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Title: VALUES AND PERCEPTIONS OF COMMUNITY COLLEGE

PROFESSIONAL STAFF IN OREGON

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This study attempted to develop a profile of values held by

Oregon's full-time professional staff members as a group. It also

tried to ascertain if there are differences in the values and percep-

tions held by sub-groups within the community college staff.

The main questions to be answered were:

1.   Are there discernible differences in the value profiles of

community college professional staff members in Oregon

as determined by the Rokeach Survey on instrumental

values when the staff is classified by seven job categories,

by age, by sex, by educational preparation, and by early

socio-economic status?

2.   Are there discernible differences in the value profiles of

community college professional staff members in Oregon

as determined by the Rokeach Survey on terminal values

when the staff is classified by seven job categories, by age, by sex, by educational preparation, and by early socio-economic status?

3. How do Oregon's community college staff members in each of seven job categories perceive their role in the college environment as determined by responses to questions adapted from the Staff Survey which Cohen and Brawer developed?

Procedures

The 1971-72 "Directory to Personnel in Oregon Community Colleges" lists a total of 1353 professional staff members. Four hundred seventy-nine individuals (35. 4 percent of the total population) were sent questionnaires and 360 (26. 6 percent) of the total population) returned usable questionnaires.

Conclusions

1. In analyzing the composite value profile on instrumental values, Broadminded, Capable, Honest and Responsible were reported to be most important. Other findings were: a) vocational instructors placed a higher priority on the "work-oriented" values Ambitious and Self-controlled than did the other sub-groups while college transfer instructors placed a higher priority on Independent and Intellectual,

b) Imaginative and Loving were discernibly more important to the under forty group and Logical and Self-controlled were discernibly more important to the forty and over group, c) only three values (Ambitious, Courageous, Intellectual) were four or more points apart when the respondents were divided by sex, d) Forgiving, Loving, Intellectual and Independent tended to become more important as community college staff acquired more formal education while Self-controlled appeared to become less important, and e) no differences were found when the respondents were stratified by father's major occupation.

2. In analyzing the composite profile on terminal values, Self-respect and A Sense of Accomplishment were reported as most important and National Security and Salvation were considered to be least important. Other findings were: a) counselors and adult education instructors placed a higher priority on Equality than did other groups within the college, b) the forty and over group placed a higher priority on An Exciting Life and A World of Peace than did the younger group, c) women staff members placed more importance on Equality than did the men, d) terminal value rankings reflected very little change that could be attributed to additional formal education, and e) there were no discernible differences due to early socio-economic status.

3. Based on responses to the Cohen and Brawer Staff Survey,

the following findings were reported: a) the informal lecture and structured discussion were preferred teaching styles, b) the respondents felt student evaluation was important, c) the majority of the respondents would abandon the traditional letter grade system, d) "The ability to evaluate critically and objectively" was the most important quality the staff members wished their students to gain in college, e) preparation of students for the world of work was considered to be the prime obligation while preparation for further formal education was seen as a low priority item, f) only a few staff members believed students are drawn to the college because they wished to participate in student government, student activities, or athletics, g) meeting individual needs of students was a prime concern, h) many staff members did not fully understand college policies and community college philosophy, i) many staff members wanted to participate in the formulation of educational policies but the majority believed responsibility for personnel policy belonged to the administration, j) the need for more long-range student follow-up studies was considered to be an important problem, and i) higher salaries and more autonomy were not regarded as prime problems by most staff members.

Values and Perceptions
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Professional Staff
in Oregon

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INTRODUCTION

> The two-year college is the result of the social and
> economic forces which created it and shaped its
> character. Without doubt one of the forces is the
> belief that educational opportunities beyond the high
> school must be equalized (47:17).

Perhaps the public community-junior college in the United

States is the epitomy of the "American Dream".

> Within the vast empire that is the American educa-
> tional system, the junior college has the distinction
> of being the fastest-growing force. Since its inception
> at the turn of the century, this institution has invented
> a mode of being which is patterned after no one parti-
> cular structure. Instead, it has become a potpourri
> of educational opportunities, patterns, and programs
> ...a catchall that is fast achieving an identity of its
> own (17:9).

This statement by Cohen gives a clue to the magnitude of the

problems faced by those responsible for the establishment and develop-

ment of community-junior colleges.

The spectacular growth of community-junior colleges in the

United States continues at an accelerated rate. In the fall of 1972

nearly 2,700,000 students were attending 1,100 community-junior

colleges (36). This was four times the number of community-junior

college students in 1960, and it was nearly twice the number of

community-junior colleges which existed in 1960 (54:2-3).[1]

This rapid expansion forced community-junior college admin-istrators to be primarily concerned with programs, buildings, and finances. Since there was neither time nor energy to develop a unique teaching faculty, the employment of teachers who had gained experience in classrooms at other levels of education was seen as the most logical and expedient way to build a staff.

Community-junior college research reflects this early emphasis on programs, building, and finances. It is only in the last few years that there has been growing concern about the backgrounds, character-istics, and problems of the professional staff in two year colleges. What makes a "good" community-junior college teacher? Do effective teachers have any common personal characteristics that can be identified and isolated? If so, what, if any, are the implications for in-service and pre-service training?

In searching for insight into personal characteristics as they affect behavior, a number of researchers have concentrated on values and value-orientation. Their theory is that people express their values by selecting, prizing, evaluating, and acting. Therefore, it follows that there is a relationship between a person's values, his

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[1] This book originally published as the National Advisory Council on Education Professions Development Report and submitted to the President and the Congress of the United States as People for the Peoples College.

personal goals, and his behavior.

This concept of values would imply that for the teacher, values are inseparable from teaching.

> Once a value is internalized it becomes, consciously or unconsciously, a standard or criterion for guiding action, for developing and maintaining attitudes toward relevant objects and situations, for justifying one's own and other's actions and attitudes, for morally judging self and others, and for comparing self with others (61:160).

The Role of the Community-Junior College

The American tradition holds education to be desirable for the individual and for society. Gradually, as our society has become more sophisticated and more complex, the need for the universal availability of public education through the fourteenth year has become apparent.

Prior to the establishment of community-junior colleges, many young people were denied education beyond high school because they could not afford to leave home. Also, the four-year colleges and universities often did not provide instructional programs appropriate for students wishing to enter many technical and industrial fields.

Most public community-junior colleges in the United States are now, or are becoming, comprehensive community colleges. "Comprehensiveness" implies that the institution is prepared to provide:

1) Lower division preprofessional or prebaccalaureate courses for

students planning to transfer to four-year colleges or universities.

2) Occupational education for students planning to work in industrial and technical fields upon completion of a community-junior college course of study.

3) Adult education classes for mature persons wishing to upgrade their vocational skills, to increase their knowledge of basic general information, or to pursue a program of cultural and avocational enrichment.

4) Guidance and counseling which enable students to intelligently select a course of study. Information about the nature and purpose of available programs and the employment opportunities for those who complete the programs must be provided if a community-junior college is to meet its responsibility to students and to the community.

5) Community services in the form of concerts, dramatic presentations, lectures, workshops and short courses. This segment of the community-junior college must remain flexible in order to quickly respond to the needs of the community at large.

The admissions policy of most community-junior colleges is simple: "Any high school graduate or any individual over eighteen years of age who seems capable of profiting by instruction offered is eligible for admission" (71:34). Community-junior college administrators fully recognize that this open admissions policy makes it impossible to predict college success with anything approaching

perfect accuracy, but the philosophy is that "the responsibility for choice, for success, for failure, should rest with the student, not with a standardized test nor with the decision of an admissions counselor" (71:35).

Another unique feature of the community-junior college is the commitment to meet the needs of the area in which the college is located. Local citizens are involved in planning and developing curricula, and local advisory committees influence community-junior college programs to a much greater extent than they do university curricula.

> ... two-year colleges are frankly <u>teaching</u> institutions. Though they do not downgrade scholarly achievement, they expect that a teacher's research should enhance his teaching or in some fashion contribute to his effectiveness in classroom, laboratory, or shop. Junior college teaching is student oriented rather than discipline oriented; and the imperative for the instructor is to see that the student "gets it", that he achieves as full and practical a grasp of subject or skill as his abilities will permit (27:6).

This emphasis on excellence in teaching rather than on scholarly research may be stated, "In the four-year college, the student is brought to the discipline; in the two-year college, the discipline is brought to the student" (27:6). This, of course, is an overly simplified statement of the difference in philosophy between four-year and two-year institutions. But it does illustrate the feeling of many writers that, in the final analysis, the creation of a competent

teaching faculty is the most important task confronting the community-junior colleges.

Finally, more than any other institution of higher education, the community-junior college has made a commitment to the under-educated of this nation. The illiterate adult, the high school drop-out, and the returning veteran are all welcomed. Most community-junior colleges feel an obligation to develop special programs to meet special needs where this is necessary. For example, many individualized classes have been provided for blacks, Puerto Ricans, Mexican-Americans, and American Indians (53:5).

Purpose of the Study

This study will attempt to develop a profile of values held by Oregon's community college full-time professional staff members as a group. It will also try to ascertain if there are differences in the values and perceptions held by sub-groups within the community college staff.

Three main questions are to be answered:

1) Are there discernible differences in the value profiles of community college professional staff members in Oregon as determined by the Rokeach Survey on instrumental values when the staff is classified by seven job categories, by age, by sex, by educational preparation, and by early socio-economic status?

2) Are there discernible differences in the value profiles of community college professional staff members in Oregon as determined by the Rokeach Survey on <u>terminal</u> values when the staff is classified by seven job categories, by age, by sex, by educational preparation, and by early socio-economic status?

3) How do staff members in Oregon community colleges in seven professional categories, perceive their role in the college environment as determined by responses to questions adapted from the Staff Survey which Cohen and Brawer developed?

    a) What are the community college professional staff members' preferences in teaching method, type of instructor evaluation, and grading system?

    b) What qualities do they believe their students would like the professional staff to possess and what information or values are they most anxious for their students to acquire?

    c) What are the job-related problems of greatest concern to the professional community college staff?

A research project similar to this study was conducted by Park for the Eric Clearing House for Junior Colleges, American Association of Junior Colleges, in 1971 (55). Park's investigation dealt with 238 staff members of three selected junior colleges in three

counties in southern California. The colleges were selected on the basis of geographic location and designated as "Urban College", "Suburban College", and "Rural College". The findings compared value profiles of the respondents by college, but no attempt was made to classify the respondents by teaching discipline.

The Oregon study will attempt to add to the Park findings. More specifically, is the composite value profile of Oregon's professional staff significantly different than the composite value profile of the California staff?

Examination of the value profile developed as a result of the Oregon study should be helpful in the following ways:

1) It may help the individual community college staff member conceptualize his value orientation as compared with the composite value profile of his peers. The great diversity of individuals within the community college tends to make communication difficult, and if this study promotes greater understanding within the community college community, it may help to alleviate some of the communication barriers.

2) The findings may be of value to those responsible for planning in-service and pre-service training for community college professional staff. At the present time only a small percentage of the practicing community college teachers have taken a "community college" course (17:11). In fact, until recently even the single course

called "The Community-Junior College" was offered by only a very
few univiersities. As more institutions establish programs especially
designed for community college instructors, there should be an
increasing interest in information concerning the characteristics of
people attracted to this level of teaching experience.

3) The study may provide insight of value in the recruitment,
selection, and assignment of community college faculty and admin-
istrators. The employment function has often been routinized and
made highly impersonal with selection made on the basis of degree
and/or experience. "It is equally necessary to clarify the strengths,
needs, and inclinations of the person seeking employment" (28:322).

Limitations of Study

The following limitations are inherent in the study:

1) In conducting the study, a Value Survey developed by Milton
Rokeach, Michigan State University, Lansing, Michigan, was com-
bined with a Staff Survey developed by Arthur Cohen and Florence
Brawer, ERIC Clearing House for Junior Colleges, University of
California at Los Angeles. Although both sections of the survey
instrument have been used in previous studies, only the Rokeach por-
tion has been evaluated for reliability and validity. The Rokeach
section has been found to be reliable and valid within acceptable limits,
but the Cohen and Brawer scale was developed for an on-going

research project, and at the time of this study, all of the data collected had not been validated or the results had not been standardized.

2) Professional staff members contacted were randomly selected from the 1971-72 "Directory to Personnel in Oregon Community Colleges" as prepared by the Oregon Community College Association. The directory was published in the fall, 1971, and the survey was not conducted until Spring, 1972. Thus any staff members hired after the directory was published did not have a chance to be selected.

3) In this study, no attempt was made to survey part-time instructors although part-time instructors comprise a significant portion of the teaching staff in Oregon.

4) The questionnaire was mailed to 480 full-time professional staff members and 360 or seventy-five percent returned the completed questionnaire. It is not known if there is a significant difference in the value systems of the twenty-five percent who did not respond and the value systems of the seventy-five percent who did respond.

5) It is possible that some respondents did not answer the questionnaire "truthfully" but instead indicated what they perceived to be the "expected" answer. To lessen this problem, the participants were advised that anonymity was assured and, at least in the Rokeach section, all the values listed are socially desirable ones, hence there is no obviously correct answer.

6) The results reported are only apropos for the point in time at which the survey was conducted. The longer members of a social system have interacted with one another, the more concensus there will be among members of that social system (29:177). Also,

> ... individuals "take" values to a situation. These values, however, are not fixed principles which determine conduct. These ideas, principles, values become part of the resources of the next situation and the behavior in this new situation is created out of these resources. These newly created behaviors are not the exact equivalents of the values brought along. What is created is something different (60:562).

This implies that the composite value systems of Oregon's community college personnel are in a state of flux and will change over a period of time.

Definitions of Values

Although a study of the literature discloses many definitions of values, there is consistency of meaning among writers:

> Values are ways of striving, believing, and doing whenever purpose and direction are involved or choice and judgment are exercised (4:212).

> A 'value' is defined here as any object, condition, activity, or idea which the individual believes will contribute to his well-being. A person's values characteristically exist in a rank order from high positive value, through a neutral area, to high negative value (76:33).

> A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action (41:395).

A value is a standard or criterion that serves a number of
important purposes in our daily lives: it is a standard that
tells us how to act or what to want; it is a standard that
tells us what attitudes we should hold; it is a standard we
employ to justify behavior, to morally judge, and to com-
pare ourselves with others. Finally a value is a standard we
employ to tell us which values, attitudes, and actions of
others are worth or not worth trying to influence. If you
claim to have a "value" and you do not want to influence
anyone else under the sun to have it too, the chances are it
is not a value (63:550).

It should be noted that this study focuses on values and value

systems rather than on the closely related concept of attitudes. This

is because, according to Rokeach, "value is considered to be a

determinent of attitude as well as of behavior."

Value represents the psychological outlook of the mature per-

son who has "reflected upon and organized his interests within a

comprehensive and consistent system of thought and feeling" (3:809).

Thus by concentrating on values rather than attitudes we are dealing

with a concept that is more central and more economical.

Why Study Values

Generally, institutional goals stem from and are dependent
upon multiple-value systems. Few goals can stand alone as
mere isolates in a complex society. Thus, whether they
are clearly designated or ambiguous, whether they are
singular or multiple, whether they are openly acknowledged
or fairly unconscious, no institution exists apart from a
value structure (10:21).

In attempting to come to grips with practical problems of the

community-junior college, a study of values of professional

personnel appears to be at least one place to start. The professional

personnel are in a position to largely determine the course the

institutions will pursue . . . and in determining that course, the

members of the professional staff collectively expose the value sys-

tems which they hold. Thus, community colleges will fulfill the dif-

ficult task they have been given only if key personnel use their

influence to develop institutional value structures which are consist-

ent with the goals and values of community-junior college philosophy.

In the future, the technical training of staff members may be

deemphasized. "But the way they look at the world, the way they

view themsleves, the way they appraise a student, a teacher, a

colleague may be of crucial importance" (67:36).

REVIEW OF LITERATURE

During the 1930's psychological journals began to report studies dealing with the problem of values and value structures. In recent years, the topic of values has been receiving increasing attention.

It would be impossible to include in this review all material pertinent to the psychology of values. Consequently, this chapter will introduce the thoughts of prominent writers on value theory and then present an extensive overview of important studies which have attempted to measure the values of groups of individuals and to relate the findings to other group data.

In addition, some studies on the effect values have on perception will be reviewed. This seems pertinent since part of the present research deals with the way community college faculty perceive the college environment. The final section of this chapter will review research relative to the characteristics and problems of community college faculty.

Particular attention has been paid to:

1) Studies which attempt to ascertain differences in values and value orientation that may be due to differences in age, sex, social class, vocational choice, or education, and

2) Studies which attempt to ascertain the role of the colleges in value development.

Discussion of the Development of Value Theory

The educator credited with first calling attention to the importance of personal values is John Dewey (57:519). As early as 1922 Dewey pointed out that, gradually, all individuals learn to hold themselves accountable. Since the actions of the individual trigger responses from those around him, it is inevitable that his conduct is socially conditioned (19:289).

In 1926, Perry wrote on The General Theory of Value.

> The general theory of value is that branch of knowledge
> in which such sciences as theory of knowledge, ethics,
> political science and jurisprudence, economics, aesthetics
> and philosophy of religion are unified and distinguished.
> It would be the task of such a theory of value first to bring
> to light the underlying principle common to these sciences,
> and then to employ this principle for the purpose of arbitrat-
> ing between them.

> ...The task of a general theory of value can be defined as
> the task of rendering commensurable the diverse and
> irrelevant critical judgments of every-day life. A general
> concept of value is indispensable if we are to disengage a
> generic idea or principle from the overwhelming variety
> and confusion of our world of praise and disparagement
> (58:9).

Trow (1953) contended that educators and educational psychologists should give more attention to the problem of values and value judgments since value theory "permeates all educational relationships" (72:451).

> It is my contention that this problem of values extends
> into the field of educational psychology, since it involves

the study of the process by which individuals learn to make choices or means and ends, and of the interrelationships of these choices to each other in the life orientation of the individual (72:451).

Trow believed that value systems are not innate or fixed but are acquired through the process of learning, and if educational psychologists are to come to terms with the problem of values, "They must do so in the three areas of 'theory', 'research', and 'practice'" (72:454).

Von Mering further refined the theory of value and indicated the role values play in the life of the individual as he continually evaluates and chooses.

Every person mentally arranges values in some unique rank order through a continuous process of evaluation and selection. But the individual does not have to rechoose every available possible value for every life situation. More often his present selection is based on previous choices of his own and of those of others in similar situations within the same culture (74:85).

In the 1950's conformity was in vogue and Kluckhohn (39:105-106) wrote regarding the "new" set of values that was emerging:

1) Personal values are receding in importance at the expense of more publicly, standardized "group values", whether those of an organization, a social class, a profession, a minority or an interest group.

2) The value of institutionalized religion is greater but primarily in terms of need for group affilitation rather than for

intensified personal religious life.

But every individual has values more personal to him than the
general ones characterizing much of his society. Therefore, he
must constantly struggle to make decisions that are acceptable to his
own value system as well as to the larger society.

> There is nothing so personal as an ethical decision, and
> much stress is laid on its being the free choice of the
> individual. Yet unless it is made in view of the social
> situation and in terms of the social obligations, it is
> scarcely credited at all as a moral decision. The deci-
> sion must be our aim and rise out of our own characters;
> yet it must be a decision required by the nature of the
> social conditions within which we live (57:519).

Today there is some discussion of "valuelessness", but accord-
ing to Barry,

> Valuelessness is impossible and there is no such thing as
> a valueless person or a valueless classroom or a valueless
> society. The word valuelessness serves simply to describe
> a value judgment about values themselves. When one indi-
> vidual describes another as valueless, he generally means
> that the other does not subscribe to the same values as he
> and that he cannot understand or accept values differing
> from his own (5:56-57).

Thus the college student who withdraws from college is not
valueless . . . he is merely failing to subscribe to the American
value that a college education is good and must be pursued at almost
all cost.

> Values are a pervasive influence on the actions, thoughts,
> and emotions of every individual throughout his life. He
> acts in certain ways at certain times because he has inter-
> nalized certain values. He strives for some things because
> for him they have value and are worth the effort (5:57).

Review of Appropriate Studies of Values

Since the Theory of Value has evolved over a period of years

with one theorist building on the work of another, it appears appro-

priate to review the studies in essentially chronological order.

In 1928 Eduard Spangler published his "Hierarchy of Values"

in the book Types of Men. This work did not receive widespread

interest at the time, but eventually, it lead to the development of

the first value scale by Allport and Vernon. Spangler pointed out

that,

> ... it is a far cry from the simple mental act in which
> one value is preferred to another, to the complex ethical
> situation of a man influenced by past civilization, a given
> collective morality and an entirely unique situation of
> conflict (70:278).

Spangler developed a theory of how the individual finds his own

"ought" or "sphere of personal ethics". As each man lives and

experiences, he comes to accept a rank order of values and the value

forms which appertain to them. From this it can be logically deduced

that "the adequately experienced higher value as compared with a

lower one would have to become a norm of behavior in the total

development of life" (70:291).

Spangler maintained that the individual constantly engages in

some form of evaluating, and by his evaluative attitude, he expresses

his value orientation. Spangler developed the now famous six-fold

classification of values. Since this classification is referred to in much of the literature, a brief description of each of the six types is presented here:

1) <u>The theoretical</u>. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of his goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences, one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe and reason.

2) <u>The economic</u>. The economic man is characteristically interested in what is useful. Based originally upon the satisfaction of bodily needs (self-preservation), the interest in utility develops to embrace the practical affairs of the business world, that is the production, marketing and consumption of goods, the elaboration of credit, and the accumulation of tangible wealth. The economic man wants education to be practical, and regards unapplied knowledge as waste.

3) <u>The aesthetic</u>. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He need not be a creative artist; nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

4) <u>The social</u>. The highest value for this type is love of people, whether of one or many, whether conjugal, filial, friendly

or philanthropic. The social man prizes other persons as ends, and is therefore himself kind, sympathetic, and unselfish. He is likely to find the theoretical, economic and aesthetic attitudes cold and inhuman.

5) The political. The political man is interested primarily in power. Since competition and struggle play a large part in all life, many philosophers have seen power as the most universal and most fundamental of motives. Leaders in any field generally have high power value.

6) The religious. The highest value for the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its "embracing totality". Some men of this type are "immanent mystics"; that is, they find their religious experience in the active participation of life (73:234-36).

Spangler freely admitted that the completely one-sided man probably does not exist in real life and that every value-attitude may be found in all personalities. In some "mixed types", either conflict or agreement may develop. In general, positive relations occur between economic and political values, between social and religious, and between theoretical and aesthetic. Conversely, social and religious values are opposed to the theoretical and economic and political values are opposed to aesthetic and religious values.

The Allport-Vernon Scale which is an outgrowth of the work of

Spangler, is designed to determine the relative prominence of each of the six values in a given personality. Two basic techniques are used. In Part I of the scale, the subject is asked to make a series of paired comparisons in which the six values are matched an equal number of times with each other but in such a way that the subject must choose between two controversial statements or questions each of which is keyed to represent a certain value. In Part II, the subject is asked to rank in order of preference four possible attitudes toward each of a series of questions.

In computing the final score of each value, a range of 60 to 0 is possible. The average score of a representative group of subjects is always 30 points for each value and the total score for each subject for all six values is always 180.

The total scores are converted into a profile which shows the relative amount of each of the six values which make up the total pattern of the individual. The test is constructed on the assumption that, if an individual is dominantly theoretical, for example, then one or more of the other five values must be correspondingly subordinate.

An important point is that the scale does not intend to imply that every person has an equal amount of "value-energy" which he distributes in varying proportions to six different channels. It may well be that a given person is relatively stronger than another in his

evaluation of all six fields. The scale measures only the relative prominence of each value for an individual (73:241).

In 1933 Cantril and Allport (15) reported the findings of the many psychologists who had employed the Allport-Vernon scale up to that time. It had been established that aesthetic, social and religious values play a relatively more prominent role in the personalities of women than of men, and conversely that men are relatively stronger in theoretical, economic, and political interests.

The scale had also been used successfully to differentiate groups of subjects by occupational interest, by college preferences, and by cultural background. It was discovered that the individual tends to regard the ideal person as sharing those interests which he possesses in high degree and as lacking those interests which are opposed to his own.

Cantril and Allport concluded that "a person's activity is not determined exclusively by the stimulus of the moment" but that "general evaluative attitudes enter into various common activities of every-day life, and in so doing help to account for the consistencies of personality" (15:272).

Another study using the Allport-Vernon Scale was reported by Harris (30) in 1934. Only four values were tested: theoretical, economic, aesthetic, and political. Three hundred thirty-eight Lehigh students (all male) and sixty-two faculty members

participated. A number of logical differences appeared between the average scores and profiles of various groups. For example, art majors scored higher than business majors and engineering majors on theoretical and aesthetic values and lower on political. Jewish students scored higher than protestants or Catholics on aesthetic value but lower on religious value (30:102).

In 1940 Duffy (20) reported a study which employed the Allport-Vernon scale to explore 1) the relationship between evaluative attitudes and vocational interests, 2) the relationship between evaluative attitudes and academic achievement, and 3) the identification of basic factors present in value scores, and the determination of their relationship to vocational interests, academic achievement, and intelligence.

In the Duffy study, the Allport-Vernon scale and the Strong Vocational Interest Blank for Women were administered to 108 freshmen at Sarah Lawrence College. The results indicated that, although the correlations were not very high, most of them were in the expected direction. For example, the results indicated a high positive correlation between the vocation "lawyer" and economic and political values. Although the relationships were not statistically significant, the findings suggested that "good" students are more likely than "poor" students to have high theoretical and aesthetic value scores and low economic and political value scores (20:244).

Another experiment designed to test the comparability of

Strong's Vocational Interest Test and Allport-Vernon's Value Scale

was reported by Ferguson (24) in 1941. Both inventories were admini-

stered to ninety-three male undergraduates. The Vocational Interest

Test was scored upon eight representative occupations: teacher,

office worker, life insurance salesman, certified public accountant,

physician, lawyer, Y.M.C.A. secretary, and chemist. All possible

intercorrelations were computed and analyzed. The results support

the findings of Duffy and others that there is a predictable relation-

ship between occupational interest and value orientation.

In 1942 Woodruff (76) reported a lengthy study in which a total

of 350 individuals in fourteen groups were tested in order to study

the relationship of the individual's unique personal pattern of think-

ing (Allport-Vernon Scale) and his behavior in everyday living.

Woodruff felt his study had implications for educators since,

> educators are concerned not only with the acquisition of
> skills and knowledge but with the development of character
> and wholesome adjustment. Values appear to exert their
> greatest influence in the latter area but, unless wholesome
> adjustment is achieved, progress in acquiring skills and
> knowledge is likely to suffer . . . Thus values exert an
> important influence on the whole educative process (76:41).

Woodruff indicated that studies of values may give pertinent

information and promote pupil adjustment in the following ways:

1) The major activities of some maladjusted persons may

prove to be out of harmony with their value patterns. This has

implications for American schools where pupils "all too commonly

are steered by well-meaning advisors into curriculums which fail

to meet their personal desires" (76:41).

2) It is important for educators to know the factors that

influence a child's developing patterns of values.

3) The solution of pupil adjustment problems will be helped

by knowing whether children have relatively identical value patterns

at any given age and, if so, when noticeable differentiations begin

to appear; whether sex differences are important at any age level;

and what are the relative effects of various types of classroom

organization and procedure on pupils' values.

In general, the results of this study indicated a high degree

of validity for the Allport-Vernon Scale and provided strong evidence

that values are closely related to individual behavior.

In 1948 Woodruff (77) conducted another study. Here he sought

to test the assumption that attitudes are behavioral responses to the

value system of the individual. Eighty-four students were given a

test to obtain the value pattern of each one. The results of this test

were compared with the results of a concept test designed to deter-

mine the students' attitudes toward the proposed abolition of frater-

nities and sororities from American colleges.

During the three months following the administration of the

test, the students were supplied with literature about fraternities

and sororities and were given an opportunity to discuss them. Most literature was favorable to the sorority-fraternity concept. At the end of three months the students were retested on the value scale and on their attitudes toward fraternities and sororities.

Woodruff concluded that the individual value scale is relatively stable over time but changes in attitude may take place if the concept to which the attitude is related is altered. In the case in point, if the student's concept of sororities-fraternities changed, his attitude toward them changed, but the more lasting value pattern remained constant.

Although the Allport-Vernon Scale has been used most extensively, other value tests have also been designed. In 1935 Hunt (33) introduced a different scale of values. This scale lists seventeen "Ideals" which look somewhat like the "values" later incorporated into the value scale developed by Rokeach. The scale was tested on 503 subjects who were requested to rank-order such ideals as cheerfulness, cleanliness, honesty, and effectiveness. The important results of this study were:

1) Married couples showed a greater correlation of opinion than did pairs chosen at random.

2) Length of married life apparently had no influence upon the similarity of opinions of husband and wife, and

3) All groups tested agreed that the four most important ideals

were honesty, dependability, self-control, and cooperation, and the least important ideals were thrift, reverence, and obedience.

Havighurst (31) (1949) reported a study which explored the relationship between values as expressed in essays, and character reputation. The relationship was found to be positive but low. This author defined values as representing desired states of affairs. It then followed that a person's behavior would always fall short of his values. In this study it was assumed that an individual's verbal reports were true reports of his values.

Seventy-nine 16-year-old students were asked to write an essay on the topic "The Person I would Like to be Like". Three judges, working independently, ranked the essays on a scale which assigned numerical weights to verbal statements from low to high, along a continuum from selfish and materialistic to altruistic and spiritual. An average or composite score was then assigned to each essay. The findings of this study were:

1) The relationship between value rankings and reputation were positive but not high.

2) The relationship between value rankings and intelligence and between value rankings and school achievement were positive but low.

3) The relationship between social class and value rankings were low . . . the lowest of the four relationships.

It appeared there was a tendency for sixteen year olds with

high value scores on the essay to have good character reputation, to

do well in school, to be of good intelligence, and to come from

families high in the social scale. But there were many exceptions

to these generalizations.

Bills (6) conducted a study (1952) to examine the hypothesis

that the agreement or disagreement of the students' and instructors'

values affects the learning of the student. The value which was

studied was respect for the ability of a person to be responsible for

his own behavior and to act in a mature, independent manner if given

an opportunity to do so.

Fifty-one pairs of students were matched on the basis of their

placement on a multiple-choice counseling test and on their scores

on the Kentucky General Ability Test. A comparison of the final

marks of the two groups supported the conclusion that agreement or

disagreement between students' and instructors' values influences

final class marks even when those marks are based on objective

examinations. A second conclusion was that a small class appeared

to be more effective in overcoming this effect than does a large class,

probably because of the increased amount of discussion possible in

a small class.

An interesting study of values was reported by Morris (50) in

1956. Several hundred university students in the United States,

India, China, Japan, Norway, and Canada were asked to complete a

"Ways to Live" document. By their responses the students indicated the kind of life they personally would like to live and hence, indicated their value system. Alternative ways of living were described on the questionnaire and the student denoted the degree to which he preferred each design for living.

The value patterns of the cultures sampled showed both similarities and variations. Evidence indicated that the ratings varied by sex, temperment, character and economic status of the subjects. It was evident, however, that the differences between cultures studied tended to be larger than the variations within a culture.

A 1957 study by Jacob (35) explored the effect of college courses and college teaching upon the value patterns of students. Jacob concluded that most faculty and administrative officers believe there are limits beyond which teaching cannot and should not go in the inculcation of values and that the influence of family and friends is greater than that of the teacher. Nevertheless, since values are both caught and taught, the teacher cannot dodge responsibility for the communication of intellectual, civic, and ethical values. The findings of the Jacob study create a profile of the college student during the "placid 50's".

1) American college students were remarkably homogenous considering the variety of their social, economic, ethnic, racial, and religious backgrounds.

2) Students of this era were "gloriously contented" with their present activity and their outlook for the future.

3) The students appeared "unabashedly self-centered" and aspired for material gratification for themselves and their families.

4) The traditional moral values were valued by almost all students. They respected sincerity, honesty, and loyalty as proper standards of conduct for decent people but they were not inclined to censor those who chose to depart from these canons.

5) American students in the 50's indicated they were "dutifully responsive towards government". They expected to obey its laws, pay its taxes and serve in its armed forces . . . "without complaint but without enthusiasm. "

6) Although students predicted another major war within a dozen years, they were unconcerned about international problems.

Jacob believed this profile to apply to 75 to 80 percent of all college students at the time of the study. In the remaining minority were individuals who refuted some or all of the generalizations.

Important evidence of the Jacob study indicated that the quality of teaching has relatively little effect on the value-outcomes of the great mass of students.

> The impact of the good teacher in indistinguishable from
> that of the poor one, at least in terms of his influence
> upon the values held and cherished by his students. Stud-
> ents like the good teacher better, and enjoy his classes
> more. But their fundamental response is little different

than to any one else teaching the course. With important individual exceptions, instructors seem equally ineffective in tingling the nerve centers of students' values (35:7).

But Jacob still maintains that some teachers do exert a profound influence on some students, even to the point of causing some individuals to re-orient their lives and change their vocational goals.

It is perhaps significant, however, that faculty identified as having this power with students are likely to be persons whose own value-commitments are firm and openly expressed, and who are out-going and warm in their personal relations with students. Furthermore, faculty influence appears more pronounced at institutions where association between faculty and students is normal and frequent, and students find teachers receptive to unhurried and relaxed conversations out of class (35:8).

A 1959 study by Eddy (22) explored the relationship between intellectual training and character influence. Three assumptions were made: 1) that among its responsibilities the American college should include a conscious concern for the character of its students, 2) that it is not desirable to separate training of the intellect from values which impinge on the life and thought of the student; and 3) that basic convictions and values are formed in the early years and primarily in the home, but the college can modify convictions and values both for good and for ill.

Data for this study were collected via the participant-observer approach and modified by formal, open-ended interviews with both students and members of the faculty.

Some important findings of this study were: 1) faculty

members accepted some degree of responsibility for the character

education of their students, 2) students appeared to value far more

highly the faculty member who is willing to make known his own

commitments, 3) students were more interested in studying under a

teacher who has a strong passion for the subject matter in which he

specializes, and 4) both students and faculty members expressed

dissatisfaction with the rigidity of the curriculum and the lasting

impact of tradition upon it.

In 1960 Kemp (38) reported a study concerned with value changes

that took place over a six year period in persons varying in degree of

open or closed belief systems. The subjects were religiously

oriented persons attending a denominational college and were in a

special curriculum designed to prepare them for careers as Boy

Scout executives or in Y.M.C.A. or Y.W.C.A. work. In 1950 the

subjects were tested with the Allport-Vernon Scale of Values and a

number of other psychological tests. In 1956 they were again tested

on the Allport-Vernon Scale.

The findings indicated that closed, middle, and open groups all

had identical value patterns in 1950, the rank order of importance of

the six Allport-Vernon values being: religious, social, political,

economic, theoretical, and aesthetic. In 1956, the rank order of

these values was the same for the middle group, but changed for the

closed and open groups. Although religious values were still

predominant in all groups, the closed group increased in political

and economic values and decreased markedly in social values. The

open group remained unchanged in its religious and social values

but increased in theoretical value and decreased in economic and

political values. Kemp concluded from this data that adherence to

religious values seemed to become more opportunistic in the closed

group after six years and in the open group religious values seemed

to become less superficial.

The vocational choices of the closed, middle, and open groups

followed closely these changes or non-changes in value patterns.

Roughly seventy percent of the middle group became Boy Scout execu-

tives as planned, or entered closely related professions. But most

of the open and closed subjects changed their vocational choice after

leaving college. The open subjects more frequently entered voca-

tions requiring more advanced professional training in careers

involving social welfare, and the closed subjects more frequently

entered military and commercial careers of an administrative nature.

Since closed, middle, and open subjects did not differ in

intelligence, this variable was not found to contribute to changes in

value patterns.

For the last several years, Rokeach has been conducting a

research program to determine a more precise method for

measuring value systems. He developed an instrument which was incorporated into the questionnaire used in the present study (see Appendix A).

The most satisfactory version of the Rokeach Value Survey consists of eighteen alphabetically arranged terminal values on one page and eighteen alphabetically arranged instrument values on a second page. Each value is printed on a gummed label with a short definition in parenthesis. The subject's task is to find the most important value, peel it off, and paste it in Box 1, then to find the next most important value, peel it off, and paste it in Box 2, and so on, until all eighteen values have been pasted in Boxes 1 to 18. The gummed labels are easily movable, and should the subject change his mind, they are easily removable and rearrangable.

Even though all the values are socially desirable ones, the subjects demonstrate consistency in rank-ordering the values when retested after several weeks. The following studies are reported to demonstrate the validity of the Rokeach Value Survey:

1) "Salvation" is the value which most significantly differentiates frequent church goers from all others. Subjects who reported they go to church "once a week or more" on the average ranked "salvation" first among eighteen terminal values, but those who reported they go to church "monthly" ranked it seventeenth and those

who reported they "rarely" or "never" go to church ranked it last (64:555).

2) Michigan State University students who differed in their attitudes toward civil rights demonstrations exhibited statistically significant value differences. This time the value that differentiated best was "equality". Students participating in civil rights demonstrations ranked "equality" fifth and those unsympathetic toward civil rights demonstrations ranked it seventeenth in importance (64:555).

3) College students who regarded themselves as liberals valued "a world at peace", "a world of beauty", "equality", and "wisdom" significantly more than did students who considered themselves to be conservatives. Conservatives, on the other hand, valued "social recognition" significantly more. As for instrumental values, the liberals cared significantly less than did the conservatives about being "helpful", "independent" and "intellectual" (64:557).

4) Some contrasting patterns of findings on "freedom" and "equality" are most interesting. Fifty policemen from a middle-sized midwestern city ranked "freedom" first on the average and "equality" last, showing an extreme value pattern. One hundred forty-one unemployed whites applying for work at a state employment office ranked "freedom" third and "equality" ninth. This reflected a similar but less extreme pattern than that of the policemen. Twenty-eight unemployed Negroes indicated a reverse value pattern;

"freedom" was ranked tenth and "equality" was ranked first. Finally, seventy-five students at a Calvinist college ranked both "freedom" (eighth) and "equality" (ninth) relatively low in their hierarchy of terminal values (61:170-171).

5) Two values "salvation" and "forgiving", stand out above all others as most distinctly Christian. While Jews and nonbelievers ranked "salvation" last, Christian groups generally ranked it considerably higher . . . third on the average for Baptists and anywhere from ninth to fourteenth for the remaining Christian groups. "Forgiving" was ranked fifteenth or sixteenth by Jews and nonbelievers but on the average somewhere between third and eighth by Christian groups. But, although Christians commonly consider themselves as a loving, helpful people, the values "loving" and "helpful" were not ranked higher by the Christian groups than they were by the Jews and nonbelievers (63:36).

Review of Studies Relative to the Effect
Values Have on Perception

A study by Bruner (14) (1947) was designed to test the hypothesis that the greater the social value attached to an item the larger and more important the item will be perceived to be to an individual. Thirty ten-year-old children of normal intelligence were divided into three groups, two experimental and one control. The results

of this study indicated that 1) coins, socially valued objects, were judged to be larger than grey discs, and 2) poor children over-estimated the size of the coins considerably more than did rich children. Thus the findings supported the hypothesis.

In 1951 Klein (39) reported a study which followed the main outlines of the Bruner model to continue the study of values on perception. The Nazi swastica and the American dollar sign were the value symbols employed. Four additional variables were introduced: 1) intensity of values, 2) difficulty of the size-estimation task, 3) figural properties of the value-symbols, and 4) gross presence or absence of any figure. The main findings were:

1) The difference in error among the groups could not be unequivocally attributed to the effect of value,

2) For each group, the error magnitudes for value figures and for neutral figures were insignificantly different,

3) The factors which grossly influence error were difficulty of the task, and size of the disc,

4) Certain subjects in both groups showed consistencies either to overestimate or underestimate and these seemed to be independent of the particular stimulus-figures.

Klein concluded there is a need for reconceptualizing the problem of values and needs in perception.

Fensterheim and Tresselt, (23) conducted a study (1953) to

determine the influence of an individual's value system upon his perception of people. Two hypotheses were tested: 1) an individual's high values will serve as anchoring points for his judgments of people, and 2) a "halo" effect will be found where the stimulus supports the values of the subject.

Based on the results of the study, the first hypothesis was rejected. The findings indicated that the subjects most often used their own low values as anchoring points. The second hypothesis concerning the "halo" effect was accepted.

In 1968 McGinnies and Bowles (49) tested the hypothesis that individuals tend to perceive selectively in accordance with their basic values or interests. Since neither selectivity nor fixation in perception can be measured directly, the writers considered strength of fixation to be represented by rate of learning to associate a percept with its value denotation.

Twenty-four subjects were required to identify correctly a series of twelve unfamiliar faces according to identifications given each face on its first exposure by the experimenter. The faces were presented serially in different random orders until the observer had correctly identified each one on three successive trials. Identifications were by occupational titles selected as grossly representative of the six Spangler values.

Correlations were determined between the number of exposures

required for each observer to fixate correctly the two faces repre-
senting each value and his scores for the corresponding values as
measured by the Allport-Vernon Scale. Individual rates of perceptual
fixation, thus determined, were found to correlate significantly with
value scores. In general, it was found the subjects fixated more
readily faces symbolizing their highest values than they did faces
representing their lowest values.

The above study would tend to support a 1964 report by Cohen
(18). Cohen suggested that exposure to inconsistent information
created a state of dissonance on the part of the individual. Persons
seek to reduce dissonance by "selective exposure". They thus main-
tain their current attitudes and perceptions and protect their beliefs,
values, and self-image.

The studies of McGinnies and Cohen imply that people learn
quickly when information given reaffirms their preconceived ideas
and they are alert to communications which reinforce the perceptions
and values they already have.

<u>Studies Relative to Characteristics and Problems
of Community-Junior College Faculty</u>

Since the late 1960's there have been a number of studies to
ascertain the characteristics of community-junior college faculty
members and to identify some of the issues and problems affecting

community-junior college faculty members as they play their role in this new educational development.

In 1967 a research team under the direction of Garrison (26) visited twenty community-junior colleges and interviewed between 650 and 700 individual teachers. Some basic issues and problems noted in the report on this study were:

1) Community-junior college teachers reported they did not have adequate time to do their jobs properly (26:29).

2) The image of the community-junior college may not continue to be sufficiently attractive to interest able, scholarly, and potentially productive young people to seek careers as community-junior college teachers (26:36).

3) Community-junior college teachers felt a need to refresh and upgrade themselves professionally. Many believed well-designed in-service programs would be of tremendous help (26:38-41).

4) Orientation for new faculty members was not adequate (26:47).

5) Faculty members in community-junior colleges believed they should play a more important role in college governance (26:55).

6) Community-junior college faculty members were dissatisfied with the guidance given to students (26:55).

Administrators in community-junior colleges have been aware of the problems mentioned above and, since 1967, some of them have been at least partly overcome.

Another 1967 study (11) attempted to classify community college faculty members on the basis of personality characteristics. Brawer, who conducted the study, felt that if the shortcomings inherent in such a classification system were kept in mind, the scheme could be of value in the proper selection and placement of individuals. Her system divided the community college faculty into the following four groups:

1) The "end-of-the-roaders". This group might come from either a high school or university position or even directly from graduate school. "These are people who see teaching in the junior college simultaneously as means and ends. They seek a field they can call their permanent home and they settle in it for better or for worse" (11). The end-of-the-roader is not necessarily a poor teacher but there is a danger of complacency.

2) The "ladder climbers". This group views the community college as a "stepping-off-point" for a period of time. Ladder climbers may be individuals still enrolled as university students working for advanced degrees. They intend to move to other types of organizations. . . whether in higher education or in the world of industry. The "ladder-climbers" are the most unstable group since they view their present positions as transitory steps toward other goals.

3) The "job-holders". These are individuals who, although

they have chosen to teach in the community college, have their true interest in another field. They may be artists or writers who are primarily concerned with promoting their professional career outside the school. They may be individuals who hold family life or other personal pursuits to be of prime interest. The "job holder" may be a "good" teacher in that he may be completely involved in his work while at school, but he sees the job "only as a way to earn a certain wage or to be in a certain place at a particular time" (11:21).

4) The "defined purpose routers". This group is defined as "people who have found a reason for being, who have dedicated themselves to the integration of self and to the meeting of their goals. They see the community college as a teaching institution, a place where diverse types of students come to seek satisfaction for many different kinds of needs" (11:21).

This latter group is seen as the closest to what one would hope most community college teachers might become (11).

In Florida, the degree of faculty satisfaction was analyzed by Kurth and Mills (42) in 1969. Two thousand, seven hundred fifty-six usable replies were received of a 220 item questionnaire covering six aspects of the faculty members' own college. Findings were:

1) Satisfied teachers contributed more to the junior college, expecially community service, 2) a _few_ faculty members were complacent, 3) most faculty, while content with their profession,

working conditions, community, associates, and students, wished to

improve both the institution and themselves, 4) opinions differed

on the roles of counselors and teachers, 5) salary was less impor-

tant than other teaching conditions, 6) there was too little in-service

or other training, and 7) teachers wanted more say in decisions

affecting their school.

Recommendations from the study included more in-service

graduate training, more faculty recommendations on governance, a

statewide study of student characteristics affecting the colleges,

and further study of subgroups of satisfied and dissatisfied faculty

(9:2).

In another 1969 project, Malony (46) studied the attitudes of

Missouri public junior college faculty toward the objectives of the

comprehensive junior college. He sought opinions on the college's

objectives in occupational, general, transfer, preprofessional, part-

time adult, community service, and counseling and guidance programs.

A random sample of 100 faculty members was selected from all

public junior college districts in Missouri. The subjects were sent

a thirty-five item questionnaire and sixty percent responded. The

findings of this study were: 1) over seventy percent agreed with

the overall college objectives, 2) 52.3 percent disagreed with the

transfer program, 3) at least seventy percent agreed on all other func-

tions. The investigation suggested particular attention should be

paid to attitudes of the more influential faculty members.

In 1970 Blai (7) conducted a research project to compare the
attitudes of forty-three faculty members at Harcum Junior College
and of 1,069 faculty members at six diverse colleges and universities
concerning student participation in academic and social policy making.
A majority of both faculty groups favored student participation in the
formation of social regulations and academic regulations.

An interesting aspect of this study included a close examination
of faculty value systems. In general, faculty who voted to share their
policy making power with students shared a positive view of the nature
of students.

> These faculty members incline to the belief that a college
> education should aid students in self-development. They
> also tend to have more faith in students' academic
> motivation and their ability to take responsibility; to involve
> students in the conduct of their courses; to advocate change
> and innovation in their colleges; and to hold relatively per-
> missive views about the personal life of students. They
> are also more likely to have much contact with students
> outside of class; and to be both 'liberal' and relatively
> active in on-campus politics (7:10-11).

Melone (48) in a 1969 study sought to determine if the community-
junior colleges were selecting staff members who had the ability to
initiate change and adapt to new ideas. It appeared that flexibility
of staff members was necessary if the community-junior colleges
were to respond to the shifting needs of society.

Melone accepted the position of some organizational theorists

who found that faculty who are prone to accept change are character-

istically heterogeneous in background and skills, are open to diverse

opinions, feel professionally satisfied and rewarded, want to par-

ticipate in decisions that affect them, and hold attitudes congruent

with the purposes and programs of their organization.

The responses on backgrounds and attitudes were obtained

from the Metzger (47) study referred to earlier. The conclusions

of the Melone study were that the majority of the colleges were not

staffed by faculty prone to accept change.

The findings of Morrison (51), also 1969, would tend to support

the conclusions of both Blai and Melone relative to faculty attitudes

and values.

Morrison found that graduate and in-service training cultivated

the attitude that the community-junior college should respond to all

student needs, both personal and academic. The individual staff

member accepted the concept of concern for students if it fitted the

staff member's perceived role in a stratum he hoped to join. The

greater his belief in the college role, the greater, as a rule, his

concern for students.

In a recent study by Brawer (10) over 1800 entering freshmen

and 238 staff members in the California community colleges were

requested to rank their values according to Rokeach's Terminal

and Instrumental Value Scales. The hierarchical designations were

compared for all subjects on the basis of role orientation, sex, age,
and major field of interest or subject discipline. Role orientation
(staff vs. student designation) was found to be statistically more
significant than any of the other comparisons.

In a very recent project, Park (55) looked more closely at the
value systems of community-junior college staff members. He sought
to identify institutional contrasts in value ranking patterns, to deter-
mine staff members' views of the community-junior college environ-
ment and their roles in it, and to determine the relationship between
their values and their perceptions of community-junior college pur-
poses and functions.

Park concluded that institutional personalities of community or
junior colleges are created by the value orientations of their staff
and that the perceptions and values of staff can determine whether an
institution succeeds or fails in achieving its objectives.

> Every teacher must make decisions involving methods,
> tests, student abilities, goals, objectives of the course,
> and the institution itself. How he makes these decisions
> will, to a large extent, determine the personality of the
> institution (55:8).

In summary, the literature reviewed in this chapter indicates
a close correlation between the value system of an individual and his
day-to-day behavior. This implies that the composite value system
of the staff is the prime factor in determining whether or not a
community college is to meet its stated goals.

It also becomes apparent that the faculty most likely to support the objectives of the comprehensive community college are: 1) heterogeneous in their backgrounds, 2) open-minded and flexible in their view of the world, 3) keenly interested in the welfare of students, and 4) determined to have an active role in the policy-making function of the college.

DESIGN OF THE STUDY

The present investigation was inspired by a recent project con-

ducted by Young Park (55) for the Eric Clearinghouse for Junior Col-

leges, American Association of Junior Colleges. The Park study

concerned 238 staff members in three selected colleges in three

counties in southern California. The colleges were selected on the

basis of geographic location and designated as "Urban College",

"Suburban College", and "Rural College".

The present study is an attempt to add to the findings of the

Park study. Specifically:

1) The research will ascertain if there are significant dif-

ferences in the composite value profiles of the California junior

college professional staff and the Oregon community college pro-

fessional staff.

2) Since the Park study does not stratify the college staffs by

teaching discipline and experience, the present study will develop

a value profile of several subgroups within the total Oregon commun-

ity college professional staff.

Design of the Instrument

The questionnaire (Appendix A) employed is essentially the

same instrument used in the Park study. There are two parts to the questionnaire:

1) A Value Survey developed by Rokeach. In this survey each subject is given a list of eighteen alphabetically arranged terminal values, desired states of conduct, and another list of eighteen alphabetically arranged instrumental values, desired modes of conduct. The subject is asked to rank order each group of values for importance. This hierarchical arrangement of values "exposes" the value system of the respondent.

2) A Staff Survey developed by Cohen and Brawer. This instrument is designed to obtain information concerning the values, goals, and opinions of the subject and to ascertain his perception of his role in relation to the institution, his colleagues, and the administration.

Permission was granted by Rokeach (Appendix B) to use the Value Survey in total. With the Permission of Cohen and Brawer, (Appendix C), their Staff Survey was adapted and used as shown in Appendix A.

The second step in the development of the questionnaire was to request a committee of community college authorities to evaluate the first draft of the questionnaire relative to format, content, and clarity (see Appendix D).

Initially each committee member was contacted by phone. The

first draft of the questionnaire and a letter were forwarded at a later
date. After the committee members had time to review the
materials, the writer personally interviewed each member to discuss
the questionnaire and the planned study. Many suggestions advanced
by the committee members were incorporated into the final draft of
the questionnaire as shown in Appendix A. The committee also ren-
dered valuable assistance in making suggestions relative to sample
size, stratification of sample, and reporting procedures.

Selection of the Sample

The study's population is the full-time professional staff in
Oregon's thirteen community colleges as listed in the 1971-72
"Directory to Personnel in Oregon Community Colleges". (See
Appendix E for a list of Oregon Community Colleges.) This directory
lists a total of 1353 professional staff members. It was the consensus
of the advisory committee and the writer that a sample of twenty-five
percent would be large enough to reliably reflect the values and per-
ceptions of the Oregon professional staff.

Before the sample was selected the total population was stra-
tified by teaching category. A stratified sampling technique was
applied since the education and experience of each group would tend
to be quite different.

The seven subgroups decided upon were: Administrators

(teaching one-third or less of total assignment), Adult Education

Instructors (e. g. remedial reading, remedial writing, non-credit

courses), College Transfer Instructors, Counselors (counseling at

least two-thirds of total assignment), Health Occupations Instructors,

Vocational Instructors with at least a four-year degree; and Voca-

tional Instructors with less than a four-year degree. In order to

keep the sample size to a workable number and yet have adequate

representation in each category, a sampling distribution as shown

in Table 1 was developed.

Table 1. Sampling distribution by job category.

Category	Total in this category	Percent to be contacted	Number to be contacted
Administrators	226	35	80
Adult Ed. Instructors	19	100	19
College Transfer Instr.	571	25	143
Counselors	77	65	50
Health Occupation Instr.	89	60	54
Vocational Instructors[a]	370	36	133
Total	1352		479

[a] Since the directory does not indicate the degree held by instruc-
tors, this category was not subdivided until after the completed
questionnaires were returned.

By contacting 479 subjects (35.4 percent of the total population)

it was reasonably certain the return would reach the planned sample

size of twenty-five percent of the population. The names of the

subjects to be contacted were then selected from the directory by using a table of random numbers.

Collection of Data

Before mailing the questionnaires, Dr. Donald Shelton, executive secretary, Oregon Community College Association, was asked to formally approve the study. He appointed a review committee of community college administrators and faculty members (see Appendix F). A copy of Dr. Shelton's letter to the committee is shown in Appendix G.

Dr. Shelton then composed a letter (Appendix H) which was enclosed with the questionnaire and the explanatory letter from the writer (Appendix I). To make the completed questionnaire easier to return, the return address and return postage were affixed.

Three weeks after the initial mailing, 269 or 57.6 percent of the questionnaires had been returned. A second letter was mailed to those who had not yet responded. A copy of the follow-up letter is shown in Appendix J. Eventually, 360 usable questionnaires were returned to the investigator. This represented 75 percent of the original mailout, or 26.6 percent of the total population. This was considered by the major professor to be an acceptable return. By category, the returns are shown in Table 2.

Table 2. Returns by job category.

Category	Number in category	Number contacted	Percent contacted	Number returned	Percent returned
Administrators	226	80	35	63	78.8
Adult Ed. Instr.	19	19	100	17	89.5
College Transfer Inst.	571	143	25	103	72.0
Counselors	77	50	65	36	72.0
Health Occup. Inst.	89	54	60	43	79.6
Vocational Instr.	370	133	36	98	73.7
Totals	1352	479	35.4	360	75.2

The final step in the treatment of the questionnaire was to transfer the information to data processing cards for computer analysis. The method for coding cards is outlined in Appendix K.

Computer Computations

The data collected were key punched and verified by personnel at the Oregon State University Computer Center. Electronic analysis was done on the CDC 3300 computer at the Oregon State University Computer Center. Computer analysis was under the supervision of Dr. Norbert Hartman, Jr., Oregon State University Statistics Department.

The following information was provided for analysis:

1) Number of responses (raw scores) for each item in questions 1 through 7.

2) Mean score for each item in question 8.

3) Number of responses for each item in question 9.

4) Mean score for each item in question 10.

5) Mean score for each item in question 11.

6) Number of responses to each item in questions 12 through 16.

7) Median score for each terminal value in the Rokeach Survey.

8) Median score for each instrumental value in the Rokeach Survey.

9) Median score of each termainal value cross computed by job category.

10) Median score of each terminal value cross computed by age.

11) Median score of each terminal value cross computed by sex.

12) Median score of each terminal value cross computed by highest degree obtained.

13) Median score of each terminal value cross computed by father's major occupation.

14) Median score of each instrumental value cross computed by job category.

15) Median score of each instrumental value cross computed by age.

16) Median score of each instrumental value cross computed by sex.

17) Median score of each instrumental value cross computed by highest degree obtained.

18) Median score of each instrumental value cross computed by father's major occupation.

19) Number of responses for each item in questions 7 through 16 cross computed by job category.

PRESENTATION AND ANALYSIS OF DATA

The findings of the investigation are presented in this chapter.
The data refer to the purpose of the study as stated in Chapter I.
The material is divided into three parts: 1) report on the general
characteristics of respondents, 2) data recorded in response to
questions adapted from the Cohen and Brawer Staff Survey designed
to reflect perceptions of college environment, and 3) profile of
values of respondents as indicated by the composite ranking of values
on the Rokeach Value Survey.

General Characteristics

Table 3 indicates the job assignment of the respondents as
reported on the returned questionnaires. It will be noted the totals
vary slightly from the "number returned" in Chapter III, Table 2,
page 53. This is because some respondents changed jobs between
the time the 1971-72 "Directory to Personnel in Oregon Community
Colleges" was published and the time the questionnaire was com-
pleted.

Although only fourteen subjects are in the category Adult Educa-
tion Instructors, this represents 82 percent of the individuals teach-
ing remedial and non-credit classes on a full-time basis in Oregon's
community colleges. The majority of these classes are taught by

part-time instructors who were not included in the population of this

study.

Table 3. Distribution of total sample by job assignment as indicated by respondents (N = 360).

Job Assignment	N	Percent of N
Administrator (teaching 1/3 or less of total assignment)	76	21.1
Adult Education Instructor (e.g. remedial reading, remedial writing, non-credit courses)	14	3.9
College Transfer Instructor	112	31.1
Counselor (counseling at least 2/3 of total assignment)	34	9.5
Health Occupation Instructor	36	10.0
Vocational Instructor (with at least four year degree)	49	13.6
Vocational Instructor (with less than four year degree)	31	8.6
Other	8	2.2
Total	360	100.0

Table 4 shows the sample distribution by age category. The

fact that forty-five percent of the respondents are under the age of

forty indicates that, although young faculty members are not in the

majority, there are certainly enough of them on the Oregon community

college campuses to make their presence felt.

Table 4. Distribution of total sample by age (N = 360).

Age	N	Percent of N
Under 40	162	45.0
40 and over	198	55.0
Total	360	100.0

Table 5 represents the sample distribution by sex. It is apparent that men dominate the Oregon community college campuses. The sample is 28.9 percent female and 71.1 percent male. Furthermore, in the total population of the 1971-72 Oregon community college professional staff, approximately twenty-three percent were women and seventy-seven percent were men. Of the eighty-five persons listed in the 1971-72 Directory as assistant deans or higher, only two are women. But it would appear this has long been the norm in most community-junior colleges in the United States. A nation-wide study conducted by Metzger in 1956 reported seventy-two percent of the respondents were men (47:171).

Table 5. Distribution of total sample by sex (N = 360).

Sex	N	Percent of N
Female	104	28.9
Male	256	71.1
Total	360	100.0

Table 6 reinforces the idea that the master's degree is indeed considered to be the accepted level of preparation. Approximately two-thirds of all respondents indicated the master's as their highest degree obtained. Less than seven percent of the respondents had earned a doctorate, and most of these individuals were working in administration.

Table 6. Distribution of total sample by highest degree obtained (N = 360).

Degree	N	Percent of N
High School Diploma	22	6.1
Associate Degree	13	3.6
Bachelor's Degree	56	15.6
Master's Degree	238	66.1
Doctorate	24	6.7
Other	7	1.9
Total	360	100.0

Oregon's community colleges seem to be following established patterns. Metzger's 1956 study reported sixty-four percent of the respondents held a master's degree and 9.7 percent had earned a doctorate (47:171). It will be interesting to note the extent to which these percentages shift in the future.

The National Advisory Council on Education Professions Development in their report on Community-Junior College Staff

Development considers this situation:

> The present oversupply of job seekers with master's
> degrees and doctorates presents both a danger and an
> opportunity to community-junior colleges seeking to
> strengthen their instructional programs. The danger
> is that a greater number of Ph. D. 's trained in research
> methodology, will enter community-junior college teach-
> ing and bring with them their 'academic biases' along
> with their 'academic expertise' (53:26).

The National Advisory Council and other writers (71:286) feel

strongly that if the community-junior colleges do not resist the

temptation to emulate the four-year universities and work instead

toward their own excellence, it will be necessary in another quarter

century to establish a new institution to perform tasks that by then

the community-junior colleges will have abandoned.

The thirty-five respondents indicating they had "less than a

bachelor's degree" are teaching mainly in vocational-industrial fields.

In the State of Oregon a vocational instructor must have at least a high

school diploma and at least three years of applicable work experience.

In the vocational areas, instructors are selected for their expertise

in a skill or trade rather than for their academic accomplishment.

As expected, many respondents indicated they have had experi-

ence in the public secondary schools (see Table 7). Most writers

believe this shift from the secondary schools to the community col-

leges will decrease as more universities initiate programs specifi-

cally designed to train community college teachers.

Table 7. Distribution of total sample by teaching and/or administrative experience (N = 360).

Level of Education	Number of respondents by number of years teaching			Number of respondents by number of years in administration			Total
	1-5	6-10	11 or more	1-5	6-10	11 or more	
Public elementary school	45	4	6	6	2	2	65
Public secondary school	67	56	25	19	3	12	182
Private school	22	6	1	0	1	3	33
University or 4 year college	57	4	7	12	2	3	85
Community or junior college	225	81	17	88	22	7	440
Total	416	151	56	125	30	27	

Although sixty-eight respondents reported they had taught at a university or four-year college, only eleven indicated they had taught at this level more than five years. Perhaps this implies that much of the university teaching reported was experienced while the subjects were doing graduate work at the universities.

It is interesting to note that 117 respondents reported experience in community college administration even though only seventy-six individuals now doing administrative work are included in the sample. One cannot help but wonder why forty-one former administrators have returned to the classroom.

Table 7 also reflects the dearth of experienced community college administrators in Oregon. Only seven respondents reported they had had eleven or more years of community college administrative experience.

Table 8 shows the distribution of the respondents by father's major occupation. This question was included since occupation is generally considered to be the best single predictor of reputational class position (12:197). Income and education are also often used, but these variables are generally closely tied to occupation.

The values of the adult are necessarily involved in the ideal image the individual has of himself as a child. In other words, "what the adult wants for the child, the child comes to want for himself" (56:18).

Table 8. Distribution of total sample by father's major occupation (N = 359).

Father's Major Occupation	N	Percent of N
Professional 1 (typically requiring a doctorate or advanced professional degree ... such as doctor, professor, etc.)	7	1.9
Professional 2 (typically requiring a master's degree or some professional training beyond college ... such as teacher, engineer, etc.)	41	11.4
Managerial or executive	34	9.5
Semi-professional or technical (e.g., programmer, lab technician)	23	6.4
Public official or supervisor	12	3.3
Small business proprietor or farm owner	104	29.0
Sales or skilled clerical	13	3.6
Skilled laborer (machine operator, construction worker, factory foreman)	95	26.5
Unskilled laborer	30	8.4
Total	359	100.0

Since less than twenty-three percent of the respondents come from homes where the father was either a professional person or an executive, it becomes apparent that community college professional staff members are an upwardly mobile group. This possibly indicates a high level of motivation to achieve and to succeed.

Perhaps there is something about the community college that such individuals find challenging . . . the prevalence of a "pioneering" spirit, a high level of freedom to experiment and innovate, or a general atmosphere of pragmatic activity. Perhaps, too, since the majority of the professional staff members come from blue collar homes, they find it easy to have a feeling of empathy for students from the "not-so-privileged" classes.

Perceptions of College Environment

Apparently community college faculty in Oregon prefer a "middle-of-the road" approach in conducting their classes. They do not rely heavily on the formal lecture, but, conversely, they are not willing to have their classes be totally student directed. For the most part, they view audio-visual and programmed materials as supplementary tools rather than as the prime method of transmitting information.

Table 9 indicates almost two-thirds of all respondents indicated the informal lecture or the structured discussion as their preferred

Table 9. Distribution of total sample by preferred instructional
form and pattern (N = 360).

		I prefer		I think my students prefer	
		N	% N	N	% N
A.	Class Sessions				
	Formal lecture	7	1.9	16	4.4
	Informal lecture	85	23.6	89	24.7
	Structured discussion	150	41.7	118	32.8
	Unstructured discussion	25	6.9	52	14.5
	Programmed workbooks and/or audio-tutorial	24	6.7	19	5.3
	Other	60	16.7	53	14.7
	No answer	9	2.5	13	3.6
	Total	360	100.0	360	100.0
B.	Instructor Evaluation by				
	Students	108	30.0	207	57.5
	Colleagues	37	10.3	12	3.3
	Administrators	27	7.5	8	2.2
	Committee of these three	118	32.8	75	20.8
	Self-report	14	3.9	9	2.5
	None	7	1.9	11	3.1
	No answer	49	13.6	38	10.6
	Total	360	100.0	360	100.0
C.	Marking (grading)				
	Pass/no credit	108	30.0	90	25.0
	Pass/fail	49	13.6	34	9.4
	ABCDF	107	29.7	150	41.7
	1 - 100%	8	2.2	5	1.4
	No marks	16	4.5	18	5.0
	Other	67	18.6	38	10.6
	No answer	5	1.4	25	6.9
	Total	360	100.0	360	100.0

teaching style. Both of these methods require preparation and direction by the instructor but involve interaction with the students.

Community college faculty members view instructor evaluation as desirable and inevitable. But most want students to be involved in the evaluating process. Thirty percent of the respondents (see Table 9) would rely on student evaluation alone while another 32.8 percent would prefer to be evaluated by a combination of students, colleagues, and administrators. It is significant to note that only 7.5 percent of the respondents would like to be avaluated by administrators alone.

A move away from the traditional grading system is noted in Table 9 with less than thirty percent of the respondents indicating the letter grade as their first preference. Another thirty percent prefer "pass/no credit", but less than fourteen percent voted for "pass/fail". Apparently community college instructors want to give students more than one chance to succeed and would prefer to assign "no credit" rather than "fail" to the student who has not fulfilled class requirements.

But it is apparent instructors believe they are not as bound by tradition as their students are. Over forty-one percent of the respondents indicated they believe their students still want the security of a letter grade.

Table 10 confirms the idea that instructors in Oregon perceive students to be grade conscious. "Instructor's grading system" was

Table 10. Distribution of sample response to Item 8: What do you think your students are most concerned about when they enter a classroom for the first time?

Item (ranked 1-7 according to Mean Score, "1" being most important)	Administration N=76	Adult Ed. Inst. N=14	College Trans. Inst. N=112	Counselor N=34	Health Occup. Inst. N=36	Voc. Inst. w/deg. N=49	Voc. Inst. w/o deg. N=31	Other N=8	Composite N=360
1. Course reading requirement	5	4.5	5	4	6	6	5	4	6
2. Friends in class	7	7	7	7	7	7	7	7	7
3. Instructor's grading system	1	2	1	1	1	2	2	1	1
4. Instructor's personality	3	3	3	5	5	1	6	3	3
5. Number of assignments	2	1	2	2	2	4	1	5	2
6. Specific learning objectives	4	4.5	6	3	4	3	3	6	4
7. Types of tests given	6	6	4	6	3	5	4	2	5

ranked first when respondents were asked what they thought their stu-

cents looked for when entering a classroom for the first time. This

is in contrast to one faculty group in California (55:28) that rated

"Instructor's grading system" as fourth.

But the California group ranked "Instructor's personality" as

first while this was rated third by the Oregon respondents as a com-

posite group. It is interesting to note the extreme ranking of the

"Instructor's personality" by the two groups of vocational instructors.

Vocational instructors with a bachelor's degree ranked "Instructor's

personality" first and vocational instructors without a degree ranked

this item sixth.

The Oregon respondents perceive that their students look for

more important factors than "Friends in class" when they enter a

classroom for the first time. This item was ranked last by all

Oregon groups; one California group ranked this item as second. A

low ranking on "Types of tests given" was registered by both Calif-

ornia and Oregon respondents.

Table 11 indicates that most Oregon community college profes-

sional staff members have a high opinion of their students. Instruc-

tors believe their students expect them to know their subject matter,

to be available for individual conferences, and to specify the learning

objectives of the course. Implications are that faculty feel an

instructor who tries to teach "off the top of his head" may well be in

Table 11. Distribution of sample response to Item 9: I think my students would like me to: (mark as many as apply).

	Administration N=76	%N	Adult Ed. Instructor N=14	%N	College Trans. Ins. N=112	%N	Counselor N=34	%N	Health Occup. Ins. N=36	%N	Voc. Inst. with degree N=49	%N	Voc. Inst. w/o degree N=31	%N	Other N=8	%N	Total N=360	%N
1. Provide a climate whereby they would enjoy marking time	5	6.6	1	7.1	18	16.1	7	20.6	1	2.8	8	16.3	3	9.7	2	25.0	45	12.5
2. Give them interesting lectures	48	63.2	5	35.7	72	64.3	15	44.1	25	69.4	33	67.3	20	64.5	7	87.5	225	62.5
3. Assign specific course readings	19	25.0	2	14.3	32	28.6	6	17.6	15	41.7	13	26.5	13	41.9	3	37.5	103	28.6
4. Specify learning objectives for them	52	68.4	11	78.6	69	61.6	21	61.8	28	77.8	36	73.5	22	71.0	5	62.6	244	67.8
5. Demand little work or study	5	6.6	1	7.1	17	15.2	3	8.8	3	8.3	7	14.3	6	19.4	1	12.5	43	11.9
6. Assure each a good grade	18	23.7	3	21.4	36	32.1	5	14.7	12	33.3	13	26.5	6	19.4	1	12.5	94	26.1
7. Be entertaining	24	31.6	4	28.6	45	40.2	9	26.5	9	25.0	12	24.5	4	12.9	2	25.0	109	30.3
8. Teach them to think	48	63.2	12	85.7	65	58.0	18	52.9	21	58.3	30	61.2	20	64.5	3	37.5	217	60.3
9. Know my subject matter	62	81.6	13	92.9	98	87.5	22	64.7	33	91.7	40	81.6	25	80.6	7	87.5	300	83.3
10. Change their opinions	6	7.9	2	14.3	1	0.9	2	5.9	--	---	2	4.1	--	---	-	---	13	3.6
11. Be a recognized leader in a field	17	22.4	5	35.7	18	16.1	3	8.8	11	30.6	13	26.5	10	32.3	3	37.5	80	22.2
12. Be available to them for individual conferences	63	82.9	13	92.9	90	80.4	27	79.4	32	88.9	38	77.6	26	83.9	6	75.0	295	81.9
13. My students do not know what they want	2	2.6	--	----	9	8.0	3	8.8	--	----	5	10.2	1	3.2	-	----	20	5.6
14. I have no idea what they want	--	----	--	----	--	----	--	----	--	----	1	2.0	--	----	-	----	1	0.3

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trouble with his students.

Instructors also indicate they believe their students expect to be exposed to ideas and thoughts that will "Teach them to think" but they do not expect the faculty to "Change their opinions" directly.

This high opinion of students is also indicated by the relatively low percentage of respondents who said their students expect them to "Provide a climate whereby they will enjoy marking time", "Demand little work or study" or "Assure each a good grade". Likewise, very few instructors (5.6 percent) believe their students "Do not know what they want". This is surprising considering the large number of "undecided" students attending the community college.

Table 12 indicates the respondents feel educating students to think should be the first concern of the community college. When asked what qualities they were most anxious for their students to acquire, "The ability to evaluate critically and objectively" was ranked first and "An appreciation for learning" was ranked second.

It is interesting to note that all groups ranked "Sensitivity to a world of beauty" as last and "A sense of social consciousness" as next to last. Perhaps the respondents feel there are other avenues whereby their students may learn an appreciation for the aesthetic and social aspects of life.

It is apparent that the majority of community college professional staff members view preparation for the world of work as their

Table 12. Distribution of sample response to Item 10: Following are some qualities that most Instructors want their students to gain. How would you rank them as goals for your students?

Items are ranked 1-6 according to mean score, "1" being most important	Admin-istration	Adult Ed. Instructor	College Trans. Ins.	Counselor	Health Occup. Ins.	Voc. Inst. with degree	Voc. Inst. w/o degree	Other	Composite
	N = 76	N = 14	N = 112	N = 34	N = 36	N = 49	N = 31	N = 8	N = 360
1. An appreciation for learning	4	4	2	4	3.5	2	1	2	2
2. The ability to evaluate critically and objectively	1	3	1	3	2	1	2	1	1
3. Sensitivity to a world of beauty	6	6	6	6	6	6	6	6	6
4. A feeling for the people with whom they interact	3	2	3	2	1	3	3	3	3
5. A sense of social consciousness	5	5	5	5	5	5	5	5	5
6. A conscious aware-ness of self	2	1	4	1	3.5	4	4	4	4

prime obligation to students (see Table 13). "Knowledge and skills directly applicable to their careers" was ranked first by all groups except counselors. As might be expected, vocational instructors placed a higher priority on "An understanding and mastery of some specialized body of knowledge" than did persons in the other job categories. Both groups of vocational instructors ranked this item as second in priority.

All groups, especially counselors, assigned a high priority to "Self-knowledge and personal identity". This would tend to imply that community college instructors believe that if a person understands himself and is aware of his own strengths and weaknesses, he will be more apt to enjoy a rich and satisfying life.

Table 13 also indicates that community college instructors as a group assign a low priority to "Preparation for further formal education". Even the college transfer instructors ranked this item as only third in importance. Community college instructors apparently are aware that a very small percentage of their students continue their education at four-year colleges and universities.

Table 14 reaffirms the idea that most staff members believe students attend the community college in order to improve their earning power. When asked to check up to five reasons why they think students come to their college, ninety-seven percent of the staff members checked "Get training for a job, acquire skills".

Table 13. Distribution of sample response to Item 11: What do you think the community college should help students to acquire?

Items are ranked 1-6 according to mean score, "1" being most important	Admin-istration	Adult Ed. Instructor	College Trans. Ins.	Counselor	Health Occup. Ins.	Voc. Inst. with degree	Voc. Inst. w/o degree	Other	Composite
	N = 76	N = 14	N = 112	N = 34	N = 36	N = 49	N = 31	N = 8	N = 360
1. Knowledge and skills directly applicable to their careers	1	1	1	2	1	1	1	1	1
2. An understanding and mastery of some specialized body of knowledge	3	4.5	6	5	3	2	2	3	3
3. Preparation for further formal education	6	6	3	6	5	5	5	5	6
4. Self-knowledge and a personal identity	2	2	2	1	2	3	3	2	2
5. A broad general education	4	4.5	4	4	6	6	4	4	4
6. Knowledge and interest in community and world problems	5	3	5	3	4	4	6	6	5

Table 14. Distribution of sample response to Item 12: Students attend college for many reasons, some of which are listed below. Check up to five reasons why you think students come to your community college.

		Admin-istration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
		N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
1.	Get training for a job, acquire skills	74	97.4	13	92.9	105	93.8	33	97.1	36	100.0	49	100.0	31	100.0	8	100.0	349	96.9
2.	Parents want them to	46	60.5	7	50.0	61	54.5	20	58.8	17	47.2	26	53.1	17	54.8	4	50.0	198	55.0
3.	For the social life	10	13.2	--	----	23	20.5	3	8.8	4	11.1	8	16.3	4	12.9	1	12.5	53	14.7
4.	For the athletics	12	15.8	1	7.1	12	10.7	5	14.7	3	8.3	3	6.1	--	----	2	25.0	38	10.6
5.	There is really not much else to do	7	9.2	3	21.4	31	27.7	5	14.7	4	11.1	11	22.4	4	12.9	1	12.5	66	18.3
6.	So they can apply for a student draft deferment	5	6.6	1	7.1	14	12.5	1	2.9	2	5.6	10	20.4	4	12.9	1	12.5	38	10.6
7.	Get a basic general education and appreciation of ideas	32	42.1	8	57.1	54	48.2	17	50.0	12	33.3	22	44.9	15	48.4	4	50.0	164	45.6
8.	Learn more about people	4	5.3	2	14.3	8	7.1	4	11.8	3	8.3	4	8.2	1	3.2	1	12.5	27	7.5
9.	Learn more about community and world problems	8	10.5	1	7.1	6	5.4	3	8.8	4	11.1	4	8.2	3	9.7	2	25.0	31	8.6
10.	Develop moral and ethical standards	--	----	1	7.1	1	0.9	--	----	1	2.8	--	----	4	12.9	-	----	7	1.9
11.	Be with friends	27	35.5	6	42.9	41	36.6	15	44.1	11	30.6	15	30.6	9	29.0	4	50.0	128	35.6
12.	Meet people of the opposite sex	17	22.4	1	7.1	22	19.6	9	26.5	6	16.7	8	16.3	4	12.9	1	12.5	68	18.9

Table 14. Continued.

	Administration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
13. Meet people of the same sex	--	----	--	----	2	1.8	--	----	--	----	1	2.0	--	----	--	----	3	0.8
14. Develop talents and creative abilities	36	47.4	6	42.9	43	34.8	11	32.4	22	61.1	23	46.9	19	61.3	4	50.0	164	45.6
15. Take part in student government or activities	1	1.3	--	----	2	1.8	2	5.9	2	5.6	1	2.0	1	3.2	1	12.5	10	2.8
16. Attain a satisfactory emotional and social adjustment	9	11.8	1	7.1	9	8.0	3	8.8	7	19.4	6	12.2	1	3.2	3	37.5	39	10.8
17. The prestige of being in college	25	32.9	3	21.4	46	41.1	9	26.5	10	27.8	11	22.4	6	19.4	4	50.0	114	31.7
18. Because someone urged them to...friend, counselor, boss, etc.	37	48.7	7	50.0	48	42.9	21	61.8	17	47.2	22	44.9	18	58.1	3	37.5	173	48.1
19. I haven't given it much thought	1	1.3	--	----	1	0.9	1	2.9	1	2.8	--	----	--	----	--	----	4	1.1
20. Other	3	3.9	--	----	9	8.0	4	11.8	1	2.8	6	12.2	1	3.2	1	12.5	25	6.9

This emphasis on employable skills is contrasted with the low percentage of respondents who checked items to indicate they feel their students come to college to attain personal and social adjustment. Only 1.9 percent checked "Develop moral and ethical standards", 7.5 percent marked "Learn more about people", 8.6 percent checked "Learn more about community and world problems", and a mere 10.8 percent indicated students come to "Attain a satisfactory emotional and social adjustment".

Table 14 also implies that the staff members do not believe many students come to the community college because of student activities. Only 2.8 percent checked "To take part in student government or activities", 10.6 percent marked "For the athletics", and 14.7 percent checked "For the social life".

Do these figures suggest that community college staff and students are narrow in their perspective and overly concerned with the economic and the "practical"? Perhaps they do. But they could also imply that community college staff believe their students do not feel a need for the college to help them satisfy their social needs, but they do depend on the college to help them cope with the pressing problem of acquiring employable skills.

It is apparent that staff members are very concerned with the problem of dealing with the individual differences of students (Table 15). Almost ninety percent of the respondents rated "Adapting

Table 15. Distribution of sample response to Item 13: In 1963 a survey of 3220 new instructors in 429 junior colleges revealed their concern with certain aspects of their work. In your present situation, how would you rate the problems they cited?

	Administration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
1. Lack of time for scholarly study:																		
Important	37	48.7	7	50.0	72	64.3	18	52.9	32	88.9	34	69.4	19	61.3	4	50.0	223	61.9
Unimportant	27	35.5	6	42.9	32	28.6	14	41.2	4	11.1	15	30.6	10	32.3	4	50.0	112	31.1
No answer	12	15.8	1	7.1	8	7.1	2	5.9	--	----	--	----	2	6.5	-	----	25	6.9
2. Adapting instruction to individual differences:																		
Important	67	88.2	14	100.0	97	86.6	31	91.2	34	94.4	45	91.8	27	87.1	7	87.5	322	89.4
Unimportant	--	----	--	----	10	8.9	--	----	2	5.6	4	8.2	3	9.7	1	12.5	20	5.6
No answer	9	11.8	--	----	5	4.5	3	8.8	--	----	--	----	1	3.2	-	----	18	5.0
3. Dealing with students who require special attention to overcome deficiencies:																		
Important	67	88.2	14	100.0	102	91.1	28	82.4	33	91.7	44	89.8	28	90.3	7	87.5	323	89.7
Unimportant	--	----	--	----	5	4.5	3	8.8	3	8.3	5	10.2	1	3.2	1	12.5	18	5.0
No answer	9	11.8	--	----	5	4.5	3	8.8	--	----	--	----	2	6.5	-	----	19	5.3
4. Understanding college policies to be followed in curriculum development and revision:																		
Important	38	50.0	9	64.3	42	37.5	13	38.2	22	61.1	26	53.1	21	67.7	4	50.0	175	48.6
Unimportant	24	31.6	3	21.4	63	56.3	16	47.1	12	33.3	22	44.9	8	25.8	4	50.0	152	42.2
No answer	14	18.4	2	14.3	7	6.3	5	14.7	2	5.6	1	2.0	2	6.5	-	----	33	9.2

Table 15. Continued.

	Admin-istration		Adult ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
5. Acquiring adequate secretarial help																		
Important	20	26.3	5	35.7	39	34.8	10	29.4	27	75.0	24	49.0	12	38.7	4	50.0	141	39.2
Unimportant	44	57.9	7	50.0	66	58.9	18	52.9	8	22.2	23	46.9	18	58.1	4	50.0	188	52.2
No answer	12	15.8	2	14.3	7	6.3	6	17.6	1	2.8	2	4.1	1	3.2	-	----	31	8.6

instruction to individual differences", and "Dealing with students who

require special attention to overcome deficiencies" as important

problems. Since the open door policy of the community college per-

mits students with a wide range of ability to enroll, it is not difficult

to envision the teaching problems of the faculty.

"Lack of time for scholarly study" was cited as an important

problem by almost sixty-two percent of the respondents. This is

indeed a high percentage, but in the report on a nationwide study con-

ducted in 1967 the following statement was made: "...with the

unvarying insistence of a metronome's tick, faculty pinpointed their

most pressing professional problem with one word: Time" (26:30).

Perhaps Oregon's colleges have tried to at least partly alleviated

the "time" problem by providing more supportive personnel.

Almost half of the respondents indicated they find it difficult

to understand college policies relative to curriculum development and

revision. This has implications for in-service training and indicates

a need for improving communication channels within the colleges.

Table 16 implies that community college staff members are

increasingly adopting the philosophy that faculty should be participat-

ing in the administrative process. One third of the respondents indi-

cated that the faculty should have major responsibility for educational

policy defined as curriculum, admissions, and related matters.

Almost one third more of the respondents checked "other" and

Table 16. Distribution of sample response to Item 14: In the community college who should have major responsibility for educational policies (e.g. curriculum, admissions). For personnel policies (e.g. employment, task assignment): Please mark on in each column.

	Admin-istration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
1. Educational policy																		
Governing Board	15	19.7	1	7.1	7	6.3	1	2.9	--	----	6	12.2	4	12.9	3	37.5	37	10.3
Administration	14	18.4	5	35.7	17	15.2	4	11.8	5	13.9	15	30.6	6	19.4	2	25.0	68	18.9
Faculty	19	25.0	5	35.7	52	46.4	7	20.6	15	41.7	12	24.5	9	29.0	1	12.5	120	33.3
Students	--	----	--	----	--	----	1	2.9	--	----	--	----	--	----	-	----	1	0.3
Other (shared)	18	23.7	3	21.4	31	27.7	18	52.9	14	38.9	16	32.7	9	29.0	2	25.0	111	30.8
No answer	10	13.2	--	---	5	4.5	3	8.8	2	5.6	--	----	3	9.7	-	----	23	6.4
2. Personnel policy																		
Governing Board	9	11.8	1	7.1	4	3.6	--	----	3	8.3	6	12.2	--	----	1	12.5	24	6.7
Administration	45	59.2	8	57.1	54	48.2	14	41.2	16	44.4	29	59.2	18	58.1	5	62.5	189	52.5
Faculty	1	1.3	2	14.3	22	19.6	3	8.8	5	13.9	3	6.1	2	6.5	-	----	38	10.6
Students	1	1.3	--	----	--	----	--	----	2	5.6	--	----	1	3.2	-	----	4	1.1
Other (shared)	10	13.2	3	21.4	26	23.2	15	44.1	7	19.4	11	22.4	7	22.6	2	25.0	81	22.5
No answer	10	13.2	--	----	5	5.4	2	5.9	3	8.3	--	----	3	9.7	-	----	24	6.7

specified they believed responsibility for educational policy should be shared by the various segments of the college.

According to one author (45) this concern with governance is a recent development relative to community college faculty members. One reason attributed to this attitudinal change is "bigness". As colleges become larger, faculties become more organized, tension between administration and faculty develops, and "the ever present danger of depersonalization and loss of identity" fosters programs which "enable the individual to preserve his individuality, his creativity, and his initiative" (45:19).

But the majority of the respondents believes the responsibility for _personnel_ policies (employment, task assignment) belongs to the administration. Fifty-two and one-half percent believe the administration should have major responsibility and another 22.6 percent believe personnel policy decisions should be a shared function. Only 10.6 percent believed the faculty should have major responsibility for personnel policies.

The answers to the question "How do you see yourself when compared with the average community college professional staff member?" (Table 17) made it clear that most staff members are confident of their ability to work with students. They see themselves as "student oriented". Seventy-five and three-tenths percent indicated they believed they are above average in their commitment to

Table 17. Distribution of sample response to Item 15: How do you see yourself when compared with the average community college professional staff member? On each of the following traits, please rate yourself as objectively as possible.

Self rating on the following traits	Administration N=76	%N	Adult Ed. Instructor N=14	%N	College Trans. Ins. N=112	%N	Counselor N=34	%N	Health Occup. Ins. N=36	%N	Voc. Inst. with degree N=49	%N	Voc. Inst. w/o degree N=31	%N	Other N=8	%N	Total N=360	%N
1. Commitment to students																		
Above average	49	64.5	14	100.0	85	75.9	29	85.3	28	77.8	34	69.4	26	83.9	6	75.0	271	75.3
Average	20	26.3	--	----	22	19.6	5	14.7	7	19.4	15	30.6	5	16.1	2	25.0	76	21.1
Below average	--	----	--	----	1	0.9	--	----	--	----	--	----	--	----	-	----	1	0.3
No answer	7	9.2	--	----	4	3.6	--	----	1	2.8	--	----	--	----	-	----	12	3.3
2. Understanding community college philosophy																		
Above average	48	63.2	5	35.7	35	31.3	18	52.9	3	8.3	17	34.7	3	9.7	4	50.0	133	36.9
Average	20	26.3	8	57.1	62	55.4	15	44.1	25	69.4	28	57.1	27	87.1	4	50.0	189	52.5
Below average	1	1.3	1	7.1	11	9.8	1	2.9	7	19.4	4	8.2	1	3.2	-	----	26	7.2
No answer	7	9.2	--	----	4	3.6	--	----	1	2.8	--	----	--	----	-	----	12	3.3
3. Accepting community college philosophy																		
Above average	44	57.9	4	28.6	32	28.6	17	50.0	6	16.7	16	32.7	6	19.4	3	37.5	128	35.6
Average	21	27.6	10	71.4	62	55.4	14	41.2	27	75.0	30	61.2	22	71.0	5	62.5	191	53.1
Below average	2	2.6	--	----	14	12.5	3	8.8	3	8.3	3	6.1	3	9.7	-	----	28	7.8
No answer	9	11.8	--	----	4	3.6	--	----	--	----	--	----	--	----	-	----	13	3.6
4. Knowledge of subject matter																		
Above average	25	32.9	10	71.4	60	53.6	14	41.2	20	55.6	25	51.0	22	71.0	-	----	176	48.9
Average	37	48.7	4	28.6	48	42.9	18	52.9	14	38.9	22	44.9	9	29.0	5	62.5	157	43.6
Below average	4	5.3	--	----	--	----	1	2.9	1	2.8	2	4.1	--	----	3	37.5	11	3.1
No answer	10	13.2	--	----	4	3.6	1	2.9	1	2.8	--	----	--	----	-	----	16	4.4

Table 17. Continued.

Self rating on the following traits	Admin- istration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
5. Knowledge of institutional practices																		
Above average	41	53.9	2	14.3	18	16.1	9	26.5	6	16.7	14	28.6	6	19.4	3	37.5	99	27.5
Average	21	27.6	9	64.3	61	54.5	21	61.8	21	58.3	21	42.9	18	58.1	3	37.5	175	48.6
Below average	7	9.2	3	21.4	29	25.9	4	11.8	8	22.2	14	28.6	7	22.6	2	25.0	74	20.6
No answer	7	9.2	--	----	4	3.6	--	----	1	2.8	--	----	--	----	-	----	12	3.3
6. Willingness to alter instruction when appropriate																		
Above average	43	56.6	13	92.9	70	62.5	20	58.8	25	69.4	33	67.3	18	58.1	4	50.0	226	62.0
Average	18	23.7	1	7.1	36	32.1	10	29.4	10	27.8	13	26.5	11	35.5	3	37.5	102	28.3
Below average	--	----	--	----	2	1.8	--	----	--	----	3	6.1	2	6.5	-	----	7	1.9
No answer	15	19.7	--	----	4	3.6	4	11.8	1	2.8	--	----	--	----	1	12.5	25	6.9
7. Ability to communicate with students																		
Above average	46	60.5	13	92.9	75	67.0	25	73.5	21	58.3	28	57.1	16	51.6	6	75.0	230	63.9
Average	18	23.7	1	7.1	33	29.5	8	23.5	14	38.9	20	40.8	14	45.2	2	25.0	110	30.6
Below average	1	1.3	--	----	--	----	--	----	--	----	1	2.0	--	----	-	----	2	0.6
No answer	11	14.5	--	----	4	3.6	1	2.9	1	2.8	--	----	1	3.2	-	----	18	5.0
8. Ability to cause student learning																		
Above average	28	36.8	9	64.3	53	47.3	17	50.0	14	38.9	17	34.7	12	38.7	5	62.5	155	43.1
Average	35	46.1	5	35.7	52	46.4	14	41.2	21	58.3	31	63.3	19	61.3	3	37.5	180	50.0
Below average	--	----	--	----	2	1.8	--	----	--	----	1	2.0	--	----	-	----	3	0.8
No answer	13	17.1	--	----	5	4.5	3	8.8	1	2.8	--	----	--	----	-	----	22	6.1

students, and 63.9 percent think they are above average in their ability to communicate with students.

Staff members are also confident about their knowledge of subject matter. Forty-eight and nine-tenths percent feel they are above average and 43.6 percent think they are average when compared with their peers. They also believe they are effective in causing student learning: over ninety-three percent indicated they see themselves as being average or above average in this respect.

However, when asked about their understanding of community college philosophy, their acceptance of community college philosophy, or their knowledge of institutional practices, faculty members are much less confident. In these matters only about one-third consider themselves to be above average. Implications for pre-service and in-service training are again obvious. The administrators, who apparently feel much more knowledgeable in these areas (see Table 17), should be seeking more effective ways to communicate with the faculty concerning philosophy of the community college movement and about institutional practices.

The need for better follow-up studies is revealed in Table 18. When asked to indicate changes they believe would make their college a better place, more respondents checked "We had more data on our long-range effect on our students" than any other item. The Oregon community colleges are so new that, until recently, they tended to be

Table 18. Distribution of sample response to Item 16: What changes would you feel would make your community college a better place? Please do not check more than three.

	Admin-istration		Adult Ed. Instructor		College Trans. Ins.		Counselor		Health Occup. Ins.		Voc. Inst. with degree		Voc. Inst. w/o degree		Other		Total	
	N=76	%N	N=14	%N	N=112	%N	N=34	%N	N=36	%N	N=49	%N	N=31	%N	N=8	%N	N=360	%N
1. It enrolled only transfer-bent students	--	----	--	----	2	1.8	--	----	--	----	--	----	--	----	-	----	2	0.6
2. Colleagues were more committed, creative	31	40.8	4	28.6	29	25.9	10	29.4	6	16.7	17	34.7	11	35.5	1	12.5	109	30.3
3. Salaries were higher	9	11.8	4	28.6	28	25.0	4	11.8	7	19.4	7	14.3	3	9.7	-	----	62	17.2
4. We had more data on our long-range effect on our students	58	76.3	8	57.1	67	59.8	27	79.4	26	72.2	29	59.2	23	74.2	6	75.0	244	67.8
5. I could spend more time away from here	2	2.6	--	----	2	1.8	--	----	3	8.3	1	2.0	--	----	1	12.5	9	2.5
6. The administration would give us more autonomy	9	11.8	3	21.4	32	28.6	7	20.6	9	25.0	7	14.3	6	19.4	1	12.5	74	20.6
7. The students were more inclined to study	11	14.5	3	21.4	52	46.4	6	17.6	9	25.0	26	53.1	15	48.4	4	50.0	126	35.0
8. We had some assurance that students were learning	31	40.8	2	14.3	32	28.6	11	32.4	4	11.1	17	34.7	10	32.3	4	50.0	111	30.8

quite unconcerned about follow-up studies. However, the situation

is rapidly changing for most of the colleges and research departments,

prepared to conduct comprehensive and meaningful student follow-up

studies, should be established.

It is interesting to note only 17. 2 percent of the respondents

rated higher salaries as a prime concern and only 20. 6 percent gave

top priority to a desire to be granted more autonomy by the adminis-

tration.

Value Profiles

The literature (44, 32) usually distinguishes between two types

of values: preferable modes of conduct and preferable end-states of

existence. Preferable end-states of existence refer to goals or

"final" values whereas preferable modes of conduct refer to the means

to be employed to obtain the desired ends.

Rokeach refers to the two types as <u>terminal</u> values and <u>instru-</u>

<u>mental</u> values.

> An instrumental value is defined as a single belief that
> always takes the following form: 'I believe that such-and-
> such a mode of conduct (for example, honesty, courage)
> is personally and socially preferable in all situations with
> respect to all objects'. A terminal value takes a com-
> parable form: 'I believe that such-and-such an end-state
> of existence (for example, salvation, a world at peace)
> is personally and socially worth striving for'. Only those
> words or phrases that can be meaningfully inserted into
> the first sentence are instrumental values and only those
> words or phrases that can be meaningfully inserted into

the second sentence are terminal values (61:160-161).

In the Rokeach Value Scale, used in this study, the subjects

are asked to rank-order a series of eighteen terminal values and a

series of eighteen instrumental values.

> With three to seven weeks intervening between test and
> retest, the median reliability for the terminal values is
> .78 to .80 and for the instrumental values it is .70 to
> .72 (64:544-555).

> The scale has been found to significantly differentiate
> "men from women, hippies from nonhippies, hawks from
> doves, policemen from unemployed Negroes, good
> students from poor students, fifth graders from seventh-,
> ninth-, and eleventh-graders, retail merchants from
> sales clerks, Jews from Catholics, Democrats from
> Republicans, and so forth (64:555).

In Table 19, the right hand column shows the composite profile

of terminal values for the subjects in this study. Some interesting

observations are inferred from the value rankings:

1) Self-respect is ranked first and A sense of accomplishment

is second. These values represent personal achievement or personal

satisfaction and imply a high degree of concern for self. Family

security is third which may be considered to be an extension of self.

2) Freedom (independence, free choice) is ranked fourth while

Equality (brotherhood, equal opportunity for all) is ranked twelfth.

If the value Freedom represents personal freedom and Equality repre-

sents the freedom of others, obviously the respondents place a higher

value on their own freedom than they do on the freedom of others.

Table 19. Ranking of terminal values by seven job categories.

Composite ranking according to median scores	Administration N=76	Adult Ed. Instructor N=14	College Transfer Instructor N=112	Counselor N=34	Health Occup. Instructor N=36	Vocational Inst. with degree N=49	Vocational Inst. without degree N=31	Composite N=360
A Comfortable Life (a prosperous life)	13	14	16	15.5	15	13	13	14
An Exciting Life (a stimulating, active life)	4	8	12	11	9	10	9	9
A Sense of Accomplishment (lasting contribution)	1	1	2	7	4	1	2	2
A World of Peace (free of war and conflict)	12	9	7	5	12	12	11	11
A World of Beauty (beauty of nature and the arts)	16	13	13	13	13	15	15.5	13
Equality (brotherhood, equal opportunity for all)	11	6	11	1	11	11	12	12
Family Security (taking care of loved ones)	3	4.5	3	6	7	2	1	3
Freedom (independence, free choice)	5	7	4	4	6	4	6	4
Happiness (contentedness)	9	10	10	12	8	7	4	8
Inner Harmony (freedom from inner conflict)	7	4.5	5	2	3	6	7	6
Mature Love (sexual and spiritual intimacy)	8	11	9	9	5	8	10	7
National Security (protection from attack)	18	16	17	14	16	17	15.5	17
Pleasure (an enjoyable, leisurely life)	15	17	14	15.5	18	16	14	16
Salvation (saved, eternal life)	17	18	18	18	17	18	18	18
Self-respect (self-esteem)	2	2.5	1	3	1	3	5	1
Social Recognition (respect, admiration)	14	15	15	17	14	14	17	15
True Friendship (close companionship)	10	12	8	10	10	9	8	10
Wisdom (a mature understanding of life)	6	2.5	6	8	2	5	3	5

3) A world of peace is ranked eleventh. With all the current discussion concerning world peace, why is this value ranked so low? Perhaps the respondents feel A world of peace is unattainable and thus disregard it as a goal to consciously work toward.

4) Freedom is ranked fourth and National security is ranked seventeenth. The respondents prize their freedom but do not place a high priority on protection from attack. This could be interpreted to mean one of two things: a) they feel we do not need to be concerned about foreign powers threatening our freedom so there is no connection between Freedom and National security, or b) they believe we are already so well protected (perhaps over-protected) from attack that they can afford to assign a low priority to National security.

5) Salvation is ranked eighteenth, or last, in importance. Apparently community college professional staff members are more concerned about the here-and-now than they are about a possible life hereafter.

When the rankings by job assignments are compared, (Table 19), some other observations can be made:

1) Counselors as a group ranked Equality first in importance and adult educators ranked this value sixth. All other groups ranked Equality either eleventh or twelfth. Apparently counselors and adult educators, who are often in close contact with the underprivileged, place a higher priority on equal opportunity for all.

2) Administrators ranked An exciting life considerably higher than did any of the other groups. Perhaps it is a personal desire for "a stimulating, active life" that motivates some people to move toward administrative positions.

It also seems safe to speculate that the desire for an exciting life reflects an adeptness at adjusting to change, and in the community college, the administrators tend to be the change agents. This apparently is due to their value system as well as to their position.

Table 20 indicates the difference in ranking of terminal values by those over forty years of age and those under forty. Unexpectedly, the older group placed a higher value on An exciting life than did the younger group. The under forty group ranked it tenth but the older group ranked it seventh. Ordinarily, the desire for activity is associated with the young.

It was also unexpected that the forty and over group ranked A world of peace higher than did the under forty group. This value was ranked twelfth in importance by the younger group but ninth in importance by the older group. Usually the main push for peace is attributed to the younger people in our country.

As might be expected, Freedom was ranked higher by the younger group as was Mature love.

For all other terminal values there was not more than a two point spread between the two groups. With community college

Table 20. Ranking of terminal values by age.

Composite ranking according to median scores	Under 40 N = 162	40 and over N = 198	Composite N = 360
A Comfortable Life (a prosperous life)	14	14	14
An Exciting Life (a stimulating, active life)	10	7	9
A Sense of Accomplishment (lasting contribution)	3	1	2
A World at Peace (free of war and conflict)	12	9	11
A World of Beauty (beauty of nature and the arts)	13	13	13
Equality (brotherhood, equal opportunity for all)	11	12	12
Family Security (taking care of loved ones)	4	3	3
Freedom (independence, free choice)	2	5	4
Happiness (contentedness)	8	8	8
Inner Harmony (freedom from inner conflict)	5	6	6
Mature Love (sexual and spiritual intimacy)	7	11	7
National Security (protection from attack)	17	16	17
Pleasure (an enjoyable, leisurely life)	15	17	16
Salvation (saved, eternal life)	18	18	18
Self-Respect (self-esteem)	1	2	1
Social Recognition (respect, admiration)	16	15	15
True Friendship (close companionship)	9	10	10
Wisdom (a mature understanding of life)	6	4	5

professional staff members there may be "people" gap, but there does not appear to be a generation gap.

In Table 21 the terminal value rankings are compared according to sex. Since women ranked Equality seventh and men ranked it twelfth, it is reasonable to assume that female staff members are more concerned about equal opportunity for all than are the males. This probably reflects the job discrimination some women have experienced.

The men in the sample place a notably higher priority on Family security and Happiness. This is unexpected since women are typically viewed as the guardians of the happy home.

Table 22 indicates the terminal value rankings by highest degree obtained. There is little evidence to indicate that additional education alters the value rankings of this group of people to any significant degree. However, with more education, Family security and Happiness (contentedness) seem to slip in priority while An exciting life increases in importance. Perhaps this reflects a gradual change in economic status rather than a change in values brought about by additional education.

Table 23 reflects the composite terminal values when the respondents are compared by father's major occupation. It is difficult to ascertain any significant differences when the respondents are stratified according to this variable. Apparently subsequent

Table 21. Ranking of terminal values be sex.

Composite ranking according to median score	Female N = 104	Male N = 256	Composite N = 360
A Comfortable Life (a prosperous life)	14	13	14
An Exciting Life (a stimulating, active life)	11	8	9
A Sense of Accomplishment (lasting contribution)	2	1	2
A World at Peace (free of war and conflict)	9	11	11
A World of Beauty (beauty of nature and the arts)	13	14	13
Equality (brotherhood, equal opportunity for all)	7	12	12
Family Security (taking care of loved ones)	6	2	3
Freedom (independence, free choice)	5	4	4
Happiness (contentedness)	12	7	8
Inner Harmony (freedom from inner conflict)	4	6	6
Mature Love (sexual and spiritual intimacy)	8	9	7
National Security (protection from attack)	16	17	17
Pleasure (an enjoyable, leisurely life)	17	15	16
Salvation (saved, eternal life)	18	18	18
Self-Respect (self-esteem)	1	3	1
Social Recognition (respect, admiration)	15	16	15
True Friendship (close companionship)	10	10	10
Wisdom (a mature understanding of life)	3	5	5

Table 22. Ranking of terminal values by highest degree obtained.

Composite ranking acccording to median score	High School Diploma N = 22	Associate Degree N = 13	Bachelor's Degree N = 56	Master's Degree N = 238	Doctorate N = 24	Composite N = 360
A Comfortable Life (a prosperous life)	16	10	13	14	16	14
An Exciting Life (a stimulating, active life)	12	6	9	8	6	9
A Sense of Accomplishment (lasting contribution)	2	1	4	2	3	2
A World of Peace (free of war and conflict)	11	14	12	7	11	11
A World of Beauty (beauty of nature and the arts)	13	17	14	13	13	13
Equality (brotherhood, equal opportunity for all)	10	12	11	12	8	12
Family Security (taking care of loved ones)	1	2	3	3	7	3
Freedom (independence, free choice)	6	9	6	4	1	4
Happiness (contentedness)	5	5	8	9	12	8
Inner Harmony (freedom from inner conflict)	7	8	5	5	5	6
Mature Love (sexual and spiritual intimacy)	9	11	7	10	9	7
National Security (protection from attack)	14	15	16	17	17	17
Pleasure (an enjoyable, leisurely life)	15	16	18	16	15	16
Salvation (saved, eternal life)	18	18	17	18	18	18
Self-respect (self-esteem)	3	3	1	1	2	1
Social Recognition (respect, admiration)	17	13	15	15	14	15
True Friendship (close companionship)	8	7	10	11	10	10
Wisdom (a mature understanding of life)	4	4	2	6	4	5

Table 23. Ranking of terminal values by father's major occupation.

Composite ranking according to median score	Professional 1 N=7	Professional 2 N=41	Managerial or Executive N=34	Semi-Professional or Tech N=23	Public office or supervisor N=12	Small business or farm owner N=105	Sales or skilled clerical N=13	Skilled laborer N=95	Unskilled laborer N=30	Composite N=360
A Comfortable Life (a prosperous life)	14	16	13	15	15	13	12	16	14.5	14
An Exciting Life (a stimulating, active life)	4	10	12	7	12	7	5	8	12	9
A Sense of Accomplishment (lasting contribution)	2	2	3	4	8	2	1	2	4	2
A World at Peace (free of war and conflict)	13	11	11	9	11	10	8	10	11	11
A World of Beauty (beauty of nature and the arts)	11	13.5	14	13	13	14	15	13	13	13
Equality (brotherhood, equal opportunity for all)	10	8	10	11	2	12	9	11	9	12
Family Security (taking care of loves ones)	7	4	1	3	6	1	4	3	2	3
Freedom (independence, free choice)	1	1	4	5	3	4	6	5	3	4
Happiness (contentedness)	12	12	9	8	10	9	10	7	7	8
Inner Harmony (freedom from inner conflict)	8	6	7	5	5	6	7	4	6	6
Mature Love (sexual & spiritual intimacy)	6	7	6	10	9	11	13	9	8	7
National Security (protection from attack)	18	17	16	17	17	18	17	17	17	17
Pleasure (an enjoyable, leisurely life)	15	13.5	15	16	14	17	16	14	18	16
Salvation (saved, eternal life)	17	18	18	18	18	18	18	18	16	18
Self-Respect (self-esteem)	5	3	2	1	4	3	2	1	1	1
Social Recognition (respect, admiration)	16	15	17	14	16	16	14	15	14.5	15
True Friendship (close companionship)	9	9	8	12	7	8	11	12	10	10
Wisdom (a mature understanding of life)	3	5	5	2	1	5	3	6	5	5

experiences have tended to equalize the effects of early socio-economic influences.

The right hand column of Table 24 shows the composite instrumental values for all respondents.

The first four values, Broadminded, Capable, Honest and Responsible, were clearly ranked as the most important. Collectively, these values project an image of an individual who is effective and competent, yet dependable and truthful. This indicates the type of person that community college staff members see as the most likely to reach desired goals. It may also be a picture of the type of person staff members like to work with and the type they like to consider themselves to be.

Another eleven values were tightly grouped in the middle. There was very little spread between Ambitious, Cheerful, Courageous, Forgiving, Helpful, Imaginative, Independent, Intellectual, Logical, Loving, and Self-controlled. These values, as a group, could be considered to be important to community college staff members, but definitely of lesser importance than the first four.

The other three values, Clean, Obedient, and Polite were clearly judged to be of the least importance since there was a big spread between them and the other fifteen values. In the minds of community college staff members, these may be viewed as superficial values.

Table 24. Ranking of instrumental values by seven job categories.

Composite ranking according to median score	Administrator N=76	Adult Education Instructor N=14	College Transfer Instructor N=112	Counselor N=34	Health Occup. Instructor N=36	Vocational Inst. with degree N=49	Vocational Inst. without degree N=31	Composite N=360
Ambitious (hard-working, aspiring)	7	10	15	13	8	8	3	10
Broadminded (open-minded)	4	2	3	3	4	5	5	4
Capable (competent, effective)	3	1	4	5	3	3	4	3
Cheerful (lighthearted, joyful)	14	9	13	12	12	13	9	14
Clean (neat, tidy)	17	17	17	17	17	17	10	17
Courageous (standing up for your beliefs)	8	7	9	8	7	4	12	6
Forgiving (willing to pardon others)	11	6	10	10	11	6	11	8
Helpful (working for the welfare of others)	10	4	6	2	6	12	6	5
Honest (sincere, truthful)	1	3	1	1	1	2	1	1
Imaginative (daring, creative)	5	12	11	9	13	14	15	11
Independent (self-reliant, self-sufficient)	6	8	5	7	10	11	14	7
Intellectual (intelligent, reflective)	12	14.5	8	11	5	15	17	12
Logical (consistent, rational)	9	11	12	15	14	10	7	13
Loving (affectionate, tender)	15	14.5	7	6	9	7	16	9
Obedient (dutiful, respectful)	18	18	18	18	18	18	18	18
Polite (courteous, well-mannered)	16	16	16	16	16	16	13	16
Responsible (dependent, reliable)	2	5	2	4	2	1	2	2
Self-controlled (restrained, self-disciplined)	13	13	14	14	15	9	8	15

Both groups of vocational instructors placed a higher priority on Ambitious and Self-controlled than did most of the other groups. This indicates that vocational instructors place a high value on self-discipline and work and is not unexpected. The training programs for vocational instructors often emphasize that work can be a means of achieving personal satisfaction and community respect.

When the college transfer instructor and the vocational instructor are compared, the college transfer instructors place a much higher priority on Independent (self-reliant) and intellectual. This probably reflects more study in the social sciences and the sciences.

On examining Table 25, it is noted there are only four instrumental values that are ranked four or more points apart when the respondents are divided by age category:

	Under 40	40 and over
Imaginative	10	15
Loving	5. 5	12
Logical	13	9
Self-controlled	15	8

A generalization might be that "new emergent" values such as Loving and Imaginative are replacing or at least becoming more important than some of the more traditional values such as Logical and Self-controlled.

There are only three instrumental values ranked four or more

Table 25. Ranking of instrumental values by age.

Composite ranking according to median scores	Under 40 N = 162	40 and Over N = 198	Composite N = 360
Ambitious (hard-working, aspiring)	11	10	10
Broadminded (open-minded)	3	4	4
Capable (competent, effective)	4	3	3
Cheerful (lighthearted, joyful	14	14	14
Clean (neat, tidy)	17	17	17
Courageous (standing up for your beliefs)	9	6	6
Forgiving (willing to pardon others)	8	11	8
Helpful (working for the welfare of others)	7	5	5
Honest (sincere, truthful)	1	1	1
Imaginative (daring, creative)	10	15	11
Independent (self-reliant, self sufficient)	5.5	7	7
Intellectual (intelligent, reflective)	12	13	12
Logical (consistent, rational)	13	9	13
Loving (affectionate, tender)	5.5	12	9
Obedient (dutiful, respectful)	18	18	18
Polite (courteous, well-mannered)	16	16	16
Responsible (dependable, reliable)	2	2	2
Self-controlled (restrained, self-disciplined)	15	8	15

points apart when the respondents are divided by sex (Table 26):

	Female	Male
Ambitious	13	9
Courageous	10	6
Intellectual	8	15

Our American value system has long tended to indoctrinate our male children (more than our female children) with the idea that it is indeed virtuous to be ambitious and courageous. It is not unexpected, therefore, that men should attach greater importance to these values than women do.

It is more surprising there should be seven points difference between Intellectual when the composite ranking for males is compared with the composite ranking for females. Intellectual would appear to be a "sexless" value. However, in this instance the male population is weighted with vocational instructors while the female population is weighted with college transfer and health occupations instructors. By referring back to Table 24, it will be noted that college transfer and health occupations instructors assign a much higher priority to Intellectual than do vocational instructors. It then becomes unclear whether this ranking of Intellectual is reflecting a difference in the sexes or a difference in education and teaching assignment.

Table 26. Ranking of instrumental values by sex.

Composite ranking according to median scores	Female N=104	Male N=256	Composite N=360
Ambitious (hard-working, aspiring)	13	9	10
Broadminded (open-minded)	4	4	4
Capable (competent, effective)	3	3	3
Cheerful (lighthearted, joyful)	12	14	14
Clean (neat, tidy)	17	17	17
Courageous (standing up for your beliefs)	10	6	6
Forgiving (willing to pardon others)	9	8	8
Helpful (working for the welfare of others)	5	5	5
Honest (sincere, truthful)	1	1	1
Imaginative (daring, creative)	11	11	11
Independent (self-reliant, self sufficient)	6	7	7
Intellectual (intelligent, reflective)	8	15	12
Logical (consistent, rational)	14	12	13
Loving (affectionate, tender)	7	10	9
Obedient (dutiful, respectful)	18	18	18
Polite (courteous, well-mannered)	16	16	16
Responsible (dependable, reliable)	2	2	2
Self-Controlled (restrained, self-disciplined)	15	13	15

It appears that as community college instructors acquire more formal education (Table 27), the instrumental values _Forgiving_ and _Loving_ become more important. This probably reflects increasing tolerance toward individual differences and increasing willingness to accept people as they are.

The values _Intellectual_ and _Independence_ also seem to acquire greater importance with more education. This may simply indicate that intelligent people with a strong feeling of independence (self-reliance) are the most apt to work for advanced degrees.

Self-controlled, by contrast, appears to become less important as people acquire more education. This probably reflects a learned concept that over-emphasis on self-control may result in physical and emotional problems for the individual.

Table 28 indicates the ranking of instrumental values when the respondents are compared by father's major occupation. As with the terminal value rankings (Table 23) it is difficult to determine significant differences when the sample is stratified according to this variable. Again, it can be rationalized that subsequent experiences have equalized the effects of early socio-economic status.

Table 29 compares the composite ranking of terminal values of the Oregon respondents to the composite ranking of the California instructors as recorded in the Park (55) study. There is not more than a two point spread between the two groups for any value. This

Table 27. Ranking of instrumental values by highest degree obtained.

Composite ranking according to median score	High school Diploma N=22	Associate Degree N=13	Bachelor's Degree N=56	Master's Degree N=238	Doctorate N=24	Composite N=360
Ambitious (hard-working, aspiring)	5	2	7	13	14	10
Broadminded (open-minded)	3	5	4	4	4	4
Capable (competent, effective)	4	4	3	3	10	3
Cheerful (lighthearted, joyful)	10	12	11	14	12	14
Clean (neat, tidy)	12	10	17	17	17	17
Courageous (standing up for your beliefs)	9	9	5	7	8	6
Forgiving (willing to pardon others)	15	11	6	9	5	8
Helpful (working for the welfare of others)	6	7	9	5	6	5
Honest (sincere, truthful)	1	2	1	1	1	1
Imaginative (daring, creative)	14	14.5	13	10	11	11
Independent (self-reliant, self-efficient)	11	14.5	10	6	2	7
Intellectual (intelligent, reflective)	17	16	14	11	9	12
Logical (consistent, rational)	7	6	15	12	13	13
Loving (affectionate, tender)	16	17	8	8	3	9
Obedient (dutiful, respectful)	18	18	18	18	18	18
Polite (courteous, well-mannered)	13	13	16	16	16	16
Responsible (dependable, reliable)	2	2	2	2	7	2
Self-controlled (restrained, self-disciplined)	8	8	12	15	15	15

Table 28. Ranking of instrumental values by father's major occupation.

Composite ranking according to median score	Professional 1	Professional 2	Managerial or Executive	Semi-professional or technical	Public office or supervisor	Small business or farm owner	Salary or skilled clerical	Skilled laborer	Unskilled Laborer	Composite
	N=7	N=41	N=34	N=23	N=12	N=105	N=13	N=95	N=30	N=360
Ambitious (hard-working, aspiring)	16	11	14	15	4	8	5	6	8	10
Broadminded (open-minded)	1	7	2	3	11	6	6	2	4	4
Capable (competent, effective)	13	4	4	5	6	3	4	4	6	3
Cheerful (lighthearted, joyful)	10	10	13	12	14	12	11	14	13	14
Clean (neat, tidy)	17	17	17	17	16	17	15	17	17	17
Courageous (standing up for your beliefs)	7	8	11	4	9	7	14	8	9	6
Forgiving (willing to pardon others)	8	6	8	13	12	11	8	7	3	8
Helpful (working for the welfare of others)	5	5	12	9	7	4	3	5	5	5
Honest (sincere, truthful)	3	1	1	1	3	1	2	1	1	1
Imaginative (daring, creative)	4	12	7	7	8	14	13	12	16	11
Independent (self-reliant, self-sufficient)	6	9	5	6	2	5	9	10	7	7
Intellectual (intelligent, reflective)	9	14	10	11	5	13	10	13	14	12
Logical (consistent, rational)	14	13	9	10	10	15	7	11	10	13
Loving (affectionate, tender)	2	2	6	14	13	9	12	9	11	9
Obedient (dutiful, respectful)	18	18	18	18	18	18	18	18	18	18
Polite (courteous, well-mannered)	15	16	16	16	17	16	17	16	15	16
Responsible (dependable, reliable)	12	3	3	2	1	2	1	3	2	2
Self-controlled (restrained, self-disciplined)	11	15	15	8	15	10	16	15	12	15

Table 29. Comparison of Oregon and California community college
professional staff composite ranking of terminal values.

Ranking according to median score	California N=238	Oregon N=360
A Comfortable Life (a prosperous life)	13	14
An Exciting Life (a stimulating, active life)	10	9
A Sense of Accomplishment (lasting contribution)	2	2
A World at Peace (free of war and conflicts)	12	11
A World of Beauty (beauty of nature and the arts)	14	13
Equality (brotherhood, equal opportunity for all)	11	12
Family Security (taking care of loved ones)	5	3
Freedom (independence, free choice)	3	4
Happiness (contentedness)	7	8
Inner Harmony (freedom from inner conflict)	4	6
Mature Love (sexual and spiritual intimacy)	8	7
National Security (protection from attack)	17	17
Pleasure (an enjoyable, leisurely life)	16	16
Salvation (saved, eternal life)	18	18
Self-Respect (self-esteem)	1	1
Social Recognition (respect, admiration)	15	15
True Friendship (close companionship	9	10
Wisdom (a mature understanding of life)	6	5

would imply that community college professional staff members in both states are interested in achieving the same goals or "end-states of existence".

Table 30 compares the composite ranking of instrumental values of the participants in the two studies. Forgiving and Self-controlled are the only values with more than a four point spread. The California group ranked Self-controlled ninth while the Oregon group ranked this value fifteenth. Forgiving was ranked fourteenth by the California group and eighth by the Oregon respondents. It would be interesting to investigate further to ascertain if these differences were a unique outcome of this particular sampling or if the same results would occur with a similar group of respondents from the two states.

Table 30. Comparison of Oregon and California community college professional staff composite ranking of instrumental values.

Ranking according to median score	California N=238	Oregon N=360
Ambitious (hard-working, aspiring)	13	10
Broadminded (open-minded)	3	4
Capable (competent, effective	4	3
Cheerful (lighthearted, joyful)	15	14
Clean (neat, tidy)	17	17
Courageous (standing up for your beliefs)	6	6
Forgiving (willing to pardon others)	14	8
Helpful (working for the welfare of others)	8	5
Honest (sincere, truthful)	1	1
Imaginative (daring, creative)	12	11
Independent (self-reliant, self sufficient)	7	7
Intellectual (intelligent, reflective)	11	12
Logical (consistent, rational)	10	13
Loving (affectionate, tender)	5	9
Obedient (dutiful, respectful)	18	18
Polite (courteous, well-mannered)	16	16
Responsible (dependable, reliable)	2	2
Self-controlled (restrained, self-disciplined)	9	15

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER STUDY

Summary

This study was designed to:

1) Develop a composite profile of the <u>terminal</u> values of the community college professional staff in Oregon.

2) Ascertain differences in the <u>terminal</u> value profile of various subgroups within the total professional staff.

3) Develop a composite profile of the <u>instrumental</u> values of the community college professional staff in Oregon.

4) Ascertain differences in the <u>instrumental</u> value profile of various subgroups within the total professional staff.

5) Determine the perceptions of the community college staff members in relation to the college environment. This includes examining attitudes toward the institution, colleagues, students and administration.

6) Compare the value profiles of the Oregon respondents with the group of California community college faculty members.

Four hundred seventy-nine staff members were asked to complete a questionnaire which combined a Value Survey developed by Rokeach and a Staff Survey developed by Cohen and Brawer. Three hundred sixty usable questionnaires were returned and tabulated.

Conclusions

Based upon the responses of the participants, this writer concludes the following relative to perceptions of college environment:

1) The informal lecture and the structured discussion are the preferred teaching styles for Oregon community college professional staff members. Apparently, they prefer methods which combine direction by the instructor with student participation.

2) The respondents feel students should play an important role in the evaluation of instructors.

3) Oregon community college staff members state they are quite liberal in their views toward grading practices with only thirty percent preferring the traditional letter grade system. "Pass/no credit" is preferred to "Pass/fail" by those who would abandon the letter grade system.

4) "Instructor's grading system" is the factor perceived by staff members as being most important to students when they enter the classroom for the first time.

5) Most Oregon community college professional staff members have a high opinion of their students. They believe their students expect them to know their subject matter, to be available for individual conferences, and to specify the learning objectives of the course.

6) The respondents feel "The ability to evaluate critically and objectively" is the most important quality they wish their students to gain in college.

7) The staff sees the preparation of their students for the world of work as their prime obligation. By contrast, helping students prepare for further formal education is considered to be a low priority item.

8) Oregon community college staff members indicate they do not believe many students are drawn to the college because of the social life. Only a small percentage indicated they consider student government, student activities or athletics as a motivating factor.

9) The problem of providing a meaningful educational experience for students with a wide range of ability is a prime concern for most community college staff members.

10) Almost half of the respondents find it difficult to understand college policies about curriculum development and revision.

11) Many community college staff members reportedly adhere to the philosophy that faculty should participate in the formulation of educational policies but the majority of them stated they believe the responsibility for personnel policy belongs to the administration.

12) Most of the respondents see themselves as student oriented. They express a willingness to alter instruction to meet individual

differences of students and believe they are able to communicate with students.

13) Community college staff members in Oregon feel confident about their knowledge of subject matter and feel they are effective in stimulating learning.

14) The respondents are much less confident of their under-standing of community college philosophy, their acceptance of community college philosophy, and their knowledge of institutional practices.

15) The need for more data on their long-range effect on students is considered to be an important problem by a large percentage of the respondents.

16) Higher salaries and more autonomy are not regarded as prime problems by most of the community college staff.

Conclusions based on terminal value ranking patterns of the sample population are:

1) The respondents indicate a high degree of concern for self. Personal achievement and personal satisfaction are of prime importance.

2) As a group, community college staff members place a higher value on their own freedom than they do on the freedom of others.

3) A world of peace is ranked low (eleventh) in spite of the current peace movement. World peace may be regarded as an

unattainable and thus an unrealistic value.

4) The values of <u>National security</u> and <u>Salvation</u> are ranked seventeenth and eighteenth. Apparently these traditional values are being replaced by "new emergent" values.

5) Counselors and adult education instructors place a higher priority on <u>Equality</u> than do other groups within the colleges.

6) Unexpectedly, the forty and over age group place a higher priority on <u>An exciting life</u> and <u>A world of peace</u> than do the younger age group.

7) As might be expected, women staff members place a higher priority on <u>Equality</u> than do male members. This may indicate that women are more conscious of job discrimination.

8) The terminal value rankings reflect very little change that can be attributed to additional education.

9) The terminal value rankings do not reflect any discernable differences due to early socio-economic status.

10) When the composite ranking of terminal values of Oregon respondents is compared with the composite ranking of the California respondents, there is not more than a two point spread between the two groups for any value.

Conclusions based on <u>instrumental</u> value ranking patterns of the sample population are:

1) <u>Broadminded</u>, <u>Capable</u>, <u>Honest</u>, and <u>Responsible</u> rank as

the four most important instrumental values. Apparently community college staff members have the greatest respect for individuals who are competent yet dependable and truthful.

2) <u>Clean</u>, <u>Obedient</u>, and <u>Polite</u> are judged to be the least important values by the respondents.

3) The remaining eleven values, <u>Ambitious</u>, <u>Cheerful</u>, <u>Courageous</u>, <u>Forgiving</u>, <u>Helpful</u>, <u>Imaginative</u>, <u>Independent</u>, <u>Intellectual</u>, <u>Logical</u>, <u>Loving</u>, and <u>Self-controlled</u> are tightly grouped in the middle with very little spread between each value.

4) Vocational instructors place a higher priority on the "work oriented" values <u>Ambitious</u> and <u>Self-controlled</u> than do the other subgroups.

5) College transfer instructors place a higher priority on <u>Independent</u> and <u>Intellectual</u> than do vocational instructors. This probably indicates more study in the social sciences and sciences.

6) Only four instrumental values are ranked four or more points apart when the respondents are divided by age category. <u>Imaginative</u> and <u>Loving</u> are discernibly more important to the under forty group and <u>Logical</u> and <u>Self-controlled</u> are discernibly more important to the forty and over group.

7) There are only three instrumental values that are four or more points apart when the respondents are divided by sex. <u>Ambitious</u> and <u>Courageous</u> are judged to be more important by the males

and Intellectual is judged to be more important by the female

respondents.

8) The instrumental values Forgiving, Loving, Intellectual,

and Independent tend to become more important as community college

staff members acquire more formal education, while Self-controlled

appears to become less important.

9) As with terminal values, it is difficult to determine dif-

ferences when the subjects are stratified by father's major occupa-

tion.

10) When the instrumental value rankings of the Oregon

respondents are compared with the value rankings of the California

respondents, Forgiving and Self-controlled are the only values four

points or more apart. Self-controlled was ranked higher by the

California group and Forgiving was ranked higher by the Oregon

group.

Implications

The following implications are suggested by this study:

1) More in-service programs should be provided for profes-

sional staff. Such programs could be in the form of workshops,

seminars, or formal course work. They should be broad enough to

help the staff upgrade and maintain their expertise in both

instructional techniques and subject matter relevant to their teaching

discipline.

2) A rather significant number of faculty members feel they

are not knowledgeable relative to community college philosophy or

institutional practices. The administrators should assume respon-

sibility for communicating information in these areas.

3) More universities should offer graduate studies for persons

intending to teach at the community college level. The studies should

be designed to include courses which will acquaint the prospective

teacher with the philosophy and functions of the community college

and with the characteristics of the community college student.

4) The faculty should be allowed to become more involved in

formulating educational policy. Avenues whereby faculty ideas can

be channeled and considered should be developed.

5) Students should play an important part in the evaluation

of faculty performance.

6) There is an apparent need for more student follow-up

studies. Staff members feel they could do a more effective teaching

job if they had more information about the success or failure of their

former students.

Suggestions for Further Study

Some suggestions for further investigation are listed below:

1) Since many students move directly from the high school to the community college, a study comparing the values and perceptions of community college faculty with the values and perceptions of high school teachers might be helpful in understanding student frustrations.

2) The transition from a community college to a four year institution also requires considerable adjustment on the part of the student. Therefore, a project to compare the values and perceptions of community college faculty with the values and perceptions of four year faculty should be of interest.

3) Some of the conflicts between "town and gown" might be better understood if a research project compared the values of the community college faculty with the values of a sampling of the citizens of the local community.

4) Community college boards make policy but the professional staff is expected to implement and follow the policy. Perhaps a comparison of the values of board members with the values of the professional staff would prove to be enlightening.

5) Some writers have indicated they believe faculty members become increasingly homogeneous as they work together. The effects of close association might be detected if the values and perceptions of first year faculty members were compared with the values and perceptions of instructors who have taught five years or more.

6) The present study concerned full-time faculty only, but

many community college classes are taught by part-time instructors. Are there significant differences in the values and perceptions of these two classes of instructors?

7) A survey comparing values and perceptions of faculty members before and after participation in an in-service program might be interesting. Can perceptions of community college environment be changed by in-service programs?

8) Do "community college" classes taken as part of pre-service training influence the perceptions of "new" faculty members? A survey comparing the perceptions of in-coming faculty members who have taken community college courses and those who have not might be enlightening.

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APPENDICES

APPENDIX A

VALUES AND PERCEPTIONS OF COMMUNITY COLLEGE PROFESSIONAL STAFF IN OREGON

Betty J. Pritchett, Researcher

QUESTIONNAIRE

Personal Data

1. Please indicate your present major assignment:

   ____Administrator (Teaching 1/3 or less of total assignment)

   ____Adult Education Instructor (e.g. remedial reading, remedial writing, non-credit courses)

   ____College Transfer Instructor

   ____Counselor (Counseling at least 2/3 of total assignment)

   ____Health Occupations Instructor

   ____Vocational Instructor with at least four year degree

   ____Vocational Instructor with less than four year degree

   ____Other   Please specify_____

2. Age:

   ____Under 40

   ____40 and over

3. Sex:

   _____Female

   _____Male

4. Highest Degree Obtained:

   ____High School Diploma

   ____Associate Degree

   ____Bachelor's Degree

   ____Master's Degree

   ____Doctorate

   ____Other   Please specify _____

5. Please indicate your teaching and/or administrative experience by recording the total number of years at each level.

   Teaching

1-5 years	6-10 years	11 or more years	1-5 years	6-10 years	11 or more years	
___	___	___	___	___	___	Public elementary school
___	___	___	___	___	___	Public secondary school
___	___	___	___	___	___	Private school
___	___	___	___	___	___	University or 4 year college
___	___	___	___	___	___	Community or junior college

6. Please indicate your father's major occupation by marking the appropriate category.

____Professional 1 (typically requiring a doctorate or advanced professional degree . . . such as doctor, professor, etc.)

____Professional 2 (typically requiring a master's degree or some professional training beyond college . . . such as teacher, engineer)

____Managerial or executive

____Semi-professional or technical (such as programmer, lab technician)

____Public official or supervisor

____Small business proprietor or farm owner

____Sales or skilled clerical

____Skilled laborer (machine operator, construction worker, factory foreman)

____Unskilled laborer

Perception of College Environment

7. Within the community college, many instructional forms and patterns are possible. Which of the following would be your major preference? What do you think your students would prefer? Check one in each column.

a. Class Sessions

Me	Students	
____	____	Formal lecture
____	____	Informal lecture
____	____	Structured discussion
____	____	Unstructured discussion
____	____	Programmed Workbooks and/or Audio Tutorial
____	____	Other Please specify _____

b. Instructor Evaluation by:

Me	Students	
____	____	Students
____	____	Colleagues
____	____	Administrators
____	____	Committee of these three
____	____	Self-report
____	____	None

c. Marking (Grading)

Me	Students	
____	____	Pass/No credit
____	____	Pass/Fail
____	____	A, B, C, D, F
____	____	1 - 100%
____	____	No Marks
____	____	Other Please specify _____

8. What do you think your students are most concerned about when they enter a classroom for the first time? Please rank 1 to 7 with "1" being most important and "7" being least important.

____ Course reading requirements

____ Friends in class

____ Instructor's grading system

____ Instructor's personality

_____ Number of assignments

_____ Specific learning objectives

_____ Types of tests given

9. I think my students would like me to: (Mark as many as apply)

_____ Provide a climate whereby they would enjoy marking time

_____ Give them interesting lectures

_____ Assign specific course readings

_____ Specify learning objectives for them

_____ Demand little work or study

_____ Assure each a good grade

_____ Be entertaining

_____ Teach them to think

_____ Know my subject matter

_____ Change their opinions

_____ Be a recognized leader in a field

_____ Be available to them for individual conferences

_____ My students do not know what they want

_____ I have no idea what they want

10. Following are some qualities that most instructors want their students to gain. How would you rank them as goals for your students? Please rank 1 to 6 with "1" being most important and "6" least important.

_____ An appreciation for learning

_____ The ability to evaluate critically and objectively

_____ Sensitivity to a world of beauty

_____ A feeling for the people with whom they interact

_____ A sense of social consciousness

_____ A conscious awareness of self

11. What do you think the community college should help students to acquire? Please rank 1 to 6 with "1" being most important and "6" least important

_____ Knowledge and skills directly applicable to their careers

_____ An understanding and mastery of some specialized body of knowledge

_____ Preparation for further formal education

_____ Self-knowledge and personal identity

_____ A broad general education

_____ Knowledge of and interest in community and world problems

12. Students attend college for many different reasons, some of which are listed below. Check up to five reasons why you think students come to your community college.

_____ Get training for a job, acquire skills

_____ Parents want them to

_____ For the social life

_____ For the athletics

_____ There is really not much else to do

_____ So that they can apply for a student draft deferment

_____ Get a basic general education and appreciation of ideas

_____ Learn more about people

_____ Learn more about community and world problems

_____ Develop moral and ethical standards

_____ Be with friends

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_____ Meet people of the opposite sex
_____ Meet people of the same sex
_____ Develop talents and creative abilities
_____ Take part in student government or activities
_____ Attain a satisfactory emotional and social adjustment
_____ The prestige of being in college
_____ Because someone urged them to. . . friend, counselor, boss, etc.
_____ I haven't given it much thought
_____ Other   Please specify _____

13. In 1963, a survey of 3220 new instructors in 429 junior colleges revealed their concern with certain aspects of their work. In your present situation, how would you rate the problems they cited?

Important   Unimportant
_____   _____   Lack of time for scholarly study
_____   _____   Adapting instruction to individual differences
_____   _____   Dealing with students who require special attention to overcome deficiencies
_____   _____   Understanding college policies to be followed in curriculum development and revision
_____   _____   Acquiring adequate secretarial help

Do you have a work-related problem not cited above? If so, please specify
_____

14. In the community college, who should have the major responsibility for educational policies (e.g. curriculum, admissions). For personnel policies (e.g. employment, task assignment)? Please mark one in each column.

Educational Personnel
_____   _____   Governing board
_____   _____   Administration
_____   _____   Faculty
_____   _____   Students
_____   _____   Other   Please specify _____

Self-Comparison With Other Community College Staff Members

15. How do you see yourself when compared with the average community college professional staff member? On each of the following traits, please rate yourself as objectively as possible. . . above average, average, or below average.

Above   Average   Below
_____   _____   _____   Commitment to students
_____   _____   _____   Understanding community college philosophy
_____   _____   _____   Accepting community college philosophy
_____   _____   _____   Knowledge of subject matter
_____   _____   _____   Knowledge of institutional practices
_____   _____   _____   Willingness to alter instruction when appropriate
_____   _____   _____   Ability to communicate with students
_____   _____   _____   Ability to cause student learning

Suggested Changes

16. What changes do you feel would make your community college a better place. Please do not check more than three.

_____ It enrolled only transfer-bent students

_____ Colleagues were more committed, creative

_____ Salaries were higher

_____ We had more data on our long-range effect on our students

_____ I could spend more time away from here

_____ The administration gave us more autonomy

_____ The students were more inclined to study

_____ We had some assurance that students were learning

Do you have a suggested change not mentioned above? If so, please specify.

_____

This section of the questionnaire was adapted from a Staff Survey developed by Dr. Florence Brawer, ERIC Clearing House for Junior Colleges, University of California, Los Angeles, California.

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INSTRUCTIONS
for this section

On the next page are 18 values listed in alphabetical order. Your task is to arrange them in order of their importance to YOU, as guiding principles in YOUR life. Each value is printed on a gummed label which can be easily peeled off and pasted in the boxes on the left-hand side of the page.

Study the list carefully and pick out the one value which is the most important for you. Peel it off and paste it in Box 1 on the left.

Then pick out the value which is second most important for you. Peel it off and paste it in Box 2. Then do the same for each of the remaining values. The value which is least important goes in Box 18.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The labels peel off easily and can be moved from place to place. The end result should truly show how you really feel.

This Value Survey was developed by Dr. Milton Rokeach and may not be reproduced without his permission.

WHEN LAST PAGE IS COMPLETED,
PLEASE FOLD, STAPLE AND MAIL

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A COMFORTABLE LIFE
(a prosperous life)

AN EXCITING LIFE
(a stimulating, active life)

A SENSE OF ACCOMPLISHMENT
(lasting contribution)

A WORLD AT PEACE
(free of war and conflict)

A WORLD OF BEAUTY
(beauty of nature and the arts)

EQUALITY (brotherhood,
equal opportunity for all)

FAMILY SECURITY
(taking care of loved ones)

FREEDOM
(independence, free choice)

HAPPINESS
(contentedness)

INNER HARMONY
(freedom from inner conflict)

MATURE LOVE
(sexual and spiritual intimacy)

NATIONAL SECURITY
(protection from attack)

PLEASURE
(an enjoyable, leisurely life)

SALVATION
(saved, eternal life)

SELF-RESPECT
(self-esteem)

SOCIAL RECOGNITION
(respect, admiration)

TRUE FRIENDSHIP
(close companionship)

WISDOM
(a mature understanding of life)

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AMBITIOUS
(hard-working, aspiring)

BROADMINDED
(open-minded)

CAPABLE
(competent, effective)

CHEERFUL
(lighthearted, joyful)

CLEAN
(neat, tidy)

COURAGEOUS
(standing up for your beliefs)

FORGIVING
(willing to pardon others)

HELPFUL (working
for the welfare of others)

HONEST
(sincere, truthful)

IMAGINATIVE
(daring, creative)

INDEPENDENT
(self-reliant, self-sufficient)

INTELLECTUAL
(intelligent, reflective)

LOGICAL
(consistent, rational)

LOVING
(affectionate, tender)

OBEDIENT
(dutiful, respectful)

POLITE
(courteous, well-mannered)

RESPONSIBLE
(dependable, reliable)

SELF-CONTROLLED
(restrained, self-disciplined)

APPENDIX B

1/31/72 "Permission granted to use Form D or E. Good luck." Milton Rokeach.

In response to your request for information about the ROKEACH VALUE SURVEY:

The Rokeach Value Survey provides a simple method for measuring human values. It consists of 18 terminal values -- end-states of existence -- and 18 instrumental values -- modes of behavior. The respondent ranks each set of 18 values in order of their importance. The average adult requires about 15 minutes to complete the rankings. Form D of the Value Survey, which employs a gummed label technique of ranking, has been successfully used with respondents from 11 to 90 years of age.

Test-retest reliabilities were obtained for each of the values considered separately for time intervals ranging from 3 to 7 weeks. For terminal values, the reliabilities range from .51 for a sense of accomplishment to .88 for salvation. For instrumental values, individual reliabilities range from .45 for responsible to .70 for ambitious. For additional information see Reference 18 below.

Reliability of total value system was obtained for each subject by correlating the rankings obtained from test and retest data. The table below shows the median reliabilities obtained for three samples of college students:

N	Sample	Time between test-retest	Terminal Value Scale	Instrumental Value Scale
26	7th grade	3 weeks	.62	.53
26	9th grade	3 weeks	.63	.61
26	11th grade	3 weeks	.74	.71
117	College	3 weeks	.78	.72
36	College	4.5 weeks	.80	.70
100	College	7 weeks	.78	-
108	College	3-5 months	.73	-
103	College	15-17 months	.65	-
32	Adults	12 weeks	.74	-

The following references contain additional information about the Value Survey:

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Halgren Tests can accept orders for a minimum of 50 tests at the following rates:

No. of tests	Commercial rates	Educational rates
50 - 499	30¢ per test	25¢ per test
500 - 999	29¢ per test	24¢ per test
1000 - 1999	28¢ per test	23¢ per test
2000 or more	27¢ per test	22¢ per test

Billings will be calculated at the above rates, plus postage. Value Surveys may be ordered by writing directly to:

HALGREN TESTS
873 PERSIMMON AVENUE
SUNNYVALE, CALIFORNIA, 94087

APPENDIX C

January 19, 1972

Mrs. Betty J. Prichett
Snell Hall, #529
Oregon State University
Corvallis, Oregon

Dear Mrs. Pritchett:

Dr. Cohen has turned over your recent letter to me and I am enclosing the staff survey about which you wrote.

Our survey was developed for an on-going research project and we have not in any way standardized results or validated all the data. Also, some of the items were incorporated from other inventories and I cannot give you permission to use them. These have been crossed in red in the enclosed survey. For the value scales, circled in our inventory, you might get permission from

> Dr. Milton Rokeach,
> Visiting Professor
> The University of Western Ontario
> London 72, Canada

You are welcome to use other portions of the inventory and we will be happy to answer further questions, should they occur. We would also like to look at your dissertation proposal before your survey is underway.

Sincerely,

Florence B. Brawer, Ed. D.

FBB:ft

Enclosure.

APPENDIX D

COMMITTEE OF COMMUNITY COLLEGE AUTHORITIES WHO REVIEWED FIRST DRAFT OF QUESTIONNAIRE

Dr. Dwight Baird, former president of Clark College, Vancouver, Washington

Dr. Leonard Garmier, manager, Cascade Campus, Portland Community College, Portland, Oregon

Dr. John Hakanson, president, Clackamas Community College, Oregon City Oregon

Dr. Louis Herkenhoff, vice president, Mt. Hood Community College, Gresham, Oregon

Dr. Leo Marlantes, dean of academic affairs, Mt. Hood Community College, Gresham, Oregon

Dr. Donald K. Shelton, executive secretary, Oregon Community College Association

APPENDIX E

COMMUNITY COLLEGES IN OREGON

1.   Blue Mountain Community College
      2410 N. W. Garden Avenue
      Pendleton, Oregon 97801

2.   Central Oregon Community College
      College Way
      Bend, Oregon 97701

3.   Chemeketa Community College
      4389 Satter Drive, N. E.
      Salem, Oregon 97303

4.   Clackamas Community College
      19600 S. Molalla Avenue
      Oregon City, Oregon 97045

5.   Clatsop Community College
      16th and Jerome
      Astoria, Oregon 97103

6.   Lane Community College
      4000 E. 30th Avenue
      Eugene, Oregon 97405

7.   Linn-Benton Community College
      Box 249
      Albany, Oregon 97321

8.   Mt. Hood Community College
      26000 S. E. Stark Street
      Gresham, Oregon 97030

9.   Portland Community College
      12000 S. W. 49th Avenue
      Portland, Oregon 97219

10.   Rogue Community College
       3343 Redwood Highway
       Grants Pass, Oregon 97526

11.   Southwestern Oregon Community College
       Coos Bay, Oregon 97420

12.   Treasure Valley Community College
       650 College Boulevard
       Ontario, Oregon 97914

13.   Umpqua Community College
       Box 967
       Roseburg, Oregon 97470

APPENDIX F

REVIEW COMMITTEE APPOINTED BY EXECUTIVE SECRETARY,
OREGON COMMUNITY COLLEGE ASSOCIATION

Dr. Leonard Garmire, Portland Community College, Portland,
Oregon

Dr. John Hakanson, Clackamas Community College

Ed. Wright, Linn-Benton Community College

Betty Berg, Chemeketa Community College

Mrs. Berg was not able to serve and Luis Morales, Chemeketa
Community College, acted in her stead.

APPENDIX G

OCCA Office
685 Cottage Street NE   April 10, 1972
Salem, Oregon 97301

MEMORANDUM TO: Dr. Leonard Garmire, Portland Community College
                             Dr. John Hakanson, Clackamas Community College
                             Mr. Ed Wright, Linn-Benton Community College
                             Mrs. Betty Berg, Chemeketa Community College

FROM: Don Shelton

SUBJECT: Appointment to Committee to Assist the OCCA in Approval
                             or Non-Approval of a Requested Doctoral Study

Betty J. Pritchard, former staff member of Mt. Hood Community College and currently attending
Oregon State University, has requested approval of the Association for dissemination of questionnaires
to community college personnel.

In accordance with OCCA Research Policy, 5.1 to 5.5 (copy enclosed) I am appointing you and the
others listed above to advise me as whether to approve or deny the request.

Mrs. Pritchard will contact you and furnish a copy of her proposed instrument and proposed study.
It will be appreciated if you will review the study and inform me as to your recommendation
concerning approval for the study in the enclosed envelope.

Thank you for your cooperation and assistance. Mrs. Pritchard is operating on a limited time
schedule. It will be appreciated if you will give this matter your early attention.

I have reviewed Mrs. Prichard's proposed study. My recommendation is:

_____That the study be approved
_____ That approval be denied

                              Signed _____
                                            Review Committee Member

APPENDIX H

April 18, 1972

Dear Community College Staff Member:

Mrs. Betty Pritchett, doctoral candidate at Oregon State University, has applied for approval of her doctoral thesis project under OCCA Research Code 5.1 to 5.5. In accordance with that Code, the research proposal and the survey instrument were referred to a community college advisory committee composed of Ed Wright, Linn-Benton; Luis Morales, Chemeketa; Dr. Leonard Garmire, Portland; and Dr. John Hakanson, Clackamas. This advisory committee have recommended approval of Mrs. Pritchett's study.

One of the criteria for study approval is the requirement that study results be made available to participating institutions. Upon completion, a copy of the results will be furnished to each community college library.

Your kind cooperation will be appreciated by Mrs. Pritchett.

Sincerely yours,

Donald K. Shelton
Executive Secretary

DKS:ms

APPENDIX I

April 21, 1972

Dear Community College Colleague,

Your name has been selected at random from the Oregon Community College Association Directory to Personnel. You are being asked to participate in a research project to develop a profile of the values and perceptions held by full-time professional staff members in Oregon's community colleges. Similar studies have been conducted in other states, but since the Oregon system is new and dynamic, it is questioned whether the findings of the other studies are applicable in Oregon.

The project is under the direction of Dr. Dwight Baird, former president of Clark College in Vancouver and presently a staff member in the Division of Vocational, Adult and Community College Education of Oregon State University. Dr. Donald Shelton, Executive Secretary, Oregon Community College Association, has officially approved the study.

Please complete the questionnaire, fold, staple and mail. If any portion of the questionnaire is not appropriate in your present position, please skip that portion and proceed to the next section. Your returned questionnaire will be identified by a number to determine follow-up mailing procedures, but the final report will identify neither respondents nor individual colleges.

A copy of the completed report will be mailed to each participating community college and an abstract of the findings will be mailed to each participant.

In order to meet the time scheduled for the computer, we request that you complete the questionnaire and return as soon as possible. Your cooperation will be most appreciated.

Sincerely,

Betty J. Pritchett, Researcher
On leave, Mt. Hood Community College

2 Enclosures

APPENDIX J

May 12, 1972

Dear Community College Colleague,

Recently you were asked to participate in a research project to develop a profile of the values and perceptions held by full-time professional staff members in Oregon's community colleges. Since your completed questionnaire has not yet been received, this is a special request that you return the form as soon as possible.

Completing the questionnaire does not require any research on your part and, according to participants, requires only about thirty minutes of your time. Your returned questionnaire will be identified by a number to determine follow-up mailing procedures, but the final report will identify neither respondents nor individual colleges.

The project is under the direction of Dr. Dwight Baird, former president of Clark College in Vancouver and presently a staff member in the Division of Vocation, Adult and Community College Education of Oregon State University. Dr. Donald Shelton, Executive Secretary, Oregon Community College Association, has officially approved the study.

A copy of the completed report will be mailed to each participating community college and an abstract of the findings will be mailed to each participant.

Your cooperation will be very much appreciated.

Yours very truly,

Betty J. Pritchett, Researcher
On leave, Mt. Hood Community College

APPENDIX K

Coding of Data Cards

Data for each of the 360 respondents was coded on the data cards as follows:

Card 1;	Columns	1- 4	Indicate identifying number of respondents
	Column	5	1 to 3 indicates card number
	Column	6	1 to 8 indicates major assignment
	Column	7	1 to 2 indicates age
	Column	8	1 to 2 indicates sex
	Column	9	1 to 6 indicates highest degree obtained
	Column	16	1 to 9 indicates father's major occupation
	Columns	17-22	1 to 6 in each column indicates response to a section in question
	Columns	23-29	7 indicates response to question 8
	Columns	30-43	Indicates responses to question 9
	Columns	44-49	Indicates response to question 10
	Columns	50-55	Indicates response to question 11
	Columns	56-75	Indicates response to question 12
	Columns	76-80	1 to 2 in each column indicates response to an item in question 13
Card 2;	Columns	1- 4	Represents identifying number of respondents
	Column	5	1-3 represents card number
	Columns	6- 7	1 to 5 in each column represents response to a line in question 14
	Columns	8-15	1 to 3 in each column represents response to a line in question 15
	Columns	16-23	Represents responses to question 16
	Columns	27-62	Represents responses to eighteen terminal values
	Columns	63-80	Represents response to first nine instrumental values
Card 3;	Columns	1- 4	Represents identifying number of respondents
	Column	5	1-3 represents card number
	Columns	6-23	Represents responses to last nine instrumental values
	Columns	24-53	Represents an item in question 5