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Title: IDENTIFICATION AND DEVELOPMENT OF PROCEDURES AND CRITERIA FOR SELF-ANALYSIS BY COMMUNITY COLLEGES

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The primary objective of this study was to develop a prototype instrument of procedures and criteria to be used by community colleges for self-analysis and evaluation purposes. The study grew out of the recognized need to assess and improve the effectiveness and pertinence of community college philosophies, roles and responsibilities, organization, administration and programs. The importance of the study is amplified by the unprecedented growth and development of community colleges throughout the nation.

An instrument was developed with assistance from a national advisory committee, a planning committee of Oregon and Washington community college leaders, a research team from the Oregon State System of Higher Education and numerous individuals concerned with community colleges. The instrument was partially field tested in a
community college setting. It appears that the instrument can accomplish the analysis purpose for which it was designed. The instrument also appears to have the potential of improving education in community colleges. Additional field testing of the instrument is recommended.
Identification and Development of Procedures and Criteria for Self-Analysis by Community Colleges

by

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Many others contributed in significant ways to the objectives of this study. It is hoped that they have been properly credited for their effort in the content of this thesis.
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I. INTRODUCTION

Education in the United States is in a period of rapid change. This change is well exemplified by the growth and development of the community college movement and the public concern for vocational and occupational education. The community college movement, with its emphasis on vocational education and its potentiality to serve large numbers of youth and adults, is one of the more significant developments in education during the past quarter century.

Trends in nationwide occupational requirements indicate a shift toward job complexity and greater technical demand. Currently, one half of the nation's workers must have formal education or training beyond the high school (8, p. 27). The community colleges are in a position to play a major role in occupational training as the educational requirements for various jobs change and increase (14). This is especially so because of their physical orientation to community affairs, their emphasis on vocational and adult education, and the philosophy of being directly and quickly responsive to the expressed vocational education needs of their patrons.
Statement of the Problem

Both the establishment and continued demands throughout the United States for community colleges have mushroomed beyond most predictions (11, p. 18) (7, p. 128-129). In addition to the changing and increasing technical requirements of occupations, the demand for community colleges appears related to the general acceptance of the American people of the idea that all persons should have the right of employment opportunities. However, a problem has arisen out of this rapid expansion of the community college movement. If direction is to be given to this rapid growth, there is a need to ascertain the current status of progress toward professional aims and goals of such institutions. There is an imperative need to assess and improve the effectiveness and pertinence of the community college philosophies, roles, responsibilities, organization, administration and programs. The current growth rate and anticipated future need for such institutions amplifies the importance and the need for solutions to this problem.

The electorate, either directly or indirectly through their representatives on boards or in legislatures, evaluate such institutions. Some community colleges evaluate themselves. Evaluation, good or bad, formal or informal, continual or periodical, helps determine the functions and resources of these institutions. Too often, the
evaluations are superficial or are made by the uninformed or by persons who are not in a position to devote adequate time to evaluation, or by those whose judgments will not be accepted or implemented. Community colleges are being studied and evaluated continuously, formally and informally, both by professional and lay groups, but an obvious deficiency of this activity is the lack of objectivity and commonly held concepts of evaluation process and related procedures.¹

Unfortunately, there have been few, if any, objective indices available to evaluators, against which to check their impressions. This is a major factor in the development of a prototype instrument to evaluate in an objective manner the community college in action.

**Objectives**

A primary objective of this study has been to develop a prototype instrument of procedures and criteria to be used by community colleges for self-analysis and evaluation purposes. The instrument is designated as a prototype to denote that it is subject to refinement as field testing experience might warrant. The instrument's two principal components are: (1) the suggested procedures for the self-study process and, (2) the specific criteria for analysis of the institu-

¹ Evaluation is defined under Definition of Terms in this chapter.
tion. The procedures for applying the criteria to the analysis of the college are flexible to provide for situations that may be unique to individual colleges or cannot be anticipated prior to beginning the self-study. The procedures designate time schedules, sequence of events and personnel responsibilities in order to help in the coordination and add to the general efficiency of the self-study.

The specific criteria are designed as guidelines to ensure that the more important elements of the college are studied in depth.

Limitations of the Study

With exception of a nationwide advisory committee's perusal the preliminary refinement of the prototype instrument has been limited to persons from community colleges, and interested agencies in Washington and Oregon. The initial full scale field test of the prototype instrument has been limited to one community college. The initial field test is further limited to self-analysis by the community college staff and excludes analysis by a visiting team.

This study is further limited to those aspects of community colleges other than analysis of student performance or evaluation of student achievement.

Inferences of the Study

This study is designed for nationwide application of the
anticipated final product. To the extent that limited funds permit, a nationwide advisory committee has been involved in the identification and development of procedures and criteria of the prototype instrument.

Beyond the scope and limitations of this study, another conceivable objective is recognized. Such an objective would be a study of the kinds and amount of change that occur as a result of community college self-study activities. Hypotheses specifying changes in the content and emphasis of educational programs, staffing, policy formulation, etc., could be tested. This testing would involve a number of cooperating community colleges over a time span of several years and would be predicated on the achievement of the first two objectives of this study. Testing of such hypotheses, therefore, is recognized as being beyond the objectives of this study, but such testing does exist as fertile ground for future research.

**Assumption**

A central assumption underlying this study has been that proper use of the self-analysis instrument will facilitate improvement and strengthen programs in community colleges. Proper use of the instrument includes the use of evaluative criteria through suggested procedures by a community college staff, assisted by a visiting team of experts with direction and assistance from a third party or outside agency.
Significance of this Study

The anticipated product of this study is an instrument to be used as a tool for the general improvement of community colleges. The instrument serves as a basis for self-analysis by community college staffs and visiting teams. In addition to an in-depth study of a college's role, functions and instructional programs, the instrument, by serving in a check list capacity, offers the possibility of a quick administrative appraisal of its current status. As such, it has the potential of becoming an internal control mechanism for college administration. It might also serve as a framework for a portion of the institutional research conducted within a college. Too, the instrument offers the possibility of identifying areas of concern pertinent to inservice training, annual orientation and/or induction of new staff members in a community college. The results of this study offer the possibility of improving the situation by providing the means of reducing the time of inducting new staff members in a community college. Often, new staff members spend several months in assimilating and synthesizing philosophy, aims, objectives of the institution and its instructional programs. As a result of a lack of information or misunderstanding on the part of new employees, precious time may be lost or misspent and important, timely decisions of benefit to a community college may be postponed.
Definition of Terms

For the purpose of this study, the following terms are defined:

Comprehensive Community College

A comprehensive community college is a two year, private or public supported institution offering three general classifications of instruction plus some specialized services. The three classifications of instructional programs are: (1) lower division or college parallel programs, (2) vocational-technical education programs, (3) general adult-vocational and/or community service programs. Inherent in the community college concept is the philosophy that all students are acceptable for some personal educational goal and that the institution assumes some responsibility to help the student select, prepare and/or improve his knowledge, attitudes, skills and abilities in pursuit of an occupational goal.

Vocational-Technical Education

Vocational-technical education is considered to be a specialized form of education with particular concern for preparing students for entry into employment, for domestic service or for improving the attitudes, skills, knowledge and abilities of employed persons at technical or semiprofessional and skilled level fields such as in
agriculture, industry, business, home economics, health and public services. The primary concern of vocational-technical education is the preparation for employment or improvement of students' knowledge, skills, attitudes and abilities for a specialization or specific job. Vocational-technical education is distinguished from general or academic education in the sense that it is specialized education relative to the general or academic education usually considered desirable for the general welfare of all persons.

Vocational-technical education is distinguished from professional education in the sense that entry into professional levels of employment require attainments of higher levels of formal education. The baccalaureate degree is generally recognized as the minimum entry level for the professions.

**Occupational Education**

As used in this study, occupational education is a term referring to all types of education that contribute directly to employment requirements. It is used to include both vocational-technical and professional education programs as well as adult education offerings that contribute to preparation for or improvement of skills, knowledge and abilities necessary for employment.
Lower Division, College Parallel or College Transfer Programs

This study refers to college transfer programs as being synonymous with lower division and college parallel programs. All such offerings are recognized as transferrable to higher education institutions for credit toward a professional or baccalaureate degree. An organized sequence of such offerings may lead to an associate degree of arts or science granted at the community college level. These are considered as standard programs recognized by the regional accreditation associations in this country.

Adult Education

Adult education is considered to be a major instructional program in a comprehensive community college. Ordinarily, it is a non-college credit program and the offerings are generally but not always limited to a few specific objectives requiring a short unit of time, usually not more than 20 to 30 clock hours of instruction spread over an eight to ten week period. Adult education programs may also include offerings at the elementary and secondary general education levels with the objective of the student being the achievement of an elementary or secondary school diploma. The program has high administrative flexibility and a community service orientation in the sense of being responsive to the expressed needs of the constituents of the college.
**Self-Analysis**

The three terms, self-analysis, self-study, and self-evaluation, are used synonymously, and are intended to include the idea that self-study is a method by which all members of a community college staff examine the institution's effectiveness in carrying out its role and includes the development of plans for improvement and efficiency in conducting its functions. In this study, implementation of self-analysis includes the use of visiting team of experts and constituents of a community college in the analysis and formulation of proposed improvements of the community college under study. An inextricable aspect of the self-analysis concept is the use of predetermined procedures or guidelines for the activities of all personnel involved in the study, and the use of predetermined evaluative criteria to facilitate the self-study process. The self-study analysis concept also embodies the use of a third party or outside agency to orient, and assist in the coordination and administration of the self-study by the visiting team, the community college staff and the college administration.

**Evaluation**

In this study, evaluation is considered a process to determine the value and the amount of something. It is distinguished from
measurement in that, while it may measure, it is concerned with worth and value rather than quantity alone. As used in this study specifically, evaluation is the process of appraising the outcome or achievements of the community college in light of the professed roles, philosophy and objectives, of the institution.
II: RELATED LITERATURE

Instruments have long existed and have been utilized for self-study by elementary and secondary schools and by higher education; little of that which is available is specifically designed and appropriate for the analysis of the modern community college.

"Evaluative criteria, 1960 edition" and previous editions developed by the national study of secondary school evaluation, and used for 30 years by the secondary schools and accreditation associations is an outstanding example. Another is the National Council for the Accreditation of Teacher Education (NCATE). The "Manual for Institutional Self-Study" (13) developed in North Carolina affords worthwhile suggestions which should be amplified in detail. Some elements of an instrument under development by the Oregon State Department of Education (6) for the analysis of vocational-technical education programs merits consideration for the development of a community college self-study instrument.

Community college self-study reports to regional associations for accreditation purposes are relevant to this study. The recently completed accreditation self-study report of Lane Community College (15) and the Northwest Association accreditation visiting team report (7) are examples. Although both reports lack objective indices, they serve to point out areas and ideas for objective evaluative criteria.
The Board of Directors of the American Vocational Association

has recognized the importance of evaluation (and accreditation) and

has authorized the following statement: (1, p. 13-14)

Few problem aspects of the profession carry the same importance as assessment of our educational effort. Historically, despite an avalanche of literature, activity, and periodic attempts to appraise program results, the total evaluative effort has been little more than surmise and subjective opinion of strengths, weakness and new needs which should be met. Likewise, the accreditation of programs, in itself a troublesome process in vocational education, often has been unsatisfactory due to the use of inadequate criteria and unqualified evaluators.

The scope of the task suggests that program evaluation be delineated and separated from the formal accreditation process. This further suggests that AVA and its professional membership must lead in (a) formulation of quantitative and qualitative criteria, (b) the determination of a realistic appraisal process and (c) the utilization of vocational education specialists by formal accreditation groups. In no sense should AVA be considered or become an accreditation organization.

Assessment is a total task of the total vocational profession. This obligation does not mean that those affecting and those affected by vocational education in the wider community will not be involved. Research and researchers can assist, but their role does not include explicit responsibility. The importance of evaluation demands full-time professional personnel.

Full-time professional responsibility must be accompanied by the enlistment of adequate funding to accomplish professional results. Without adequate financial support, attempts to appraise programs will continue to be fragmentary and grossly ineffective in relation to both changing vocational programs and carrying forward necessary legislation to support it.
A statement (2, p. 3) from the North Central Association of Colleges and Secondary Schools related to the accreditation of technical-vocational programs, expresses a rationale from general education in vocational-technical programs:

Historically, the commission has upheld the conviction that the programs offered in colleges and universities must rest upon a base of liberal studies. This foundation is considered necessary to insure that students are appropriately prepared to appreciate and cope productively with the complex dynamics of modern society as well as the world of work.

Dr. Frank Dickey (5, p. 1-2) proposes to restructure accreditation of post secondary education in the United States based on the concern for the expanding power of the Federal Government in the field of higher education and the lessening influence of the voluntary associations. He proposes that one of three councils, formed within the National Commission for Accreditation be on technical-vocational accreditation for the purposes of stimulating improvement of accrediting associations functioning in the area of post secondary vocational-technical education. He says:

One of the primary management instruments available to higher education is the element of quality control and stimulation... otherwise known as accreditation. Today, accreditation in higher education is a fragmented, disjointed effort. Current policies, procedures, and standards of accreditations are being subjected to increasing criticism of various critics. It is to be expected that this criticism will become more searching and intense as increased public funds become involved and it is indeed plausible that such criticism will have the tendency to transform itself into open attack, both within and without the courts.
Brandon and Thomas (3, p. 49-64) summarize the need and indicate the timeliness of research in evaluation of current vocational-technical education.

If there is a theme and persistent thread to new and impending professional needs and legislation, it is evaluation. This appraisal process in connection with the quantity and quality aspects of vocational programs at all levels. It is the overall task of all professionals and affiliates of the program. As Federal funding approaches the three-quarter billion dollar figure, the assessment, justification, and documentation of on-going programs and new needs will be demanded by members of Congress. Historic attempts at appraisal of the total vocational program have lacked the evidence of objectivity which is now required. The correction and alleviation of the evaluation program is solely a task for the profession itself in which it demands for its benefactors.

Advisory councils on the state and national levels will be confronted with obligations to assess vocational and technical education programs of their affiliations. This fact is crystal clear in the design, spirit and letter of the new legislation. It is also not by accident that contemporary vocational education legislation means to make the evaluation commitment stick as it provides funds for the operation of national and state advisory councils to, among many designated functions, conduct program appraisals and make duplication studies. Admittedly, the requirement is long overdue, and partially at least, it may be the reaction of Congress as a suggestion to the profession to police its own ranks of professional vocational educators in the U.S. Office of Education is not without its relationship to the new challenge as we are reminded of the historic purposes of USOE and its establishment.

The American Vocational Association as the total professional organization of vocational educators has accepted its role as the vehicle through which the progression can move and become effective. This fact does not mean that the AVA is the evaluator or the 'accreditor'. It does mean that the professional
organization can muster the personnel from the field with competency to concentrate on the formulation of desirable and realistic standards and criteria with vitality. Field experts from the many ranks of vocational and technical education can establish both the benchmarks of quality programs at all levels and a workable process which will enable the criteria to be moved through the assessment operation. At best, the evaluation process in vocational and technical education is a tremendously complex problem as it should take place in connection with programs which make up the wide scope of the total program. Optimistically, vocational education professionals are up to the task. Their leadership will not be found lacking.

Star (19) discusses a model for evaluating state programs of vocational education. He discusses the merit and objectives of self-initiated evaluation. He recognizes that the majority of evaluative efforts to date have usually assumed that when certain generally accepted standards of physical facilities, curriculum content and staff activities are provided, desirable program outcomes would ensure or at least have a high probability of doing so. He questions the certainty of this assumption and suggests that evaluation of program goal outcomes based on specific educational objectives should be considered as a rational basis for planning the activities and programs of an educational system.

Stanton (18) recently studied standards for vocational education as reflected in California Junior College Accreditation Team reports. He studied 146 reports and compared them with a 1957 study of 50 reports. His analysis produced a list of eight evaluative dimensions which are recommended as standards of excellence. They are:
1. Effective use of lay advisory committee in program development.

2. Provision of a range of offerings to meet needs determined by student interest and ability and by results of community and employment agency surveys.

3. Provision for effective program coordination covering intra-school, inter-agency, and industry-education liaison.

4. Provision of occupationally competent instructional personnel.

5. Effective placement and follow-up procedures combined with accurate and usable record keeping.

6. Effective student recruitment and selection procedures.

7. Provision of well-planned facilities and adequate equipment for each program.

8. Continuous evaluation procedures to assure viability to all programs.

A research team from the Division of Teaching Research of the State System of Higher Education at Monmouth, Oregon, has been developing instruments for self-analysis of state divisions of vocational education and state departments of education. Much of this work is applicable to self-study of community colleges. One document (10), utilizing standard business taxonomy for analysis of state departments of education has, with some modification, direct application to a
portion of the prototype instrument of this study. The criteria of this document has been subjected to field testing and refinement in the state of Maryland.

An instrument for county agencies was developed by Contra Costa County in California (9), and, although generally it is not appropriate for community colleges, it does contain worthwhile ideas which may be acceptable for community college purposes. Also, the "Manual for Institutional Self-Study Program of the Commission on Colleges", Southern Association of Colleges and Schools, offers pertinent suggestions for further development.

An instrument designed to assess the quality of education in North Carolina community colleges (17) is particularly applicable to the objectives of this study. The instrument is a product of an advisory committee for the North Carolina State Board of Education and represents the judgment of numerous community college personnel. It is a source of tentative criteria for the development of a more comprehensive self-study instrument.

The writer participated in a recent institute devoted to the concept of program planning budgeting systems (PPBS). The institute was for state agency personnel. However, the importance of the

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2 An institute for State Department of Education Personnel in charge of Vocational Education at Monmouth, Oregon, August, 1968
application of the concept to community colleges is obvious, even
though it is in a primitive stage of development. It is particularly
appropriate for the prototype instrument of this study to provide for
criteria encompassing the fundamental aspects of the PPBS concept.
A wide range of PPBS literature is indirectly related to self-study
of community colleges. The more closely related literature includes
Magers' (12) work on educational objectives and an article by Davies
(14) concerning the possibility of using benefit cost analysis in plan-
nning and evaluating vocational education. A third article from the
U.S. Office of Education (30) called What's Ahead for Vocational
Education. Each of these articles is particularly significant in clari-
fying and quantifying educational objectives.

Summary

The need for evaluative criteria and procedures for community
college self-study is clearly established, but there is a dearth of
current literature directly applicable to self-study instruments for
the modern community college. There is, however, some current
literature that offers worthwhile ideas and suggestions that can be
adapted to the self-study of comprehensive community colleges.
III. PROCEDURES FOR DEVELOPING AND TESTING THE PROTOTYPE INSTRUMENT

Background

The pertinence of the problem stated for this study was recognized by a group of public school and university leaders meeting at the University of California at Berkeley in the spring of 1967. A followup meeting held later at Portland, Oregon explored this subject in more detail. This meeting led to the establishment of a Northwest Planning Committee to advise with the Division of Teaching Research of the Oregon State System of Higher Education at Monmouth, Oregon. The Division of Teaching Research became the sponsoring agency for this investigation. The idea for the development of a prototype instrument of criteria and procedures was submitted at a meeting of the Northwest Planning Committee in April of 1968 and received support, encouragement and approval. Similar results were obtained from another group with a nationwide perspective, the National Advisory Committee which met in Portland, Oregon, on May 5, 1968. Its members concurred with the general objectives and plan for the development of the prototype instrument.

3 Participants are listed in the Appendix C of this paper.

4 Participants are listed in the Appendix B of this paper.
Identifying Procedures and Criteria Classifications

A prime purpose of meeting with leading educators of the community college movement represented by the Northwest Planning Committee and the National Advisory Committee was to consult with them about basic procedures of the self-analysis process and to identify classifications of criteria to be incorporated in the initial prototype instrument. This was accomplished at the April and May, 1968, meeting of these committees. The committees endorsed the general procedures for applying the criteria in the self-analysis process. They also approved a general system of classifications of criteria for self-analysis of the various elements of a community college.

The activity involving identification of procedures was preceded by several preparatory sessions with a research team of the Division of Teaching Research whose members were experienced in developing similar procedures for analysis of state departments of education. Through a process of preliminary proposals, followed by critique and refinement by a research team, a final set of procedures was devised. These procedures were proposed to and approved by the Northwest and National Advisory Committees. A similar process was followed in developing the classifications of criteria to be included in the prototype instrument.
Developing Criteria for Analysis

Following the development of the initial framework for the prototype instrument, a review of the literature was made relative to selection of tentative criteria for each classification or component of the self-analysis instrument. In addition to the literature, numerous personal conferences were held with experienced community college personnel about areas in which they were most knowledgeable. An example of such a conference was one with Mr. Fred Koehler, Federal Representative of the Bureau of Apprenticeship Training in Eugene, Oregon. Mr. Koehler reviewed the proposed criteria for analysis of vocational-technical education programs and made numerous constructive suggestions based on his extensive experience with organized labor and in the training of industrial workers in cooperation with schools and colleges. This activity led to the formulation of the initial prototype instrument.

Plans: Preliminary Refinement of the Instrument

Upon completion of the initial draft of the prototype instrument of procedures and criteria for self-analysis by community colleges,

5 A list of persons consulted is included in Appendix E.
6 The prototype instrument is included in Appendix A.
a process of reviewing the basic document with a number of community college personnel was adopted. First, a letter was sent to a number of community colleges in Oregon and Washington advising them of the status of the study and soliciting a response of interest in field testing the instrument. All of the colleges contacted responded positively and arrangements were made to review the status of the study and to discuss each institution's possible role in testing the initial prototype instrument. Parallel to these activities, it was anticipated that there would be some constructive feedback gained from reviewing the instrument in these institutions.

Overview: Field Test Plans

Plans for the initial field testing of the prototype instrument follow the procedures outlined in the self-analysis document. First, an arrangement is agreed upon between a cooperating community college and the Division of Teaching Research relative to financial arrangements, administrative responsibilities and selection of co-chairmen for the self-study. The co-chairmen are to act jointly in coordinating the working groups in the self-study process. One of the first acts of the co-chairmen is to determine a schedule of

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7 A copy of this letter is included in appendix of this paper.

8 Refer to Appendix A p. i-8 for a detailed overview of self-analysis procedures. Also Appendix H for Visiting Team Instruction.
self-analysis activities. The entire staff is then oriented as soon as possible and staff assignments will follow the scheduling of activities.

Parallel to this activity, a visiting team of experts is recruited and appointed jointly by the college administration and representatives of the Division of Teaching Research. The visiting team is then oriented to its functions and it visits the college after the staff committees have completed their preliminary study and developed a report of recommendations. At this point, the visiting team reacts to the staff's report and proceeds to develop its own preliminary report. The staff is given an opportunity to review its own recommendations in view of the visiting team's preliminary report. This leads to a revised final report submitted by the Division of Teaching Research.

At the completion of the self-study activities, special meetings are called with the college staff members participating in a critique of the self-study.

It is anticipated that reviewing sessions will be supplemented by observations and recommendations of the visiting team and co-chairmen of the self-study. The combined judgments and conclusions of the participants in this activity will lead to a refinement of the prototype instrument.
IV. PROCEDURES FOLLOWED IN FIELD TESTING THE INSTRUMENT

Preliminary Testing: Group Impressions

Several persons and groups were consulted in the process of developing the initial draft of the prototype instrument of procedures and criteria for self-analysis by a community college. First the northwest planning committee and later the national advisory group were consulted in the initial stages of the instrument development. Prior to meeting with these two groups and after a review of the literature, a tentative draft of the instrument was developed through a process of critique and refinement with staff members of the Division of Teaching Research of the Oregon State System of Higher Education. A result of this activity was the development of a flannel board presentation which became the basis for orienting and consulting with a number of groups and individuals.

Two groups of graduate students (one from Oregon State University and the other group from the University of Oregon) concerned with community college administration were among the first to review the procedures and classifications of criteria. Also, a group of graduate students studying business organization at Oregon State University previewed the plans for developing the prototype instrument. Each of the above groups received the flannel board presentation and was invited to discuss the development and projected use of
instrument. These meetings were particularly helpful in refining the basis for presentations made to other groups at a later date.

Following these initial group meetings, a series of meetings with community college administrative and teaching personnel in Oregon and Washington was arranged by sending a letter to each of the college presidents advising them of the status of the self-analysis instrument and inviting their participation in further development of the instrument. Meetings were held with community college staff members at Clark College in Vancouver, Washington; Portland Community College at Portland, Oregon; Umpqua Community College at Roseburg, Oregon; Salem Vocational-Technical Community College at Salem, Oregon; Mt. Hood Community College at Gresham, Oregon; Central Oregon Community College at Bend, Oregon; Clackamas Community College at Oregon City, Oregon; and Blue Mountain Community College at Pendleton, Oregon.

The meetings with community college personnel were generally attended by the college president and key administrators and teachers. In most cases community college students were represented by the student body president or some officer of the college's student organization. The primary function of these meetings was to enlarge upon the orientation of the college key personnel and to propose to each college administration an opportunity for them to participate in the further development of the instrument in light of their unique
circumstances in the college. Each meeting began with a brief flannelboard presentation providing an overview of the self-analysis instrument. The presentation was followed by a discussion period wherein each participant had the opportunity to ask questions about the development and the projected use of the instrument. Comments and suggestions for improvement of the instrument were solicited from participants at the meetings.

Not all of the presentations were identical and formal records or minutes were not kept; consequently, no attempt was made to generalize from these experiences other than to note impressions and observations of broad general favorable or unfavorable reactions from each group. It was clearly recognized that such observations and impressions led to subjective judgments on the part of the investigator. These judgments were, however, fortified by critique and agreement with other members of the Teaching Research staff attending some of the meetings. Also, it was recognized that the college staff's impressions were relative to the unique circumstances of their college. For instance, some of the colleges were involved in the process of receiving accreditation from the Northwest Accreditation Association. They tended to look at the self-analysis process as similar to accreditation or as a preparation for accreditation. Others looked upon the self-analysis process as a model for administrative control. Still others visualized using the instrument for inservice training purposes.
Commencing with the national advisory committee, all groups emphasized the relevance and significance of involving community college students in self-analysis activity. In several of the meetings, individual members of the groups expressed concern about the amount of time and effort they anticipated necessary to conduct a self-analysis study. It was the investigator's impression that much of this concern was related to college personnel experience with accreditation and secondary school self-study procedures. In some instances, the community college personnel were thinking in terms of a self-study period of 12 or more months. There was some skepticism of the investigator's implied intention of reducing the staff self-analysis period to hours and days rather than several months.

Many of these impressions had been anticipated and were previously accounted for in the original draft of the prototype instrument or were noted for inclusion in future revisions of the instrument.

**Individual Contributions**

Several individuals scrutinized the prototype instrument from the standpoint of their specialized viewpoint. For example, N.G. Williams, director of adult education at Lane Community College in Eugene, Oregon studied the adult education community service criteria. From the same college, Frances Howard, Counselor and Director of Financial Aid and Placement Director Wilbert Bailey studied
criteria pertaining to counseling and placement services, respectively. Two Lane Community College board members, Mr. Lyle Sweatland and Mr. William Bristow, reviewed the instrument from the perspective of lay persons experienced in vocational education and in programs for underprivileged students. Mr. Fred Koehler, Federal Representative of the Bureau of Apprenticeship in Eugene, Oregon reviewed the instrument in the light of his experience with apprenticeship and the labor movement.

All of the individuals made comments and suggestions to improve the wording of the criteria they studied. Each person was asked to indicate their first impression, either accepting or rejecting specific criteria. This process helped to identify ambiguity in wording of the criteria. Most of their comments and suggestions have either been incorporated in the prototype instrument or have been noted for future revisions.

**Community College Test**

Clackamas Community College\(^9\) at Oregon City, Oregon was volunteered by its president, Eugene Voris, for the first major field test of the prototype instrument. President Voris made the

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\(^9\) A description of Clackamas Community College is included in Appendix F.
commitment in March, 1969 at the conclusion of a meeting with his key administrative and teaching personnel. Dr. Allen Lee, representing the Oregon State System of Higher Education Division of Teaching Research and this investigator were present also. In making the field test commitment, President Voris stipulated that the results of the self-analysis would have to remain confidential to the Clackamas Community College administration. He also felt that the use of a visiting team should be held in abeyance, primarily because of the experimental nature of the self-analysis. Dr. Lee, representing the Division of Teaching Research, agreed to support the field test and to provide the materials and research personnel necessary to accomplish the self-analysis. President Voris agreed to provide the necessary personnel and schedule the staff time to complete the field test. This investigator agreed to serve as co-chairman of the field test with Dr. John Hakanson, Dean of Instruction at Clackamas Community College. President Voris also scheduled a meeting of the entire college staff for the purpose of orienting them to the self-analysis field trial. The staff orientation meeting was held the week following the original commitment by the president. Drs. Lee and Hakanson and this investigator conducted the orientation which was largely a broad overview of the self-analysis procedures and a preview of suggested criteria to be used in the field test.
A series of unforeseen events followed the staff orientation meeting. President Voris resigned unexpectedly for personal reasons and was replaced by Dr. John Hakanson. The electorate rejected the college's operating budget and President Hakanson decided to postpone the field test temporarily.

Steering Committee Meeting

On May 12, 1969, the self-analysis was resumed at Clackamas Community College. This investigator met with President Hakanson and a nine member steering committee of staff members whom he had designated in accordance with previous plans for the college's self-analysis. At the meeting, a target date of June 17 was established for the staff to complete their phase of the self-analysis. The mornings of June 16th and 17th were designated as the dates for the entire staff to arrive at a consensus of all the individual staff committee reports. Seventeen staff committees were designated by the president and given assignments in line with previous staff analysis plans. Each of the 17 staff committees was instructed to meet formally for a minimum of two meetings of one hour each. The first meeting was for the purpose of considering the appropriateness of

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10 See Appendix G for committee assignments and instructions.
the suggested criteria for analysis as provided by the prototype instrument. Each committee member was then to proceed on an individual basis to rate the college on the basis of the criteria. The second meeting was intended for each committee to reach committee consensus on their individual ratings and to arrive at some conclusions of strengths and/or weaknesses and to provide suggestions for improvement of the area under consideration by the committee.

President Hakanson also designated six of the nine member steering committee to serve in a supervisory capacity over other staff committees, the purpose being to insure that all staff committees received written instructions and understood their individual assignments.

**Staff Committee Meetings**

In practice, most staff committees actually met more than the two formal meetings to which they were assigned. For example, this investigator met with one committee which met three times in order to complete their assignment in the manner they considered appropriate. The total time for this activity was approximately four hours. Most committees exercised considerable initiative and responsibility in carrying out their assignments. Due to conflicts with other college activities, not all committees met at their assigned times. The committees were small and they arranged to meet at times convenient to the committee members.
Staff Committee Reports

At the suggestion of this investigator, President Hakanson instructed each staff committee to submit their committee report to him in advance of the scheduled reporting period on June 16. This practice provided the president with advanced information and an opportunity to respond appropriately to the report. It also provided an opportunity for each committee report to be made into a transparency and projected on a screen when the report was made to the entire staff of the college. The president also instructed the staff committees to limit their reports to a maximum of 15 minutes including the time necessary to reach staff consensus of the report. The imposed time limit was intended to reduce superfluous comments. The rule, however, was not enforced when some point came up which was of obvious general concern of all the staff. President Hakanson, serving as moderator of the committee reporting process, exercised discretion in responding to issues of controversy and in permitting staff members to participate in topics of interest to the entire staff.

A total of six hours of reporting time was scheduled for the two reporting periods on June 16 and 17. Actually, seven hours were necessary to complete all of the reports.
In Summary of Procedures Used in Field Testing

Testing the prototype instrument proceeded in several forms. At the development stage it was reviewed by advisory and planning committees. It was exposed to the critical appraisal of community college practitioners, graduate students in business and community college administration. Community college board members and a labor specialist previewed the instrument in line with their specialized perspectives.

The most comprehensive test involved a community college staff utilizing the self-analysis instrument in an ongoing college setting. Other than some minor ambiguous wording and unnecessary duplication, the criteria was generally accepted by the staff and offers promise for further development and testing of the instrument. The procedures of the field test were limited to the college staff portion of the analysis. A visiting team was not used in the self-analysis. The estimated time allotment for the analysis was slightly exceeded by the staff committee work and also in the committee reporting process. The need for minor refinements in the instrument is an obvious conclusion of the field testing experience.
V. FIELD TEST FINDINGS

**Investigator's General Observations**

Experience in field testing the prototype instrument at Clackamas Community College is the basis for the following observations by this investigator.

1. The instrument, even in its present stage of development, as demonstrated at Clackamas, can serve to identify administrative problems within an institution. For example, a significant communication problem at Clackamas was identified by several of the 17 committees, each looking at the total functioning of the college from a different perspective.

2. The field-testing at Clackamas clearly demonstrated that the staff portion of the self-analysis can be completed in a total time period of 10 to 12 hours. This total time period includes six to eight hours devoted to staff committee reporting and discussion by the entire staff in order to arrive at a staff consensus of each committee's report. Approximately 50 staff members served on the 17 staff committees at Clackamas.
3. Ambiguous criteria obviously increases the time required to complete the self-analysis. Conversation about alternative meanings of a criterion is time consuming. For instance, criterion number 2 under Specific Criteria for adult education was interpreted as having two meanings. One meaning was that enrollment in adult education courses in general were limited to persons of homogeneous needs. The second meaning was that homogeneous groupings pertain only to specific classes.

Only one of the 17 staff committees expressed concern over ambiguity of the criteria. This same committee was also concerned with ambiguity in the rating system. The committee proceeded to qualify each of its ratings with a specific interpretation. S, for example, was described as temporarily satisfactory, but in need of improvement. To the committee, S did not indicate total approval. This same committee, in discussing the self-analysis, commented that most of the important questions were asked about their area of analysis.

All 17 of the staff committees considered the criteria on the basis of appropriateness for analysis of the area under consideration and the committees generally accepted the criteria. Exceptions were a result of ambiguity
in phrasing the criteria or there was simply a lack of support for the idea described. For example, the College Transfer Committee could not reach a consensus on criterion number 19 pertaining to student participation in evaluation of teaching. Most amendments to criteria were for those expressing more than one thought. Such criteria were divided and each given a separate rating.

4. None of the committees offered substitute or additional criteria. This may have been the result of insufficient time for the committee to reflect on the analysis. It may also indicate that the suggested criteria was considered adequate for the analysis by the committee.

5. The field testing lends substantial support to the general thesis that community college personnel are interested in improving their individual performance and in improving the general functioning of their college.

Staff members of the college participated in the self-analysis with dedicated seriousness. Frivolous or derogatory comments about the required work, the criteria, purpose or objectives of the activity were rare. There were many highly laudatory comments. For example, the college president commented privately to this investigator that he had received a number of
favorable comments from the staff about the self-analysis. He also commented privately and to the staff of the college that he had witnessed more effective communication with the staff in the two days of committee reporting than at any other time since the college was founded. This investigator was impressed by the fact that the college staff in the self-analysis identified a communication problem in the college. In the process the staff was complimentary of the administration for certain strengths. Likewise, freedom was assumed in discussing apparent weaknesses of the administration in communicating with the staff. To this extent the self-analysis process tended to enhance effective communication between staff members and between the staff and the college administration.

Staff members appeared highly appreciative of the opportunity provided by the college administration to allow their participation in the self-analysis. This impression was derived from the nature of staff discussion during the reporting period. Controversial issues were discussed in a frank and constructive manner. Differences of opinion between the staff members and/or with administration personnel of the college were discussed freely and vigorously.
6. Written description or explanation of key concepts concerning staff committee assignments such as planning, coordinating, staffing, etc. do not appear to be necessary in the practical use of the instrument by the college staff. With one exception, all of the staff committees appeared to have interpreted their assignments correctly. The committee concerned with college transfer and supporting service programs for vocational-technical education, interpreted its instructions to encompass instruction for all vocational programs and, to some extent, the committee's work was thereby misdirected. This situation probably can be corrected by changing the title of the committee to more clearly reflect its assignment. A special note should be added to the instructions given each committee to make certain they fully understand their assignment at the outset of the self-analysis.

7. The field test at Clackamas aided materially in the refinement of the instrument. Actually the great bulk of the criteria was considered appropriate and accepted by the committees in the self-analysis of the college. Some criteria was improved by refinement through rephrasing the thought or changing emphasis of the criteria such as the one in adult education concerning enrollment of persons
with homogeneous needs in specific classes. Other criteria were recognized by the staff as inappropriate to the analysis such as number 23 under adult education programs.

8. Some efficiency in time may be gained by devising some specific instructions to the steering committee and to the administration, cautioning them to refrain from the tendency of attempting to resolve issues in the staff committee meetings and during the reporting process, rather than focusing on identification of administrative problems of the institution.

9. Imposing a time limit on individual committees in the reporting process appears to direct attention to significant thought rather than superfluous matters. Committees were instructed that they would have a limited time in which to make their report to the staff. It was necessary for reporting chairmen to plan their reports in light of the time limit. Extraneous introductions and comments were not made in committee reports.

10. The general procedures of rating each criterion by individual and staff committees appears satisfactory on the basis of the field test experience. There were only a few comments made by staff members about the rating system
and instructions given them concerning the use of the rating system. The comments were limited to a single committee which felt it was necessary to give a more precise interpretation of the use of the rating symbols.

11. The instrument can be improved by adding specific guidelines for preparation and presentation of committee reports. During the field test at Clackamas each committee was instructed to present its report using an overhead projector for the convenience of the entire staff. The guidelines should specify the time available for the report. Provisions should insure that the reporter uses visual equipment such as overhead projectors for the convenience of the total staff.

12. Criteria concerning instructional programs of the college were considered by three committees; adult education, college transfer and technical-vocational education. The work of each committee overlapped the work of the other two committees. Much of the duplication could be reduced by having an additional committee consider a portion of the criteria applicable to all instruction in the college. The committees for adult education, college transfer and technical-vocational education could concentrate on the more specialized criteria unique to each area. For
example, the first 22 criteria in the adult education area are also appropriate to college transfer and technical-vocational education programs. Providing a fourth committee to consider criteria common to all three programs permits the committees on adult, vocational and college transfer to give more attention to the criteria unique to each programs.

Staff Committee Findings

The 17 committees functioning in the self-analysis at Clackamas Community College\textsuperscript{11} considered and accepted as appropriate for self-analysis purposes, the general procedures, instructions and the great bulk of the criteria included in the prototype instrument. The following notations represent specific exceptions or amendments to the instrument made by the college staff during the field test. It should be noted that the committee or college staff rating of a single criterion as "not needed" does not necessarily rule out the criterion's usefulness in the instrument. The exceptions or amendments to the criteria are listed by committee titles.

\textsuperscript{11} See Appendix A.
1. Legal Basis for the College

Criterion (g) which pertains to record keeping by the governing board and the college administration was amended to provide for separate ratings for each, i.e., the administration and the board. Criterion (b), pertaining to laws permitting the college to function in a leadership role was rated as missing and not needed.

2. Directing Functions of the College

Criteria (e) and (g) which are concerned with minimum and optimum standards for the college program of instruction were rated as missing and not needed. The staff was not certain that such standards were appropriate because of the element of subjectivity in evaluation of achievement.

3. Supporting Services

Criterion (d) was amended. It concerns adequate provision for convenient large and small conference rooms. It was amended to allow a rating for both students and faculty usage.

4. Researching Functions of the College

Criteria (f) and (g) were rated as missing and not needed. (F) is concerned with field testing of innovations and (g), with the
identification of research needed and encouraging higher education to do the research.

5. Communicating Functions of the College

Criterion (g) was rated as missing and not needed. It concerns the maintenance of a news clipping service to keep abreast with news throughout the state.

6. Adult Education

Criterion number 2, under specific criteria for adult education, was rated as not needed. It pertains to limiting class enrollment to persons of homogeneous needs and objectives. The staff interpreted the criterion as limiting enrollment in the total adult education program to those persons of homogeneous needs.

7. Occupational Progress

General criterion number 23 was rejected as not appropriate. It pertains to teaching personnel meeting minimum requirements of accredited institutions for college transfer courses.

8. College Transfer and Supporting Services for Vocational Technical Programs

This committee misinterpreted its assignment. It functioned under the impression that its responsibility also included the
vocational instruction area of the college. To some extent its work was misdirected. The title of the committee appears to be part of the cause for the misunderstanding.

This staff committee reported more concern over ambiguity of the criteria and the rating system than all of the other committees. It did recognize that the criteria had some general merit for the area of analysis.

Criteria (4) and (19) were not rated. Number (4) involved application of cost benefit analysis to instruction. None of the committee felt sufficiently informed to respond to the criterion. Criterion number (19) involved students evaluating the instruction they received. This same criterion was accepted by the total staff in other program committee reports.

In Summary of Field Test Findings

Field testing experience at Clackamas Community College demonstrated that the prototype instrument is workable in-so-far as the staff portion of the analysis is concerned. With a few exceptions, the college staff considered the criteria and procedures and accepted them for self-analysis purposes. The instrument appears to achieve the purpose for which it was designed; i.e., self-analysis of the college and identification of administrative problems.
There is evidence that the instrument can be improved by rephrasing some of the criteria. The staff committee reports reflect some ambiguous criteria which need to be rephrased and tested.

Further improvements can be made in the instructions given to staff committees and in the orientation of the staff committees.

Other improvements may result from additional study of staff committee assignments for analysis of the instructional programs of the college. During the Clackamas field test there was considerable overlapping of effort among three committees assigned to this task. Some efficiency in time may result from further study of these committee assignments.

Field testing clearly indicates that the staff portion of the self-analysis can be conducted in 10 to 12 hours. There is evidence that this amount of time can be reduced slightly by improved instructions to staff committees and administrative personnel, stressing attention on the purpose of isolating problems of the institution. Additional time saving may result in the reporting process by improving committee instructions and imposing a time limit on committee reports as was done at Clackamas.

To the extent that identification of administrative problems will improve education, field testing of the instrument gives general support to the thesis that education in the community college can be improved by involving the staff in analysis of the functions of the
college. In the opinion of this investigator and the President of Clackamas Community College, staff involvement in the self-analysis appeared to enhance effective communication and improve understanding between the staff and administration of the college.
VI. SUMMARY AND RECOMMENDATIONS

Objective of this Study

The primary objective of this study was to develop a prototype instrument of procedures and criteria to be used by community colleges for self-analysis and evaluation purposes. This objective grew out of the recognized need for assessing and improving the effectiveness and pertinence of community college philosophies, roles and responsibilities, organization, administration and programs. The importance of this study is amplified by the unprecedented growth and development of community colleges throughout the nation.

The instrument under development in this study was designated as a prototype to denote that it was subject to constant refinement through field testing experience. The principal components of the instrument were a set of criteria for analysis of a college and procedures for applying the criteria.

Development of the Instrument

In the development stages, the instrument was studied and criticized by numerous persons and groups of educators. Among them was a national advisory committee of prominent community college leaders and a planning committee of educators from Oregon.
and Washington community colleges, State Education Departments and Universities. Others involved were the presidents and key staff members from nine community colleges in Oregon and Washington. Several individuals with specialized experience were consulted in developing and reviewing criteria appropriate to their experience. A research team from the Division of Teaching Research of the Oregon State System of Higher Education helped refine the procedures in the original draft of the prototype instrument.

Field Testing the Instrument and Findings

Plans for field testing entailed using the instrument in an on-going community college setting. Original plans were outlined in the procedures of the prototype document and included a visiting team to react with the college staff in their self-analysis. A less extensive field test which was limited to the staff portion of the self-analysis was held at Clackamas Community College at Oregon City, Oregon.

The field test at Clackamas helped to refine the prototype instrument and served to demonstrate that it will achieve the purposes of self-analysis for which it was designed. It was also demonstrated that the staff portion of the self-analysis can be completed in 10 to 12 hours. Some economies in time for staff-analysis may result from further refinement of the instrument.
Field testing experience at Clackamas revealed enthusiasm and sincerity on the part of the college staff toward involvement in the self-analysis process.

**Conclusions and Recommendations**

As for the development status of the prototype instrument of procedures and criteria for self-analysis by community colleges, some observations should be summarized. They are:

1. A workable instrument of procedures and criteria has been developed. It has practical application and can be administered within reasonable time limits available to a college staff. This is assuming that 10 to 12 hours of the total staff's time is reasonable to analyze the current status of the functions of the college.

2. The instrument can be used to perform the function of self-analysis of a community college. It can be used to identify administrative problems of a college. To the extent that identification of administrative problems improve education, the instrument has a potential to improve education in community colleges.

3. The instrument has been partially field tested in an ongoing community college setting. The self-study portion of the self-analysis instrument was tested at Clackamas
Community College. The visiting team aspect and the procedures pertaining to that portion of the instrument have not been field tested in a community college setting.

4. The instrument can and should be improved by refinement through more extensive field testing.

In view of these observations, some recommendations are in order. They are:

1. A follow-up study and critique with the Clackamas Community College staff should be made as soon as possible. The follow-up should include a questionnaire to be completed anonymously by staff members. This should be followed by a face-to-face critique between the staff and investigators of this study.

2. The prototype instrument should receive more extensive field testing including the use of a visiting team in the self-analysis.

3. A concentrated effort should be made to involve students directly in the staff portion of future self-analysis field testing.

4. The prototype instrument should be exposed to representative groups of community college students for their appraisal and critique. Although students were consulted to some extent by their representation on groups reviewing the
original drafts of the instrument, they should be involved in reviews of the current instrument, individually or in student-only groups.

5. The prototype instrument should be field tested in other regions of the nation to ascertain the degree of its practical application to other local or cultural settings. If necessary, modifications should be made.

6. Examination and testing of the instrument's potentiality for effecting change and improvement of education in community colleges should be undertaken. Such testing was a consideration in the early planning of this study. It was recognized that an essential ingredient of a long range research project of this nature was the development of a self-analysis instrument. The current prototype instrument offers the possibility of such research.

7. The use of the prototype instrument for purposes other than a comprehensive self-analysis should be explored and field tested. For example, it is recognized the instrument has a potential for the purpose of induction of new personnel into a community college. Likewise, it may serve the purpose of in-service training of college personnel. Also, it may serve as a guideline or as a control mechanism for college administration. Application of the instrument for the
purposes suggested above might be accomplished much in
the same way a self-analysis is conducted; i.e., through
staff involvement. Lastly, the instrument offers the possi-
bility of being a design or a guideline for institutional re-
search within a community college. For example, if
community colleges are to research or evaluate the effec-
tiveness of instructional programs, there must be objective
measures for evaluators to use as a basis for checking their
impressions. The continuous development and refinement
of objective measures such as the criteria of this instrument
may well be a function of institutional research in a commu-
nity college.

8. The prototype instrument, in its current state of develop-
ment, should be made available in sufficient quantities for
examination and use by persons and other interested agen-
cies.
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APPENDIX A
A PLAN FOR ANALYSIS
OF
COMMUNITY COLLEGES

July 21, 1969

Prepared by: The Center for Research and Development in State Education Leadership

Research and Development in Education Policy, Organization and Administration
INTRODUCTION

Involved in working on this plan were members of the Policy, Organization and Administration Unit (Teaching Research Division, OSSHE) cooperating with a Northwest planning committee of community college practitioners and other interested personnel. The broad general outline of the plan has been considered by a National advisory committee representing persons and agencies concerned with self-evaluation processes by community colleges.

This draft (the first) of the plan is intended to serve the purpose of establishing a baseline for communication and is tentative, being subject to refinement and revision as experience (review by community college, university and other personnel) may warrant.

The plan is composed of three main parts:

I. Self-Analysis by a comprehensive community college.
II. Visiting Team Reactions to the Colleges' Self-Analysis.
III. The Final Report to the College Presidents. This will consist of:

A. A summary of the Self-Analysis (item I above).
B. A summary of the Visiting Team reactions to the Self-Analysis Report (II above).
C. Specific recommendations, with suggestions on timing, procedures, and probable costs.

Parts I and II above will be implemented by the College's staff and the Visiting Team respectively, under the guidance and direction of the Co-Chairmen, the Steering Committee, and others as hereafter described. Part III (The Final Report) will be prepared by staff of The Center for Research and Development in State Education Leadership (OSSEE) and will be submitted to the President of the College undergoing the self-analysis.

An important current problem in education today is the rapid expansion of community colleges throughout the United States and the imperative need to assess and improve the effectiveness and pertinence of their philosophies, roles, responsibilities, organization, administration and programs. The current growth rate and the anticipated future need for such institutions amplifies the importance and the need for positive solutions to the problem.
Community colleges are being studied and evaluated continuously, formally and informally, both by professional and lay groups. The electorate, either directly or indirectly through their representatives on boards or in legislatures, evaluate such institutions. Some community colleges evaluate themselves. Evaluation, good or bad, formal or informal, continual or periodical, determines the functions and resources of these institutions. The point is that, too often, the evaluations are superficial or are made by the uninformed or by persons who are not in a position to devote adequate time to the evaluation, or whose judgments are not understood and will not be accepted nor will their recommendations be implemented. The lack of adequate and comprehensive criteria is an additional complicating factor.

It is intended also that the plan proposed herein will be the first step toward a positive solution to the problem outlined above. This plan through a process of refinement (study and review by experienced leaders in the community college movement) will lead to the actual field testing of the plan in an on-going college setting. A basic hypothesis with which we are concerned is that the use of such a plan or instrument of self-analysis will result in significant and desired improvement in the administration and instructional programs of community colleges. With these thoughts, the details of the plan are offered in the following pages of this paper.

William R. Morris
Community College Project Director

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Education Policy, Organization
and Administration

Teaching Research,
A Division of the Oregon
State System of Higher Education
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PART I.

SELF-ANALYSIS BY A
COMPREHENSIVE COMMUNITY COLLEGE

A. Overview of the Plan for Analysis of the Community College

One may better understand his own role and responsibilities in a given undertaking if these are shown in context with those of others having related roles and responsibilities. The overview or outline which follows is intended to do just that.

As noted in the preceding Introduction, the Plan for Analysis of a Community College has three major parts, each of which is uniquely distinctive and essential. These are:

I. The Self-Analysis

II. The Visiting Team

III. The Final Report

Part I of the Self-Analysis of the Plan is outlined as follows:

1. An agreement provides that a representative of the college and one from the Center shall serve as Co-Chairmen of the Self-Analysis phase of The Analysis.

2. The Co-Chairmen should confer with the college president and the Director of the Center and together for mutual orientation purposes.

3. A Steering Committee composed of college staff members should be designated (by the College President).

4. The Steering Committee should be oriented (by the President, Director of the Center, and the Co-Chairmen).

5. There should be periodic college staff orientation sessions as needed.

6. The Steering Committee should appoint college staff committee members for various assignments (note Part I., B-4).

7. Staff committees should be oriented (by the Co-Chairmen).
8. A time schedule should be agreed upon covering the several steps here being outlined (by the Steering Committee and Co-Chairmen).

9. Members of a **Visiting Team** should be identified and recruited (by the Center).

10. The Visiting Team should be thoroughly **oriented** (by the Center).

11. Individual Staff Committees should function.

12. **Staff consensus** should be achieved by the several Staff Committees (and the Steering Committees) interacting under the direction of the Co-Chairmen of the Self-Analysis.


14. Copies of the Preliminary Report should be studied by The Center.

15. The Center should discuss the Preliminary Report with the Visiting Team and cause them to study it.

16. The Visiting Team should confer with College Staff, make observations, formulate reactions, achieve consensus, and develop a **Visiting Team Report**.

17. The significant reactions of the Visiting Team should be transmitted through the Center (preferably in group discussion) informally to the Steering Committee.

18. The Staff (of the College) should **reconsider** the Preliminary Report of the Self-Analysis, in the light of the Visiting Team reactions, and finalize the Staff Self-Analysis Report, which should then be transmitted to the Center.

19. The Center Staff should prepare a tentative draft of the Report of the Analysis (summary of the Self-Analysis, summary of the Visiting Team reactions, specific recommendations, etc.)

20. The Center Staff should review the tentative draft with the College President.

21. The Center Staff should finalize the Report of the Analysis of the Community College and transmit it to the President.
B. Procedures and Responsibilities

1. The President

He has the prerogative for final approval concerning organization of the Analysis, personnel to be involved in the various activities, procedures, release of information, and actions to be implemented. He is an ex-officio member of the Steering Committee.

2. The Co-Chairmen

These two persons constitute the lifeline of the Self-Analysis phase of the Analysis of the Community College. Perhaps the most vital responsibilities of the Co-Chairmen are to maintain close liaison at all times with the College President and the Director of the Center, respectively, and to maintain continual interaction and communication with and between the Steering Committee and the Staff Committees. In addition, they have primary responsibility to insure:

a. That all aspects of the Self-Analysis proceed in an orderly, systematic, worthwhile, expeditious, and generally desirable manner.

b. That "trouble spots" or problem areas are identified quickly and prompt action taken to resolve these.

c. That the Steering Committee and Staff Committees are correctly and adequately oriented, that these function somewhat uniformly, and on schedule.

d. That Staff Committee reports are properly prepared and reviewed by the individual Staff Committees, and by the Staff Committees collectively with the Steering Committee.

e. That the Preliminary Report of the Self-Analysis is truly representative of Staff thinking, rather than just that of a single Staff Committee.

f. That the Preliminary Report is completed and is submitted on schedule to the Center.

g. That the Visiting Team Report (reactions to the Preliminary Report) is adequately communicated to and considered by the Staff.
h. That the Self-Analysis Report represents the consensus of the Staff and is completed and submitted to the Center on schedule.

i. That a realistic schedule for the Self-Analysis is developed and adhered to.

j. That necessary precautions are taken to preclude release of any results of Self-Analysis or other phases of the Analysis of the Community College prematurely or through any channel other than the President.

k. That anonymity of responses (to all aspects of the Self-Analysis) is maintained at all times. Appraisals should be identified only as Staff appraisals, and not as appraisals of the Steering Committee, a particular Staff Committee, or of a particular Staff member.

l. That all aspects of the Self-Analysis are conducted on a constructive basis at all times.

m. That appropriate Staff are appropriately involved in the Self-Analysis.

n. That any oversights, and especially those which may be the responsibility of the College President or the Director of the Center, are promptly called to the attention of those concerned.

o. That the College President and the Director of the Center assist with orientation of the Steering Committee.

p. That adequate facilities are available for Visiting Team activity (phone, secretarial, duplicator services, meeting rooms, chalkboard, etc.).

q. That assistance is given to Visiting Team members in arranging conferences with Staff.

r. That necessary materials such as those indicated under item "s" (next) are systematically assembled (possibly put in notebooks with index tabs) and provided to the Center with the Preliminary Report (for subsequent distribution to the Visiting Team by the Center.
To secure, prepare, or bring about the preparation of:

(1) A brief description of the legal basis for the College.

(2) A brief statement of the philosophy and objectives of the College.

(3) An organizational chart of the College.

(4) A brief listing and description of advisory groups.

(5) A copy of any existing information on College policies.

(6) A copy of the College salary schedule, and personnel policies and provisions.

(7) An outline of existing provisions or procedures for preparation and distribution of information pertaining to College plans, reports, and activities.

(8) A brief description of internal supporting services such as financial, statistical, graphic arts, consultant, etc.

(9) The form for recording individual Staff vita information and for having the forms completed.

(10) A list of College programs which should be analyzed.

3. The Steering Committee

This vital Committee should work closely with the Co-Chairmen in discharging mutual and respective responsibilities. The Steering Committee has, as its area of major concern, the successful conduct of the Self-Analysis phase of the Analysis. It should function as its name implies, "steering," the Self-Analysis. It should:

a. Advise the Co-Chairmen in discharging their responsibilities (PART I., E-2.).
b. Serve as eyes, ears, and spokesmen to expedite the Self-
Analysis in general.

c. Formulate a time table or schedule for action including:

(1) The orientation of the Staff regarding The Analysis of the Community College.

(2) The orientation of Staff Committees in regard to details of the Self-Analysis.

(3) The submission of Committee reports to the Steering Committee.

(4) Completion of the Preliminary Report of the Self-
Analysis and its submission to the Center.

(5) The work of the Visiting Team.


(7) Preparation of the Self-Analysis Report and submission of the Self-Analysis Report to the Center.

(8) Other events.

d. Designate some of the Steering Committee membership to serve as Staff Committees for (PART I., C-1,2,63):

(1) The Legal Basis for the College.

(2) The Philosophy and Objectives of the College.

(3) The Organizational Structure of the College.

e. Designate College Staff to serve on committees and the various program committees indicated under PART I., C which follows.

f. Keep the College Staff advised of the direction and progress of the Self-Analysis.

g. Make suggestions which the Co-Chairmen may communicate to the Center for the selection of Visiting Team members.
h. Conduct meetings for the purpose of achieving Staff consensus, so the Preliminary (and also the Self-Analysis) Report will represent Staff rather than merely individual committee consensus.

i. Become familiar with the Visiting Team Report or especially those reactions which are in conflict with appraisals in the Preliminary Report.

j. Assist the Co-Chairmen as requested and advisable.

4. The Staff Committees

Committees made up of members of the Community College actually represent the major fountain of knowledge which the Self-Analysis phase of this study is designed to tap, and which is essential to both the identification and the implementation of desirable change to strengthen and improve the College. Adequate functioning of these Staff Committees may well be the most influential factor in the success of this venture. Each of these Committees should:

a. Elect or have designated one member to serve as Chairman.

b. Organize as efficiently as possible to perform assignments and meet the time schedule.

c. Review and carefully study the criteria suggested for its assigned area of responsibility (PART I., C).

d. Revise, add to, or delete each criterion until these are deemed appropriate and complete for the task at hand.

e. Discuss their appraisals among themselves, but under no circumstances with outsiders.

f. Note that all Staff Committee reports should be unsigned. Each Committee member should make an appraisal (reply) to each criterion, and transmit this (also unsigned) to his Committee chairman.

g. Note that all results of Staff Committee work should be kept anonymous so far as individual opinions are concerned.
h. Note that individual Committee member reports are to be presented to the Committee Chairman to achieve consensus of the Committee, then to the Steering Committee Chairman to achieve Staff consensus, and to develop a Preliminary Report which will be delivered to the Center for subsequent use with the Visiting Team (for its reactions).

i. Note that Visiting Team reactions to the Staff Preliminary Report will be communicated to the Staff, after which the Staff (through the Steering Committee and with the aid of the Co-Chairman) will prepare a Report of the Self-Analysis, which in turn will be incorporated as one of three parts of an overall report to be prepared by the Center and submitted to the College President for his consideration and disposition.

5. The Center

The Center for Research and Development in State Education Leadership has responsibility for designing The Plan for Analysis of the Community College, for orienting persons with responsibility for executing The Plan, and for developing and submitting a report to the College President. In more detail, pertinent responsibilities of the Center are to:

a. Confer as necessary with the President and other Staff of the College.

b. Orient College Staff in general with the various intricacies of The Plan for Analysis of the Community College.

c. Designate one of the two Co-Chairmen for the Self-Analysis phase of the Analysis.

d. Insure that the Co-Chairman designated by the Center is in position to perform the functions essential to his assignment (especially as outlined under PART I., B-2 earlier in this chapter).

e. Identify (in conference with the President and his Staff) desirable membership for the Visiting Team, and recruit the team.

g. Orient the Visiting Team

h. Transmit the Preliminary Report to the Visiting Team, making certain it is studied by and discussed with the Visiting Team.

i. Oversee the work of the Visiting Team (note PART II of this Plan).

j. Oversee the preparation of the Visiting Team's Report (reactions).

k. Receive the Visiting Team Report and study it.

l. Communicate significant reactions of the Visiting Team to the College President and appropriate Staff.

m. Receive the final Report of the Self-Analysis and study it.

n. Prepare a tentative draft of the Report of the Analysis of the Community College including a summary of the Self-Analysis Report, a summary of the Visiting Team Report, specific recommendations and suggestions on timing, procedures, and probable costs.

o. Discuss the tentative draft (above) with the College President.

p. Prepare a final draft of the Analysis and deliver copies to the College President.
C. Areas and Respective Criteria for the Self-Analysis

Instructions and Use of Symbols for Self-Analysis

On pages which follow, there are included the several areas for analysis of the College. These coincide with those listed in the Table of Contents (PART I., C.). Under each of these areas are listed a number of criteria. Instructions for each Staff Committee include the following steps:

1. Initially, the Staff Committee which has been assigned the responsibility for a given area should read through the entire list of criteria for the area in question.

2. Next, the Staff Committee should consider each individual criterion per se, and reflect upon its appropriateness.

3. If the criterion is deemed (by the Staff Committee) appropriate as stated, (and this will be true in most instances), then the criterion should be left unaltered.

4. If, for some reason, the Staff Committee should agree that some change (additions, deletions, or revisions) in the wording of the criterion would make it more appropriate for use in their assignment, then the Staff Committee should make such changes as it deems in order.

5. When each criterion has been considered as suggested above, the Staff Committee members should proceed, individually, to make their analysis for each criterion. This should be done by placing a symbol in the appropriate place opposite each criterion.

NOTE:
To the right of each criterion are two lines, the first is for the College Committee analysis. The second is for subsequent Visiting Team reactions.

6. After each Staff Committee member has made (individually) his analysis of the existing situation or condition for each criterion, then the Committee should convene and reach a consensus-rating for each criterion.

7. The Staff Committee should prepare one copy of the Staff Committee's consensus, and this should be reported as requested by the Steering Committee Chairman.
8. After each Staff Committee report has been reviewed (as deemed advisable by the Steering Committee) and a consensus of agreement reached by the Staff, all of the Committee reports should be combined (in the special volume which will be provided by the Center) and will then constitute the Preliminary Report of the Self-Analysis.

9. The Co-Chairman representing the College, should deliver this to the Center.

10. Subsequently, the Center will study the Preliminary Report, ascertain Visiting Team reactions (as outlined under PART II), and communicate these to the College.

11. Subsequently, the Steering Committee will confer (as it deems appropriate) with Staff Committees in light of the Visiting Team reactions and develop a report of the Self-Analysis (which may or may not differ appreciably from the Preliminary Report). Accordingly, this step may or may not involve formal Staff meetings.

Following are explanations of symbols to be used by Staff Committees and by the Visiting Team respectively, and these in turn are followed by "Areas and Criteria for the Self-Analysis".

Symbols for Staff Committee Use:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Analysis of Provisions or Conditions</th>
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<tr>
<td>E</td>
<td>Excellent</td>
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<tr>
<td>VG</td>
<td>Very Good</td>
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<tr>
<td>G</td>
<td>Good</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
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<td>F</td>
<td>Fair</td>
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<tr>
<td>P</td>
<td>Poor</td>
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<tr>
<td>M</td>
<td>Missing and Needed</td>
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<tr>
<td>N</td>
<td>Missing but not Needed</td>
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Symbols for Visiting Team Use:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Reaction</th>
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<tr>
<td>S</td>
<td>Would have given the same rating.</td>
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<td>+</td>
<td>Would have given a higher rating</td>
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<td>-</td>
<td>Would have given a lower rating</td>
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<tr>
<td>0</td>
<td>Not rated</td>
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Areas and Respective Criteria for the Self-Analysis

1. The Legal Basis for the College

|----------|-------------|-------------|-------------|---------------|

a. The Constitution or state statutes clearly define the College and its role in the state system of education

b. The Constitution and/or the statutes of the state provide for a suitable administrative structure that fits the College for a leadership role.

c. The legally constituted Community College clearly places the responsibility for seeing that the educational needs of the College service area are met.

d. State statutes are sufficiently flexible to permit changes in the College pattern of organization for meeting new conditions and attaining the most efficient organization.

e. State school laws are sufficiently well-codified and free from problems of interpretation so that they form an excellent basis for use by Community Colleges concerned.

f. Responsibility for the conduct of the Community College educational Program has been delegated to local governing board or authority.

g. Accurate records of official actions taken by the governing board and administration are maintained.

h. The state statutes clearly define the duties and responsibilities of the governing board of the Community College.
i. Adequate laws have been enacted by the Legislature defining the relationship of the College President to the governing board of the College . . . . . . . . . . .
In an over-all appraisal of the effectiveness of the Legal Basis for the College, the assigned Staff committee should summarize briefly its perception of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
2. The Philosophy and Objectives of the College

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<tr>
<td>a. The College maintains a written statement of philosophy and objectives that is periodically reviewed and revised as necessary by the staff and administration</td>
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<tr>
<td>b. The College administration perceives its major role and function to be one of providing educational leadership to the instructional programs of the College</td>
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<tr>
<td>c. The College administration contributes significantly to the improvement of education programs</td>
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<tr>
<td>d. The College administration is impartial and consistent in the application of policies and regulations</td>
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<tr>
<td>e. The College administration encourages the maximum personnel or departmental autonomy consistent with effective overall educational programs</td>
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<tr>
<td>f. All major social issues including civil rights, are concerns of the College</td>
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<tr>
<td>g. The regulation function of the College administration is no greater than that required to assure compliance with State and Federal policy regulations</td>
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<tr>
<td>h. Close working relationships are maintained by the College with institutions and agencies of higher education</td>
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<tr>
<td>i. The College recognizes the contributions of independent, private, and parochial schools</td>
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<tr>
<td>j. As a matter of regular practice and philosophy, the College can and does frequently waive requirements expressed as minimum standards to encourage worthwhile research and experimentation</td>
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</table>
In an over-all appraisal of the effectiveness of the Philosophy and Objectives of the College, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
3. The Organizational Structure of the College and its Relationship to others

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Staff Com.</th>
<th>Visit. Team Anal.</th>
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<tbody>
<tr>
<td>a. The organizational pattern of the College is simple, flexible and adaptable to existing and developing needs.</td>
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<tr>
<td>b. The College staff and its competencies are used to the best advantage in rendering professional services.</td>
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<tr>
<td>c. The College coordinates its activities closely with other state, local and federal agencies concerned with education.</td>
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<tr>
<td>d. The administrative officers of the College are adequately involved in policy decisions.</td>
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<tr>
<td>e. The potential effect upon various facets of education is considered before policy recommendations are made.</td>
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<tr>
<td>f. The administration has sufficient autonomy to carry out the objectives of the College within a framework of established policies.</td>
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<tr>
<td>g. The number of persons reporting to each supervisor is small enough to permit the development of satisfying working relationships on a person-to-person basis.</td>
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<tr>
<td>h. There is readily available a formal organization chart which clearly defines the duties, responsibilities and working relationships within the College.</td>
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<tr>
<td>i. In exercising the responsibilities assigned to him, each individual reports to and receives direction from a single, clearly identified colleague.</td>
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<td>j. Sufficient authority is delegated to Staff members to permit them to carry out their assigned responsibilities.</td>
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<tr>
<td>k. Effort is made to keep the responsibilities assigned to any one individual as homogenous as possible . . .</td>
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<tr>
<td>l. The number of professional staff (actually employed) is adequate to achieve the objectives of the College. . .</td>
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<tr>
<td>m. Major responsibilities of the College are identified and accounted for in the organizational chart . . . . . . . . .</td>
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<tr>
<td>n. The college is sufficiently staffed with persons having responsibility in program and curriculum development . . .</td>
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<tr>
<td>o. The responsibilities for recommending and for approving allocation of various funds within the College are clearly defined and assigned . . . . . . . . .</td>
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<tr>
<td>p. The organizational pattern of the College is conducive to effective coordination among staff members in program development and operation in areas of joint responsibility . . . . . . . . .</td>
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</tbody>
</table>
In an over-all appraisal of the effectiveness of College Planning, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
4. Policy Formulating Functions of the College

Criteria

a. The Governing Board of the College understands that its primary role is policy making and differentiates this from administration.

b. The Governing Board and the College President clearly understand their separate responsibilities.

c. Both the Governing Board and the College President seek the advice of groups that will be affected by policies adopted.

d. The College President recommends in writing to the governing board items for which policies should be established or revised.

e. New policy statements are systematically codified, indexed and promptly distributed to all persons affected or other interested parties.

f. Proposals for policies or revisions are planned in anticipation of the community and state's needs or before potential problems arise.

g. The College staff is given opportunity to participate in policy formulation.

h. The College staff accepts an active responsibility for initiating, developing and reviewing policy.

i. Established policies provide for variations for unusual circumstances.

j. The effective date of new policies is set far enough in advance to allow those affected to make necessary adjustments.

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<tr>
<th>Staff</th>
<th>Visit.</th>
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<tr>
<td>Team</td>
<td>React.</td>
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</table>
In an over-all appraisal of the effectiveness of College Planning, the assigned Staff committee should summarize briefly its perceptions of:

**Principal strengths:**

**Principal weaknesses:**

**Suggested strengthening measures:**
5. Staffing of the Department

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Staff</th>
<th>Visit.</th>
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<td>Team</td>
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<td>Anal.</td>
<td>React.</td>
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<tr>
<td>a. There is a clear, concise and current job description which defines the duties and responsibilities for each position.</td>
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<td>b. The staff is informed about positions to be filled and given directions for making application</td>
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<td>c. Persons considered competent are encouraged to apply</td>
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<td>d. Staffing is regarded as one of the most important administrative functions.</td>
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<td>e. Applicants are interviewed by appointing officers as well as by some of the persons who will work directly with the new employees</td>
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<td>f. Applicants are fully informed about personnel administration practices, appraisal of work, expectations of and provisions for further training, opportunity and obligation to attend professional meetings, salary schedules, opportunities for advancement, etc.</td>
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<tr>
<td>g. The beginning salary and salary increments are sufficient to attract qualified applicants.</td>
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<td>h. Staff members with similar responsibilities receive comparable pay</td>
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<td>i. The primary consideration in selecting new employees is their ability to perform the required services</td>
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<td>j. There is no discrimination based on personal characteristics such as religion or ethnic background.</td>
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<tr>
<td>k. The selection process includes a review of the applicant's personal characteristics</td>
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<tr>
<td>1. The selection process includes a review of the applicant's educational background and experience</td>
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<td>m. The selection process includes a review of the applicant's demonstrated ability to write and speak effectively</td>
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<td>n. The selection process includes a review of the applicant's history of working relationship with the profession and laymen</td>
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<td>o. There is provision for staff members to obtain leaves for professional purposes.</td>
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<td>p. There are adequate clerical services</td>
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<td>q. The number of Staff members is sufficient to perform the services required of the College</td>
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<td>r. The efficiency of the Department is not damaged by the amount of turnover in the Staff</td>
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<td>s. There is a planned and systematic orientation of all new employees with the responsibility for this service clearly assigned.</td>
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<td>t. There are planned in-service programs for Staff members</td>
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<td>u. There are regular and called meetings of administrators of programs with the President or his Assistant with minutes kept.</td>
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<td>v. There is mutual respect, good working relationships, and adequate communication among the units in the College</td>
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<td>w. Staff members regularly report to their supervisors in regard to their work.</td>
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<tr>
<td>Criteria</td>
<td>Staff</td>
<td>Visit.</td>
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<tr>
<td>x. Staff members within individual units participate in reviewing current programs and in developing new programs.</td>
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<td>y. Appointments are made from within the Staff to fill vacancies when qualified individuals are available.</td>
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<td>z. Adequate provisions are made on an equitable basis for Staff members to attend professional meetings.</td>
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<tr>
<td>a2. Transfers are made only after being discussed with the individuals involved.</td>
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<tr>
<td>b2. Information in each employee's personnel file is confidential and available only to the employee and to the responsible administrative staff.</td>
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<tr>
<td>c2. On personnel matters the Administration deals with each employee on an individual basis.</td>
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<td>d2. The lines of communication are observed in channeling communications on personnel matters so that all persons involved are adequately informed.</td>
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<tr>
<td>e2. Adequate time is available to administrators of programs for personnel management.</td>
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<td>f2. Supervisors discuss with their Staff individually, the quality of their work and encourage Staff members to react to the discussion.</td>
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<td>g2. Staff members are not dismissed without being given proper opportunity to discuss the cause for the contemplated dismissal and the dismissal does not occur until efforts to adjust the employees have failed.</td>
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</table>
h2. The personnel policies under which the College operates are clearly stated, compiled in convenient form and available to all interested persons.
In an overall appraisal of the effectiveness of College Staffing, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
6. Planning: Functions of the College

Criteria

<table>
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<tr>
<th>Staff</th>
<th>Visit.</th>
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<tbody>
<tr>
<td>Comm.</td>
<td>Team</td>
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<tr>
<td>Anal.</td>
<td>React.</td>
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</table>

a. The staffing pattern of the College has been developed with due consideration to the legal responsibilities, philosophy, and objectives of the College. . . . . . . . . . . . .

b. The College has long-range goals for education established on the basis of research. . . . . . . . . . . . .

c. The College's long-range plans include needs for (1) professional staff development, (2) instructional program development and (3) fiscal support. . . . . . . . . . . . .

d. The College develops long-range plans in cooperation with local public school districts as a guide in planning the college buildings and instructional programs. . . . . . . . . . . .

e. Provision is made in the planning process for the advice and consultation of representatives of local educational agencies, laymen, and educational specialists. . . . . . . . . . . . .

f. Provision is made for regular review of College operating policies to adjust to changing conditions and needs of the College's constituents. . . . . . .

g. The College participates in the development of state guides for individual instructional programs using special consultants as needed. . . . . . .

h. Plans for instructional programs are cooperatively developed and they state in precise, clearly written form the minimum standards. . . . . . .

i. The College plans cooperatively with other agencies that have an overlapping interest in educational programs, health and employment security. . . . . . .

27
In an over-all appraisal of the effectiveness of College Planning, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
7. Financing of the College

<table>
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<tr>
<th>Criteria</th>
<th>Staff</th>
<th>Visit</th>
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<tbody>
<tr>
<td>a. The College President considers the requests of Division or Department heads before finalizing the budget request for the College</td>
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<tr>
<td>b. The budget request for the College is supported by sufficient data and narrative to justify it</td>
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<tr>
<td>c. Clear and concise fiscal summaries are made periodically</td>
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<tr>
<td>d. Standards for the allocation and use of capital outlay funds are clearly stated and readily available</td>
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<tr>
<td>e. Any revisions necessary to administer the annual budget are made or approved by the College President</td>
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<tr>
<td>f. Educational activities for which the College receives earmarked funds are approved only if the activities meet the established minimum requirements</td>
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<tr>
<td>g. The responsibility for administering the various budgets within the College is clearly defined and specifically assigned</td>
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<tr>
<td>h. All College Staff members who handle money are adequately bonded</td>
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<tr>
<td>i. The policies on fiscal management are clearly stated and available to all interested persons</td>
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<tr>
<td>j. Staff members who administer various budget items are promptly informed of revisions which may affect their programs</td>
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<tr>
<td>k. Budget items for instructional programs are developed cooperatively with the Educational specialists concerned</td>
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<tr>
<td>Criteria</td>
<td>Staff</td>
<td>Visit.</td>
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<tr>
<td>1. The division of responsibility between Staff members involved in fiscal control and those who administer educational programs is clearly defined and generally understood.</td>
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<tr>
<td>m. Funds available to the College have kept pace with increases in the population served and requests for services.</td>
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</table>
In an over-all appraisal of the effectiveness of College Financing, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
3. Coordinating Functions of the College

Criteria

| a. The basic operating policies and procedures for instructional program areas in the College are developed cooperatively by administrative and teaching personnel and are provided in written form for easy reference. |
| b. There is evidence of mutual respect and good working relationships between the College and the institutions of higher education that provide teacher education programs. |
| c. There is mutual respect, understanding and good working relationships among the various agencies involved in the approval on certification of teachers. |
| d. The Staff works cooperatively with state and local agencies in developing, promoting and implementing at the college level an expanded and improved program of occupational information and guidance services for youth. |
| e. Joint program efforts of the College are coordinated through committees with the specific fields affected being represented. |
| f. The College organization provides for close coordination of the vocational program with other educational programs. |
| g. Staff members responsible for developing or approving building plans work closely with instructors and those persons having administrative responsibility for the programs affected. |
In an over-all appraisal of the effectiveness of College Coordinating, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
9. Directing Functions of the College

Criteria

a. Staff activities are guided by the philosophy that the administration of the college is the responsibility of the local administrator, with the principal function of the state education department staff being consultative and advisory.

b. The Staff recognizes and cooperatively functions within the framework of the college's organizational pattern.

c. The Staff members have their work contacts with local administrators and work through them in making teacher contacts.

d. The college administration and Staff works with state agencies in promoting, conducting and evaluating pilot programs.

e. The minimum standards for the college programs are precise, clearly written and readily available.

f. The administration applies policies impartially in dealing with divisions, departments, or units of the college staff.

g. The college recommends optimum standards for programs in addition to minimum standards.

h. The college administration recognizes that its major role is in leadership with regulation kept to the minimum that local board policy, law and state regulations permit.

i. The college administration works with units (divisions/departments) in making periodic evaluations of their programs.
j. The college administration recognizes that a primary function of directing is to aid in providing in each unit (division or departmental) the most effective teaching-learning situation. . .

<table>
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<th>Criteria</th>
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<tbody>
<tr>
<td>j. The college administration recognizes that a primary function of directing is to aid in providing in each unit (division or departmental) the most effective teaching-learning situation. . .</td>
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</tbody>
</table>

| Staff | Visit. |
| Comm. | Team |
| Anal. | React. |
In an over-all appraisal of the effectiveness of *College Directing*, the assigned Staff committee should summarize briefly its perceptions of:

**Principal strengths:**

**Principal weaknesses:**

**Suggested strengthening measures:**
10. Communicating Functions of the College

Criteria

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<tr>
<td>a. The attitudes and practices of the administrative officers encourage the free exchange of information and ideas between Staff members and their supervisors.</td>
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<td>b. Frank and open discussion of mutual problems on a face-to-face basis is generally regarded as the most effective means of communication among people.</td>
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<td>c. Staff meetings are held at regular intervals with a carefully planned agenda of general interest to those attending.</td>
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<td>d. The college President assumes over-all responsibility for public relations.</td>
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<td>e. There is a planned procedure for informing units (divisions and departments) of new policies and of revisions to old policies.</td>
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<td>f. Regular press releases are provided to state and local newspapers.</td>
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<td>g. The College keeps abreast of education news throughout the state through a clipping service or some similar device.</td>
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<td>h. There is a planned program for keeping the Legislature and the Education branch of the state government informed about the accomplishments and the needs of education throughout the College service area.</td>
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<tr>
<td>i. Appropriate professional education organizations are included among the special groups to be kept informed through the public relations program.</td>
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</table>
j. Advisory committees are regarded as an essential part of the College's communication system.

k. Effort is made to balance the membership of advisory committees so that all appropriate groups are represented.

l. Members of advisory committees receive official confirmation of their appointment from an appropriate authority.

m. There is available a set of operating policies which define the role of advisory committees, the duties and responsibilities of members, and the relationship of the committees to the College Administration.

n. Each meeting of an advisory committee utilizes a carefully planned agenda which has been submitted to the membership prior to the meeting.

o. The deliberations of the committee are edited, approved and recorded in the official minutes of each meeting.

p. The responsibility for liaison with each advisory committee is specifically assigned to an appropriate Staff member.

q. The disposition of all recommendations made by the committee is reported back to the membership.

r. Appropriate recognition is given to lay members for service on advisory committees.

s. Pertinent information from federal and state agencies is disseminated by the College administrator to units, divisions or departments of the College and other appropriate groups.
The College prepares reports of its programs and activities and disseminates them to the general public.
In an over-all appraisal of the effectiveness of College Communicating, the designated Staff committee should summarize briefly its perceptions of:

Principals strengths:

Principal weaknesses:

Suggested strengthening measures:
11. Promoting Functions of the College

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<tbody>
<tr>
<td>a. The College maintains an up-to-date library of educational materials, courses of study, research reports, publications of the Colleges, guidance, and testing materials.</td>
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<td>b. The responsibility for promoting is specifically assigned, but all staff members recognize their individual responsibilities.</td>
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<tr>
<td>c. The College recognizes effective public relations must be concerned with information designed for specific groups in addition to that designed for general consumption.</td>
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<tr>
<td>d. The College administration recognizes its major role is in leadership with regulation kept to the minimum that board policy, law and state regulations permit.</td>
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<td>e. The College administration encourages the establishment of curriculum development workshops and arranges consultant services for them.</td>
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<tr>
<td>f. The College administration seeks consultants to assist the Staff in planning educational activities such as program organization, operation, and administration and promotes acceptable standards in these areas.</td>
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<tr>
<td>g. The College encourages the use of lay advisory committees.</td>
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<tr>
<td>h. The College uses lay advisory committees.</td>
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</table>
i. The College plans definite promotional activities to provide better communication and understanding between the College and its constituents (conferences, publications, news letters).

j. The College encourages and supports the study of manpower and human resources needs at both the local and state levels.

k. In its promotional activities the College maintains a proper balance of emphasis on its major functions and objectives.

l. The College encourages the development of new programs and provides consultants' services to assist in the effort to meet community needs.
In an over-all appraisal of the effectiveness of College Promoting please summarize briefly your perceptions of:

Principal strengths:

 Principal weaknesses:

 Suggested strengthening measures:
12. Researching Functions of the College

| Criteria                                                                 | Staff | Visit.
|-------------------------------------------------------------------------|------|--------
| a. There is a planned program for reviewing, abstracting, and disseminating pertinent research reports to the college department divisions. |      |        |
| b. There is a representative and functioning advisory committee in regard to research activities of the college |      |        |
| c. There is a planned and systematic communication between the Research unit and those individuals in the institutions of higher education who do educational research. |      |        |
| d. The College regards research as an essential part of sound planning and development |      |        |
| e. The College does continuing research to identify trends and problems and to provide current data on enrollment, costs, investment in facilities, programs of instruction being offered, teacher supply, and projected needs. |      |        |
| f. Innovations based on research findings are field tested before being recommended for general use. |      |        |
| g. The College identifies areas of needed research and encourages institutions of higher learning to do research |      |        |
| h. Research studies sponsored by the College are carefully selected and well structured. |      |        |
### Criteria

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<thead>
<tr>
<th>i.</th>
<th>The College studies the effectiveness of its organization as a basis for meeting the educational needs of its constituents.</th>
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<tbody>
<tr>
<td>j.</td>
<td>The College effectively studies its financial structure to determine the extent to which it has capacity to provide an educational program.</td>
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<tr>
<td>k.</td>
<td>The College studies the nature and extent of its educational programs relative to recognized needs of its constituents.</td>
</tr>
<tr>
<td>l.</td>
<td>Personnel responsible for Research activity of the College are professionally trained in Research techniques and have appropriate experience in all areas and services of the College.</td>
</tr>
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</table>
In an over-all appraisal of the effectiveness of College Researching the designated Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
13. Supporting Services, Facilities and Equipment of the College

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<tr>
<td>a. The College is adequately housed for effective functioning.</td>
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<td>b. The office facilities are well-lighted and provide a desirable working climate.</td>
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<td>c. The office facilities permit effective grouping of Staff members to effect efficient performance of their respective duties in relation to those with whom they must most frequently cooperate.</td>
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<td>d. Adequate and convenient provision has been made for large and small conferences.</td>
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<tr>
<td>e. The office facilities permit arrangements conducive to maximum use of central resource materials and equipment.</td>
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<tr>
<td>f. The College Staff has ready access to necessary supplies and resource materials.</td>
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<tr>
<td>g. The College has available to it the use of necessary time saving equipment to facilitate maximum production.</td>
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<td>h. The College is conveniently linked for rapid internal communication.</td>
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<tr>
<td>i. The College has, or has access to and use of, adequate production equipment and services of quality.</td>
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<td>j. The College has adequate and prompt mailing service.</td>
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<tr>
<td>k. Adequate professional and supporting staff in the graphic arts are provided.</td>
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<tr>
<td>l. Adequate professional and supporting staff in the statistical field (or in statistics) are provided.</td>
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</table>
In an over-all appraisal of the effectiveness of Supporting Services, Facilities and Equipment, the assigned Staff committee should summarize briefly its perceptions of:

Principal strengths:

Principal weaknesses:

Suggested strengthening measures:
The following organizational pattern for a comprehensive Community College serves to illustrate and describe the classifications of criteria for Self-Analysis purposes. This pattern is offered with recognition that other patterns may serve equally well and that the selection of an organization pattern may hinge on unique factors in a given situation. The organizational pattern offered is for the purpose of establishing a base line for communication. Particular attention is called to the instructional programs entitled, "Vocational-Technical, Adult Education, College Transfer Programs, and Supporting Services". Within this semantic framework the criteria for Self-Analysis is organized.

The tentative criteria for Self-Analysis has been derived from several sources. No attempt has been made to credit individual sources for specific criteria. Some of the major sources in the literature include a manual for institutional self-study by the State Board of Education in North Carolina, Evaluative Criteria from the National Study of Secondary School Evaluation, unpublished material from the Oregon State Department of Education, and The Division of Teaching Research of the Oregon System of Higher Education.

Other sources include a collection of criteria from textbooks and miscellaneous publications too numerous to mention. Some other sources include conversations with Community College personnel and personal experience of the writer.
a. College Transfer and Supporting Programs for Voc-Technical Education.

(1) General Criteria

1. There is a written statement of general and specific purposes, aims or objectives of each instructional offering.

2. The instruction offered is compatible and contributes to the general philosophy aims and objectives of the College.

3. The purposes, aims or objectives of each instructional offering are quantified in as precise amounts as possible.

4. The anticipated outcomes of instructional programs have been (when possible) subjected to cost-benefit analysis, with consideration given to other possible instructional alternatives.

5. Consideration has been given to the possible duplication of programs by other public or private educational agencies.

6. There is an effective and comprehensive program of inservice teacher training within the institution.

7. Professionally trained and experienced personnel have responsibility for the inservice training of programs for the instructional staff.

8. Instructors participate in inservice training programs at their appropriate professional level.

9. Instructors have adequate preparation in content for the courses they teach.
10. Instructors have had methods courses that pertain to the course which they teach.

11. Instructors have had successful and appropriate work experience in the academic or occupational area in which they teach.

12. Instructors conduct procedures in assignments, examinations and evaluations of student achievement in such a manner as to encourage individual integrity on the part of students.

13. Instructors assist in establishing cooperative relationships with parents and other members of the community.

14. Instructors make use of supplementary aids in their instruction (such as audio visual aids).

15. Instructors make use of community resources, such as industries, museums, parks, local history and members of the community when appropriate in their instruction.

16. There is evidence that instruction is the result of careful planning including consideration of the needs and interests of the students.

17. Students are provided the opportunity to participate in conducting instructional activities.

18. Students are provided the opportunity to participate in both individual and group activities in the instructional process.

19. Opportunities are provided for students to participate in evaluating the results of instruction.

20. Students have the opportunity to participate in the evaluation of their progress in the instruction program.
21. Teaching personnel participate in an instructional evaluation process designed to improve teaching competency.

22. The college has a system of grading including policies for academic dismissal and probation.

(2) Specific Criteria

1. College Transfer programs offer an opportunity for students in the college service area to explore profession curriculum.
   a. in a less threatening environment than might be the case of a professional college or university.
   b. students can live at home and commute to the Community College.
   c. students can attend college at reduced tuition and fees.
   d. students can work at a job; live at home and attend the Community College on a part-time basis.

2. Students have access to effective guidance and counseling services and occupational information about educational alternatives.
Criteria for Instructional Programs

3. Vocational-Technical (Preparatory) Programs

(1) General Criteria

1. There is a written statement of general and specific purposes aims or objectives of each instructional offering.

2. The instruction offered is compatible and contributes to the general philosophy aims and objectives of the College.

3. The purposes, aims or objectives of each instructional offering are quantified in as precise amounts as possible.

4. The anticipated outcomes of instructional programs have been (when possible) subjected to cost-benefit analysis, with consideration given to other possible instructional alternatives.

5. Consideration has been given to the possible duplication of programs by other public or private educational agencies.

6. There is an effective and comprehensive program of inservice teacher training within the institution.

7. Professionally trained and experienced personnel have responsibility for the inservice training of programs for the instructional staff.

8. Instructors participate in inservice training programs at their appropriate professional level.

9. Instructors have adequate preparation in content for the courses they teach.
10. Instructors have had methods courses that pertain to the course which they teach.

11. Instructors have had successful and appropriate work experience in the academic or occupational area in which they teach.

12. Instructors conduct procedures in assignments, examinations and evaluations of student achievement in such a manner as to encourage individual integrity on the part of students.

13. Instructors assist in establishing cooperative relationships with parents and other members of the community.

14. Instructors make use of supplementary aids in their instruction (such as audio visual aids).

15. Instructors make use of community resources, such as industries, museums, parks, local history, and members of the community when appropriate in their instructions.

16. There is evidence that instruction is the result of careful planning including consideration of the needs and interests of the students.

17. Students are provided the opportunity to participate in conducting instructional activities.

18. Students are provided the opportunity to participate in both individual and group activities in the instructional process.

19. Opportunities are provided for students to participate in evaluating the results of instruction.

20. Students have the opportunity to participate in the evaluation of their progress in the instruction program.
21. Teaching personnel participate in an instructional evaluation process designed to improve teaching competency.

22. The college has a system of grading including policies for academic dismissal and probation.

23. Teaching personnel meet the basic minimum requirements of accredited institutions for college transfer courses.

(2) Specific Criteria

1. The college plans and develops vocational-technical education programs to meet the needs, interests and abilities of students who want and can benefit by such instruction.

2. The college has an effective process of identifying, counseling and enrolling students who can benefit by such instruction.

3. Curriculum development and review is a continuous process by experienced personnel.

4. Instruction is designed to meet individual needs including those of the social-academic or physically handicapped.

5. The college has an information program to inform parents, and interested agencies of program offerings.

6. Special emphasis is placed on improving teaching competency in inservice teacher training programs for vocational-technical education instructors.
7. Class scheduling and instructional planning insures adequate time and opportunity for students to interact with teachers and receive individual attention and assistance.

8. The college has an effective procedure to evaluate the effectiveness of instructional offering and to insure communication and coordination of effort between students, teaching staff, counselors and the administration.

9. Administrative offices of the college are experienced and sufficiently knowledgeable of vocational-technical education processes to insure quality instruction.

10. The evaluation of program effectiveness is a continuous process of the college.

11. Follow-up studies are made of all students enrolled in vocational-technical programs.

12. Follow-up studies include evaluations by former students, and their employers.

13. The college has a system of procedures and criteria for admitting students into specific vocational programs.

14. The system for admitting students into instructional programs is recommended and reviewed periodically by a local advisory committee.

15. The system for admitting students to vocational-technical programs is supported by studies of experience and opinions of former students and their employers.

16. The principle criterion for admitting students to vocational-technical programs is their occupational objective and potential for achieving occupational competency.

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17. Vocational guidance services and occupational information is provided all students.

18. Vocational-technical program administration is sufficiently flexible to be responsive to special needs of individuals when necessary, such as new job requirements and adaptation of the instruction to special needs of the individual student.

19. Advisory committees are used extensively.

20. The teaching staff of technical-vocational subjects are well trained in methods of teaching technical-vocational courses.

21. The teaching staff of technical-vocational subjects have extensive work experience.

22. The teaching staff have a good understanding of the educational needs and guidance of youth.

23. The teaching staff of vocational-technical subjects have extensive general education preparation.

24. The technical-vocational curriculums offered reflect student or labor force needs.

25. The quality of instructional materials is appropriate to the instructional program.

26. Beginning worker knowledge, skills, and attitudes are identified and taught.

27. Tests are given to determine the degree to which students are developing attitudes, knowledges, and skills commensurate with the needs for entry employment.
28. The instructor actually integrates the on-the-job conditions with classroom and individual instruction of each student.

29. Related courses are taught to support the major technical-vocational curriculum.

30. Progress records are kept that will indicate the extent of student achievement.

31. The instructional activities are adapted to individual differences of students.

32. Facilities are appropriate for technical-vocational educational subjects.

33. The classrooms, laboratories, and shops show evidence of being planned for technical vocational activities.

34. Storage facilities are provided and used.

35. The equipment and supplies provided are sufficient to teach the number of students enrolled.

36. The other teachers in the college understand and appreciate the technical-vocational curriculum.

37. Outstanding achievements of the technical-vocational curriculum are publicized in the college and community.

38. The technical-vocational instructors strive to improve community attitudes toward the technical-vocational curriculum.

39. There is evidence to indicate the employers approve of the ability of the graduates of technical-vocational curriculums.

40. There is evidence that business and industry in the college service area support the technical-vocational program.
c. Adult Education (Vocational-technical, supplemental and general and special education) Programs

(1) General Criteria

1. There is a written statement of general and specific purposes, aims or objectives of each instructional offering . . . . .

2. The instruction offered is compatible and contributes to the general philosophy, aims and objectives of the college . . . .

3. The purposes, aims or objectives of each instructional offering are quantified in as precise amounts as possible . . . . . . . .

4. The anticipated outcomes of instructional programs have been (when possible) subjected to cost-benefit analysis, with consideration given to other possible instructional alternatives . . .

5. Consideration has been given to the possible duplication of programs by other public or private educational agencies . . . . .

6. There is an effective and comprehensive program of inservice teacher training within the institution . .

7. Professionally trained and experienced personnel have responsibility for the inservice training of programs for the instructional staff.

8. Instructors participate in inservice training programs at their appropriate professional level . . . .

9. Instructors have adequate preparation in content for the courses they teach . . . . . . . . .

Staff Visit
Comm. Team
Anal. React.
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<td>10.</td>
<td><strong>Instructors have had methods courses that pertain to the course which they teach.</strong>...</td>
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<td>11.</td>
<td><strong>Instructors have had successful and appropriate work experience in the academic or occupational area in which they teach.</strong>...</td>
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<td>12.</td>
<td><strong>Instructors conduct procedures in assignments, examinations and evaluations of student achievement in such a manner as to encourage individual integrity on the part of students.</strong>...</td>
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<td>13.</td>
<td><strong>Instructors assist in establishing cooperative relationships with parents and other members of the community.</strong>...</td>
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<td>14.</td>
<td><strong>Instructors make use of supplementary aids in their instruction (such as audio visual aids).</strong>...</td>
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<td>15.</td>
<td><strong>Instructors make use of community resources, such as industries, museums, parks, local history and members of the community when appropriate in their instruction.</strong>...</td>
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<td>16.</td>
<td><strong>There is evidence that instruction is the result of careful planning including consideration of the needs and interests of the students.</strong>...</td>
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<td>17.</td>
<td><strong>Students are provided the opportunity to participate in conducting instructional activities.</strong>...</td>
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<td>18.</td>
<td><strong>Students are provided the opportunity to participate in both individual and group activities in the instructional process.</strong>...</td>
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<td>19.</td>
<td><strong>Opportunities are provided for students to participate in evaluating the results of instruction.</strong>...</td>
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<td>20.</td>
<td><strong>Students have the opportunity to participate in the evaluation of their progress in the instruction program.</strong>...</td>
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21. Teaching personnel participate in an instructional evaluation process designed to improve teaching competence.

22. The college has a system of grading including policies for academic dismissal and probation.

23. Teaching personnel meet the basic minimum requirements of accredited institutions for college transfer courses.

(2) Specific Criteria (Supplementary Voc-Tech and General Adult Education Programs)

1. Courses are designed and oriented to the needs of specific occupational areas.

2. Enrollment in specific classes is limited to persons of homogeneous needs and objectives.

3. The administration process of adult supplemental and general adult courses is sufficiently flexible to permit immediate responsiveness to highly specific needs of business and industry and/or groups of students desiring instruction.

4. Instructional personnel are carefully screened and employed with emphasis on work experience and knowledge of the specific occupational or subject area concerned.

5. The administration is sufficiently knowledgeable and experienced to make competent judgment of teaching personnel and to determine teacher training needs.

6. Teacher training (in-service) programs are provided for instruction with special emphasis on the area taught.

7. Instruction is planned and provided in a defined sequential pattern.

8. The College maintains cooperative relationships with business, industry and other agencies for referral of school dropouts, underemployed and unemployed adults.
9. All students and potential students have the opportunity of receiving counseling and guidance information and services.

10. Facilities and equipment are adequate and appropriate for educational programs offered.

11. Work materials, methods and working conditions are comparable to work situations where students are or may be employed.

12. Courses are planned to meet the job requirement needs or extension of existing skills and knowledge of students.

13. Course content is developed on the basis of job analysis and occupational studies.

14. Courses of study are developed and reviewed periodically with the council of representative advisory committees when possible.

15. Reimbursable courses (State Education Funds) are conducted in accordance with state guides and standards.
Counseling Program Criteria

1. Counselors having responsibility for the guidance services have:

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<th>Staff</th>
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<tr>
<td>a. Personal qualifications for the development of desirable working relationships with people in the College and community</td>
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<td>b. Ethical professional attitudes in providing guidance services and in handling confidential information</td>
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<td>c. Active membership in professional and educational organizations</td>
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<td>d. Active membership in appropriate community organizations</td>
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<td>e. General and professional education which is equivalent to the master's degree as a minimum</td>
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<td>f. A broad general educational background</td>
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<td>g. Preparation in basic principles of guidance</td>
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<td>h. Preparation in psychology and mental health with particular emphasis upon child growth and development</td>
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<td>i. Successful teaching experience</td>
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<td>j. Occupational experience other than teaching or counseling in one or more wage-earning jobs</td>
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<td>k. Preparation in content and methods of group guidance</td>
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<td>l. Preparation in techniques used in the individual inventory</td>
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<td>m. Knowledge of group and individual tests, their uses, limitations, and interrelations of results</td>
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<td>n. Preparation in appropriate counseling techniques</td>
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o. Preparation in the organization and administration of guidance and pupil personnel programs

p. Preparation in the collection, organization and use of occupational, educational and other information essential to planning by youth

q. Appreciation of the importance of current professional guidance literature, college bulletins, and scholarship information

r. Supervised experience or internship in guidance services

s. Knowledge of local employment opportunities, requirements, and conditions

t. Knowledge of the training opportunities for various occupations

u. Knowledge of postsecondary school educational opportunities and requirements

v. Preparation in the appropriate specialized areas in the social sciences

w. Preparation meeting the appropriate certification requirements

x. A sympathetic interest in and understanding of spiritual and religious influences on the individual

y. Knowledge of symptoms calling for services of a specialist in cases requiring psychotherapeutic treatment

z. Teacher and counselor responsibilities in the guidance program are clearly defined and understood

a2. Teachers discuss the educational and occupational implications of their subject-matter fields

b2. Teachers use information from cumulative records to increase their understanding of individuals in their classes
c2. Teachers use information from cumulative records in adapting instruction to individual needs.

d2. Teachers seek the assistance of counselors in helping students.

e2. Teachers acquaint students with values and availability of guidance services.

f2. Teachers and counselors cooperate in developing or obtaining instructional materials useful in the guidance services.

g2. Teachers and counselors cooperate in securing information concerning students.

h2. Teachers and counselors participate in group conferences concerning students.

i2. Teachers assist in carrying out the recommendations of teacher-counselor conferences.

j2. Teachers and counselors cooperate in continuing to keep in touch with students who leave school.

k2. Teachers assist in securing the cooperation of the home.

l2. All teachers and counselors cooperate in helping students plan programs to meet individual student needs.

m2. Procedures have been established to help each student make occupational decisions based on an understanding of his own needs, interests and abilities.

n2. Procedures and information channels between employers, employment agencies, instructional and counseling personnel as established are used.

o2. Occupational information (current and of local and regional importance) is provided students on a continuing basis.

p2. Counseling and instructional personnel meet regularly with local advisory committees representing business and industry.
College Admissions and Placement Service Criteria

a. Current academic rules, regulations and admission policies are circulated institution-wide and such practice is designated the responsibility of a single department or administrator.

b. A staff advisory committee reviews existing admission policies periodically and recommends improvement and refinement when necessary.

c. Equipment storage and space is adequate for efficient operation of the placement service.

d. The placement service is easily accessible to students.

e. Communications between counselors, the admissions office and instructional personnel are efficient and effective.

f. Admission policies and regulations are clearly understood and observed by counseling and instructional personnel.

g. The College's admission policy is sufficiently flexible that each student receives individual attention.

h. The College has a pre-registration orientation procedure for all new students which includes information about:

   financial aids and other work study programs
   extra-curricular activities
   college transfer data
   graduation requirements and opportunities for the community college offerings

i. The College has a system of procedures to obtain and dispense student progress and follow-up employment data for all students of the institution (except part-time adult students).
j. **Student progress and follow-up data**
   include the following:

   unduplicated yearly head count of admissions to each program.
   the number of students completing each program.
   the reason for students leaving programs.
   the number of re-admissions to each program.
   the number of students placed on probation in each program.
   the performance of students who transfer to other institutions.
   the performance of students, both those who enter occupations for which they are trained and others.

k. **There is institution-wide coordination and understanding of all admission policies.**

l. **Admission policies and practices permit the transmittal of pertinent documents to counselors or student advisors.**

m. **Admission policies permit advanced placement of students on evidence of performance and ability.**

n. **Admission policies require physical examination of students and such information is readily available to all instructors (except part-time adult).**

o. **Admission policies permit students to challenge courses without penalty of failure.**

p. **Admission policies permit students to receive credits by examination.**

q. **The functions and objectives of the College placement office are clearly stated in writing and understood by students' instructional and counseling personnel.**
The placement service:

r. Assists students in securing part-time and vacation employment.

s. Assists students who withdraw from school in obtaining suitable employment.

t. Assists graduates in obtaining employment for which they are fitted.

u. Coordinate the school placement services with similar community services.

v. Makes records of placement information in the students' cumulative records.

w. Conducts or collects surveys of local and national occupational and training programs.

x. Makes results of occupational surveys available to those responsible for the improvement of educational programs.

y. Accumulates and organizes information about placement results for use by those responsible for the improvement of the educational program.

z. Provides reports on work experience for students transferring to another school.
3) Specific Criteria (High School completion and Basic Adult Education Programs and Special Manpower Training Programs).

Criteria for the Administration and teaching:

1. Provisions are made to insure that the initial contact between the school system and the student is one that is likely to be perceived favorably by the potential student.

   a. Counsellors, teachers, administrators and clerical personnel are selected for their ability and willingness to play this role.

   b. All personnel working with students are selected for their ability or are trained to avoid posing threatening or frustrating barriers to the underprivileged, especially at initial meetings, such as registration and application forms and rigid rules of fee-payments, etc.

2. Programs for the students are planned and conducted to minimize exposure of students to delay any frustrating experiences.

   a. Announcements of programs and recruitment of students and execution of instruction are planned for the most precision possible.

   b. Desired habits and performance of students is exemplified by the administration of and by teaching procedures observed with emphasis on habits of promptness, social grace, and customs.

3. Provisions are made for students to identify with some Staff member of his or her choice, should they prefer to do so.

   a. Initial assignments of Counsellors and Staff members are tentative and left to the discretion of the student.

   b. Counseling to be conducted on a non-directive basis as is possible.
4. **Provisions are made for students to circumvent perceived human barriers to their progress.**

   a. Students are encouraged to observe hierarchical staff structure but not limited to it if they have a complaint or problem.

5. **Provisions are made for a learning-skills and assessment center services.**

   a. Assessment and remedial services are available on an individual basis to the student.

   b. In vocational-technical areas, shop teachers and industrial-business representatives are consulted and involved in counseling decisions for training.

   c. The student is guaranteed the dignity of confidential treatment in the assessment and counseling process.

   d. Procedures for review of counseling, interviews, and techniques are made periodically.

   e. Students are protected by the assignment of professionally trained personnel to the counseling and diagnostic centers.

6. **Provisions are made to insure minimum health standards.**

   a. To test and innoculate for communicable diseases, sight and hearing deficiencies.

   b. To accommodate emergency and hardship cases.

   c. To insure adequate nutrition.

7. **Provisions are made in teaching methods.**

   a. To acquaint the students thoroughly with the proposed objectives of the instruction and the performance expected of them.
b. To permit each student to participate in establishing personal goals or internalizing the course or teacher's goals in terms that are understandable and obtainable to the student.

c. To permit the student to experience a successful accomplishment each day.

d. To provide a system of rewards of some kind for each student consistent with desired behavior and achievement and applied immediately upon successful achievement.

e. To provide for a minimum of failures. Necessary failures are programmed to inflict a minimum of damage to the total learning process.

f. To provide for student-teacher conferences about the student's progress and conduct.

g. To permit maximum use of perception senses and to encourage and provide for participation in verbal interaction and general socialization.

8. Provisions are made for a College service area advisory and coordinating committee with business and industry and public school officials.

a. To guide the College program in terms of realistic goals and procedures

b. To encourage cooperation, understanding and support of instructional programs

c. To assist in conducting the programs on a realistic basis by providing equipment, specialized instructors and other educational opportunities in business and industry.

d. To prevent duplicated effort when not warranted.
9. There are provisions for continual review of administrative policy and rules, practices and course objectives.

   a. Through an administrative review committee of Staff members.
   b. By direct communication to responsible administrators from student and Staff members.
   c. By cooperative action of Staff and administrators.

10. Provisions are made at the outset of an instructional program to assess programs of instruction continuously toward attainment of specified objectives.

   a. Program objectives are specified in testable outcomes desired of the students.
   b. Verbal and written pre and post-tests are administered when applicable.
   c. Emphasis is placed on behavioral outcomes in contrast to numerical grades, etc.

11. Provisions are made for job placement and follow-up of their placement.

   a. Through cooperative arrangements with industry and public employment agencies and welfare organizations.
   b. By direct contact with students and families.

Criteria concerning teachers working with the disadvantaged are:

1. Provisions are made to select teachers who have empathy with the underprivileged, ability and willingness to play the role of a patient, friendly, warm and intensely humane teacher.

2. Teaching assignments are made on a tentative trial period basis.

   a. Pending the degree of rapport, the teacher is able to establish with the student-group assigned.
3. Selection of teachers is made on the basis that teachers can and are willing to model the role which is desired for students to emulate to some degree. For example:

a. The teacher is clean-shaven, neat appearing

b. The teacher is prompt in meeting classes appointments, etc.

c. Mannerisms are such that are acceptable to future employers whom the student will encounter.

4. Teaching assignments are made on the basis of the capability of the teacher in the subject matter or skill area concerned. Competence is emphasized.

a. Industry-wide advisory committees or consultation teams are utilized in trade and industrial areas of instruction

b. Realistic human relations requirements of the job holder are emphasized in vocational training situations.

5. Teaching assignments are made on the basis of the willingness and ability of the teacher to work cooperatively with other Staff members, particularly in team effort and in evaluation of the current program being used.

a. Utilization of team-teaching techniques

b. Cooperative planning to secure the best use of teaching talent

6. Teachers are knowledgeable of and they can and do use teaching aids where their instructional methods and procedures warrant.

a. Utilize video-tape television and other techniques when applicable
b. Can meet unexpected situations competently. ..............................................

c. Create new and unique materials for classes. ............................................... 

d. Capitalize on unique talents and abilities that are present in students. ........ 

e. Teachers have the professional and/or experience preparation their assignments warrant. ..........................................................

7. Teachers are allowed time to confer with students on a personal and private basis.

a. To discuss progress and non-threatening assessment of the student in instructional program. ........................................ 

b. To encourage rapport, identification and emulation of students with teachers, etc

8. Administrative and Instructional personnel meet State teaching preparation standards and certification requirements for the professional level concerned.

Criteria concerning the students:

1. The student's fears and apprehensions are alleviated as much as possible.

a. By placement at levels their achievement warrants, when possible. ............... 

b. By acceptance of them as they are with respect of them as individuals ........... 

c. Minimum emphasis is placed on traditional grading - pass, failure techniques 

2. Students are involved in personal goal-setting activities commensurate with their understanding and capabilities.

a. Sufficient time and effort are permitted for students to understand the objectives of the programs in which they are involved
3. Students are permitted to circumvent standard channels of education procedures.

a. Testing and counseling are optional to students who can demonstrate ability and prefer to try or progress on their own. 

b. Courses and programs may be challenged without penalty at the student's option.

c. In adjusting problems and in emergency conditions.

4. Students may elect time-payment plans for fee and tuition payments, when required.
PART II

VISITING TEAM REACTIONS TO
THE COLLEGE'S SELF-ANALYSIS

The basic purpose for the Visiting Team is to provide unbiased, somewhat interdisciplinary reactions to the College's Self-Analysis, and to provide insights and judgments which will be of value to the Center in formulating recommendations and related information to be included in the Final Report of the Analysis.

A. Selection and Recruitment of Visiting Team Members

The actual selection of Visiting Team members should be made by the Center, after consultation with the College President. In effect, the President may want to make several nominations in each of several areas. Availability, competence, experience, training, reliability, compatibility, location acceptability, politics, and other obvious factors are of prime importance in the selection of Visiting Team members.

The Visiting Team should include a total of about 10-12 persons or more (depending on the size of the Community College), distributed such as:

(1) Two Presidents of other Community Colleges.
(2) Two representatives of other Community Colleges, such as Deans of Instruction, etc.
(3) Two University representatives.
(4) One or two representatives from the State Legislature.
(5) One representative of a professional Education Association.
(6) One or two members of other Community College Boards.
(7) One representative from the State Government representing Community College Administration.
The Center will recruit the best possible Team, all factors considered. Evidence of bias or preconceived opinions may warrant elimination of a prospect. Following telephone or personal discussions with those concerned, the Center will formalize contractual details with each Team member.

B. Orientation and Organization of the Visiting Team

An initial on-site meeting of the Team should mark the beginning of the Team's work. Even though Team members may have participated in previous similar analyses or evaluation activities, each member of the Team should be present for a major orientation meeting to review procedures, become acquainted with other Team members, influence organization of the Team for work, review the Preliminary Report of the Self-Analysis, etc.

In order to expedite the work of the Visiting Team and provide continuity throughout the Analysis (Self-Analysis, Visiting Team and Final Report phases) the Director of the Center (or his designee) will chair the Visiting Team. The Team will be divided into sub-teams for the purpose of dividing the work to be done.

The Visiting Team must necessarily stress certain guidelines:

1. An official report of the Visiting Team's reactions will be developed, but the reactions of individual team members should be at no time revealed except while the Visiting Team is functioning officially as a team.

2. The Visiting Team Report will be a Team report, rather than a report of the reactions of individual Team members.

3. At no time should a Team member (or members) make recommendations to the College Staff directly or personally.

4. The Visiting Team should make suggestions to the Center which may well be utilized in the formulation of the specific recommendations to be included in the Final Report of the Analysis which the Center will submit to the President.

5. Demands of the assignment necessitate that all Visiting Team members be present full-time while the Team is scheduled to be in action (from the time of the beginning of the initial on-site orientation meeting until
C. Procedures for Operation

The procedures to be followed by the Visiting Team are as follows:

1. All Team members report for an initial orientation session to be conducted by the Center.

2. Each Team member should thoroughly study the Preliminary Report of the Self-Analysis.

3. The Team will organize into sub-teams, dividing the work to be done among them. Preferably two members on a team.

4. Chairman of the sub-teams should develop a schedule of appointments with College Staff for the purpose of acquiring information, developing impressions, and formulating reactions to each individual criterion for the areas assigned (note PART I., C. for detailed listing of the areas).

5. The Co-Chairman should, upon request (from Visiting Team members) contact College Staff to schedule appointments for the Visiting Team members to confer with College Staff.

D. Report Preparation

The Visiting Team members will initially (through personal study, Staff conference, and observation) formulate individual reactions to each criterion (in the areas assigned) and especially cogitate upon the appraisals (analyses) made by College Staff. In this regard, the individual Visiting Team member should then record (in the space provided—note PART I., C.) his own reactions.

Most often, the Visiting Team will operate in sub-teams of two. The sub-team should reach agreement on reactions to each criterion and then report this to the Visiting Team as a whole. Consensus should be achieved by the Visiting Team as a whole, and this consensus recorded in the special document provided by the Center for this purpose. During the process of study, discussion and observation by Visiting Team members, each member will focus upon acquiring information pertinent to his special assignments. He should, incidentally, acquire additional information which will contribute to the development of consensus on the assignments of other members when the Team meets as a whole.
The Center (The Director of the Center or his designee) will record the decisions and appropriate suggestions of Team members, and thus be responsible for formalizing the Visiting Team Report (which may subsequently be submitted to individual Team members for their corrections, additions or deletions).
PART III. THE FINAL REPORT

A. Composition

The Center has the responsibility for preparing the Final Report, which will include:

1. A summary (or the whole) of the Self-Analysis Report prepared by the College Staff.
2. A summary (or the whole) of the Visiting Team Report.
3. Recommendations, with suggestions for implementation, including such factors as procedures, timing, and probable costs.

B. Preparation

The Center will make a detailed study of both the Preliminary and the Visiting Team Reports, conduct such additional conferences as may be necessary to acquire more facts or reactions and prepare a tentative draft of a Report of the Analysis of the Community College.

The Center (Director of the Center and/or his designee) will discuss the tentative draft with the College President.

Thereafter, the Center will finalize the Report, have it duplicated, and submit the desired number of copies to the College President.

C. Distribution

The sole responsibility for distribution of the Report of the Analysis of the Community College shall rest with the College President. No information, oral or written, shall otherwise be released by the Visiting Team, the College or Center Staff, at any time without approval from the College President.

D. Implementation

The assumption is that the purpose of this activity (The Analysis of the Community College) is to strengthen and improve the College's education programs.

Hopefully, the activity will result in a report which identifies strengths that should be perpetuated and enhanced, and weaknesses or needs which warrant changes in policy, organization, and/or administration. "Administration" is here defined to include such...
functions as policy, finance, organization, staffing, planning, coordination, communication, cooperation, promotion, and direction.

Intentions and efforts are to conduct the Analysis in such a constructive, cooperative, interdisciplinary, and discerning manner, involving many knowledgeable and concerned persons, as to achieve a degree of agreement and willingness (desire) to implement the recommendation which will be made in the Report submitted to the College President.

The Center will be available upon request from the College President to discuss or elaborate upon any facet of The Report of the Analysis of the Community College.

Obviously, the determination of what implementation, if any, is to occur rests with the College President, his co-workers, and his Controlling Board or agency.

* * * * * * * * * * * * * * * *
APPENDIX B
National Advisory Committee
for
Development of Procedures and Criteria
for
Analysis of Community Colleges

*1. Louis Fibel, American Association of Junior Colleges, Washington, D. C.

*2. I. E. Ready, Director of Community Colleges, Raleigh, North Carolina

3. James L. Wattenbarger, Tallahassee, Florida

*4. Charles Chapman, Cuyahogo Community College, Cleveland, Ohio

5. Lee Medsker, Center for Higher Education, University of California, Berkeley

6. William Dwyer, Director of Community Colleges, Department of Public Instruction, Boston, Massachusetts

*7. Felix Robb, Executive Director, Southern Association of Colleges, and Schools, Atlanta, Georgia

*8. Fred Giles, Dean, School of Education, University of Washington, Seattle, Washington

9. Ray Young, Professor of Education, University of Michigan, Ann Arbor, Michigan

10. C. C. Priest, University of Texas, Dallas, Texas

11. C. V. Martarano, Director of Community Colleges, State Department of Education, Albany, New York

*12. Richard Kosaki, Vice-President for Community Colleges, The University of Hawaii, Honolulu

* Present or represented at the Portland, Oregon meeting May 1968.
Northwest Planning Committee
for
Analysis of Community Colleges


4. Earl Klapstein, President, Mount Hood Community College, Gresham, Oregon.

5. Robert Hatton, Assistant State Superintendent of Public Instruction in charge of Community Colleges and Vocational Education, Salem, Oregon.

6. Dale Parnell, State Superintendent of Public Instruction, Salem, Oregon

7. Lester Beals, Associate Professor of Education, Oregon State University, Corvallis, Oregon.
October 29, 1968

Dear

We have been working for the past year in a nationwide effort to develop an instrument (procedures and criteria) for the self-analysis of community colleges. In the planning phases, several meetings have been held with a Northwest Planning Committee (note enclosure). A nationwide advisory committee of community college administrators and interested agencies has also assisted on the basic formulation of this project (note enclosed list).

Our effort is prompted by the dramatically expanding number of community colleges throughout the United States and the imperative need to measure and improve the effectiveness and pertinence of their philosophy, roles, responsibilities, organization, administration, instructional and service programs.

Evaluations of community colleges go on continuously, formally and/or informally. They evaluate themselves. They are evaluated by a variety of professional and lay persons. The evaluations are made by the electorate or their representatives in legislatures and governing boards. Evaluations, good or bad, determine the course education will take.

Too often a community college is evaluated superficially by a team of outside experts who are not in a position to devote adequate time to the evaluation or whose judgment will not be accepted or implemented.

There is reason to believe a community college staff can best identify the needs, strengths and weaknesses of its own institution, and also bring about the changes needed. An informed and public-spirited staff is potentially the most capable and the most trusted group in the development of policy and program. To become such a capable and trusted staff, there must be broad vision, many contacts, time for discussion and reflection, and willingness to assume initiative boldly.

The instrument (procedures and criteria) is not designed to replace accreditation. The advisory groups believe it will be valuable in helping a community college get ready for accreditation. Hopefully, eventually the criteria to be developed would influence and make the process of accreditation more appropriate and effective in meeting the needs of community colleges and their constituents.
Instruments have long existed and have been utilized for self-study by elementary and secondary schools and by higher education; little of that which is available is specifically designed and appropriate for the needs of community colleges. This may include some of the criteria currently used in connection with accreditation!

The specific purpose or objective of this project is to identify, design, field test and begin implementation of procedure and criteria for self-analysis by community colleges.

To date, a tentative procedure has been developed and the identification and refinement of criteria for self-analysis is in progress. Our next step is to confer with personnel in a number of community colleges to discuss the current draft of the analysis instrument (proposed procedures and criteria), and make plans for possible application.

We would like to meet with you and perhaps a limited number of your staff to explain this activity more adequately in detail, and to explore the possibility of some cooperative and mutually beneficial activity.

As time permits, we will be calling various community colleges to discuss their possible involvement. If you are particularly interested in learning more about this activity and perhaps discussing the possibility of becoming one of the cooperating colleges, please drop us a note or contact us by phone (831-1220, Ext. 401).

We look forward to talking with you.

Yours truly,

William B. Morris
Project Director

Allen Lee
Associate Director in charge of Research and Development in Education Policy, Organization and Administration

AL/mk/bl
10/29/68

Enclosures
APPENDIX E
Individuals Consulted Concerning Criteria and Procedures for Self-analysis by Community Colleges

1. Nile G. Williams, Director of Adult Education, Lane Community College, Eugene, Oregon.
2. Wilbert G. Bailey, Director of Placement, Lane Community College, Eugene, Oregon.
3. Frances Howard, Counselor, Lane Community College, Eugene, Oregon.
6. Lyle Sweatland, Board member, Lane Community College, Eugene, Oregon.
7. William Bristow, Board member, Lane Community College, Eugene, Oregon.
9. Leno Christiansen, Agriculture Engineering Department, Oregon State University, Corvallis, Oregon.
APPENDIX F
Clackamas Community College is located near Oregon City, Oregon. It is publicly supported by a taxing district which includes most of Clackamas County, Oregon.

The college was organized in May 1964 by a vote of the citizens of the college's education district. The first instruction was offered by the college on September 26, 1966 at Gladstone High School. During the 1966-67 school year the college assumed responsibility for operation of a vocational school which had long been part of the Oregon City School district program. The vocational school, under the name of Technical Mechanical Building, currently houses the college program in auto mechanics, machine shop and body and fender technology. The college also assumed responsibility for the adult education programs previously operated by the eleven high schools in the college district.

Enrollment during the 1967-68 school year was approximately 500 full time equivalent students. Peak enrollment during the year was approximately 700 students in the regular college preparatory programs and 1300 students in the adult education programs. Current enrollment is approximately 1500 full time equivalent students.

The college currently operates in temporary quarters in several widely separated locations. It has a building program under way and finance problems are complicated by the college's rapid growth and development.
APPENDIX G
TO: All Regular Faculty

FROM: John Hakanson

SUBJECT: Faculty Self-Evaluation

Attached please find a list of committee assignments for the faculty self-evaluation. The person whose name appears first in each committee is hereby appointed temporary chairman of that committee. It is this person's responsibility to make sure the committee meets the first time. When the committees meet each should select its own chairman.

The following people have been appointed as an overall steering committee:

| Miss Peterson | Mr. Hames | Mr. Reeder |
| Mr. Noonan    | Mr. Lee    | Mr. Ryan   |
| Mr. Stratton  | Mr. Bloomquist | Dr. Hakanson |

Members of the steering committee have been assigned two or three of the smaller committees to be responsible for. Temporary chairmen should contact these people to pick up the materials to be used in the self-evaluation. These assignments are as follows:

| Committees number 1, 2, 3, 4 | Miss Peterson |
| Committees number 5, 6, 7     | Mr. Stratton  |
| Committees number 8, 9, 10    | Mr. Noonan    |
| Committees number 11, 12, 13  | Mr. Lee       |
| Committees number 14a, 14b    | Mr. Bloomquist|
| Committees number 14c, 14d    | Mr. Hames     |

Each committee should plan to meet twice. First meeting is schedule for 11:00 a.m. Thursday, May 29, with the second meeting to follow precisely one week later.

The agenda for each committee is the same:

**First Meeting**
1. Elect permanent chairman
2. Read instructions for procedure to follow
3. Read and evaluate criteria

**Second Meeting**
1. Reach committee consensus on rating

During the period between committee meetings each person should respond individually to the criteria.

Where to meet? Any vacant room will do!

Completion of the self-evaluation will require two meetings of up to two hours in length. These will be held beginning at 9:30 A.M. on Monday, June 16 and Tuesday, June 17 in Room 5 on the Warner Milne campus.
COMMITTEES FOR SELF-ANALYSIS

Committee No. 1  Legal basis for the College  Mr. Ryan  Miss Peterson
Committee No. 2  The philosophy and objectives of the College  Mr. Reeder  Mr. Wright  Miss Reinert
Committee No. 3  The organizational structure of the College and its relationship with other education agencies  Mr. Lair  Mrs. Rickenbach  Mr. Gillespie
Committee No. 4  Policy formulating functions of the College  Mr. Heard  Mr. Bunseim  Miss Rondestvedt
Committee No. 5  Staffing the College  Mr. Durie  Mr. DeWolfe  Mr. Hudson
Committee No. 6  Planning functions of the College  Mr. Adams  Mr. Sedlacek  Mr. Hanning
Committee No. 7  Financing of the College  Mr. Stratton  Mr. Alexander  Mrs. Ditto
Committee No. 8  Coordinating functions of the College  Mr. Noonan  Mrs. Cressler  Mr. Fitzgerald
Committee No. 9  Directing functions of the College  Mr. Hooley  Mr. Isaacson  Mrs. Harrington
Committee No. 10  Communicating functions of the College  Mr. Sheve  Mrs. Prongua  Mr. Harris
Committee No. 11  Promoting functions of the College  Mr. Simpkins  Mr. Hill  Mrs. Miller
Committee No. 12  Researching functions of the College  Mr. Lee  Mrs. Vernon  Mr. Walsh
Committee No. 13  Supporting services, facilities and equipment of the College: placement  Mr. Hampton  Mr. Salo  Miss Matulich
Committee No. 14a  College transfer programs and supplementary programs for vocational-technical education  Mr. Kreiger  Mr. Anderson  Mrs. Charters
| Committee No. 14b | Vocational-technical education | Mr. Bloomquist  
| Mr. Liethoff  
| Mr. Misley |
| Committee No. 14c | Adult-general education | Mr. Stewart  
| Mr. Hames  
| Mr. Streeter |
| Committee No. 14d | Counseling and student services, admission and placement | Mr. Stuart  
| Mrs. Tunnicliffe  
| Mr. Morton |
INSTRUCTIONS FOR ORIENTATION AND USE OF A VISITING TEAM

A visiting team is a group of community college experts who are from outside the institution and are not concerned with the administration of the college undergoing the self-analysis. The primary purpose of the visiting team is to provide a reaction to the staff's self-analysis of the community college.

The orientation of individual visiting team members actually begins with their appointment to the team. Prior to their selection as a visiting team member, the center (or third party) confers with the community college administration and seeks their recommendation about individuals whom they think warrant consideration in providing the knowledge, skills, abilities and experience which the visiting team as a whole should possess. The center, with these recommendations, proceeds to invite individuals to participate on the team. Ideally, the visiting team is recruited several weeks in advance to the college staff's analysis. The invitation process involves detailed communication with prospective visiting team members. The following information and some general practices are observed.

1. The prospective team member is offered a specific area assignment of first priority responsibility and is asked if he can fulfill the obligation. Review of the vocational-technical, instructional education program and facilities exemplifies such an assignment.

2. Prior to his appointment, the prospective team member receives a copy of the same criteria which the staff will use in their analysis of the community college. An appointed team member will have the same prerogative as the college
staff committee members in deciding if the criteria are appropriate guidelines for the self-analysis. He might choose to delete, amend or substitute criteria for self-analysis and recommend their consideration by the visiting team as a whole.

3. Appointed team members will also receive information of sub-team appointments on the visiting team and they will have the prerogative of communicating with their sub-team associates in planning details of their special assignments.

4. Prior to the first meeting as a team, individual members of the visiting team can work through the center in requesting information which they will need in advance to visiting the campus of the college being studied. In some instances, it may be necessary for the individual team members, under direction of the center, to visit the campus prior to the time the visiting team as a whole is assembled and oriented.

For example, a visiting team member may anticipate that he would need specific information in order to react properly to the staff's analysis. He may request information through the center and ask that the staff have it on hand for his use when the visiting team arrives at the college campus. In special cases, the center may arrange a conference among college staff persons concerned and the visiting team members. Such a meeting might happen at a time previous to assembling all members of the visiting team.

Although individual visiting team committee members are recruited for their specialized abilities, the visiting team functions as a team in reacting to the college staff's self-analysis. As a team they necessarily must follow certain guidelines and procedures:

1. The visiting team's reaction to the college staff's self-analysis will be made in the form of an official, written team report to the center rather than a report made directly to the staff.

2. Under no circumstances are individual visiting team members permitted to make recommendations to college staff members, the college administration or the college board.

3. The visiting team report made to the center will reflect team consensus rather than opinions or individual team member comments.

4. Ideally, each visiting team member will have studied the preliminary report of the college staff prior to meeting
for the first time with the whole visiting team. Individual members of the visiting team will have initiated activities or have adequate plans to accomplish their special activities in time to share in the preparation of the visiting team report to the center.

5. Individual team members must come to the initial team orientation properly prepared to pursue their specific first priority assignments. Likewise, they must be prepared to assume team responsibility. They should plan for and allow time in addition to their special responsibilities to participate in team orientation and deliberations.

6. All team members should be present at all team meetings to share in the total work load and responsibility for reaction to the college staff's self-analysis.

7. The team orientation meeting will serve to clarify questions which visiting team members may have and also to insure efficiency in working with college staff members. The center will serve to direct the visiting team activities and will coordinate visiting team and staff conferences. The center will also direct the use of the clerical services which the visiting team may desire.