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A STUDY OF FACTORS INFLUENCING ENROLLMENT
BETWEEN THE FALL OF 1970 AND THE FALL OF 1973 IN
RURAL MICHIGAN COMMUNITY COLLEGES

by

Roger W. Boughton

A Dissertation
Submitted to the
Faculty of The Graduate College
In partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1974

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Roger W. Boughton

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RURAL MICHIGAN COMMUNITY COLLEGES

Roger W. Boughton, Ed.D.

Western Michigan University, 1974

The purpose of the study was to investigate factors which influence enrollment in rural Michigan community colleges. The study was designed to provide information on community leadership attitudes and their relationship to enrollment in rural Michigan community colleges located in the lower peninsula. Information about the respondents and their attitudes about the community college was collected, described, analyzed and compared.

A review of the literature supported the contention that size and characteristics of the population, location of the college, cultural affluence of the student, and the cost benefit of education is related to enrollment. However, little research related to community leaders' attitudes and their relationship to enrollment was found in a review of the literature of higher education and the community college.

The Community Leadership Attitude Questionnaire was developed to request personal information and attitudes about career education, quality of programs, physical access, financial support, costs to attend, efficiency, aesthetics of the campus, and whether the college was meeting the needs of the community. The questionnaire was mailed to a selected sample of 206 community leaders in five of the rural

Michigan community college districts. Of the 206 in the sample, 87.86% completed and returned the questionnaire.

The analysis of variance was used to ascertain differences among community leaders' attitudes in three areas: the five colleges, the four categories of community leaders, and finally, the colleges with marked growth versus limited growth in enrollment.

In this study the following conclusions may be drawn from analyses of the data:

1. Community leaders from colleges with limited growth in enrollment scored significantly higher in attitudes than their counterparts in colleges with marked enrollment growths;
 - (a) as to the college's offering programs and courses in the evening
 - (b) as to the college's interest in the vitality of the community
2. Community leaders from colleges with limited growth rated their colleges significantly higher than their counterparts in marked growth colleges in the following three categories:
 - (a) within easy commuting distance
 - (b) availability of local college officials to discuss the college
 - (c) most people are well acquainted with the college

3. The community leaders from the colleges with both marked growth and limited growth were of the opinion:
 - (a) that a college education enhances career opportunities
 - (b) that the costs of a community college education are reasonable
 - (c) that the community college is interested in the vitality of the community
4. Growth in enrollment as perceived by community leaders is not synonymous with educational excellence.

CHAPTER I

THE PROBLEM

Rationale for the Study

The growing importance to American society of two-year colleges emphasizes the need for comprehensive information about community colleges. Even though there was a sizeable body of literature available to meet this need (Clark, 1960; Gleazer, 1963; Medsker, 1960; Knoell & Medsker, 1964; Blocker, Plummer & Richardson, 1965; Hoyt & Munday, 1966; Alkin & Hendrix, 1967; Pace, 1967), many areas of uncertainty remained. The specific area of concern for this study was the relationship of community leader attitudes to enrollment in rural Michigan community colleges.

Before conducting an investigation of the important factors influencing enrollment in rural Michigan community colleges, the need for community colleges and their place in higher education in Michigan had to be established. This could best be done through a historical examination of the junior and community college movement in Michigan and a look at population and enrollment trends within the state and nation. Also, no analysis of public two-year colleges would be complete without considering the state system of which they were a part.

The history of Michigan's community colleges began in the late 1800's. A number of educators, with President Henry P. Tappan of the University of Michigan as chief advocate, thought that strong

high schools should add the thirteenth and fourteenth year to their programs. The major emphasis for movement in this direction was to provide the college-bound student with his first two years of regular college work near his home. This then would allow the University to specialize in upper division work and graduate studies. The concept was closely patterned after the German University System.

This early beginning of adding the thirteenth and fourteenth year to high schools in Michigan was initiated in Saginaw by East Side High School. The experiment ended after a brief attempt. However, the seed for extended high school had been planted and in 1914 the Grand Rapids Board of Education established Grand Rapids Junior College. This was the first of what later was to become twenty-nine public junior and community colleges in the State of Michigan. As a result of this initial beginning, Michigan was one of the first states to pass a junior college law. The law was known as Act #6 of the Public Acts of 1917. The legislation empowered the board of education in all school districts with a population of 30,000 or more to offer high school graduates advance course work. However, the specific intent was that the course work would not embrace more than two years of collegiate work (Martorana, 1957). The state waited until 1945 to actually appropriate monies for the support of junior college students as differentiated from support previously provided as part of the K-12 system (Hazard, 1969). Thus, state support for the community college student was initiated thirty-one years after the beginning of Grand Rapids Junior College.

The formation of Grand Rapids Junior College, followed soon after by Highland Park College, was typical of the pattern established

throughout the State of Michigan during the first fifty years. The pattern (the college being a part of the local K-12 district) fitted the times and met the advanced educational needs of the community. Access to higher education was of the utmost importance and, as a result, the academic programs were of a pre-professional and liberal arts in nature.

As Michigan emerged from a predominantly rural population to an industrial one, the pattern of educational development slowly changed. The new colleges began to be formed around county and/or intermediate (secondary) school districts (Morsch, 1971). Academic programs also changed with the times with vocational-technical and adult education making considerable progress into the overall academic program of the college. This change in philosophy is illustrated (Morsch, 1971) in a United Auto Workers of America-General Motors (UAW/GM) contract that specifically called for the support of occupational training at the college level for union members. Unique to Michigan was the practice of offering two-year technical programs at four-year schools. Ferris State College, Western Michigan University and Superior State College were three institutions directed to offer vocational-technical programs in sparsely populated areas of the state.

Financial legislation, specifically for community colleges in Michigan, was not passed until 1955. Public Acts 1955-No. 188 was the first community college law in Michigan and stated, in part (Hazard, 1969):

AN ACT to create community college districts composed of 1 or more contiguous counties; to provide for the government, control and administration of such districts; to provide for the election of a board of trustees; to provide for the assessment, levy, collection and return of taxes therefore; and to provide a referendum thereon.

As used in this act, a community college shall be defined as a school providing instruction in collegiate and non-collegiate courses of study, which shall not embrace more than 2 years of collegiate work, and shall for all purposes be considered as eligible to receive such state aid and assistance as may be appropriated by the legislature for the aid and support of junior colleges and/or community colleges.

Section 8. The trustees may levy, for the purposes of the community college district, a tax of not more than 1 mill upon each dollar of the state equalized value of the property in each of the counties comprising the community college district. The subjects of taxation for the community college district purposes shall be the same as for state, county and other school purposes as provided under the general property tax law (p. 95).

At the time, Michigan was well behind California which had seventy-one public institutions, Texas with forty-five community colleges, New York with thirty-one public junior colleges, and Illinois with twenty-three community colleges (Hillway, 1958).

Early in the autumn of 1956 Dr. Martorana began work on the study of the community college situation in Michigan. The main conclusions that emerged from the study and work of the staff may be enumerated as follows (Martorana, 1957):

The Michigan community college on the whole accept and are making energetic efforts to accomplish the five functions usually attached to local public community colleges. The five purposes generally assigned to these institutions are: (a) providing general education for all students; (b) offering transfer and college-parallel courses in pre-professional fields and in the arts and sciences; (c) providing organized occupational programs for students who will seek to enter employment immediately after leaving the local college; (d) offering adult and community-service programs of a wide variety; and (e) providing a full program of student personnel and counseling services for the students enrolled (p. 3).

Thus, Michigan community colleges with state support were finally committed philosophically to growth and expansion.

Of the nine rural Michigan community colleges in the lower peninsula, Northwestern Michigan College in Traverse City was the first to begin operation. Northwestern began its first class in 1951 followed shortly by Alpena Community College in 1952 and seven years later by North Central College in Petoskey.

The adoption of the new Michigan state Constitution in 1963 brought about significant changes in the development and organization of community colleges within the state. The constitution gave the newly constituted State Board of Education leadership and general supervision over all public education. In addition, the Board served as a general planning and coordinating body for all public education. The constitution also set forth provisions enabling the legislature to establish and partially finance two-year colleges in Michigan, which was another significant milestone in the development of Michigan community colleges (Morsch, 1971). As a result, within five years, eleven new community colleges were founded, seven of which were located in rural areas.

In an article entitled Junior Colleges: 20 States (1966) the author states that "this rich tradition in Michigan of local control, delegated by the state, and citizen involvement at all levels of decision making is a meaningful and lasting way to develop an educational system" (p. 93). Without the state and local support and guidance, the two-year college movement in Michigan would not have blossomed as it has. In fact,

Michigan's interest in its community colleges has had an impact on local communities as well as the state. Martorana (1957) reported that the percentage of 1955 Michigan high school graduates who entered college was 25.35 percent for counties with no collegiate opportunity within their borders and 31.24 percent for counties having a community college but no other public collegiate institutions of higher education. By 1969 the proportion rose to thirty-four percent (Morsch, 1971), and as of September of 1973 over half of all students in Michigan institutions of higher education were enrolled in community colleges.

However, by 1972, as evidenced by enrollment statistics, the rate of growth in college populations started to decline. Across the nation that year, only forty-nine percent of the three million high school graduates went on to college (Young, 1973), which was the lowest proportion reported in the previous five years. As reported by Morsch (1971) not only were fewer graduates going on to college but there were fewer proportionally young people in the eighteen to twenty-one year old age group. The growth in population of young adults between the ages of eighteen and twenty-one had declined from a high of 21.8 percent of the population during the five year period ending in 1970 to an expected twelve percent during the 1970-75 period. The 1975 period as reported by Morsch (1971) represented an even further decline in the growth rate with only 7.5 percent of the population coming from the eighteen to twenty-one year old age group. In the bleak forecast for the 1975-80 years, the proportion of the population between eighteen to twenty-one years of age will fall to a low of four percent. The growth rate for this population group constitutes an upper parameter

on the potential growth enrollment in the community colleges which will necessitate special recruitment outside of this age group if enrollment increases are to be maintained.

In Michigan, as of 1972, enrollments in the community colleges expanded by 5.2 percent over the prior year, which was the lowest yearly increase since 1960. The "golden era" of the sixties for community colleges and higher education had turned into the "depression" of the seventies, thus, the rationale for the study.

To understand the conditions influencing enrollment in rural Michigan community colleges, this study was designed to deal with the problem of enrollment from two different perspectives. First, a review of the literature was undertaken to present factors which have an influence on enrollment. Secondly, an analysis was completed on the attitudes held by community leaders from within selected community college districts.

The Statement of the Problem

Rural Michigan community colleges located in the lower peninsula were faced with two important questions. The first was to ask the extent to which they were, in fact, measuring up to the purposes stated. Secondly, what were the factors related to enrollment and was there any relationship of community leader attitudes with enrollment? The proper allocation of local, state, and federal funds for equalization of educational opportunities was predicted upon accurate assumptions about enrollment patterns and the college meeting the educational needs

of the community. For this reason, this study analyzed the attitudes of community leaders towards the community college and the possible impact of these attitudes on enrollment.

Community attitudes, as well as economic considerations and vocational-technical course considerations, were significant factors relating to the enrollment of rural Michigan community colleges. The identification and classification of the factors which related to enrollment would allow community colleges to take appropriate measures to make the college more efficient in meeting the educational needs of the community.

As a means to identify and analyze factors relating to community college enrollments, the following procedures were followed. First, demographic data comparing the Fall 1970 Semester with the Fall 1973 Semester for rural Michigan community colleges were analyzed. Second, the attitudes of community leaders towards their local community college were examined. Community leader attitudes were considered to be of significance as the community college was designed to primarily serve local educational needs.

Definition of Terms

Following are the definitions of terms germane to the study:

Career Education A series of controlled and organized experiences arranged to prepare a person for socially useful employment.

Community Leadership For the purposes of this study, community leadership is comprised of Superintendents of K-12 public school districts, public high school principals, county commissioners,

Rotary and Kiwanis presidents, and corporate on-site managers from the three largest employers within the college district.

Community Leader Attitudes As indicating consistent modes of thinking, opinions, or purpose regarding educational and/or the community college.

Enrollment Reported total number of students for which college credit is being given.

Rural Community College Public two-year colleges, in districts with less than 80,000 population (1970 census), located in the lower peninsula of Michigan.

Two-year college students Enrolled in collegiate level credit-hour courses in two-year certificate or associate degree programs.

Vocational-Technical Education Preparation for a specific occupation that requires less than a baccalaureate degree.

Scope of the Study

A prime objective for the study was to collect, report, and interpret community leadership attitudes with a view to providing information that would be helpful in working with community leaders and assessing the planning for enrollment growth in rural community colleges.

As a first step in this study, efforts were directed toward identifying and classifying the basic factors involved in the determination of enrollment in rural Michigan community colleges. Once these factors were identified, they were broken down into their component parts for a detailed analysis. A thorough review of the literature

suggested six basic considerations upon which enrollment might be related.

1. Availability of career education
2. Availability and quality of the program
3. The costs to attend
4. The value placed on education by local residents
5. How closely the college meets the needs of the community
6. Proximity, physical access, and the aesthetics of the local campus

The assumption was made that an examination of these factors and how they related to community leadership attitudes would provide insight into the elements influencing enrollment in rural Michigan community colleges.

Questions

In examining factors influencing enrollment six important questions were considered:

1. Are the attitudes, as expressed by community leaders, about career education at the community college related to enrollment?
2. Are the attitudes about availability and quality of the program offered at the community college, as expressed by community leaders, related to enrollment?
3. Are the attitudes about financial support, costs to attend, and efficiency of the local community college, as expressed by community leaders, related to college growth?
4. Are the attitudes about education, as expressed by community leaders, related to college growth?

5. Are the attitudes of community leaders, as to the community college meeting the needs of the community, related to growth.
6. Do the attitudes of community leaders about availability of information, physical access to the campus, and aesthetics of the local community college, relate to enrollment growth?

For purposes of this study, five of the nine rural community college districts were chosen for study. The three community college districts with the greatest proportional enrollment growth between 1970 and 1973 were compared with the two community college districts with least growth in enrollment over the three-year period. Community leaders were, for purposes of this study and sample, identified as: Super-intendents of the (K-12) public school districts, county commissioners, public high school principals, presidents of the local Kiwanis or Rotary, and the on-sight managers from the three largest employers from the community college district.

For data collection, an attitude questionnaire was developed which recorded the various biographical and attitudinal information of community leaders.

Summary

After collecting data from the two hundred and six (206) community leaders, the results were summarized and compared. In addition, the extensive review of literature identified factors influencing enrollment and techniques for estimating and predicting enrollment trends

for rural community colleges. This study should be of value to those individuals who are attempting to understand and project changing rural community college enrollment patterns at the local, state, and national levels.

CHAPTER II

REVIEW OF THE LITERATURE

As noted in Chapter I, the literature on the community college was vast. However, studies specifically involving factors influencing enrollment at the community college was limited. Since the literature on factors influencing enrollment at the community college was so restricted, it was necessary to draw from a variety of areas so that a better understanding of the problem could be developed.

The literature was filled with a variety of research and commentary about the two-year college and its students. Books, journals, and monographs provided empirical information on institutional characteristics, student characteristics, and prediction of academic success for two-year graduates. In spite of this large body of literature on the community college, in-depth information about the factors influencing enrollment at the two-year college was meager.

Today, with declining enrollments and a re-evaluation of the significance of education, very little is known about the relationship of community leader attitudes to the growth rate of the local community college. Research results and recommendations are needed to assist the community college in meeting the post-secondary educational needs of the local community.

The literature review consisted of two general categories pertinent to an understanding of the thesis. The first category was a brief

historical review of the development of rural post-secondary education. The second category deals primarily with the factors influencing enrollment in community colleges. The literature on enrollment was reviewed in four areas: social and cultural influences, influence of the size and characteristics of the population, influence of location and the cost benefit influence.

Rural Post-Secondary Education

The Morrill Act of 1862 provided the basis for the land-grant colleges (Kreitlow, 1971). The legislation was an effort to make post-secondary education available to a wider segment of the population in the country. The National Grange, beginning in early 1867, was yet another attempt to provide educational programs for its rural members (Kreitlow, 1971). A similar program was established by the National Farmers Union in 1902. The emphasis of the National Farmers Union was leadership training and development of farm cooperatives. In 1914 the Smith-Lever Act provided federal funds and the basic operating framework for the Cooperative Agricultural Extension Service. However, as late as the 1930's, higher education was available to only a small minority of rural youth (Kreitlow, 1971).

The community college has opened the door to educational opportunity for rural youth. As an example only six hundred thousand students were enrolled in community colleges in 1960. In the Fall of 1969 enrollment had increased to two million students enrolled in junior or community colleges (Bryant, 1970). In the Fall Semester of 1969 more students

in the United States enrolled as freshmen in junior and community two-year colleges than in four-year institutions of higher education. In 1968 in Florida, for example, sixty-five percent of all college freshmen were enrolled in junior colleges while in Illinois forty-five percent of all freshmen were enrolled in two-year colleges. California, with eighty-five junior colleges, enrolled an even higher percentage of first time enrolled college freshmen (Gleazer, 1968).

The population of college-age people grew rapidly in the 1960's, and along with changing employment patterns produced an increasing need for highly trained, skilled personnel and a declining need for unskilled workers. Martorana (1957) specifically supported the need for highly trained workers for the State of Michigan by indicating that the State had reached a level of technological and economic advancement well above the average of the nation. As a result of the demand for highly skilled workers, Richards (1969) predicted that most of the burden of meeting the increased demand for education beyond high school would fall on the community colleges.

However, not much is known about community attitudes and their relationship to growth at the community college level. Schauerman (1972), in investigating all of the public community junior colleges established since 1960, found public attitude toward a new public community junior college to be a significant factor influencing enrollment. The public attitude toward the community college was frequently mentioned by Schauerman (1972) as a reason for curtailing enrollment and as the variable which would account for the differences between the projected

and actual enrollment. As Gleazer (1973) reported, not enough is known by most community colleges about their community, nor is there assurance that the interpretation of existing information is correct. If, as Meyers (1970) suggested, the community college student represents a cross section of the general population, then it is vital that his aspirations and his attitude towards the community college become known. However, Spiess (1971) cautions that when we sample attitudes of community leaders we must be aware that they do not always represent a cross section of the population, but tend to represent certain occupations, income levels, educational levels and community organizations.

McCarty (1971) advanced the philosophy that school systems are essentially political subdivisions of local governments and thereby necessarily reflect the expectations of their governing elites. He stated that "school systems inevitably mirror the financial resources and personal values of their supporting communities (p. 348)." In addition, he contended that community colleges have mostly been influenced from individuals drawn from the business and professional strata with limited representation from organized labor.

Factors Influencing Enrollment

One of the basic purposes of the study was to organize the information currently available about community colleges and the factors which influenced their growth into a brief profile. Such a profile can be used both to characterize individual community college populations, and to suggest areas where subsequent research on factors influencing enrollment might be initiated.

In looking at the relationship between the community and the community college, Richards (1966) listed several categories from which to view the profile of a community college. Much of the literature that was pertinent to this study can be categorized under the following four headings provided by Richards: (1) cultural affluence; (2) size and characteristics of population; (3) location and (4) cost benefit.

Cultural Affluence

Richards (1966) found that sociological and political factors, rather than direct financial need, produced high enrollments in community colleges. Richards suggested that students from lower income families have a greater opportunity to join post-secondary educational programs than at any other time in our nation's history. As a result of this expanded opportunity, college student populations are becoming more socio-economically heterogeneous.

Davis and Johns (1973) also reported that while students from affluent families were more likely to attend college than were students from poor families, the nation had experienced marked increases in the enrollment of freshmen from low income parents when compared to the proportion of such families in the general population. Tuckman (1972) established that for Miami-Dade Junior College, family income and the savings made possible by the presence of any type of college exercised a strong influence on student choice of enrollment in an institution of higher education. Tuckman (1972) found that as incomes rose, more students selected a four-year college. Similarly, fewer students decided to terminate their education after high school. And as family

incomes increased, the percentage of students attending a junior college first rose and then fell. The investigator found also that only forty-four percent of the students from families with incomes of less than \$3,000 chose to attend a junior college. The proportion rose to fifty-two percent of the sample with family incomes between \$5,000-\$15,000 and then declined to forty-six percent in the family income interval between \$15,000-\$20,000.

Russell (1958) found in Michigan the economic status of a county had an important effect as to whether its young people went on to college. There was a strong tendency for the counties ranking high on "effective buying income per family" also to be the county with a high rate of college attendance.

An observation by Coleman in his now classic report (1966) seems appropriate:

...one implication stands out above all: that schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effort means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school (p. 325).

The research cautions that if we are to remain responsive to the community we must provide differing educational formats responsive to and compatible with the cultural patterns of the potential student bodies (Harrington, 1974).

Race was also a significant factor as to who goes to college and where. Young (1973) reported in the Monthly Labor Review that seventy-five percent of the whites enrolled in college represented families

with an income of \$10,000 or more, compared to forty-two percent of the blacks. Less than five percent of the families of white students had incomes of \$5,000 or less, compared to thirty-two percent of the black families.

Tuckman (1972) stressed that enrollments in a local college depended not only on its cost but also on the cost of other competing institutions of higher education. As an example, as the cost of attending a four-year college rose relative to the cost of a junior college, more students were likely to attend the junior college, other factors remaining the same. The rapid increase in enrollments at two-year public colleges during the 1960's was viewed by investigators as a direct result of the increasing tuitions at other institutions of higher education.

Tuckman (1972) in the Miami-Dade study suggested that minority-group students, regardless of their parental income, expressed a stronger preference for local community colleges than did students in general. Richards (1969) stressed that students entering a junior college are influenced more by practical considerations and less by intellectual or social emphasis in choosing their college. Similarly, they are more concerned with the instrumental value of college for a higher income and less concerned with personal intellectual development.

Urban community colleges traditionally have experienced a higher rate of growth during the first five years of operation than have non-urban colleges (McLeod, 1971). Nelson (1971) reported that adolescents from a metropolis, in comparison to rural youth, were more likely to

aspire to a college education. An explanation for the phenomenon was presented by Kreftlow (1971). He suggested that as a result of rural families being larger than urban families there were more children to educate with fewer adults willing and able to pay the taxes necessary to support a local community college. The resistance to educational improvement can be traced to the rural resident's low level of education and a desire to keep children near the home and taxes to a minimum. This view was supported in a report to the Florida State Board of Education by the Community College Council in 1957. The author of the report suggested that many young people leave rural homes for jobs in urban areas as a direct result of attending college. Negative attitudes toward higher education in general and local community colleges in particular have developed in many rural areas as a consequence of the migration of the young from the rural to the urban communities.

Location

Russell (1958) found, for Michigan, that the location of a college was a significant factor as to rate of attendance for the rural counties. McLeod (1971) reported that urban community colleges experienced a higher rate of growth during the first five years of operation than did non-urban community colleges. Nelson (1971) also found that residents of non-rural areas were more likely to aspire to a college education than were residents of rural areas. A study completed by Tinto (1973) found college attendance to be related directly to the presence of a local college in the community. Tinto reported that the importance of local college availability upon college enrollments

to be greatest for public junior colleges, followed by state colleges, multiple colleges, and extension centers in that order.

Tinto further indicated that students of the lowest ability quartile living in communities with a local public junior college had a twelve percent higher rate of college attendance than did students of similar ability living in communities without a local college. Tinto's (1973) et al. findings have been replicated many times in various ways. For example, in one study, there was found a direct relationship between college proximity and proportion of seniors of differing ability planning to attend college (Sewell, 1963). Medsker and Trent (1965) when comparing the post-secondary behavior of high school seniors of varying ability and socio-economic background found college attendance also to be directly related to the presence of a local college.

Tuckman (1972) in a study, found in one poor Florida junior college district only fifteen percent of the high school graduates entered college with most attending the local two-year college.

The actual impact that a public two-year college has on college attendance within a county was best illustrated by a Michigan study. Martorana (1957) found that the proximity of institutions of post-high school education influenced the number of high school graduates who entered college in 1955. The counties without a local college sent twenty-five percent of their high school graduates on to college. When a private college or public two-year college was located in the county thirty-one percent of the high school graduates went on for post-secondary education.

The characteristics of two-year colleges differ considerably from region to region and have had an influence on enrollment. Richards (1967) found that junior colleges in the Great Lakes states and in the Far West were modeled after state universities, or sought an identity of their own, rather than imitating private liberal arts colleges.

Colleges in the Far West were larger than colleges in other regions. Colleges in the Great Lakes states and in the Southwest and Rocky Mountains states also tended to be large but the pattern did not follow closely the distribution of population in the country.

Colleges, as reported by Richards (1967), in New England and in the Mideast were extremely low on their transfer emphasis. Richards attributed this to the fact that higher education in these two regions was dominated by a few private, affluent, and prestigious four-year colleges and universities. These institutions were highly selective in admitting freshmen, and in general had little interest in admitting transfer students at the junior college level.

Richards (1967) further found that two-year colleges in the Southeast, Southwest and Rockies, and Plains states were very conventional. He suggested that a number of trends produced this pattern. Many of the black junior colleges in the South were quite old, although in many cases they were not established as two-year colleges. Such colleges were also unlikely to be very innovative because of socio-political conditions in the South. Similarly, many of the junior colleges in California have been established very recently.

Size and characteristics of the population

McLeod (1971) in a national study of community/junior college enrollment growth rates, found that the average first-year urban community college enrolled forty-seven persons per 10,000 population, while the non-urban community college reported that 27.9 percent of the district high school students attended the local community college. McLeod further stated that "the average percent attendance for urban community colleges was 26.1 percent, and 30.5 percent for non-urban colleges (p. 22)."

Bown and Richek (1966), using the Brown-Report Inventory to measure the self-concepts of commuter and residential students, found that residential four-year college students held higher positive perceptions of themselves than did community-college, home-based students. Tillery (1964) noted, too, that California high ability students at community colleges had significantly lower scores than their university peers on a "social maturity" measure derived from the omnibus personality instrument. The community college student, as reported by Meyers (1970) was more practical in his orientation to college attendance and life. He had lower occupational aspirations and was mostly concerned with occupational success, upward social mobility, and financial security. Although community-college students traditionally represent a cross-section of the general population, they predominantly come from the homes of blue collar workers.

Colley and Becker (1966) found that the community-college student was positioned between the non-college and the senior-college group on all of the seven indices of socio-economic status. Included were such

measures as mother's and father's education, father's occupation, number of books in the home, and whether or not the student had his own room and typewriter.

Overturf (1971) found that for today, as compared to several years ago, there were proportionately fewer men attending college than women. Young (1973) in agreement reported that "the proportion of men going to college in the year in which they graduated from high school fell sharply from sixty-three to fifty-three percent between the years 1968 and 1972 (p. 32)." In addition, it was found that in 1970 forty-nine percent of the college population was male in comparison to fifty-four percent in earlier years. Nilsson (1973), of the Pittsburg Press, commented that the drop in enrollment of men can be attributed to the elimination of the draft. Parker (1973) in studying enrollment trends of women found that women have been gaining steadily in actual number and in proportion to men for several years. In the 1963-64 period women represented only thirty-eight percent of enrollment. However, for the period of 1971-72, female students constituted forty-one percent of actual enrollment. It should be noted also that fewer high school seniors were enrolling in college. The proportion of high school graduates enrolling in colleges soon after graduation has dropped sharply since the peak of fifty-five percent in 1968. Only forty-nine percent of high school seniors enrolled in college during the Fall of 1972. The new graduates who did not go on to college either held jobs or were looking for work in October of 1972 (Young, 1973). Young further reported that about one-third of all graduates not in college and not in

the labor force during the 1972-73 academic year were in special schools, such as trade schools or business colleges. The continued downward trend represented a significant decline in enrollment of high school graduates in special schools since 1962, when more than half the graduates not in college and not in the labor force attended the special schools. Overturf (1971) suggested that as a result of the recent success of trade unions to negotiate pay increases for skilled and unskilled workers, the remuneration gap between the educated and uneducated has narrowed. The situation has weakened the perceived value of higher education and thus influenced enrollment growth in post-secondary education.

Another factor influencing the enrollment of community colleges was the national birth rate. The peak number of births in the United States occurred in 1957 and consequently the peak number of eighteen year olds reaching college campuses after 1975 will continue to decline since the birth rate between 1957 and 1969 dropped seventeen percent.

Along with shifts in population, Thompson (1973) reported a definite and continuing twenty year trend for enrollments in higher education to shift from private to public institutions. The rate of change has decreased during the past five years, but the shift from less than one-half to more than three-fourths of all students attending public institutions in twenty-one years was significant since this shift represented a change of slightly more than one percent per year. The overall decline was not only in proportion of students, but also in number of institutions and degrees granted at all levels (Thompson, 1973). The shift from private to public education was being absorbed by the community college. Both first-time students and total students enrolled

in public, vocational, and technical programs of less than bachelor's degree level increased by approximately ten percent in 1972 (Thompson, 1973).

Parker (1973), in an extensive analysis, pointed out the following trends for two and four-year colleges based on reported enrollment data for the 1972 Fall Semester throughout the United States:

1. Increase of full-time enrollment has come to a halt. Sudden reversion to an increase pattern is unlikely.
2. Part-time enrollments by contrast with full-time, however, will continue to experience an upsurge. This is evidenced by their 12.9 percent increase for the 1972 Fall Semester.
3. Unitary state systems in both the four and two-year categories will continue to increase in number and in enrollments.
4. Public-complex universities, for many years among the academic standard bearers of the enrollment ranks, faltered in 1972-73 with a .7 percent full-time loss, a 1.9 percent part-time gain and only an over-all .1 percent gain.
5. Multi-purpose colleges and universities, mostly public, also have come upon hard times. They have experienced losses of 1.7 percent in full-time students, a total loss of one percent and a dramatic freshmen decline of 6.2 percent.
6. The private sector has shown more stability. The private-complex universities have only had a .2 percent full-time loss and their freshmen classes have actually increased their count by 1.7 percent.
7. Four-year arts and science colleges held their own much better than many dismal prophets had foretold. They experienced a 1.8 percent full-time student loss, a two percent freshmen decline, a 2.9 part-time increase, and were down in enrollment just .1 percent overall.
8. The two-year church related and other independent two-year colleges did just about as well with total head count as could be expected. Their total enrollment declined by only .2 percent while full-time enrollment declined .6 percent. They were better prepared to fight for enrollment.

9. Teacher college enrollments dropped most significantly. They experienced a 5.6 percent loss in full-time enrollment and a 3.6 percent loss in total enrollment.
10. Technological and professional types of schools were found to be expanding along with their enrollments. Their gains, as reported for Fall 1972 were up 1.2 percent for total enrollment (p. 331).

The picture is not completely bleak. Kester (1970) reported that in 1947 the Commission on Higher Education estimated that forty-nine percent of the population had the mental ability to complete fourteen years of education with a curriculum that could lead to gainful employment or further study.

Cost benefit

In terms of cost benefit analysis, Harold Kastner (1965) examined the economic value of attending a community or junior college. The cost for the individual junior college student was figured by including direct fees and indirect costs from forfeited salaries that might have been earned if the student had remained in the labor force and not entered college. Kastner found that it cost a male student approximately \$6,864 to obtain an associate degree. The cost for a female to acquire a degree was estimated at \$6,213.

The rate of return on investment was based on a life expectancy of forty-five years on the job and represents the additional salary earned as a direct result of a junior college education. Kastner (1965) noted that the male would return \$55,605 or five percent on his investment while the female would return \$33,165 or 4.4 percent on her investment.

Richards (1967) reported that there were regional differences in junior colleges and that costs varied from one region to the next.

Colleges in New England, the Mideast, and the Great Lakes tended to be much higher in cost than colleges in other regions. Thus, a student wishing to maximize his return on investment would find it desirable to enroll in a state where post-secondary education is of minimum cost.

Summary

A variety of sources were examined in order to produce a profile of the student, the college, and the population from which he comes.

The main thrust of the literature was that the two-year colleges attract pragmatic students seeking vocational training and are less attractive to talented students who are intellectually and academically oriented. Research concluded that the characteristics of two-year colleges differ considerably from region to region.

The student populations are changing and becoming more socio-economically heterogeneous. Women are attending college in larger numbers and growth rates are beginning to reflect district population increases. Counties with community colleges are sending proportionately more students on for higher education than counties without two-year colleges. Thus, location, cost, lower admissions standards, the elimination of the draft, and the emphasis of higher education for women is having an influence on enrollment at the two-year college level.

CHAPTER III

DESIGN OF THE STUDY

Research Questions

The major objective of the study was to analyze attitudes and opinions of community leaders and to determine what relationship these attitudes and opinions had on enrollment in rural Michigan community colleges located in the lower peninsula. The data were gathered from a group of community leaders at five of the nine rural community colleges in Michigan. The information was reported and compared as it related to and answered the following questions:

1. Do attitudes, as expressed by community leaders, about career education at the community college influence enrollment?
2. Do attitudes about the availability and quality of the program offered at the community college, as expressed by community leaders, influence enrollment?
3. Do the attitudes about financial support, costs to attend, and efficiency of the local community college, as expressed by community leaders, relate to college growth?
4. Are the attitudes about education, as expressed by community leaders, related to college growth?

5. Are the attitudes of community leaders, as to the community college meeting the needs of the community, related to growth?
6. Do the attitudes of community leaders, about availability of information, physical access to the campus, and aesthetics of the local community college, related to enrollment growth?

These research questions were designed to provide information about the community leaders and their expressed attitudes and opinions about education in general and the community college in specific.

Population and Sample

Two hundred and six community leaders served as the subjects of the study which included five of the nine rural Michigan community colleges located in the lower peninsula. In selecting five of the nine rural Michigan community college districts for the population the following criteria were used:

1. the three community college districts with the greatest proportional growth in enrollment between the Fall of 1970 and the Fall of 1973 (see Table 3.1);
2. the two community college districts with the least proportional growth in enrollment between the Fall of 1970 and the Fall of 1973 (see Table 3.1).

Criteria for sample selection

The samples of community leaders for the study were controlled by employing specific criteria in the selection stage. Each individual

Table 3.1

Comparison of Headcount Enrollments at Public Rural Community Colleges in the Lower Peninsula of Michigan for the Fall Terms of 1970 and 1973

Institution	Total Students Enrolled Fall 1970	Total Students Enrolled Fall 1973	Change in Number of Students Enrolled	% Change in Number of Students Enrolled
College A	542	860	+318	+58.67
College B	686	1,110	+424	+61.80
College C	866	1,150	+284	+32.79
College D	515	912	+397	+77.08
College E	734	1,019	+285	+38.82
College F	927	1,425	+498	+53.72
College G	654	952	+298	+45.56
College H	1,711	2,450	+739	+43.19
College I	941	1,467	+426	+45.27

Sources: 1970 Data: Higher Education General Information Survey, Form 2300-2.3-1. Washington, D.C., Office of Education, 1970.

1973 Data: Telephone call to Registrars at each of the community colleges on November 12, 1973.

to be included in the study had to be one of the following:

1. a superintendent of a K-12 public school district;
2. a principal of a public high school;
3. a Rotary or Kiwanis president;
4. a county commissioner;
5. On-site managers from the three largest employers within the college district.

The criteria used to define community leadership had been made explicit by limiting the sample to be studied to specific community leaders. The Chamber of Commerce and Presidents of the local colleges in the sample supplied the names and addresses of the community leaders. Useable responses were received from 181 respondents representing approximately an eighty-seven percent response rate (see Table 3.2, 3.3, 3.4, 3.5, and 3.6).

Table 3.2

Response Patterns of Community Leaders

	N	%
Returned		
Complete	181	87.85
Incomplete	1	.49
Undelivered	1	.49
Illness	1	.49
Death	1	.49
Not Returned	21	10.19
TOTAL	206	100.00

Table 3.3

Percent of Responses by Community Leaders to Questionnaire
by Community College

	N	R	%
West Shore Community College	77	69	89.6
Montcalm Community College	30	27	90.0
Glen Oaks Community College	33	32	96.9
Kirtland Community College	41	32	78.0
North Central Michigan College	25	21	84.0
TOTAL	206	181	87.86

Table 3.4

Percent of Responses by Community Leader to Questionnaire
by Community Leader Category

	N	R	%
County Commissioners	94	76	80.8
Rotary/Kiwanis	16	11	68.7
Business leaders	15	14	93.3
Superintendents	40	40	100.0
Principals	41	40	97.5
TOTAL	206	181	87.8

Table 3.5

Distribution of Sample of Community Leader by Community College

	N	%
West Shore Community College	69	38
Montcalm Community College	27	14
Glen Oaks Community College	32	18
Kirtland Community College	32	18
North Central Michigan College	21	12
TOTAL	181	100

Table 3.6

Distribution of Sample of Community Leader by Community Leader Category

	N	%
County commissioners	76	42
Rotary and/or Kiwanis	11	6
Business leaders	14	8
Superintendents	40	22
Principals	40	22
TOTAL	181	100

Source of Data

Data were collected by mailed questionnaires (see Appendix A) to the selected community leaders in five of the nine rural community college districts. Five of the community college districts were chosen so that the sample would represent more than fifty percent of the rural Michigan community colleges in the lower peninsula.

The questionnaire method was used for two reasons. First, it would have been difficult to interview each community leader in the study due to the large number of respondents in dispersed geographic locations. Secondly, the use of a mailed questionnaire to the home provided confidentiality to the respondent.

Development of the questionnaire

The questionnaire was designed to obtain information in the following four areas: (1) personal characteristics and biographical information concerning each community leader; (2) community leader attitudes and opinions concerning education; (3) community leader attitudes and opinions concerning the local community college; and, (4) identification of the respondents which consisted of an address label. The address label allowed the investigator to identify the name of the respondent as well as the type of community leader and college district that the respondent represented. The questionnaire requested information on fifty-four items (see Appendix A).

The questionnaire was based, in part, on items suggested by a similar questionnaire developed by a consultant for Lansing Community College. Each item was evaluated for clarity and appropriateness by

the President of each of the community colleges being studied, the Secretary and Assistant Secretary of the Michigan Community College Association and the doctoral committee.

The rationale for the questions included in the questionnaire is provided below:

Group I: Personal Characteristics. Questions one, two, three four, five, six, seven, eight, and nine on part A were designed to gather personal characteristics and background information on each community leader and to establish a response pattern indicative of each category of community leader.

Group II: Familiarity of Community College. Questions eleven, twelve, thirteen and fourteen on part A were designed to gather information to determine how familiar the community leader was with his own community college.

Group III: Community College Attitudes. Questions one through thirty-seven on part B were designed to determine how strongly the community leaders felt about opinions expressed concerning education and community colleges.

Group IV: Source of Information. The respondents in questions ten, sixteen, and seventeen on parts A and C were asked to record how often they were either a source of information, where they would go if they needed information, or the source that they would use to receive the most valuable information about the community college.

The above questions formed the basic source of data for the study and were used to help interpret the data for the study.

Procedures

Confidentiality

In order that each community college's confidentiality would be protected, names of colleges were substituted with an alphabetical letter and are identified as College A, College B, College C, College D, and College E (see Appendix B).

Procedures used to insure a high response rate

To insure a high return, since the credibility of survey research was largely a function of response rate, the questionnaire was limited to three pages. As suggested by Leslie (1970), off-set printing was utilized to overcome partially the length of the questionnaire and improve response rate. The questionnaire was designed to give the appearance that it was easy to fill out and that little writing was required. The topics about which the respondent was to report were limited to three areas. Franzen (1936) suggested that a great number of unrelated subjects in a questionnaire is more objectionable than considerable length.

Advance letter. To encourage the community leader to reply, the President of each of the community colleges sent a letter introducing the study and stating the President's support. As Leslie (1970) suggested--the strategy of Presidential support causes the potential respondents to feel an added obligation to respond. Copies of the advance letter are exhibited in Appendix C.

Questionnaire and cover letter. The transmittal letter, written on Western Michigan University letterhead, accompanied the questionnaire and solicited cooperation. An addressed stamped return envelope (see Appendix C) was included with the questionnaire to encourage a reply. Following Parten's (1966) recommendation, the letter and questionnaire were sent on a Tuesday so that they would reach the respondent near the end of the week, thus increasing the probability of a higher rate of return. Toops (1935) reported that questionnaires tend to be filled

out during weekends and that questionnaires arriving early in the week tend to be laid aside, forgotten, or thrown into the wastebasket.

Since most mail questionnaires bring few returns, a strict control system was adopted. Close identity of the respondents was obtained by providing the names and addresses for each community leader in the sample on the questionnaire. The inclusion of names on the questionnaire allowed the Investigator to check the responses and to insure representation of the population sampled.

Follow-up. As suggested by Leslie (1970), two weeks after the mailing of the questionnaire, a follow-up letter was sent with a second copy of the questionnaire. A copy of the follow-up letter is presented in Appendix C.

Methods of Analyzing the Data

The methods of analyzing the data were chosen according to the questions gathered.

Analysis of census-type factual data (Part A and Part C)

Descriptive and analytical statistics were used to analyze the data gathered by the census-type questions on the questionnaire. All of the data were placed in categories by colleges and community leaders with frequency and percent of respondents computed.

Analysis of attitudes and opinions (Part B)

The F analysis of variance was used for questions one through thirty-seven in Part B to compare significant differences between

colleges that grew rapidly and colleges which showed little growth. The assumption was made that community leaders from colleges which grew very rapidly would be high on each scale compared to community leaders who represented college districts with limited growth. The variables were also placed in categories for colleges and community leaders by frequencies and percent of respondents computed. Analysis of variance was used to compare community leader attitudes between colleges and between types of community leaders.

Summary

Chapter III is a discussion of the methods and procedures used in conducting the study. The chapter consists of a definition of the population, method for developing the sample, a description of the instrument used, the procedures used to obtain the data and a review of the procedures used for analyzing the data.

CHAPTER IV

REPORT OF THE FINDINGS

Analysis of the Data

The responses to the Community Leadership Attitude Questionnaire (Table 3.2) were analyzed, tallied, and are presented in the following tables. The tables were organized so that each one summarizes and indicates the frequencies (f) of each response, the percentages (%) of the responses for each variable and when appropriate presents the analysis of variance and F ratio to test the relationship between enrollment and community leader attitudes.

The questions used to develop the Community Leadership Attitude Questionnaire were designed around four areas: personal characteristics; familiarity with the college; sources of information either used or obtained to know more about the college; and community leader attitudes about the local college.

The attitude portion of the questionnaire, grouped together in clusters, were designed to investigate community leadership attitudes in six areas: career education; availability and quality of programs; financial support, costs to attend, and efficiency of the local college; education in general; meeting the needs of the community; and availability of information, physical access and aesthetics of the local campus.

The data were derived from a sample of community leaders from five of the nine rural Michigan community college districts. This study included 181 community leaders for whom complete data were available. Seventy-six of the community leaders were county commissioners, eleven Rotary/Kiwanis presidents, fourteen business managers, forty superintendents, and forty principals. Of the community leaders, sixty-nine represented College A, twenty-seven College B, thirty-two College C, thirty-two College D, and twenty-one College E.

Analysis of variance and F ratio were used to ascertain the differences between means of attitudes of community leaders at colleges experiencing marked increases in enrollment and community leaders at colleges experiencing limited growth in enrollment.

In summary, a four-phase analysis was used in analyzing the results of the study. First, a brief description of the sample was given by community leader category and by college. Second, relationships were described between community leaders by variable and by community colleges. Third, attitudes were measured, described, and compared between category of community leaders and between colleges. Fourth, attitudes were measured, described, and compared between colleges experiencing marked enrollment growth and colleges experiencing limited enrollment growth.

Community Leader Responses to Biographical Portion of Questionnaire

A biographical profile of community leaders

County commissioners at 52.63 years, as depicted in Table 4.1, had

the highest average age and had lived in the area the longest period of time (16.51 years). Business managers, with 3.42 children, had the fewest number of siblings, and had lived in the area the shortest period of time or a total of 9.42 years.

Table 4.1

Means of Selected Variables for Community Leaders by Community Leader Category

Variable	Community Leader Category				
	County Commissioner (N=76) \bar{X}	Rotary/ Kiwanis (N=11) \bar{X}	Business (N=14) \bar{X}	Super- Intendent (N=40) \bar{X}	Principal (N=40) \bar{X}
Age	52.63	47.72	45.71	44.25	39.75
Number of children	2.59	3.27	3.42	3.05	3.07
Years lived in the area	16.51	13.63	9.42	11.08	10.43
Educational level	12.98	13.54	16.21	17.87	17.82

College C, as reported in Table 4.2, had the community leader at 48.12 years with the highest average age and the greatest number of years of education (16.27 years).

The majority of the Rotary/Kiwanis presidents (63.6 percent) were professional according to the occupational classification found in Table 4.3. County commissioners, in sharp contrast to the other four categories of community leaders, had only 18.4 percent of its' membership represented as professional.

Table 4.2

Means of Selected Variables for Community Leaders by Community College

Variable	Community College				
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}
Age	47.75	46.85	48.12	45	46.90
Number of children	3.24	3.67	3.45	3.2	3.4
Years lived in the area	12.54	13.44	13.20	12.45	13.88
Educational level	14.81	16.27	16.31	15.01	15.55

Table 4.3

Frequency and Percentage of Community Leaders in Selecting Occupational Classifications
by Community Leader Category

Classification	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Professional	14	18.4	7	63.6	6	42.9	40	100	39	97.5
Proprietor, Managerial	14	18.4	4	36.4	8	57.1	0	0	0	0
Clerical, Sales	1	0	0	0	0	0	0	0	0	0
Farmer	21	27.6	0	0	0	0	0	0	0	0
Service (Policeman-Fireman)	1	1.3	0	0	0	0	0	0	0	0
Skilled	11	14.5	0	0	0	0	0	0	0	0
Semi-skilled	1	1.3	0	0	0	0	0	0	0	0
Unskilled	0	0	0	0	0	0	0	0	0	0
Housewife	2	2.6	0	0	0	0	0	0	0	0
Other	11	14.5	0	0	0	0	0	0	1	2.5
Total	76	100	11	100	14	100	40	100	40	100

Of College C's community leaders 71.9 percent were professional by occupational classification in contrast to College E which had only 52.4 percent of its community leadership represented as being professional (Table 4.4).

Familiarity with the college

As presented in Table 4.5 thirty-six percent of the Rotary/Kiwanis presidents enrolled in a class at the local college. When comparing Principals to Rotary/Kiwanis presidents only eight percent of the principals had previously enrolled for a class at the college.

College E, as shown in Table 4.6, has had forty-five percent of its community leaders enrolled in classes at the college. This is in sharp contrast to College B and College C which have had only three percent of its community leaders enrolled in classes at the local college.

Rotary/Kiwanis presidents and county commissioners who attended the college enrolled in a certificate program. The educators (superintendents and principals) enrolled in a regular class or seminar, while business managers enrolled in workshops. However, as reported in Table 4.7 and 4.8 the number of community leaders who enrolled in courses at the community college were less than half (forty-two percent).

The majority of the community leaders, as shown in Table 4.9, depicted their community college as both a liberal arts and vocational school. For example, 77.5 percent of the superintendents, 67.5 percent of the principals, and 54.5 percent of the Rotary/Kiwanis presidents categorized their college as both a liberal arts college and vocational school. Note that not one community leader perceived that their college was strictly a liberal arts college.

Table 4.4

Frequency and Percentage of Community Leaders in Selected Occupational Classifications
by Community College

Classification	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Professional	37	53.6	16	59.3	23	71.9	19	59.4	11	52.4
Proprietor, managerial	11	15.9	4	14.8	4	12.5	2	6.3	5	23.8
Clerical, Sales	1	1.4	0	0	0	0	0	0	0	0
Farmer	9	13	3	11.1	4	12.5	1	3.1	4	19.0
Service (Policeman-Fireman)	0	0	0	0	0	0	1	3.1	0	0
Skilled	4	5.8	1	3.7	0	0	6	18.8	0	0
Semi-skilled	1	1.4	0	0	0	0	0	0	0	0
Unskilled	0	0	0	0	0	0	0	0	0	0
Housewife	1	1.4	1	3.7	0	0	0	0	0	0
Other	5	7.2	2	7.4	1	3.1	3	9.4	1	4.8
Total	69	100	27	100	32	100	32	100	21	100

Table 4.5

Frequency and Percentage of Community Leaders Who Have Taken Classes at the Local Community College by Community Leader Category

Response	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Yes	10	13	4	36	2	14	5	13	3	8
No	66	87	6	55	12	86	35	87	37	92
Didn't respond	0	0	1	9	0	0	0	0	0	0
Total	76	100	11	100	14	100	40	100	40	100

Table 4.6

Frequency and Percentage of Community Leaders Who Have Taken Classes at the Local Community College by Community College

Response	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Yes	11	15.9	1	3	1	3	2	6	9	43
No	58	84.1	25	93	31	97	30	94	12	57
Didn't respond	0	0	1	4	0	0	0	0	0	0
Total	69	100	27	100	32	100	32	100	21	100

Table 4.7

Frequency and Percentage of Community Leaders as to Type of Class Attended at
Local College by Community Leader Category

Type	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Workshop	1	1	1	9	2	14	1	3	0	0
Seminar class	1	1	1	9	0	0	4	10	1	2
Just a class	3	4	1	9	1	7	2	5	3	8
Certificate program	6	8	2	18	0	0	0	0	0	0
Associate degree	1	1	0	0	0	0	0	0	0	0
Didn't attend	64	85	6	55	11	79	33	82	36	90
Total	76	100	11	100	14	100	40	100	40	100

Table 4.8

Frequency and Percentage of Community Leaders as to Type of Class Attended at Local College by Community College

Type	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Workshop	4	6	0	0	0	0	1	3	0	0
Seminar	3	4	0	0	1	3	0	0	3	14
Just a class	5	7	1	4	0	0	1	3	3	14
Certificate program	2	3	0	0	1	3	2	6	3	14
Associate degree	1	1	0	0	0	0	0	0	0	0
Didn't respond	54	78	26	96	30	94	28	88	12	58
Total	69	100	27	100	32	100	32	100	21	100

Table 4.9

Items Selected by Community Leaders as Descriptive of Their Local Community
College by Community Leader Category

Item	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Continuation of high school	2	2.6	0	0	0	0	0	0	1	2.5
Transition from high school to college	11	14.5	2	18.2	4	28.6	5	12.5	6	15.0
Beginning of a four year college	21	27.6	2	18.2	1	7.1	2	5	4	10.0
Liberal arts college	0	0	0	0	0	0	0	0	0	0
Vocational training school	12	15.8	1	9.1	3	21.4	1	2.5	1	2.5
Trade school	2	2.6	0	0	0	0	0	0	0	0
Liberal arts/vocational school	24	31.6	6	54.5	6	42.9	31	77.5	27	67.5
Didn't respond	4	5.2	0	0	0	0	1	2.5	1	2.5
Total	76	100	11	100	14	100	40	100	40	100

Community leaders at each of the five colleges, as reported in Table 4.10, most frequently described their local college as a school offering both liberal arts and vocational classes. The college as being either a transition from high school to college or the beginning of a four-year college was reported second in frequency by community leaders as that which best describes their college.

The majority of the community leaders, as shown in Tables 4.11 and 4.12 estimated their college enrollment between 501 and 1000 students.

Source and frequency with which information about the college is asked

Superintendents and principals were asked most frequently, while county commissioners were least frequently asked about educational matters (Table 4.13).

As to frequency, College B's community leaders were asked most often about educational matters. College A's community leaders, as shown in Table 4.14, were asked least frequently about educational matters.

The single best source of information about the local community college is presented in Table 4.15. Of the community leaders, 47.4 percent of the county commissioners, 63.6 percent of the Rotary/Kiwanis presidents, and 50.0 percent of the business managers ranked the newspaper as the single best source of information available about the community college. In comparison 47.5 percent of the superintendents and 55.0 percent of the principals ranked the community college staff as the best source of information available about the local college.

Table 4.10

Items Selected by Community Leaders as Descriptive of Their Local Community
College by Community College

Item	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Continuation of high school	2	2.9	0	0	1	3.1	0	0	0	0
Transition from high school to college	13	18.8	4	14.8	4	12.5	3	9.4	4	19.0
Beginning of a four year college	12	17.4	5	18.5	1	3.1	7	21.9	5	23.8
Liberal arts college	0	0	0	0	0	0	0	0	0	0
Vocational training school	6	8.7	3	11.1	4	12.5	5	15.6	0	0
Trade school	0	0	0	0	1	3.1	1	3.1	0	0
Liberal arts/vocational school	32	46.4	13	48.1	21	65.6	16	50	12	57.1
Didn't respond	4	5.8	2	7.4	0	0	0	0	0	0
Total	69	100	27	100	32	100	32	100	21	100

Table 4.11

Number of Students Enrolled at the Local Community College As Reported by Community Leader Category

Number Enrolled	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Under 500	21	28	1	9	2	14	10	25	7	17
501 - 1000	44	58	9	82	8	57	25	63	25	63
1001 - 1500	6	8	0	0	3	22	5	12	4	10
1501 - 2500	0	0	0	0	0	0	0	0	2	5
2500 and over	2	2	0	0	1	7	0	0	2	5
Didn't respond	3	4	1	9	0	0	0	0	0	0
Total	76	100	11	100	14	100	40	100	40	100

Table 4.12

Number of Students Enrolled at the Local Community College As Reported by Community Leaders
by Community College

Number Enrolled	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Under 500	18	26	7	26	1	3	14	44	1	5
501 - 1000	43	62	16	59	22	69	15	47	15	71
1001 - 1500	5	7	2	7	6	19	2	6	3	14
1501 - 2500	0	0	1	4	1	3	0	0	0	0
2500 and over	2	3	0	0	2	6	1	3	0	0
Didn't respond	1	2	1	4	0	0	0	0	2	10
Total	69	100	21	100	32	100	32	100	21	100

Table 4.13

The Persistence For Which Community Leaders Are Asked About Educational Matters By
Frequency and Percentage As Reported By Community Leader Category

Persistence	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Daily	6	7.9	1	9.1	0	0	31	77.5	30	75.0
Weekly	14	18.4	2	18.2	3	21.3	6	15.0	9	22.5
Monthly	31	40.8	6	54.5	8	56.4	3	7.5	0	0
Yearly	13	17.1	1	9.1	2	14.2	0	0	1	2.5
None	12	15.8	0	0	1	7.1	0	0	0	0
Didn't respond	0	0	1	9.1	0	0	0	0	0	0
Total	76	100	11	100	14	100	40	100	40	100

Table 4.14

The Persistence For Which Community Leaders Are Asked About Educational Matters By Frequency and Percentage As Reported by Community College

Persistence	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Daily	23	33.3	11	40.7	13	40.6	12	37.5	9	42.9
Weekly	11	15.9	6	22.2	6	18.8	8	25.0	3	14.3
Monthly	18	26.1	7	25.9	12	37.5	6	18.8	5	23.8
Yearly	6	8.7	2	7.4	1	3.1	4	12.5	4	19.0
None	11	15.9	0	0	0	0	2	6.3	0	0
Didn't respond	0	0	1	3.7	0	0	0	0	0	0
Total	69	100	27	100	32	100	32	100	21	100

Table 4.15

The Best Source of Information About The Local Community College By Frequency and Percentage As Reported By Community Leader Category

Source	Community Leader Category									
	County Commissioner		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Direct mail	4	5.3	0	0	2	14.3	7	17.5	5	12.5
Magazine	0	0	0	0	0	0	1	2.5	0	0
Radio	11	14.5	1	9.1	1	7.1	0	0	0	0
Newspaper	36	47.4	7	63.6	7	50.0	11	27.5	10	25.0
Television	1	1.3	0	0	0	0	0	0	1	2.5
Other people	9	11.8	0	0	1	7.1	2	5.0	0	0
Community college staff	13	17.1	2	18.2	3	21.4	19	47.5	22	55.0
Other source	2	2.6	1	9.1	0	0	0	0	2	5.0
Total	76	100	11	100	14	100	40	100	40	100

The community leaders at the community colleges, with the exception of College E, rated the newspaper as the single best source of information available about the college. Community leaders, as reported in Table 4.16, at College E rated the college staff as the single best source of information available pertaining to the college. For example, eighty-five percent of the community leaders from College E choose a college official as the person most likely to seek out if they had a question about education.

The majority of the community leaders at the colleges, as well as by category, as presented in Tables 4.17 and 4.18 sought out college staff if they had a question about education. The second choice for community leaders at four of the five colleges who were seeking information about education were individuals much like themselves who had leadership responsibilities within the community.

Community leader responses to attitudinal portion of questionnaire

A majority of the community leaders, as reported in Table 4.19, were of the opinion that a community college education was helpful in getting a job. However, only 46.40 percent of the community leaders were in agreement that the community college and industry were working closely in training employees.

Rotary/Kiwanis presidents and business managers opinions were significantly different than county commissioners as to whether job training programs are available at the local community college. Rotary/Kiwanis presidents and business managers were of the opinion, at the .05 level of significance, as reported in Table 4.20 that job training programs are available at the local college.

Table 4.16

The Best Source of Information About the Local Community College by Frequency and Percentage of Community Leaders As Reported by Community College

Source	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Direct mail	7	10.1	7	25.9	3	9.4	0	0	1	4.8
Magazine	1	1.4	0	0	0	0	0	0	0	0
Radio	8	11.6	1	3.7	2	6.3	1	3.1	1	4.8
Newspaper	26	37.7	10	37.7	16	50.0	13	40.6	6	28.6
Television	1	1.4	0	0	0	0	1	3.1	0	0
Other people	4	5.8	2	7.4	0	0	5	15.6	1	4.8
Community college staff	19	27.5	7	25.9	11	34.4	11	34.4	11	52.4
Other sources	3	4.3	0	0	0	0	1	3.1	1	4.8
Total	69	100	27	100	32	100	32	100	21	100

Table 4.17

The Source, By Frequency and Percentage, the Community Leader Would Go To If Asked A Question About Education By Community Leader Category

Source	Community Leader Category									
	County Commissioners		Rotary/Kiwanis		Business		Superintendent		Principal	
	f	%	f	%	f	%	f	%	f	%
Spouse	0	0	0	0	0	0	1	2.5	0	0
Neighbor	0	0	0	0	0	0	0	0	0	0
Children	0	0	0	0	0	0	1	2.5	0	0
PTA	1	1.3	0	0	0	0	0	0	0	0
Community leaders	7	9.2	2	18.2	2	14.3	4	10	3	7.5
Elected officials	1	1.3	1	9.1	0	0	0	0	2	5.0
Community college officials	66	86.8	8	72.7	12	85.7	29	72.5	23	57.5
Didn't respond	1	1.3	0	0	0	0	5	12.5	12	30
Total	76	100	11	100	14	100	40	100	40	100

Table 4.18

The Source, By Frequency and Percentage, The Community Leader Would Go If Asked A Question About Education By Community College

Source	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Spouse	0	0	0	0	0	0	1	3.1	0	0
Neighbor	0	0	0	0	0	0	0	0	0	0
Children	0	0	1	3.7	0	0	0	0	0	0
PTA	0	0	0	0	0	0	1	3.1	0	0
Community leaders	8	11.6	2	7.4	2	6.3	5	15.6	1	4.8
Elected officials	1	1.4	1	3.7	2	6.3	0	0	0	0
Community college officials	55	79.7	19	70.4	23	71.9	23	71.9	18	85.7
Didn't respond	5	7.2	4	14.8	5	15.6	2	6.3	2	9.5
Total	69	100	27	100	32	100	32	100	21	100

Table 4.19

Summary of Attitudes of Community Leaders By Frequency and Percentage About Career Education

Statement	AGREE	
	f	%
Community college education is helpful in getting a job today.	172	95.02
Our community college should offer more occupational courses than liberal arts.	107	59.11
Job training programs are available at the local community college.	138	76.24
The local community college is doing an adequate job in providing vocational education.	104	57.45
The local community college and industry work closely in training employees.	84	46.40

Table 4.20

Differences In Community Leader Attitudes About Career Education by Community Leader Category

Statement	Community Leader Category				
	County Commissioner	Rotary/Kiwanis	Business	Superintendent	Principal
	N=76 \bar{X} 1	25 \bar{X} 1		40 \bar{X} 1	40 \bar{X} 1
Community college education is helpful in getting a job today	4.21	4.200		4.400	4.375
Job training programs are available at the local community college	3.539	4.040		3.975	3.825
The local community college is doing an adequate job in providing vocational education	3.382	3.600		3.300	3.350
Our community college should offer more occupational courses than liberal arts	3.816	3.400		3.500	3.675
The local community college and industry work closely in training employees	3.434	3.360		3.550	3.250
					1.489
					3.516*
					0.714
					1.922
					1.179

1 attitudes scored: 5=strongly agree; 4=agree; 3=neutral; 2=disagree; 1=strongly disagree

*F significant at pl. .05 (df=3)

The community leaders at College B and C agreed one hundred percent that a community college education is helpful in getting a job. The community leaders at College B were of the opinion one hundred percent that job training programs are available at the local college. However, only 33.3 percent of College E's community leaders were of the opinion, as shown in Table 4.21, that the local community college and industry work closely in training employees.

As reported in Tables 4.22 and 4.23 each of the community colleges were similar in their attitudes about career education. However, community leader opinions from College B were more favorable as to the performance of their college with regard to career education than the community leaders at the four other colleges. The F ratio, however, was not significant at the .05 level. There were no significant differences between the attitudes of community leaders at colleges experiencing marked growth and colleges experiencing limited growth with regard to career education.

Attitudes about availability and quality of programs

The majority of the community leaders (84.53 percent) agreed that the community college offers many programs and courses in the evening. However, as shown in Table 4.24, only 35.91 percent of the community leaders were of the opinion that the local community college offers programs and courses for senior citizens. Community leaders also took issue with the desirability of athletic programs. Less than half (43.64 percent) were of the opinion that a good athletic program is a valuable part of a well run community college.

Table 4.21

Frequency and Percentage of Community Leader Attitudes About
Career Education by Community College

Statement	Community College									
	College A		College B		College C		College D		College E	
	f	Agree %	f	Agree %	f	Agree %	f	Agree %	f	Agree %
	(N=69)		(N=27)		(N=32)		(N=32)		(N=21)	
Community college education is helpful in getting a job today.	64	92.75	26	96.2	32	100	29	90.6	21	100
Job training programs are available at the local community college	46	66.6	27	100	25	78.1	25	78.1	15	71.4
The local community college is doing an adequate job in providing vocational education.	36	52.1	21	77.7	18	56.1	19	59.3	10	47.6
Our community college should offer more occupational courses than liberal arts.	42	60.8	14	51.8	19	59.3	22	68.7	10	47.6
The local community college and industry work closely in training employees.	30	43.4	16	59.2	17	53.1	14	43.7	7	33.3

Table 4.22
Differences in Community Leader Attitudes About Career Education by Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
Community college education is helpful in getting a job today	4.275	4.148	4.375	4.313	4.333	0.638
Job training programs are available at the local community college	3.681	4.111	3.813	3.719	3.619	1.436
The local community college should offer more occupational courses than liberal arts.	3.275	3.741	3.344	3.375	3.381	1.570
The local community college and industry work closely in training employees	3.377	3.556	3.438	3.344	3.381	0.377

*F significant at p1 .05 (df=4)

Table 4.23

Differences In Community Leader Attitudes About Career Education For Marked Growth and Limited Growth Colleges

Statement	Type of College		
	\bar{X} for Marked Growth N=128	\bar{X} for Limited Growth N=53	F
Community college education is helpful in getting a job today.	4.258	4.358	1.159
Job training programs are available at the local community college.	3.781	3.736	0.102
The local community college is doing an adequate job in providing vocational education.	3.398	3.358	0.086
Our community college should offer more occupational courses than liberal arts.	3.688	3.585	0.489
The local community college and industry work closely in training employees.	3.406	3.415	0.005

*F significant at $p \leq .05$ (df=1)

Table 4.24

Summary of Attitudes of Community Leaders By Frequency and Percentage About Availability and Quality of Programs Offered at the Community College

Statement	Agree	
	f	%
Our local community college offers many programs and courses in the evening.	153	84.53
Courses taken at the community college are useable when the student transfers to a four year college or university.	148	81.76
There are ample courses and programs for women at the local community college.	124	68.50
Classes at the community college are scheduled at times that are convenient for most people.	144	79.55
The local community college offers programs and courses for senior citizens.	65	35.91
A good athletic program is a valuable part of a well run community college.	79	43.64
The community college has a good reputation.	135	74.58
Quality of instruction at the community college is adequate.	128	70.71

Superintendents rated the useability and transferability of courses taken at the local college significantly higher than county commissioners. Principals, at the .05 level of significance, were more in agreement as rated on an attitude scale than county commissioners as to whether a good athletic program is a valuable part of a well run community college. Another significant fact as reported in Table 4.25, was the difference between the attitudes of Rotary/Kiwanis presidents, business managers and principals as to the reputation of the college. The attitudes of Rotary/Kiwanis presidents and business managers, as rated on an attitudinal scale, about the reputation of the local college was higher than the rating provided by principals.

College E's community leaders, as shown in Table 4.26, in large proportion (90.4 percent) were of the opinion that their college offers programs and courses in the evening; that courses taken at the community college were useable when the student transfers to a four-year college or university (95.2 percent); that classes at the college were scheduled at times that are convenient for most people (90.4 percent) and that the community college had a good reputation (95.2 percent). In contrast, only 51.3 percent of the community leaders from College C were of the opinion that their college had a good reputation. Less than sixty percent of the community leaders at College C were of the opinion that the quality of instruction at their college was adequate.

Table 4.25
Differences in Community Leader Attitudes About the Availability and Quality of Programs
Offered at the Community College by Community Leader Category

Statement	Community Leader Category				
	County Commissioner N=76 \bar{X}	Rotary/Kiwanis & Business N=25 \bar{X}	Superintendent N=40 \bar{X}	Principal N=40 \bar{X}	F
Our local community college offers many programs and courses in the evening.	3.974	3.960	3.850	3.825	0.625
Courses taken at the community college are useable when the student transfers to a four year college or university.	3.737	4.120	4.250	4.150	5.785*
There are ample courses and programs for women at the local community college.	3.632	3.960	3.650	3.675	2.173
Classes at the community college are scheduled at times that are convenient for most people.	3.842	3.800	3.700	3.825	0.566
The local community college offers programs and courses for senior citizens.	3.329	3.280	3.300	3.125	0.762
A good athletic program is a valuable part of a well run community college.	2.947	3.200	3.400	3.750	6.407*
The community college has a good reputation.	3.882	4.080	3.700	3.450	4.249*
Quality of instruction at the community college is adequate.	3.605	3.720	3.800	3.825	1.435

*F significant at p1 .05 (df=3)

Table 4.26

Frequency and Percentage of Community Leader Attitudes About the Availability and Quality of the Programs Offered at the Community College by the Community College

Statement	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
Our local community college offers many programs and courses in the evening.	57	82.6	19	70.3	32	100	26	81.2	19	90.4
Courses taken at the community college are useable when the student transfers to a four year college or university.	54	78.2	24	88.8	27	84.3	23	71.8	20	95.2
There are ample courses and programs for women at the local community college.	46	66.6	18	66.6	25	78.1	21	65.6	14	66.6
Classes at the community college are scheduled at times that are convenient for most people.	51	73.9	23	85.1	26	81.2	25	78.1	19	90.4
The local community college offers programs and courses for senior citizens.	25	36.2	11	40.7	15	46.8	7	21.8	7	33.3
A good athletic program is a valuable part of a well run community college.	26	37.6	15	55.5	16	50.0	14	43.7	8	38.0
The community college has a good reputation.	50	72.4	25	92.5	17	53.1	23	71.8	20	95.2
Quality of instruction at the community college is adequate.	51	73.9	23	85.1	19	59.3	19	59.3	16	76.1

The differences in the opinions as to how the community leaders perceive the useability of the courses when the student transfers to a four-year college or university was significant at the .05 level of probability as reported in Table 4.27. Community leaders at College E were of the opinion that courses completed at the college were useable to a greater extent than community leaders at College D. College E's community leaders reported their college as having a good reputation while community leaders at College C were in less support of their institution. The differences in attitudes between the community leaders at College E and C were significant at the .05 level. Another significant fact was the evaluation by community leaders as to the quality of instruction available at the community college. The reported results depicted the community leaders at College B higher, as shown on an attitudinal scale, than the community leaders at College C when evaluating the quality of instruction.

The community leaders opinions from colleges with limited growth were significantly higher than the community leaders from colleges with marked increase in growth when providing a rating as to whether the college offers programs and courses in the evening. Community leaders, as reported in Table 4.28, at colleges experiencing limited growth rated their college higher as to the courses being useable when the student transfers to a four-year college than the community leaders at colleges experiencing a marked increase in enrollment.

Table 4.27

Differences in Community Leader Attitudes About the Availability and Quality of the Programs Offered at the Community College by Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
Our local community college offers many programs and courses in the evening.	3.899	3.704	4.188	3.844	3.905	2.274
Courses taken at the community college are useable when the student transfers to a four year college or university.	4.000	3.963	4.125	3.656	4.333	3.099*
There are ample courses and programs for women at the local community college.	3.681	3.630	3.813	3.625	3.714	0.537
Classes at the community college are scheduled at times that are convenient for most people.	3.725	3.852	3.844	3.750	4.000	1.108
The local community college offers programs and courses for senior citizens.	3.304	3.259	3.406	3.281	3.238	0.749
A good athletic program is a valuable part of a well run community college.	3.116	3.444	3.406	3.281	3.238	0.749
The community college has a good reputation.	3.638	4.000	3.469	3.884	4.286	4.854*
Quality of ⁴ instruction at the community college is adequate.	3.812	3.926	3.500	3.500	3.762	3.222*

*F significant at p1 .05 (df=4)

Table 4.28

Differences in Community Leader Attitudes About Availability and Quality of the Programs Offered at the Community College by Marked Growth and Limited Growth Colleges

Statement	Type of College		
	\bar{X} for Marked Growth N=128	\bar{X} for Limited Growth N=53	F
Our local community college offers many programs and courses in the evening.	3.844	4.075	4.831*
Courses taken at the community college are useable when the student transfers to a four year college or university.	3.906	4.208	6.241*
There are ample courses and programs for women at the local community college.	3.656	3.774	1.535
Classes at the community college are scheduled at times that are convenient for most people.	3.758	3.906	2.528
The local community college offers programs and courses for senior citizens.	3.242	3.340	0.713
A good athletic program is a valuable part of a well run community college.	3.227	3.340	0.470
The community college has a good reputation.	3.766	3.792	0.042
Quality of instruction at the community college is adequate.	3.758	3.604	2.269

*F significant at pl .05 (df=1)

Attitudes about financial support, costs to attend, and efficiency of the local community college

Of the community leaders 90.5 percent were in agreement that costs to attend the local community college were reasonable and allow many to attend. However, less than half agreed as presented in Table 4.29 that the local millage issues for the community college were approved most of the time.

There were found to be significant differences in the attitudes of superintendents and Rotary/Kiwanis presidents and business managers as to the state providing financial support to the local community college. Superintendents, as shown in Table 4.30, rated the concept of state support higher than Rotary/Kiwanis presidents and business managers.

Less than half (37.5 percent) of College C's community leaders were of the opinion that the community readily provides financial support to the community college and less than one third felt that local millage issues for the college were approved most of the time. This was in sharp contrast, as reported in Table 4.31, to the attitudes of community leaders at College E where 71.4 percent were in agreement that millage issues are approved most of the time.

College E's community leaders rated their college statistically higher than College A's community leaders when determining whether their college was being run efficiently and economically. College E's community leaders were of the opinion that their local millage issues were approved most of the time in contrast to

Table 4.29

Summary of Attitudes of Community Leaders by Frequency and Percentage About Financial Support, Costs to Attend, and Efficiency of the Local Community College

Statement	Agree	
	f	%
Costs to attend the local community college are reasonable and allow many to attend.	163	90.5
The community readily provides financial support to the community college.	87	48.06
Our community college seems to be run efficiently and economically.	130	71.82
The local millage issues for our community college are approved most of the time.	84	46.40
The state should provide financial assistance to the local community college.	153	84.53

Table 4.30

Differences in Community Leader Attitudes About Financial Support, Costs to Attend, and Efficiency of the Local Community College by Community Leader Category

Statement	Community Leader Category				
	County Commissioner	Rotary/Kiwanis & Business	Superintendent	Principal	F
	N=76 \bar{X}	N=25 \bar{X}	N=40 \bar{X}	N=40 \bar{X}	
Costs to attend the local community college are reasonable and allow many to attend.	3.961	4.080	4.175	4.100	1.284
The community readily provides financial support to the community college.	3.276	3.360	3.050	3.050	0.943
Our community college seems to be run efficiently and economically.	3.618	4.000	3.800	3.650	2.260
The local millage issues for our community college are approved most of the time.	3.211	3.200	2.875	3.225	1.223
The state should provide financial assistance to the local community college.	3.934	3.680	4.300	4.150	4.383*

*F significant at p1 .05 (df=3)

Table 4.31

Frequency and Percentage of Community Leader Attitudes About Financial Support, Costs to Attend, and Efficiency of the Local Community College by Community College

Statement	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
	agree		agree		agree		agree		agree	
Costs to attend the local community college are reasonable and allow many to attend.	58	84.0	26	96.2	29	90.6	30	93.7	20	95.2
The community readily provides financial support to the community college.	34	49.2	13	48.1	12	37.5	14	43.7	14	66.6
Our community college seems to be run efficiently and economically.	43	62.3	23	85.1	23	71.8	21	65.6	20	95.2
The local millage issues for our community college are approved most of the time.	34	49.2	8	29.6	9	28.1	18	56.2	15	71.4
The state should provide financial assistance to the local community college.	56	81.1	25	92.5	24	75.0	28	87.5	20	95.2

community leaders at College C which were less supportive. The differences between the attitudes of the community leaders at the two colleges were significant at the .05 level as reported in Table 4.32.

There was little difference, as shown in Table 4.33, between the attitudes of community leaders at colleges experiencing limited growth and community leaders at colleges experiencing limited growth in enrollment. Thus, as reported by the F scores, there were no significant differences between a high and low score on the attitude portion of the questionnaire as to financial support, costs to attend and efficiency of the local college.

Attitudes about education

A majority of 91.16 percent of the community leaders felt that an educated person can advance more rapidly in business and industry than an uneducated person. A large proportion agreed (82.84 percent) that if they had a son or daughter they would send them to the local community college if they wanted to attend. However, only 68.50 percent of the community leaders, as reported in Table 4.34, agreed that a community college education makes a person a better citizen.

Superintendents' opinions were significantly higher, at the .05 level, than Rotary/Kiwanis presidents and business managers when expressing their view that most people are getting too much education. Principals' attitudes were rated significantly higher, at the .05 level, than Rotary/Kiwanis presidents and business managers when asked whether they would send a son or daughter to the local community

Table 4.32

Differences in Community Leader Attitudes About Financial Support, Costs to Attend, and Efficiency of the Local Community College by Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
Costs to attend the local community college are reasonable and allow many to attend.	3.928	4.222	4.031	4.063	4.286	2.194
The community readily provides financial support to the community college.	3.203	3.111	2.875	3.188	3.714	2.328
Our community college seems to be run efficiently and economically.	3.536	3.926	3.750	3.688	4.048	3.152*
The local millage issues for our community college are approved most of the time.	3.319	2.815	2.625	3.313	3.476	4.679*
The state should provide financial assistance to the local community college.	3.971	4.148	3.938	3.938	4.333	1.339

*F significant at pl .05 (df=4)

Table 4.33

Differences in Community Leader Attitudes About Financial Support, Costs to Attend, and Efficiency of the Local Community College By Marked Growth and Limited Growth Colleges

Statement	Type of College		
	X for Marked Growth N=128	X for Limited Growth N=53	F
Costs to attend the local community college are reasonable and allow many to attend.	4.023	4.132	1.257
The community readily provides financial support to the community college.	3.180	3.208	0.029
Our community college seems to be run efficiently and economically.	3.656	3.868	3.539
The local millage issues for our community college are approved most of the time.	3.211	2.962	2.395
The state should provide financial assistance to the local community college.	4.000	4.094	0.571

*F significant at p1 .05 (df=1)

Table 4.34

Summary of Attitudes of Community Leaders by Frequency and Percentage About Education

Statement	Agree	
	f	%
A community college education makes a person a better citizen.	124	68.50
If I had a son or daughter I would send them to the local community college if they wanted to attend.	159	87.84
Most people are getting too much education.	11	6.07
Education is more valuable than what most people think.	148	81.76
An educated person can advance more rapidly in business and industry.	165	91.16

college if they wanted to attend. Thus, as shown in Table 4.35, educators attitudes were generally more positive about education than members of the business community and county commissioners.

A total of 71.7 percent of College E's community leaders were of the opinion that a community college education makes a person a better citizen and all were of the opinion, as reported in Table 4.36, that education is more valuable than what most people think. The community leaders at College C were not as positive in their opinions about education as the community leaders at the four other colleges. Less than seventy percent of the community leaders at College C were of the opinion that education is more valuable than what most people think.

Community leaders at College E were significantly higher in attitudes, at the .05 level, than community leaders at College B when expressing their view that education is more important than what most people think. Data reporting the differences in attitudes of the community leaders is presented in Table 4.37.

Once again, as summarized in Table 4.38, there is reported little difference between attitudes of community leaders from colleges experiencing marked increases in growth and their counterparts from colleges experiencing limited growth when asked to rate the value of education.

Attitudes as to whether the college is meeting the needs of the community

As reported in Table 4.39, a majority of 82.32 percent of the community leaders were of the opinion that the community college

Table 4.35

Differences in Community Leader Attitudes About Education By Community Leader Category

Statement	Community Leader Category				
	County Commissioner N=76 \bar{X}	Rotary/Kiwanis & Business N=25 \bar{X}	Superintendent N=40 \bar{X}	Principal N=40 \bar{X}	F
A community college education makes a person a better citizen.	3.763	3.920	3.925	3.700	0.629
If I had a son or daughter I would send them to the community college if they wanted to attend.	4.013	3.960	4.000	4.050	0.082*
Most people are getting too much education.	4.079	3.960	4.475	4.375	3.072*
Education is more valuable than what most people think.	4.039	3.800	4.200	3.975	1.237
An educated person can advance more rapidly in business and industry.	4.171	4.160	4.300	4.300	0.684

*F significant at p1 .05 (df=3)

Table 4.36

Frequency and Percentage of Community Leader Attitudes About Education By Community College

Statement	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
	agree		agree		agree		agree		agree	
A community college education makes a person a better citizen.	48	69.5	19	70.3	22	68.7	20	62.5	15	71.4
If I had a son or daughter I would send them to the local community college if they wanted to attend.	61	88.4	25	92.5	28	87.5	26	81.2	19	90.4
Most people are getting too much education.	2	2.8	1	3.7	5	15.6	2	6.2	1	4.7
Education is more valuable than what most people think.	58	84.0	20	74.0	22	68.7	27	84.3	21	100.0
An educated person can advance more rapidly in business and industry.	63	91.3	25	92.5	29	90.6	30	93.7	18	85.7

Table 4.37

Differences in Community Leader Attitudes About Education by Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
A community college education makes a person a better citizen.	3.899	3.667	3.875	3.656	3.810	0.632
If I had a son or daughter I would send them to the local community college if they wanted to attend.	4.014	4.000	4.063	3.875	4.143	0.495
Most people are getting too much education.	4.319	4.111	3.969	4.313	4.238	1.086
Education is more valuable than what most people think.	4.145	3.630	3.844	4.188	4.190	2.837*
An educated person can advance more rapidly in business and industry.	4.290	4.222	4.219	4.250	4.000	0.912

*F significant at p1 .05 (df=4)

Table 4.38

Differences in Community Leader Attitudes About Education By Marked and Limited Growth College

Statement	Type of College		
	\bar{X} for Marked Growth N=128	\bar{X} for Limited Growth N=53	F
A community college education makes a person a better citizen.	3.789	3.849	0.172
If I had a son or daughter I would send them to the local community college if they wanted to attend.	3.977	4.094	0.996
Most people are getting too much education.	4.273	4.075	1.946
Education is more valuable than what most people think.	4.047	3.981	0.229
An educated person can advance more rapidly in business and industry.	4.266	4.132	1.785

*F significant at p1 .05 (df=1)

Table 4.39

Summary of Attitudes of Community Leaders By Frequency and Percentage About the College Meeting the Needs of the Community

Statement	Agree	
	f	%
The community college is interested in the vitality of the community and area.	149	82.32
Faculty participates in community functions.	97	53.59
The college offers worthwhile cultural and other events for the community.	135	75.13
The community college has become involved in social issues within the community.	47	25.96
There seems to be a great deal of harmony between college administrators and the community.	102	56.35
The community college board of trustees represents the feelings of the community well.	94	51.93
Courses at the community college are a true reflection of community needs.	110	60.77

was interested in the vitality of the community and area. However, only 25.96 percent of the community leaders were of the opinion that the community college had become involved in the social issues within the community.

Principals, as shown in Table 4.40, rated the college higher in involvement in social issues within the community than did Rotary/Kiwanis presidents and business managers.

The tabulation in Table 4.41 summarizes the data on community leader attitudes about the local college meeting the needs of the community. A majority of 96.8 percent of the community leaders at College D were of the opinion that the college is interested in the vitality of the community and area. The community leaders at College E rated the college high in most areas of meeting the needs of the community. For example, seventy-six percent of the community leaders from the college thought that the faculty participated in community functions. A majority of 90.4 percent of the community leaders at College E were in agreement that there is a great deal of harmony between college administrators and the community. A total of eighty percent of the community leaders at the college were in agreement that the community college board of trustees represents the feelings of the community well and 71.4 percent were of the opinion that courses taken at the college are a true reflection of community needs.

As shown in Table 4.42 significant differences in attitudes were found between the community leaders at the five colleges. For example, the community leaders at College E rated their college higher

Table 4.40

Differences In Community Leader Attitudes About the Community College Meeting the Needs of the Community By Community Leader Category

Statement	Community Leader Category				
	County Commissioner (N=76) \bar{X}	Rotary/Kiwanis & Business (N=25) \bar{X}	Superintendent (N=40) \bar{X}	Principal (N=40) \bar{X}	F
The community college is interested in the vitality of the community and area.	4.026	4.120	4.050	3.775	1.492
Faculty participates in community functions.	3.618	3.680	3.450	3.275	2.182
The college offers worthwhile cultural and other events for the community.	3.803	3.520	3.750	3.800	1.201
The community college has become involved in social issues within the community.	2.987	2.920	2.975	3.025	0.091*
There seems to be a great deal of harmony between college administrators and the community.	3.526	3.680	3.500	3.275	1.711
The community college board of trustees represents the feelings of the community well.	3.434	3.760	3.300	3.225	2.595
Courses at the community college are a true reflection of community needs.	3.566	3.520	3.675	3.400	0.912

*F significant at $p \leq .05$ (df=3)

Table 4.41

Frequency and Percentage of Community Leader Attitudes About the Community College Meeting the Needs of the Community By Community College

Statement	Community College									
	College A		College B		College C		College D		College E	
	f	%	f	%	f	%	f	%	f	%
	agree		agree		agree		agree		agree	
The community college is interested in the vitality of the community and area.	54	78.2	26	96.2	31	96.8	19	59.3	19	90.4
Faculty participates in community functions.	43	62.3	10	37.0	17	53.1	11	34.3	16	76.1
The college offers worthwhile cultural and other events for the community.	56	81.1	22	81.4	19	59.3	23	71.8	16	76.1
The community college has become involved in social issues within the community.	22	31.8	10	37.0	5	15.6	5	15.6	5	23.8
There seems to be a great deal of harmony between college administrators and the community.	38	55.0	18	66.6	16	50.0	11	34.3	19	90.4
The community college board of trustees represents the feelings of the community well.	30	43.4	17	62.9	15	46.8	15	46.8	17	80.9
Courses at the community college are a true reflection of community needs.	40	57.9	19	70.3	17	53.1	19	59.3	15	71.4

Table 4.42

Differences in Community Leader Attitudes About the Community College Meeting the Needs of the Community By Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
The community college is interested in the vitality of the community and area.	3.942	4.185	4.188	3.594	4.190	3.900*
Faculty participates in community functions.	3.681	3.296	3.469	3.156	3.857	4.272*
The college offers worthwhile cultural and other events for the community.	3.870	3.815	3.531	3.656	3.762	1.626
The community college has become involved in social issues within the community.	3.058	3.296	2.906	2.656	2.952	2.758*
There seems to be a great deal of harmony between college administrators and the community.	3.449	3.667	3.375	3.188	4.000	4.700*
The community college board of trustees represents the feelings of the community well.	3.261	3.593	3.188	3.406	3.952	4.175*
Courses taken at the community college are a true reflection of community needs.	3.493	3.741	3.375	3.594	3.667	1.111

*F significant at p1 .05 (df=4)

than the community leaders at College D when providing opinions as to whether the local college is interested in the vitality of the community and area. Also, College E's community leaders opinions were significantly higher than the community leader opinions at College D as to the faculty participating in community functions and that there seemed to be a great deal of harmony between college administrators and the community. Significant differences in community leader attitudes at the .05 level were found between College E and College C as to the community college board of trustees representing the feelings of the community.

As reported in Table 4.43, only one of seven variables were statistically significant at the .05 level. The community leaders at the colleges experiencing limited growth rated the college high in being interested in the vitality of the community and area. In contrast, the community leaders at the colleges experiencing marked increases in enrollment rated the college low as to being interested in the community and area.

Attitudes about availability of information, physical access to the campus, and aesthetics of the local community college

A large proportion (79.0 percent) of the community leaders felt that the community college is within easy commuting distance. However, as shown in Table 4.44, less than half of the community leaders agreed that most people were well acquainted with the local college.

Table 4.43

Differences in Community Leader Attitudes About the Community College Meeting the Needs of the Community By Marked Growth and Limited Growth Colleges

Statement	Type of College		
	\bar{X} for Marked Growth N=128	\bar{X} for Limited Growth N=53	F
The community college is interested in the vitality of the community and area.	3.906	4.189	5.406*
Faculty participates in community functions.	3.469	3.623	1.440
The college offers worthwhile cultural and other events for the community.	3.805	3.623	2.760
The community college has become involved in social issues within the community.	3.608	2.925	0.413
There seems to be a great deal of harmony between college administrators and the community.	3.430	3.623	2.502
The community college board of trustees represents the feelings of the community well.	3.367	3.491	0.873
Courses at the community college are a true reflection of community needs.	3.570	3.491	0.416

*F significant at pl .05 (df=1)

Table 4.44

Summary of Attitudes of Community Leaders By Frequency and Percentage About the Availability of Information, Physical Access to the Campus, and Aesthetics of the Local Community College

Statement	Agree	
	f	%
The local community college is within easy commuting distance.	143	79.00
The campus lends itself to easy access and ample parking.	132	72.92
The campus and buildings are architecturally pleasing.	150	82.87
Abundant information about our community college is available.	140	77.34
Local college officials are readily available to discuss the community college.	143	79.00
Local high school students seem to know a great deal about our community college.	108	59.66
Most people are well acquainted with the local community college.	85	46.96

Statistical significant differences, as tabulated in Table 4.45, were found to exist between the attitudes of superintendents and county commissioners when asked to respond to the statement that local college officials were readily available to discuss the community college. Superintendents, at the .05 level, rated their college higher than county commissioners as to the availability of college officials to discuss and answer questions about the college.

All of College E's community leaders, as shown in Table 4.46, were of the opinion as to the college being within easy commuting distance, having easy access and ample parking. Over half (66.6 percent) of the community leaders at College E felt that local students know a great deal about the college and that most people are well acquainted with the college (71.42 percent). College A's community leaders, in comparison to their counterparts at the four other colleges, were in discord about the college being within easy commuting distance (68.1 percent), easy access and ample parking (68.1 percent), and that local college officials were readily available to discuss the community college (69.5 percent).

There were significant differences between the opinions of the community leaders of College E and College A. As reported in Table 4.47, community leaders of College E rated their college higher as being within easy commuting distance than community leaders of College A. The community leader opinions of College E were higher than the community leader opinions of College C as to the campus lending itself to easy access and ample parking. College D's

Table 4.45

Differences in Community Leader Attitudes About the Availability of Information, Physical Access to the Campus, and Aesthetics of the Local Community College
By Community Leader Category

Statement	Community Leader Category				
	County Commissioner (N=76) \bar{X}	Rotary/Kiwanis & Business (N=25) \bar{X}	Superintendent (N=40) \bar{X}	Principal (N=40) \bar{X}	F
The local community college is within easy commuting distance.	3.829	3.640	3.650	3.650	0.584
The campus lends itself to easy access and ample parking.	3.750	3.720	3.575	3.825	0.426
The campus and buildings are architecturally pleasing.	3.882	4.160	4.075	4.050	0.832
Abundant information about our community college is available.	3.658	3.760	3.950	3.800	1.351
Local college officials are readily available to discuss the community college.	3.684	3.840	4.350	3.950	5.672*
Local high school students seem to know a great deal about our community college.	3.697	3.400	3.475	3.300	2.298
Most people are well acquainted with the local community college.	3.171	3.240	3.175	3.075	0.172

*F significant at $p \leq .05$ ($df=3$)

Table 4.6

Frequency and Percentage of Community Leader Attitudes About the Availability of Information, Physical Access to the Campus, and Aesthetics of the Local Community College By Community College

Statement	Community College									
	College A (N=69)		College B (N=27)		College C (N=32)		College D (N=32)		College E (N=21)	
	f	%	f	%	f	%	f	%	f	%
The local community college is within easy commuting distance.	47	68.1	23	85.1	29	90.6	23	71.8	21	100
The campus lends itself to easy access and ample parking.	47	68.1	24	88.8	16	50.0	24	75.0	21	100
The campus and buildings are architecturally pleasing.	64	92.7	26	96.2	11	34.3	29	90.6	20	95.2
Abundant information about our community college is available.	55	79.7	21	77.7	27	84.3	23	71.8	14	66.6
Local college officials are readily available to discuss the community college.	48	69.5	24	88.8	27	84.3	25	78.1	19	90.4
Local high school students seem to know a great deal about our community college.	40	57.9	17	62.9	19	59.3	18	56.2	14	66.6
Most people are well acquainted with the local community college.	30	43.4	9	33.3	18	56.2	13	40.6	15	71.42

Table 4.47

Differences in Community Leader Attitudes About the Availability of Information, Physical Access to the Campus, and Aesthetics of the Local Community College By Community College

Statement	Community College					
	College A (N=69) \bar{X}	College B (N=27) \bar{X}	College C (N=32) \bar{X}	College D (N=32) \bar{X}	College E (N=21) \bar{X}	F
The local community college is within easy commuting distance.	3.507	3.815	4.000	3.531	4.190	3.758*
The campus lends itself to easy access and ample parking.	3.696	4.000	3.094	3.750	4.381	6.403*
The campus and buildings are architecturally pleasing.	4.275	4.259	2.781	4.281	4.190	28.893*
Abundant information about our community college is available.	3.739	3.889	3.906	3.688	3.619	0.760
Local college officials are readily available to discuss the community college.	3.725	4.111	4.063	3.813	4.190	2.111
Local high school students seem to know a great deal about our local community college.	3.435	3.556	3.594	3.469	3.714	0.556
Most people are well acquainted with the local community college.	3.072	2.852	3.375	3.094	3.619	2.659*

*F significant at p1 .05 (df=4)

community leaders, in comparison to community leaders of College C, rated the college higher as to its campus and buildings being architecturally pleasing. College E's community leaders, at the .05 level, reported that their community was well acquainted with the local college as opposed to community leaders at College B.

There were significant differences, as shown in Table 4.48, between community leader attitudes at colleges experiencing marked increases in enrollment and community leader attitudes at colleges experiencing limited growth in enrollment. The community leaders at colleges experiencing limited growth rated their college higher than community leaders with marked increases in enrollment as to the college being within easy commuting distance. In contrast, the community leaders at colleges with marked increases in enrollment rated their college higher as to the campus and buildings being architecturally pleasing than their counterparts from colleges experiencing limited growth. The community leaders from the colleges experiencing limited growth, as rated on an attitude scale, rated their college high as to college officials being readily available to discuss the college and that most people know a great deal about the college. The difference in attitudes between the community leaders at the two types of colleges was significant at the .05 level.

Table 4.48

Differences In Community Leader Attitudes About the Availability of Information, Physical Access to the Campus, and Aesthetics of the Local Community College By Marked Growth and Limited Growth Colleges

Statement	Type of College		
	X for Marked Growth (N=128)	X for Limited Growth (N=53)	F
The local community college is within easy commuting distance.	3.578	4.075	11.946*
The campus lends itself to easy access and ample parking.	3.773	3.604	1.032
The campus and buildings are architecturally pleasing.	4.273	3.340	51.628*
Abundant information about our community college is available.	3.758	3.792	0.079
Local college officials are readily available to discuss the community college.	3.828	4.113	4.145*
Local high school students seem to know a great deal about our community college.	3.469	3.642	1.588
Most people are well acquainted with the local community college.	3.031	3.472	8.502*

*F Significant at p1 .05 (df=1)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to compare community leadership attitudes with the growth of enrollment in five rural Michigan community colleges. To accomplish this, four steps were taken. First, the need for community colleges in Michigan and their place in higher education was established. Second, enrollment studies, research on institutional characteristics, student characteristics, and national trends were outlined to introduce factors which influence enrollment at the community college. Third, 181 community leaders were selected from a cross section of community leaders within the five community college districts. Fourth, a comparison was made of community leader attitudes between community colleges, community leaders, and colleges with marked growth versus limited enrollment growth and differences in attitudes.

Books, journals, and monographs were examined in order to provide comprehensive information about Michigan and its community colleges. These articles and studies indicated that Michigan had an early beginning and strong support for the development of its public two-year colleges. For example, in 1914 the Grand Rapids Board of Education established Grand Rapids Junior College. The junior college, affiliated with the K-12 public school district, was an effort to

bring post-secondary education closer to home and more accessible to youth. In 1917, Michigan adopted legislation empowering the board of education in all school districts with a population of 30,000 or more to offer high school graduates advance course work. This legislative action was followed in 1945 by the state appropriating money for capital expansion and direct payment to public two-year colleges for the number of students enrolled. Finally, in 1963 with the adoption of the new Michigan state constitution, the state began continuous partial financing of all public two-year colleges. As a result of strong state support and financial backing enrollment increased rapidly at the public two-year colleges in Michigan. By September of 1973 over half of all students in Michigan Institutions of higher education were enrolled in community colleges.

In tracing the development of Michigan rural community colleges it was found that the rural college began as a part of the local K-12 district. The programs first offered were of a pre-professional and liberal arts nature. The first rural public two-year college to begin operation was Northwestern Michigan College in Traverse City. Northwestern began in 1951 and was soon followed by Alpena Community College in Alpena, Michigan. Seven years later North Central College in Petoskey began operation. The intent of the rural community college was to provide access to higher education for rural youth.

The second step in this study was the introduction of factors from the literature that have an influence on enrollment. These articles and studies were categorized under four headings:

(1) cultural affluence; (2) size and characteristics of the population; (3) location and (4) cost benefit. The articles and studies indicated that as a result of students from lower income families having a greater opportunity to join post-secondary educational programs, the racial and socio-economic mix of student bodies changed dramatically in the past decade. Experience long ago showed that when a college was present in a community the percentage of youth who attended the college from the local area increased (Cowen, 1946). The rapid increases in enrollment at two-year public colleges during the 1960's can be directly related to the result of increasing tuitions and the lack of available space at other institutions of higher education. Also, many people in the past have attended college because they expected to benefit by earning more money. However, a recent study for the Carnegie Commission on Higher Education (1971) found that higher education was overrated as an investment for certain students. As a result of the success of the representation of trade unions for workers, the economic gap has narrowed between the educated and uneducated thus influencing college enrollments. Other factors cited as an influence on enrollments were the leveling off of birth rates and the elimination of the draft. Thus, the composition and number of students enrolled in colleges and universities have changed dramatically in the last few years. The student enrolled in today's community college is more likely to attend part-time, to be female, a member of a minority group, and be disadvantaged--financially or educationally.

The third step in this study was the selection and sampling of community leaders from five of the nine rural community college districts located in the lower peninsula of Michigan. The aim was to choose a broad sample of community leaders which would be representative of the leadership within the community. The leaders were drawn from business managers, Rotary/Kiwanis presidents, superintendents and principals of public school districts, and county commissioners. The sample consisted of 181 community leaders. Data were collected by mailed questionnaires.

The fourth step was a four-phase analysis of the data. A brief description of the sample was given, relationships between variables were described and attitudes were measured, described, and compared between colleges and community leaders categories.

Discussion of the Findings

Six research questions were designed to provide information about the community leaders and their expressed attitudes and opinions about the community college. Discussion of the findings has been organized around these questions.

1. Are the attitudes, as expressed by community leaders, about career education at the community college related to enrollment.

There were no statistically significant differences between the means of community leader attitudes of community colleges experiencing marked growth and the means of their counterparts at colleges with limited growth. Therefore, it was concluded that community leader

attitudes toward career education do not directly related to enrollment growth. However, there was a significant difference between attitudes of members of the business community and public sector when responding to the availability of job training programs at the community college. Rotary/Kiwanis and business managers were more positive in their attitudes than the other three categories of community leaders.

Another significant fact was that ninety-five percent of the community leaders felt that a college education was helpful in getting a job today. However, less than half of the community leaders were of the opinion that their community college and industry were working closely in training employees. Furthermore, less than sixty percent of the community leaders thought that the local community college was doing an adequate job in providing vocational education.

2. Do attitudes about availability and quality of the program offered at the community college, as expressed by community leaders, relate to enrollment?

Community leaders from the two colleges with limited growth rated availability and quality of programs offered at the community college significantly higher than community leaders from colleges with marked growth in enrollment. For example, the community leaders indicated that their college offers many programs and courses in the evening. On the other hand their counterparts from colleges with marked growth depicted their college as not providing enough courses in the evening or that courses taken at the college were useable when the student transfers to a four-year college or university.

When sampling community leader attitudes, it was found that eighty-four percent of the community leaders were of the opinion that the local community college offers many programs and courses in the evening. However, only thirty-five percent of the community leaders felt that the college offers programs and courses for senior citizens. Furthermore, there were significant differences between the average opinion of county commissioners and superintendents as to their perception of the transferability of course work taken at the local community college. The results showed that superintendents were more supportive of their college than county commissioners as reflected by community leader attitudes. A comparable significant difference was found between principals and county commissioners when evaluating the appropriateness of a good athletic program and its relationship to a well run community college. Rotary/Kiwanis presidents and business managers as community leaders rated highest when evaluating the reputation of the local college. Evidently, the local presence of such a facility is most influential upon members of the business community.

Although no consistent pattern developed with regards to differences of attitudes among community leaders at the marked growth and limited growth colleges, there were specific differences between colleges. For example, the results showed that College E's community leaders rated their college higher in the useability and transferability of courses taken at the local community college than the community leaders at College D. College E was higher than College C when opinions about the college's reputation was analyzed. However, College B's

community leaders opinions were significantly higher than both College C's and College D's community leaders when evaluating the quality and adequacy of instruction being offered at the local community college.

The findings indicated that growth was not related to positive attitudes of community leaders toward the availability and quality of the program offered at the community college. However, it should be noted that community leaders rated colleges low in their efforts to develop adequate programs for senior citizens. They also did not view a good athletic program as a valuable part of a well run community college.

3. Do the attitudes about financial support, costs to attend, and efficiency of the local community college, as expressed by community leaders, relate to college growth?

The results showed that there were no significant differences between community leader attitudes at colleges experiencing marked enrollment growth and those colleges with limited growth. A majority of the community leaders in this study agreed that costs to attend the local community college were reasonable and allowed many students to attend. However, less than one-half agreed that local millage issues for the community college were approved most of the time. The superintendents significantly disagreed with Rotary/Kiwanis presidents and business managers when asked about the state providing financial assistance to the local community college. Again, no consistent pattern developed with regard to difference of attitudes among community leaders at marked growth and limited growth colleges. However, there were specific differences between colleges.

College E's community leaders rated their college significantly higher when evaluating the college's economic soundness and they stated that local millage issues were approved most of the time.

4. Are the attitudes about education, as expressed by community leaders, related to college growth?

Educators would have expected the community leader attitudes to be different in those colleges experiencing marked growth in contrast to those colleges experiencing limited growth in enrollment, but this was not the case. There appeared to be little relationship between positive community leader attitudes and growth in enrollment. However, the vast majority of the community leaders did agree that an educated person can advance more rapidly in business and industry as a result of an education. In support of education, only six percent of the community leaders felt that most people were getting too much education. The principals, as compared to Rotary/Kiwanis presidents and business managers, rated high on the attitudinal scale as to sending a son or daughter to the local community college if they wanted to attend. There were specific differences in community leader attitudes between colleges. For example, the community leaders at College E were of the opinion that education was more valuable than what most people think while their counterparts at College B were less favorably inclined toward the value of education.

5. Are the attitudes of community leaders, as to the community college meeting the needs of the community, related to growth in enrollment?

In this study, when comparing attitudes of community leaders toward the college meeting the needs of the community, little relationship existed that was significant. The only exception to this was the community leaders perception of the community college being interested in the vitality of the community and area. The results showed that the community leaders from the two colleges with limited growth felt that their college was more interested in the vitality of the community and area than the community leaders of the three community colleges with marked enrollment growth.

A majority of the community leaders indicated that the community college was interested in the vitality of the community and area. However, only a small portion of the community leaders agreed that the community college had become involved in social issues.

The community leaders representing College E, in comparison to College D, viewed the college as being interested in the vitality of the community, that the faculty participated in community functions, and there seemed to be a great deal of harmony between college administrators and the community. College E's community leaders, in comparison to their counterparts at the other four colleges, responded favorably that their community college board of trustees' represented the feelings of the community well.

6. Do the attitudes of community leaders, about availability of information, physical access to the campus, and aesthetics of the local community college, relate to enrollment growth?

By comparing community leader attitudes with enrollment growth, this study found that the community colleges with limited growth were rated on an attitudinal scale by community leaders higher than the three colleges with significant increases in enrollment. For example, colleges experiencing limited growth were of the opinion that the local community college was within easy commuting distance, local college officials were readily available to discuss the community college, and that most people were well acquainted with the local college. The community leaders from the colleges experiencing marked growth in enrollment rated their college high on the attitude scale as to the campus and buildings being architecturally pleasing.

A large proportion of the community leaders in this study indicated that the local college was within easy commuting distance and that the campus and buildings were architecturally pleasing. However, less than half agreed that most people were well acquainted with the local community college. Superintendents, in comparison to county commissioners, felt most strongly that local college officials were readily available to discuss the community college.

Analysis of the differences of community leader attitudes between colleges found that College E, in comparison to the other four colleges, was rated significantly higher on an attitudinal scale as to the college being within easy commuting distance, the campus lending itself to easy access and ample parking, and that most people were well acquainted with the local college. College D's community leaders rated their college significantly higher as to the aesthetics of the campus and buildings.

Limitations of the Study

By limiting the sample to selected community leaders and the population to rural Michigan community colleges the ability to generalize the results to other colleges and states was limited. Other residents of the community college district may have opinions and attitudes concerning the college which would be of equal value to a study of this nature. However, the assumption was made that the community leadership selected to be questioned were those most knowledgeable and influential with regard to the community and the local community college. A sampling of the complete leadership of the community would have been more desirable, but an inquiry of that magnitude was beyond the scope, time, and resources available for this study.

Another limitation of the study resulted by not sending questionnaires to prospective students. Although the community leaders sampled had prior educational experience or were parents of students about to enter college, few could be classified as potential students with attitudes or opinions similar to the students who were contemplating entering a community college.

Implications of the Study

The focus of the dissertation was to gather and analyze data about the attitudes of community leaders toward the community college. One would have expected that the attitudes of community leaders toward their community college would have a relationship to enrollment, but this was not the case. There appeared to be little relationship between

positive community attitudes and growth in enrollment. Furthermore, colleges with limited growth appeared to be responding to community needs more fully than community colleges with significant increase in enrollment.

Community leader attitudes about career education at colleges experiencing marked growth were not very different from those colleges with limited growth in enrollment. As to the literature, Fenske (1969) in his studies found that enrollment was directly influenced by the proximity of an institution offering career programs. Mulligan (1974) found that the enrolled community college freshman ranked special curriculum as one of the most important factors for selecting a college. Perhaps the colleges offering courses to nearby prison populations have increased their enrollments at the expense of having met their local community career educational needs.

When sampling community leader attitudes as to quality programs and the reputation of the local community college, it was found that colleges with limited growth scored significantly higher than colleges with a high growth rate. As to the literature, Richards (1969) found that students entering a junior college were influenced more by practical considerations and less by intellectual or social emphasis in choosing their college. Similarly, they were more concerned with the instrumental value of college for a higher income and less concerned with personal intellectual development. This would account for the colleges with limited growth having more positive community leader attitudes than colleges with marked growth.

The attitudes expressed by community leaders toward financial supports, costs to attend, and efficiency of the local community college were in direct contradiction to the literature. There were no significant differences between colleges with marked growth and colleges with limited growth in enrollment. Tuckman (1972) in a Miami-Dade study found that enrollment at a local college depends not only on its cost but also on the cost of other competing institutions of higher education. High enrollments at the community college were directly related to increasing higher tuition costs at private colleges and lack of available space. The exception to this in the study may have resulted, in part, from the colleges building apartments and dorms and attracting students from outside the college district. Also, the community colleges under study were located in areas not serviced by other post-secondary institutions of education and thus limited access to higher education to the college in the immediate vicinity.

There were no significant differences in attitudes of community leaders at colleges with marked growth and those colleges with limited growth when the results of the attitudes expressed toward education and their relationship to enrollment were measured. From this pattern one might surmise that each of the community colleges' district population was similar in its socio-economic background. To summarize this pattern increased enrollment might be a direct result of on-campus housing, recruitment of students from outside of the college district, and courses being offered at nearby prisons rather than community leader attitudes.

To answer the question of the effect of information, physical access to the campus, and aesthetics of the local community college on community leader attitudes, an analysis of variance was performed. As reported in the literature, Russell (1958) found, for Michigan, that the location of a college was a significant factor as to the rate of attendance for the rural counties. Tinto (1973) reported college attendance to be directly related to the presence of a local college in the community. Sewell (1963), Medsker and Trent (1965) found college attendance to be related to the presence of a local college when comparing the post-secondary behavior of high school seniors of varying ability and socio-economic background. The findings in this study did not support the contention of the literature but suggested that other additional variables such as campus housing, recruitment efforts, and off-campus courses influenced enrollment.

An implication of this study was that growth is not synonymous with meeting the educational needs of the local community as perceived by community leaders. In the past educators have assumed that if the college was growing in enrollment that local educational needs were being met. Growth was used as a criteria for measuring excellence. However, the findings indicated that growth is of limited usefulness when determining whether the college is fulfilling its intended mission to the local community. The questions that Martorana (1957) raised need to be asked again. Is it a proper function of a community college to declare itself committed "to offer courses and other services at off-campus points throughout the region when the need

exists (p. 26)?" Similarly, "Is it a proper function of a community college to offer programs for the 'professional' growth of members of a community (p. 26)?"

Kalamazoo Valley Community College's Board of Trustees (1966) stated the community college philosophy well when they said:

We believe that each person is important, is unique, is endowed with dignity, has individual needs and abilities, can make his own special contribution to society and has the right to an opportunity to reach his highest individual potential.

On the basis of this study, it seems reasonable to postulate that community leader attitudes have some utility in predicting whether the college is meeting its agreed upon objectives and philosophy. However, the findings indicate that community leader attitudes have no relationship to enrollment growth when growth is artificially induced by the use of on-campus housing, recruitment of students outside the college district, and courses at nearby institutions.

Concluding Remarks

After analyzing the responses of the community leaders in this study and relating these responses to enrollment, it became apparent that there is little positive relationship between community leader attitudes and enrollment. However, the results of rating community leader attitudes suggested several consistent patterns. For example, in these data clear evidence was provided in six areas as to the perceptions of the community leader's attitudes toward the community college. First, community leaders agreed that the community college

education was helpful in getting a job; second, the college offers many programs and courses in the evening; third, costs to attend the local college were reasonable; fourth, an educated person can advance more rapidly in business and industry; fifth, the community college was interested in the vitality of the community and area; and sixth, the campus and buildings were architecturally pleasing. However, community leaders did not agree that the local community college and industry were working closely in training employees; that the college offered programs and courses for senior citizens; that local millage issues were approved most of the time; that the community college had become involved in social issues within the community or that most people were well acquainted with the local college.

The results of the study lend support to the belief that the community colleges experiencing marked growth may not be meeting the needs of the local community. Increased enrollment could be attributed to the college divorcing itself from the needs of the community in favor of developing a larger growth rate. For example, two of the community colleges had assisted their growth rate by offering courses to nearby prison populations. One college offered on-campus housing and a recreational environment which attracted many students from the Detroit area. Private contractors at three other colleges have constructed apartments which have attracted students from outside the college district. Thus, attitudes of students attending the local community college might not reflect similar attitudes held by community

leaders in the local community college district. This also implies that growth was not synonymous with meeting the educational needs of the local community. Further support for this implication needs to be tested with additional research.

Recommendations for Further Study

In retrospect, in considering the results and procedures used in this study, it was felt that the procedures used and the results obtained were satisfactory for a preliminary study. Use of an attitudinal questionnaire was an efficient means of gathering data. Perhaps some additional information about the respondents as to income levels, prior work experience, and social background would have been desirable.

After an assessment of the data, several directions for further study in the area of community leader attitudes and their influence on enrollment seemed warranted.

In order to facilitate additional data, several suggestions for further study can be recommended. Among these are:

1. The study revealed few differences between rural community leader's attitudes with colleges experiencing rapid enrollment growth and colleges with limited growth. Therefore, a matched sample of community leaders from urban college districts and rural college districts could be conducted in an attempt to see if there are differences in attitudes toward the community college.

2. Most students who attend a community college attend as a result of parental influence or family outlook. Therefore, a study of the attitudes of parents of high school seniors is needed to determine if parental attitudes toward the local college are related to enrollment growth.
3. Because public two-year college environments differ according to region, a comparable study could be pursued involving community leaders in the mid-west, west, east, south, and south-west.
4. Growth is not synonymous with the public two-year college meeting the needs of the community. Therefore, a more in-depth study sampling a wider population of the community could be conducted in an attempt to determine if the college is accountable to the community.
5. Because the college's initial existence is frequently a direct result of established local community college needs, a matched study comparing community leaders and college administrators could be employed to determine if the college and community expectations are similar.

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APPENDIX A

Instrumentation

SURVEY OF COMMUNITY LEADERSHIP ATTITUDES: QUESTIONNAIRE

1. Please indicate which of the following age groups corresponds to your age?
 1. ☐ 30 or less 3. ☐ 41-50 5. ☐ Over 60 years
 2. ☐ 31-40 4. ☐ 51-60
2. Check the various levels of schooling you have attended.
 1. ☐ Eight years of schooling 4. ☐ College or University
 2. ☐ High School 5. ☐ Post graduate school
 3. ☐ Community College
3. How many years have you lived in this area of Michigan?
 1. ☐ Less than 1 year 3. ☐ 3 to 4 years 5. ☐ 10 to 14 years
 2. ☐ 1 to 2 years 4. ☐ 5 to 9 years 6. ☐ 15 or more years
4. Were you brought up mostly on a farm, in a town, or in a city?
 1. ☐ Farm(0-250) 2. ☐ Town (250-2500) 3. ☐ City(more than 2500)
5. Do you consider yourself now to be:
 1. ☐ City Dweller 2. ☐ Rural Dweller 3. ☐ Suburban Dweller
6. What is your occupational classification?
 1. ☐ Professional 6. ☐ Skilled
 2. ☐ Proprietor, Managerial 7. ☐ Semi-Skilled
 3. ☐ Clerical, Sales 8. ☐ Unskilled
 4. ☐ Farmer 9. ☐ Housewife
 5. ☐ Service (Policeman-
Fireman) 10. ☐ Other _____

7. How many children do you have?
1. ☐ 1 child 3. ☐ 3 children 5. ☐ 5 or more children
2. ☐ 2 children 4. ☐ 4 children 6. ☐ None
8. What is your sex?
1. ☐ Male 2. ☐ Female
9. Do you feel that you are permanently settled in this area of Michigan?
1. ☐ Yes 2. ☐ No
10. How often on the average do people, outside your family, ask you for information or your opinion on educational matters? One or more requests or contacts per
1. ☐ Day 3. ☐ Month 5. ☐ None
2. ☐ Week 4. ☐ Year
11. Have you taken a class at your local community college?
1. ☐ Yes 2. ☐ No
12. If you did attend a class, what type was it?
1. ☐ Workshop 3. ☐ Just a class or two
2. ☐ Seminar class 4. ☐ Enrolled in certificate program
5. ☐ Enrolled in associate degree program
13. Check the item that you think best describes what you know about your community college.
1. ☐ A continuation of high school
2. ☐ A transition school from high school to college
3. ☐ The beginning of a 4 year college
4. ☐ A liberal arts college

5. ____ A vocational training school
6. ____ A trade school
7. ____ A school offering liberal arts and vocational classes.
14. How many students do you think are enrolled at your community college?
1. ____ under 500 3. ____ 1001-1500 5. 2501 and over
2. ____ 501-1000 4. ____ 1501-2500
15. Here are a few statements about your community college by those who have attended community colleges. Please mark how much you agree or disagree with each of the statements by placing a check in the appropriate box.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Community college education is helpful in getting a job today.					
2. Most people are getting too much education.					
3. A community college education makes a person a better citizen.					
4. Education is more valuable than what most people think.					
5. An educated person can advance more rapidly in business and industry.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
6. Our community college should offer more occupational courses than liberal arts.					
7. A good athletic program is a valuable part of a well run community college.					
8. Our local community college offers many programs and courses in the evening.					
9. The local community college is within easy commuting distance.					
10. The community college is interested in the vitality of the community and area.					
11. The faculty of the college participates in community functions and organizations.					
12. Job training programs are not available at the local community college.					
13. Abundant information about our community college is available.					
14. Costs to attend the local community college are excessive and prevent many from attending.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. The local community college has a good reputation.					
16. The community is hesitant to provide financial support to our community college.					
17. The local community college is doing an adequate job in providing vocational education.					
18. The state should provide financial assistance to the local community college.					
19. Courses taken at the local community college are generally not useable when the student transfers to a 4 year college or university.					
20. Local college officials are not readily available to discuss the community college.					
21. Our local community college seems to be run efficiently and economically.					
22. Local high school students seem to know a great deal about our community college.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
23. Few people are well acquainted with the local community college.					
24. There are ample courses & programs for women at the local community college.					
25. Classes at the community college are scheduled at times that are convenient for most people.					
26. The local community college offers worthwhile cultural and other events for the benefit of the community.					
27. The local community college and industry work closely in training employees.					
28. The local community college offers programs and courses for senior citizens.					
29. The local community college has not become involved in social issues within the community.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
30. There seems to be a great deal of harmony between the college administrators and community.					
31. The community college board of trustees represents the feelings of the community well.					
32. If I had a son or daughter I would send them to the local community college if they wished to attend.					
33. The local millage issues for our community college are approved most of the time.					
34. Quality of instruction at the community college is adequate.					
35. The campus does not lend itself to easy access or ample parking.					
36. The campus and buildings are architecturally pleasing.					
37. The courses offered at the community college are a true reflection of community needs.					

16. To whom would you go if you had a question about education?

- | | |
|--------------------------------------|---|
| 1. <input type="checkbox"/> Spouse | 5. <input type="checkbox"/> Community leaders |
| 2. <input type="checkbox"/> Neighbor | 6. <input type="checkbox"/> Elected officials |
| 3. <input type="checkbox"/> Children | 7. <input type="checkbox"/> Community College Officials |
| 4. <input type="checkbox"/> P.T.A. | |

17. From which of the following sources of news do you hear the most valuable information about your local community college? (Check top source)

- | | |
|---|---|
| 1. <input type="checkbox"/> Direct mail | 5. <input type="checkbox"/> Television |
| 2. <input type="checkbox"/> Magazine | 6. <input type="checkbox"/> Other people |
| 3. <input type="checkbox"/> Radio | 7. <input type="checkbox"/> Community college staff |
| 4. <input type="checkbox"/> Newspaper | 8. <input type="checkbox"/> Other sources |

18. Where do you think your local community college should look for its main source of income?

1. ☐ Local millage (Property tax)
2. ☐ State money
3. ☐ Federal money
4. ☐ Student tuition
5. ☐ Gifts
6. ☐ Other (Specify) _____

19. Would you like a 2-3 page summary of the findings of this study?

1. ☐ Yes 2. ☐ No

I do realize that you will need my name and address so that non-respondents can be contacted and that all information will be kept confidential.

THANK YOU

Roger W. Boughton
6509 Marlow St.
Portage, MI

APPENDIX B

Colleges Included In Study

Glen Oaks Community College

Kirtland Community College

Montcalm Community College

North Central Michigan College

West Shore Community College

APPENDIX C

Communications

Advance letter sent by the colleges

Cover letter

Reminder notice sent to community leaders

Glen Oaks Community College

January, 1974

Dear Friend:

You will soon be receiving a letter and questionnaire from Roger Boughton of Western Michigan University who is conducting an important state wide study on factors affecting enrollment in community colleges.

I have identified you as one of the leaders in the community to contact for the study. The study will try to identify those factors influencing enrollment in the community college and your input will be extremely important. The results of this study should provide Glen Oaks Community College with valuable information to assist us in better utilizing our available resources.

The questionnaire should be in your hands by the end of next week. Your assistance in taking part in the study is appreciated.

Sincerely,

Dr. Justus Sunderman
President

Kirtland Community College

January 1974

Dear Friend:

You will soon be receiving a letter and questionnaire from Roger W. Boughton of Western Michigan University who is conducting an important state wide study on factors affecting enrollment in Michigan community colleges.

I have identified you as one of the leaders in the community to contact for the study. The study will try to identify those factors influencing enrollment in the community colleges and your input will be extremely important to Kirtland Community College.

The questionnaire should be in your hands by the end of next week. Your assistance in taking part in the study is appreciated.

Sincerely,

Robert Stenger
President

Montcalm Community College

January 2, 1974

Dear Friend:

You will soon be receiving a letter and questionnaire from Roger Boughton of Western Michigan University who is conducting an important state wide study on factors affecting enrollment in community colleges.

I have identified you as one of the leaders in the community to contact for the study. The study will try to identify those factors influencing enrollment in the community college and your input will be extremely important. The results of this study should provide Montcalm Community College with valuable information to assist us in better utilizing our available resources.

The questionnaire should be in your hands by the end of next week. Your assistance in taking part in the study is appreciated.

Sincerely,

Dr. Clifford J. Bedore
President

North Central Michigan College

January 1974

Dear Friend:

You will soon be receiving a letter and questionnaire from Roger W. Boughton of Western Michigan University who is conducting an important state wide study on factors affecting enrollment in Michigan community colleges.

I have identified you as one of the leaders in the community to contact for the study. The study will try to identify those factors influencing enrollment in the community colleges and your input will be extremely important to North Central Michigan College.

The questionnaire should be in your hands by the end of next week. Your assistance in taking part in the study is appreciated.

Sincerely,

Alfred D. Shankland
President

January 1974

Dear Friend:

You will soon be receiving a letter and questionnaire from Roger W. Boughton of Western Michigan University who is conducting an important state wide study on factors affecting enrollment in Michigan community colleges.

I have identified you as one of the leaders in the community to contact for the study. The study will try to identify those factors influencing enrollment in the community college and your input will be extremely important to West Shore Community College.

The questionnaire should be in your hands by the end of next week. Your assistance in taking part in the study is appreciated.

Sincerely,

Dr. John M. Eaton
President

January 1974

Dear Friend:

You have just received a letter from Dr. Justus D. Sunderman, President of Glen Oaks Community College, explaining the importance of this particular state wide study.

An evaluation of the factors influencing growth in our community colleges is of utmost importance and especially at this point in time in their development.

Data can only be obtained with the cooperation of community leaders such as yourself. Your perceptions of your local community college are needed for this project to be successful. Would you take just 10 minutes to complete this questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

L. Dale Faunce
Professor

January 1974

Dear Friend:

You have just received a letter from Robert Stenger, President of Kirtland Community College, explaining the importance of this particular state wide study.

An evaluation of the factors influencing growth in our community colleges is of upmost importance and especially at this point in time in their development.

Data can only be obtained with the cooperation of community leaders such as yourself. Your perceptions of your local community college are needed for this project to be successful. Would you take just 10 minutes to complete this questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

L. Dale Faunce
Professor

January 1974

Dear Friend:

You have just received a letter from Dr. Clifford J. Bedore, President of Montcalm Community College, explaining the importance of this particular state wide study.

An evaluation of the factors influencing growth in our community colleges is of utmost importance and especially at this point in time in their development.

Data can be obtained with the cooperation of community leaders such as yourself. Your perceptions of your local community college are needed for this project to be successful. Would you take just 10 minutes to complete this questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

L. Dale Faunce
Professor

January 1974

Dear Friend:

You have just received a letter from Alfred D. Shankland, President of North Central Michigan College, explaining the importance of this particular state wide study.

An evaluation of the factors influencing growth in our community colleges is of utmost importance and especially at this point in time in their development.

Data can only be obtained with the cooperation of community leaders such as yourself. Your perceptions of your community college are needed for this project to be successful. Would you take just 10 minutes to complete this questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

L. Dale Faunce
Professor

January 1974

Dear Friend:

You have just received a letter from Dr. John M. Eaton, President of West Shore Community College, explaining the importance of this particular state wide study.

An evaluation of the factors influencing growth in our community colleges is of upmost importance and especially at this point in time in their development.

Data can only be obtained with the cooperation of community leaders such as yourself. Your perceptions of your local community college are need for this project to be successful. Would you take just 10 minutes to complete the questionnaire?

When completed, please return in the enclosed envelope. Return postage is provided.

The study report will contain no identification of individuals, thus your confidentiality is guaranteed. Your name appears on the questionnaire only so that non-respondents can be contacted. If you prefer that your name not appear on the questionnaire, please remove the address label.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton

L. Dale Faunce
Professor

February 1974

Dear Friend:

This second questionnaire is mailed in case the first did not reach you or was mislaid.

This data will provide valuable information as to the factors influencing enrollment at your community college and other community colleges throughout Michigan. A lack of participation from you may cause a bias in the results, thus the study recommendations will not reflect reality. If the report is to accurately represent the experiences of community leaders, such as yourself, your response is needed.

Thank you for your time and cooperation.

Sincerely,

Roger W. Boughton
Project Coordinator