Question 16: Code "1" if liberal arts
Code "2" if teacher education
Code "3" if liberal arts and teacher education
Code "4" if graduate study
Code "5" if graduate education program
Code "6" if graduate management program
Code "7" if combination or other than above

Question 19: Code "1" if three responses are positive
Code "2" if two are positive and one negative
Code "3" if one is positive and two negative
Code "4" if three responses are negative
Code "5" if one positive, one negative if only two given

Question 20: Code "1" if no problems is the response
Code "2" if response indicates failure of residents to understand
Code "3" if response indicates failure of students to understand community
Code "4" if parking is problem
Code "5" if housing is problem
Code "6" if lack of leisure facilities is mentioned
Code "7" if noise, student behavior, dress is problem
Code "8" if communication is said to be lacking
Code "9" for other or combinations of above

Question 25: Code "1" if changes should be made in faculty
Code "2" if changes should be made
Code "3" if courses or standards should be changed
Code "4" if College should grow faster
Code "5" if College should grow slower
Code "6" if other or combination of the above

REFERENCES

1. "The Environment or 'Climate' of Frostburg State College as Reported Through the Use of the C.U.E.S. II", (IR-14-71) Office of Institutional Research, Frostburg State College, Frostburg, Maryland, June, 1971; "The Environment or 'Climate' of Frostburg State College as Reported Through the Use of the Institutional Functioning Inventory" (IR-15-71) Office of Institutional Research, Frostburg State College, Frostburg, Maryland, July, 1971.

2. "Entering Freshman Aspirations and Expectations" (IR-18-71) Office of Institutional Researc] Frostburg State College, Frostburg, Maryland, November, 1971.

3. Atkinson, R.G. and Lyons, P.R., "Interdepartmental Team Produces Alumni Attitude Survey", Techniques, Vol. 6, No. 3, 1971, pp. 17-19.

4. Hesse, Robert R. "Research Determines the Image - Not You", Techniques, Vol. 6, No. 2, April, 1971, pp. 18-20.

5. Viola, J.W. "Community Relations" Chapter 2, Section 5, In Handbook of College and University Administration - General, Asa Knowles, editor. McGraw-Hill, New York, N.Y. 1970, pp. 5:28-42.

6. Swanson, B.E. and Lindley, C., "College and the Community: The Reciprocity of Change", Adult Leadership, Vol. 19, June, 1970, pp. 45-46.

7. Rodnitsky, J.L. "Public Relations, the Public and the University: Some Historical Perspective", Journal of Higher Education, Vol. 39, June, 1968, pp. 336-339.

8. Solnit, A. "Town and Gown: One Community", Teachers College Record, Vol. 68, January, 1967, pp. 28[illegible]4.

9. Warren, Roland L. Studying Your Community, Free Press, New York, N.Y. 1965.

10. Lowry, Ritchie, P. Who's Running This Town? Harper and Row, New York, N.Y. 1965.

11. Welch, Timothy. "Sampling and Community Relations", Junior College Journal, Vol. 36, November, 1965, pp. 20-23.

12. Certain items in the questionnaire instrument are from Institutional Functioning Inventory. Copyright 1968 by Educational Testing Service. All rights reserved. Reproduction by permission.

13. Crosby, Anthony E. "Knowledge of Organizational Discontinuance: A Survey of Community Leaders' Perceptions of Resources for Treating Alcholism," Unpublished, 1969.