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TWO-YEAR COLLEGE ADMINISTRATORS' RESPONSE TO MAJOR ISSUES FACING COMMUNITY COLLEGES

The Ohio State University

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TWO-YEAR COLLEGE ADMINISTRATORS' RESPONSE TO
MAJOR ISSUES FACING COMMUNITY COLLEGES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Patricia Keats Kasile, B.A., M.S.W.

* * * *

The Ohio State University
1984

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I. INTRODUCTION

Vaughan and his associates (1983) identified a number of issues for community college leaders. Open door admissions, remedial instruction programs, and governance in the management process were among them. The issues are not new; they have existed to a greater or lesser degree for some time. The manner in which they are addressed can influence the future of community colleges. It is ironic that many of the people in these institutions, for whom the broad specified issues are identified, are neither directly concerned with these issues nor participants in their resolution. There is a second irony; much of the responsibility for the resolution of two-year college issues is assumed by, or assigned to, administrators—managers whose input and expertise are not always sought prior to the emergence and identification of the problem.

There is no current national study on how present chairpersons, deans, and presidents feel about such major issues as those
cited above. Because of the centrality of their positions in the decision-making process of setting and implementing the goals for community colleges, it is important to solicit from them as much information as possible regarding their perception of the important issues facing two-year colleges. What they think and believe probably has much to do with the persistence, enthusiasm, and initiative which they will bring to the solution of problems.

The philosophies held by administrators of two-year colleges are the mainspring for the implementation of the goals and missions of those institutions. Philosophies, after all, are beliefs regarding value systems. Strongly held values generate loyalties; persistent loyalties become commitment; and all of these dimensions translate into attitudes about ideas, things, and people. Attitudes prepare people for action. Rokeach (1973) suggests that we view values as standards which guide ongoing activities, and that value systems be viewed as general plans employed to resolve conflicts and to aid in decision making. Values viewed as standards may lead individual administrators to take particular positions on issues, predispose them to hold
political ideologies, guide their judgments and evaluations, and act as contributing factors in their comparisons and rationalization processes (Rokeach (1973)). Lindblom (1969) also gives support for the importance of values in the forming of standards in decision making. Simon (1964) argues that in so far as decisions lead toward the selection of final goals, these decisions may be called value judgments. According to Simon, goals are also value judgments which are not fixed nor given. Perrow (1961) states that top managers guide the direction of the organization and define its future desired state; these goals originate with key people: the administrators. It is then important to know the perceptions of these key people regarding those issues which have been stated.

A. Description of the Problem and Purpose of the Study

Organizational tasks take place at different hierarchical levels, so the managers at each level have primary responsibility for establishing goals and direction for their respective workplaces (departments, centers, units, etc.). The feelings about the major issues previously stated are the administrators' values on these issues. If decision
making and goal setting are related to the values of the
top managers in these two-year colleges, then it is of
significance to know what these values are. There is no
current national study of two-year college administrators' responses to the current issues facing them. The purpose of this study is to gather baseline data from administrators who work in two-year colleges with regard to their reaction to specified issues that have been identified as impacting upon the institutions which they manage.

Questions which guided the investigation deal with the administrators' positions regarding: the continuation of "open door" admission policy, the provision of special educational services to academically handicapped students, and shared governance in the management process.

Problem Statement: What are the similarities/differences among the various levels of management in the two-year college in response to the issues of open door admissions, remedial instruction programs, and shared governance identified by Vaughan as among those issues confronting community college leaders?
Importance to the field: Baseline data regarding opinions of administrators on the major issues facing two-year colleges can add both to the knowledge of the field generally and the organization in particular. Baseline data can minimize an element of uncertainty regarding some of the issues. This latter benefit of reducing uncertainties in the field and in the organization is very significant because these uncertainties pose major challenges to rationality. With regard to the organization, shifts and modification in philosophy impact on curriculum change. If the arguments of Rokeach, Lindblom, Simon, and Perrow have validity with regard to their statements concerning values and opinions being a part of decision making and goal setting, then the data can provide information about this factor involved in decision making and goal setting.

B. Assumptions

The writer was guided by two basic assumptions: (1) baseline data that was gathered from the research will add important information to managers of two-year colleges, and (2) there is validity to the arguments that there exists a relationship between administrators' values and decision
making/goal setting.

C. Limitations

(1) The study was not a cause-effect experiment. The study merely investigated the relationship of each variable to every other variable.

(2) The study had the inherent limitation and weakness in the survey approach to data gathering, i.e., the responses are assumed to be true and factual and the respondents understood what information was requested.

(3) There may be a difference in the answers that an administrator records on a questionnaire and the responses that he/she provided in a group setting in any given organizational environment.

(4) The bases of this study were the inferences made from the 646 people who responded to the questionnaire. This is a 52% response rate.
II REVIEW OF RELATED LITERATURE

There is an absence of current empirical data with regard to administrators' opinions concerning those issues which confront community college leaders. That which is available tends to be impressionary, anecdotal, or commentary in nature. The writer, however, must use the information which is available on these issues and on the relationship of values to decision making.

The review of related literature is intended to provide an understanding of some of the issues facing community college leaders and the relationship of values held by leaders to decision making and goal setting. Therefore, the literature is organized in the following three areas: (1) open door admission policy and consequent remedial education, (2) governance in the management process, and (3) the relationship of values to decision making.

This literature is chosen because (1) it illustrates that these variables or issues are of significance in two-year colleges,
and (2) that values are a factor in decision making regarding the goals and the direction of the two-year colleges. The literature review is directly related to variables stated in the problem statement.

The theory imbedded in the literature involves that part of the literature which demonstrates the relationship between values held by administrators and consequent decision making based on those values.

Since each issue is written about by different authors with different backgrounds, it gives the investigator a global perspective of the significance of the issues. The literature review deals with the problem as a whole (the issues and their implications) and deals with each issue separately. The literature review matches the issues which have been designated as variables and hence clarifies the problem.

A. Literature Related to Open Admissions and Remedial Education

In 1947, under appointment of Harry S. Truman, a presidential commission issued a six-volume report entitled *Higher*
Education for American Democracy. The Truman Commission asked for the opening of doors of higher education to members of this country who, throughout history, had not experienced the American dream of equality. This commission viewed education as the key to survival in a democracy. Members of the commission noted concern regarding the limited opportunities to many Americans; members of the lower socioeconomic class, blacks, women, and working adults. Members envisioned the goal of opportunities for this segment of the citizenry to be achieved through an expanded network of two-year colleges.

The higher education structure at that time was not equipped to handle the increased enrollments suggested by the Truman Commission. In viewing ways in which to meet its goals, the Commission proposed that the number of community colleges be increased and that their activities be expanded. The commission was of the belief that a major goal of education in America should be universal access to education suited to the needs and abilities of the students. The center of learning for the entire community was to be the community college. The report emphasized both
technical and general education components. Vaughan (1984:12) states that the report of the President's Commission on Higher Education of 1947 was a "declaration of the nation's intent to promote the American dream through higher education. The community college was to be a major vehicle for the democratization of American higher education. . . In retrospect, the Truman Commission report can indeed be viewed as the community college's manifesto."

Thornton (1972) also justifies the community college as a natural extension of the free, public elementary and secondary school system in America and argues for public support of these colleges. He again stresses the democracy of two-year colleges. In tracing the two-year colleges' ideology, Goodwin (1973) concludes that although the rhetoric has changed from generation to generation, the basic mission of the two-year colleges has remained consistent, that is, to be a place for molding people to blend into the community and gain the skills needed to perform their roles. Palinchak (1973) sees the two-year colleges as having adopted the triangular role of providing general education for all citizens, occupational training, and
preparation for advanced scholarly study. In summary, the aforementioned authors view the two-year college as truly the college for the people.

This latter view of a people's college is not without criticism. Cohen (1977), London (1978), and Zwerling (1976) wrote of the relationship between social class and the two-year colleges. Zwerling states that two-year colleges contribute to keeping our present class structure intact by keeping people of the lower socioeconomic classes in their place and that this college plays an essential role in maintaining the pyramid of American social and economic structure. He argues that two-year college students come primarily from the lowest socioeconomic classes of college attenders, have the highest drop-out rate of any college population, and that these dropouts or even the two-year college graduates will enter lower-level occupations than equivalent students who attend higher status colleges. Zwerling extends his thesis on the role of counseling in these colleges, which he views as a "cooling out" process. He finds the intent here as convincing students that their failure to go through to the
baccalaureate level and to higher status positions is their own fault, tracing this "cooling out" idea through the work of Burton Clark (1960) and earlier social theorists. Cohen states that social equalization is an unrealizable dream, and concludes that the two-year colleges are no more able to overturn the class structure than are the elementary and high schools. He maintains that these colleges can assist individuals in moving between classes, but that they cannot guarantee the equal distribution of academic achievement among classes. London concluded that most students in the two-year college were from socioeconomic groups lower than those who typically attend four-year institutions and that this two-year college student was fearful of the disassociation from peers and family which would result if their goals were achieved. He states that these students resist demands placed upon them by instructors, and this resistance is reflected in absenteeism and limited effort. London does not wholeheartedly embrace Burton Clark's "cooling out" function; yet, he emphasizes the attitude and behavior of the two-year college faculty as being primarily concerned with their prestige factor in higher education and making few demands on intellect of the two-year college student.
Regardless of these divergent views of the mission of the two-year college, both two- and four-year colleges and universities have served academically underprepared students since the 1960's, as a result of the prominence given to the improvement of access to college for students. The real impact, however, has taken place in two-year colleges where non-traditional and academically underprepared students have become a majority of those attending (Richardson 1983:47). Initially, because of state law or economic reasons, many four-year institutions were required to accept all high school graduates. Special courses and remedial sequences were developed which had the effect of keeping underprepared students out of regular classes. As public policy permitted, four-year colleges and universities then turned over the responsibility for the underprepared to the two-year colleges.

The success of the fulfillment of this responsibility has been questioned. Moore (1970) was highly critical of the education provided to marginal students in the two-year college. He maintains that these students are placed in remedial programs with poor counseling and poor teachers.
He is also without praise for administrators in their lack of understanding of the high-risk student in the two-year college. To admit everyone and then fail half of those admitted does not appear to fulfill the goals set forth by the Truman Commission in 1947. Olivas (1979) raises the question of whether two-year institutions provide opportunities for minorities or perpetuate inequities; he is critical of the schools' inability or lack of active attempts in assisting the student through the programs offered.

Cross (1977), Roueche, and Snow (1977) suggest placing program emphasis on developmental as opposed to remedial offerings; thus widening the range of students who could participate and succeed. Developmental offerings incorporate self-concept; students who are deficient in academic areas could enroll. Richardson (1983) states, however, that success in developmental offerings does not result in acquisition of the academic skills which are necessary in degree programs.
Again, diverse emphasis seems apparent. The specific values which leaders in the community college movement and academic administrators in two-year colleges may place on the issues then appear to influence those factors of admission, program, and curricula which are implemented.

B. Literature Related to Governance in the Management Process

In addressing the forces which influence the bureaucratic structure and authoritarian management style in the two-year college, Cohen (1983:192) states that "Community college faculty have exhibited little interest in shared authority, collegiality, and academic freedom. Their training and experience have not resulted in strong allegiance to these traditional values of higher education . . . In the few instances where the faculty's voice was encouraged through senates . . . both administrators and faculty, who were usually inexperienced in the participation process, found the shared approach slow and inefficient." Cohen (1983:193) also states that faculty participation in governance sustains commitment to organizational priorities, is a tool for organizational change and could be the only effective tool remaining to two-year college
administrators. He continues with what he believes to be the necessary factors for the achievement of an effective governance process; leadership quality in education; leaders who share the functions of leadership; and adequate faculty involvement, support, and participation in the planning and implementation of decisions.

Thorton (1972) states that two-year colleges are governed in the same manner as other elements of the public schools, that is, through a locally elected board of trustees under legislative laws and regulations of the state board. Monroe (1972) views governance as involving all aspects of the control and direction of the college, including both the policy-making mechanisms and the agencies through which the policies are administered. Corson (1960) defines governance as the establishment and administration of the regulations and rules of the college and includes the following groups: scholars, teachers, students, administrators, and trustees. Indubitably, these authors point out the difficulty of separating the establishment of policy from the administration of policy. Cohen and Brawer (1982:105), in addressing the trend toward state coordina-
tion and control of all publicly supported colleges, cite a study by Richardson, Blocker, and Bender (1972) which concludes that under such a plan, two-year colleges had the most to gain and the least to lose; however, the line between state coordination and control is a very fine line.

Richardson (1972) states that ideal administration is that which operates within a participant model, that is, with the active involvement of all of the constituencies. An organization functioning under this model would have a much flatter pyramidal structure than is common in the bureaucratic model, with authority and responsibility of governance to be shared, and with decision making and institutional goals fitting into a framework of participation and consensus. Collins (1977) also advocates a more participatory type of governance because of: increased institutional size, the burdens of bureaucracy, and the interconnectedness of knowledge in the two-year college. Vaughan (1983:195) reiterates the promotion of participative decision making processes when he states that such "can be the primary means for encouraging staff to accept the philosophy and values which undergird the concept of
Riesman (1980) states that the two-year colleges are more susceptible to presidential dictation, even though many of their faculties are unionized. In essence, he states that unionization took place as a reaction to the dictatorship of the administrators. He continues to state that two-year college faculty did not experience the academic resolution which he and Christopher Jencks wrote of in 1968; that these faculty do not regard themselves as independent professionals; and have not lost hegemony because they never had it.

Baldridge's study (1978) characterized the two-year college as being subject to strong control from state and local governments and having accountability demands which leave most of the decision making in the control of the administration and the board of trustees. Baldridge and associates also emphasize the lack of power and influence of the faculty members who also tend to have the highest pro-union attitudes. These authors also illustrate that the governance process is more bureaucratic, that faculty
is extremely low in professional autonomy, and that faculty influence over personnel decisions is rather minimal. In general, these gentlemen agree that the greater the outside influence (prevalent in two-year institutions) the greater the bureaucratization, the lower the faculty professional autonomy, and the lower the participation rate in the governance process. The two-year college does not appear to have the strong professional enclaves often evident in the senior and/or more prestigious institutions.

Most of the recent research on faculty unionism has focused on the impact of faculty collective bargaining on institutional governance. Both Schmalz (1981) and Dayal (1984) illustrate a steady upward movement, both in membership as well as in the coverage of two- and four-year colleges by the collective bargaining system. Results of these studies demonstrated academic freedom and participation in various governance processes as reasons for the increase. Lawler and Walker's study (1984) also concluded that faculty involvement in institutional governance is a major factor in explaining election outcomes of unionism in higher education. In contrast, Kochan (1980) has noted that when
there is existence of mechanisms for shared control, there is a low vulnerability to unionization. And finally, Richardson and Riccio (1980) conclude that although faculty are significantly more involved in decision making after collective bargaining, community college faculty still do not play a major role in shaping policy.

C. Literature Concerning the Relationship of Values to Decision Making

As open admissions, remedial education, and participatory institutional governance are seen, at least in part, as value judgments, the following is offered in support of the relationship between values held by administrators and their consequent decisions.

Rokeach (1973) suggests that one views values as standards which guide ongoing activities and that value systems be viewed as general plans employed to resolve conflicts and aid in decision making. Values viewed as standards may lead individual administrators to take particular positions on social issues, predispose them to favor political ideologies, guide their evaluations and judgments, and act
as a contributing factor in their comparisons and their rationalization process. Values play an important part in the hierarchy of decisions. Lindblom (1969) gives support for the importance of values in the forming of standards in decision making. His example of an administrator who is given responsibility for formulating policy illustrates this point.

"He might start by trying to list all values in order of importance . . . . Then all possible policy outcomes could be rated as more or less efficient in attaining a maximum of those values. This would, of course, require a prodigious inquiry into values held by members of society and an equally prodigious set of calculations on how much of each value is equal to how much of each other value. He could then proceed to outline all possible policy alternatives. In a third step, he would undertake systematic comparison of the multitude of alternatives to determine which attains the greatest amount of values." (p. 331)

The above example illustrates three important points for this research study. One is that the process of decision making regarding open admissions, remedial education, participatory governance, or any policy is not a simple, objective, mechanical process, free of value judgments; and two, that evaluation, standards, and empirical analysis are intertwined. Because standards and value judgments are
involved at different stages in the decision-making process, the example implies a third point. Decision making is ordinarily formalized as a means-end relationship, with the end (decision) selected independently of and prior to the choice of the means (implementation method(s)). It can be implied from Lindblom's example that such a means-end relationship is absent. Often, means and ends are simultaneously chosen because of the involvement of values.

Many administrators in the college system have an input into the determination and/or implementation of goals. Simon (1964:1-22) states that goals are value judgments which are not fixed or given. Perrow (1970) adds that goals originate with key people. The key people in the two-year college are administrators who have input in the setting of the direction of the organization, implementation of its policies, and defining its desired future state. Simon argues that every decision involves elements of two kinds which he calls "factual" and "value" elements. He states that decisions are something more than factual propositions, that decisions have an ethical as well as a
factual content. Thus, the correctness or the direction which an administrative decision takes is a relative matter. Simon further states that insofar as decisions lead toward the selection of goals, these decisions may be called value judgments.

And finally, Peters and Waterman (1982: p.279) state that the "one all-purpose bit of advice for management . . . Figure out your value system." In delineating their criteria for success, they use what is called the McKinsey 7-8 Framework (p.10). In the center of this framework, surrounded by such factors as structure, systems, style, staff, skills, and strategy, is the term "shared values." In dedicating a total chapter of their book to values, these authors explain in detail and by numerous examples how managers/administrators use values and value systems in their decision making and the importance for good management in the identification of these values. Peters and Waterman (p.281) quote Philip Selznick:

"The formation of an institution is marked by the making of value commitments, that is, choices which fix the assumptions of policy makers as to the nature of the enterprise, its distinctive aims, methods and roles. These character defining choices are often not
made verbally, they might even be made consciously... The institutional leader is primarily an expert in the promotion and protection of values... Institutional survival, properly understood, is a matter of maintaining values and distinctive identity."

In summary, many authors give support to the relationship between values and decision making. Some, such as Peters, Waterman, and Selznick, view the value system of the administrator/manager as the core of institutional functioning.
III. METHODOLOGY

This chapter will provide a description of the research methodology which was followed to obtain responses to the questions posed in the problem statement. The methodology will be presented under four sections: (A) design of the study, (B) instrumentation, (C) selection of population/sample, and (D) data analysis.

A. Design of the Study

The descriptive study/survey research design was used in this analysis. Regarding the descriptive study, Van Dalen (1979) states that in order that progress be made in any area, scholars need descriptions of the phenomena with which they work; accurate assessments are needed concerning the distribution, incidence, and relationships of phenomena in the area. A factor in solving problems, then, is a determination of the nature of present attitudes, values, practices, and conditions in that area.
Regarding survey research, G.W. Moore (1983) states that the purpose of survey research is to obtain information that describes existing phenomena by asking the respondents their perceptions, attitudes, or values. It is, therefore, a self-report assessment. Good (1963) emphasizes that survey research allows the investigator to ascertain evidence regarding the existing conditions or current situations and to identify norms in order to plan the next step. Kerlinger (1964) states that survey research can provide a broad scope of information from a large population, which will increase the generalizability of the data collected and will permit a heterogeneous group of respondents who "... can give a remarkably accurate portrait of ... (their) values, attitudes, and beliefs." (p. 422).

The limitations of descriptive surveys are also noted. Those limitations identified by Good (1963) are that surveys cannot be directed at securing exact quantitative predictions of things to come, and that information that is not known or not noticeable to the respondents cannot be secured. Kerlinger (1964) defines this association of the advantages and limitations of a specific type of research
as "the principles of symmetry." Due to the pragmatic nature of this type of research for this particular area, the advantages exceed the disadvantages.

This national study, utilizing a stratified random sample, provided responses from a wide range of persons and institutions which otherwise would not have been feasible because of the travel time and money involved in other methods of research. In that anonymity was assured, the questionnaire was perceived by the investigator to be non-threatening. With this characteristic, it is believed that the responses given are fairly accurate responses. This questionnaire provides the baseline data for a description of administrators' responses which presently does not exist.

B. Instrumentation

Information collected for analysis and computation for this study was secured by using the questionnaire "A National Study of Two-Year College Administration." Dr. William Moore, Jr., Professor of Educational Administration, The
Ohio State University, conducted this survey. Administrators who completed the instrument were presidents, deans, division chairpersons, and other staff administrators who work as managers in two-year colleges.

Validation and reliability of this instrument were secured through the following methods. Once the identification of elements and indicators was determined, questions were drafted and sent to the Polimetrics Laboratory of The Ohio State University for the development of a format and coding. The drafted instrument was then critiqued by a panel of experts who had agreed to review the instrument and make suggestions. The panel was comprised of twenty individuals holding the same positions as the ones in which the final instrument was to be directed. The panel members who reviewed the instrument were asked to focus on whether or not the questions were appropriate, clear, concise, in logical sequence, and without bias or omissions. After the work of the panel had been completed and the instrument returned to Dr. Moore with suggestions; revisions were then made following the recommendations of the panel, and the instrument was returned to the panel for further reactions.
Following further adjustments, the instrument was again reviewed by a panel of five experts on questionnaire construction. Further revisions were then made, and the resultant instrument was pilot-tested by twenty two-year college administrators.

In its final form, the instrument was comprised of 71 items and was categorized into eight sections: (1) personal information, (2) career information, (3) institutional characteristics, (4) personal beliefs and opinions, (5) governance, (6) administration, (7) administrative preparation, and (8) career satisfaction. The specific issues facing two-year college leaders are found in sections four and five. Instruments were then coded so that a follow-up to non-respondents could be made. Two follow-up letters were intermittently mailed to those who had not responded.

C. Selection of Population/Sample

Administrators in two-year colleges, defined as presidents, deans, division chairpersons, and academic staff
administrators, comprised the population. A stratified random sample of 147 institutions was taken from the total population of the 1,230 two-year colleges from 49 of the 50 states; state of South Dakota does not have a two-year college. Three colleges from each state were chosen. The sample was stratified according to four institutional types, i.e., two-year private, two-year public, community, and technical colleges.

D. Data Analysis and Statistical Procedures

Returned instruments were reviewed for accuracy of completion and then coded by administrative position. Responses were then recorded, transferred to coding sheets, key punched, then verified for data processing by computer.

Using the Statistical Analysis System (SAS 1983) computer package at The Ohio State University, a frequency histogram was developed for each variable. These histograms permitted general discussion of the responses and were used to combine items of response where very low frequencies occurred.
The SAS package was also used to investigate the relationships of the strata to the instrument variables using Pearson's Chi-square statistic for the test of independence. The statistical procedures determined significant differences that occurred between specific variables and the four strata. The statistical procedure was also used to determine significant differences between variables within each strata.

The investigator also conducted chi-square tests of independence on the demographic factors of the respondents and the demographic factors of the institutions versus the responses to information regarding open-door admissions, remedial education, and governance in the management process. Chi-square tests of independence were also conducted between the various responses to information one to another.

The investigator determined the relationship of these variables on open-door admissions, remedial education, and governance in the management process with demographic variables of both respondents and the institutions in which
they were employed. Cross tabulations were made with the responses to questions on open-door admissions, remedial education, and governance in the management process.
IV. DATA ANALYSES AND RESULTS

A. Demographics of the Sample

A stratified random sample of 147 institutions was taken from the total population of the 1,230 two-year colleges from 49 of the 50 states. Three colleges from each state were chosen. The sample was stratified according to four institutional types, i.e., two-year private, two-year public, community, and technical. The total number of questionnaires sent was 1,242; the number of questionnaires returned and used for data analyses was 646, with a return rate of 52%. The study is based on these responses.

The following material illustrates the demographic factors of the respondents. Those factors which have been examined are: type of two-year college, including means of financial support, student enrollment, and location of college; administrative position of respondents and respondents' highest degree earned; respondents' academic major in the Masters and Ph.D. program; respondents' previous managerial
positions in business or industry; previous administrative experience in public or parochial schools; sex; age; military experience; and salary.

In regard to the type of two-year college, 73% were community colleges; 19% were technical colleges or institutes; 6% were public junior colleges; 1% were private junior colleges; and 1% were classified as "other." Of these, 35% were classified as suburban, 33% as rural, and 32% as urban. With the categorization of the 49 states, 30% were from the south, 21% from the east, 19% from the midwest, 15% from the far west, and 15% from the heartland. Regarding financial support, 80% were state supported; 6% were privately supported, and 14% had a combination of local and state support. Of these campuses, 40% were part of a multi-campus district; 60% were not. In regard to student enrollment, 22% had enrollments of less than 2,000; 29% had between 2,000 and 4,000; 13% had between 4,000 and 6,000; 6% had between 6,000 and 8,000; 4% had between 8,000 and 10,000; 7% had between 10,000 and 12,000; 3% had between 12,000 and 14,000; 2% had between 14,000 and 16,000; and 13% had more than 16,000 students.
Regarding the respondents' administrative positions: 30% were division chairpersons; 11% were presidents; 9% were dean of students; 8% were dean of instruction; 8% were department heads; 8% were program directors; 7% were vice-presidents; 4% were associate deans; 4% dean, other; 3% were assistant deans; 3% deans of vocational education; 2% were program directors; 2% administrative assistants; and 1% were assistant directors.

Of these respondents, 28% had previously held a managerial position in business or industry; 72% did not have that experience, and 23% had previously been a public school administrator; 2% had been parochial school administrators; and 75% never held either such position.

In regard to respondents' salaries, 51% earn between $30,000 and $44,999; 13% earn $45,000 and above; and 34% earn less than $30,000; however, these latter are primarily nine-month academic contracts.

Regarding the highest academic degree earned, 1% had the associate degree; 4% had a B.A. or B.S.; 53% had a masters
degree; 38% had a Ph.D. or Ed.D.; 1% had a M.D., D.D.S., or J.D.; 1% had no degree; and 2% had other specified degrees. Masters degrees were in the following majors: 23% in Educational Administration, 7% in Business Administration, 9% in Secondary Education, 6% in Humanities/Fine Arts, 12% in Liberal Arts, 10% in Science/Engineering, 4% in Mathematics, and 2% in specified others. Ph.D./Ed.D. degrees were in the following majors: 24% in Educational Administration, 1% in Business Administration, 2% in Humanities/Fine Arts, 4% in Liberal Arts, 3% in Science/Engineering, 1% in Mathematics, and 3% in specified others.

Respondents were 76% male, 24% female. Of the respondents, 82% were married, 8% single, 8% divorced or separated, and 2% were widowed. Respondents identified themselves with the following ethnic groups: 90% White, 5% Black, 2% Chicano, 1% Native American (Indian/Eskimo), 1% Asian/Pacific Islander, and 1% specified other. In regard to age, 11% were 24-35 years, 23% were 36-40 years, 19% were 41-45 years, 18% were 46-50 years, 21% were 51-59 years, and 8% were 60 or older. Regarding military experience, 36% had 0-5 years' experience, 35% had 6-10 years'
experience, 16% had 11-15 years' experience, and 13% had 16 years or more experience.

B. Responses by Percentages of All Respondents

The following material illustrates those specific questions on the survey referring to the issues of "open-door" admissions, remedial education, and governance in the managerial process and with the percentages of respondents who responded in a specific way.

1. Those questions referring to open admissions and remedial education were:

Variable 31: Which of the following statements comes closest to your position regarding the continuation of the "open-door" admissions policy in two-year colleges? (Select only one.) Categories of responses were divided into (1) open-door admissions should definitely be continued, (2) open-door admissions should be retained but with some restrictions, (3) open-door admissions
should be eliminated, (4) my college does not have an open door policy, and (8) don't know.

Variable 32: What is your opinion with regard to providing special educational services to academically disadvantaged students? (Select only one.) Categories of responses were divided into (1) such services are too costly and should not be provided, (2) such services should be provided regardless of cost, (3) such services should be provided only if they are cost effective, and (4) don't know.

Variable 33: Does your institution currently provide special educational services for the academically disadvantaged student? Categories of responses were (1) yes, (2) no, and (8) don't know.

Variable 34: If yes, how successful do you think these special educational services have been? Categories of responses were (1)
very successful, (2) somewhat successful, and (3) not successful.

Variable 35: Some suggest that two-year colleges should be the only higher education institutions to offer remedial education. How do you feel about this? Categories of responses were divided into (1) strongly agree, (2) agree, (3) disagree, and (4) strongly disagree.

Variable 36: If you had the discretion to either eliminate or retain remedial instruction programs, what would you do? Categories of responses were divided into (1) eliminate or cut back existing programs, and (2) retain existing programs.

Variable 37: It has been said that two-year colleges have an identity problem. How do you feel about this assessment? Categories of responses were divided into (1) strongly agree, (2) agree, and (3) disagree or strongly disagree.
2. Those questions referring or related to governance in the management process were:

Variable 47: Which of the following statements most closely reflects your opinion concerning shared governance in the management process? (Select only one.) Categories of responses were divided into (1) shared governance is the most productive way to make institutional decisions, (2) shared governance is not a very productive way to make institutional decisions, and (3) shared governance is more of a political necessity than a managerial necessity.

Variable 50: How useful is community participation in the decision-making process? Categories of responses were divided into (1) highly useful, (2) usually useful, (3) only occasionally useful, and (4) not very useful.
Variable 51: What kind of effect does collective bargaining have in shared governance? Categories of responses were divided into (1) positive effect, (2) negative effect, (3) no effect, (8) don't know, and (9) no collective bargaining.

Variable 52: How would you describe current board participation in the administrative decision-making process? Categories of responses were divided into (1) very active, (2) somewhat active, (3) not at all active, (8) don't know.

Variable 53: What is your opinion about the usefulness of board participation in the decision-making process? Categories of responses were divided into (1) highly useful, (2) usually useful, (3) only occasionally useful, (4) not very useful, and (8) don't know.

Variable 54: Thinking to the future, do you think board participation in administrative decision making will: Categories of
responses were divided into (1) increase, (2) decrease, (3) remain the same, and (8) don't know.

Variable 60: Would you describe your administrative style as: Categories of responses were divided into (1) primarily task oriented, (2) primarily people oriented, (3) both #1 and #2 but more task oriented, (4) both #1 and #2 but more people oriented, and (8) don't know.

Variable 84: Which one of the following frustrates you the most in carrying out your responsibilities? (Select only one.) Categories of responses were divided into (1) being assigned tasks with insufficient resources to carry them out, (2) being assigned tasks that involve the contribution of others without the authority to require others to carry out their charge, (3) the possibility that your decision will be reversed, (4) being assigned a task to
do without sufficient time to complete the task, (5) other, and (8) don't know.

Variable 92: In your opinion, what is the status/prestige of the position you hold? (Select only one.) Categories of responses were: (1) decreasing in importance and influence, (2) increasing in importance and influence, (3) remaining about the same as it was 10 years ago, and (8) don't know.

Variable 93: And, what about the status of the authority and control of administrators? Categories of responses were divided into (1) increasing, (2) decreasing, (3) remaining about the same, and (8) don't know.

2. In reference to the questions on open admissions and remedial education, the following percentages were found among all of those who responded.
Variable 31: Respondents' position regarding open-door admissions policy: 44% of the respondents stated that open-door admissions policy should definitely be continued; 52% stated that open-door admissions should be retained but with some restrictions; 1.4% stated that open-door admissions should be eliminated; 1.6% stated that their colleges do not have an open-door policy; and 1% no response. As can be seen from Figure 1, 96% of the respondents favored some type of continued open-door admission policy, with those favoring at least some restrictions slightly outnumbering those favoring continued open-door admissions with no restrictions.
CONTINUE RESTRICTIONS ELIMINATE DO NOT HAVE

FIGURE 1
VARIABLE 31
PERCENT OF RESPONSES BY CATEGORY OF RESPONSE: "OPEN-DOOR" ADMISSION POLICY
Variable 32: Respondents' position with regard to providing special educational services to academically disadvantaged students: 1% stated that such services are too costly and should not be provided; 41% stated that such services should be provided regardless of cost; 56% stated such services should be provided only if they are cost effective; and 2% stated that they did not know. Figure 2 illustrates that 97% of the respondents favored providing special educational services, with more than half indicating such services should be provided only if cost effective.
FIGURE 2
VARIABLE 32
PERCENT OF RESPONSES BY CATEGORY OF RESPONSE:
SUCCESSFULNESS OF SPECIAL EDUCATIONAL SERVICES
Variable 33: Respondents whose institution currently provides special educational services for the academically disadvantaged student: 95% have such services, and 5% do not have such services.

Variable 34: If the respondents' institutions do provide special educational services, they stated the success of such services as: 21% being very successful, 64% being somewhat successful, 6% being somewhat unsuccessful, 1% being very unsuccessful, 3% stating don't know, and 5% not offering special programs.

Variable 35: Respondents' feelings that two-year colleges should be the only higher education institutions to offer remedial education: 15% strongly agree; 31% agree; 41% disagree; 12% strongly disagree; 1% don't know. Figure 3 illustrates the almost even split between those on the agree side and those on the disagree side.
FIGURE 3
VARIABLE 35
PERCENT OF RESPONSE TO CATEGORY OF RESPONSE:
AGREEMENT/DISAGREEMENT TO THE STATEMENT OF: TWO-YEAR COLLEGES
SHOULD BE THE ONLY HIGHER EDUCATION INSTITUTIONS TO OFFER REMEDIAL EDUCATION
Variable 36: If respondents had the discretion to either eliminate or retain remedial instruction programs: 3% would eliminate, 88% would retain, 7% would cut back existing programs, and 2% don't know.

Variable 37: It has been said that two-year colleges have an identity problem. How do you feel about this assessment: 10% strongly agree, 43% agree, 36% disagree, 9% strongly disagree, and 2% don't know.

3. In reference to the questions on governance in the management process and related questions, the following percentages were found among all of those who responded.

Variable 47: Which of the following statements most closely reflects your opinion concerning shared governance in the management process (Select only one): 45% stated that shared governance is
the most productive way to make institutional decisions; 11% stated that shared governance is not a very productive way to make institutional decisions; 38% stated that shared governance is more of a political necessity than a managerial necessity; 6% stating don't know. Figure 4 illustrates the relatively even split between those who feel shared governance is the most productive managerial process versus those who feel it is just a political necessity.
FIGURE 4
VARIABLE 47
PERCENT OF RESPONSES BY CATEGORY OF RESPONSE:
OPINION CONCERNING SHARED GOVERNANCE IN THE
MANAGERIAL PROCESS
Variable 50: How useful is community participation in the decision-making process?
16% stated such participation was highly useful, 38% usually useful, 32% only occasionally useful, 12% not very useful, and 2% don't know.

Variable 51: What kind of effect does collective bargaining have on shared governance:
11% stated that collective bargaining has a positive effect; 35% stated that it has a negative effect; 4% stated that it has no effect; 18% stated don't know; 32% do not have collective bargaining at their institution.

Figure 5 illustrates that half of the respondents did not know the effect of or didn't have collective bargaining, and it further illustrates the 3 to 1 negative response to the effect of collective bargaining on shared governance.
FIGURE 5
VARIABLE 51
PERCENT OF RESPONSES BY CATEGORY OF RESPONSE:
EFFECT OF COLLECTIVE BARGAINING ON SHARED GOVERNANCE
Variable 52: How would you describe current board participation in the administrative decision-making process: 35% stated very active; 45% stated somewhat active; 15% stated not at all active; 5% stated don't know. Figure 6 illustrates the respondents' perception that current board participation in administrative decision-making process was somewhat active to very active.
FIGURE 6
VARIABLE 52
PERCENT OF RESPONSES BY CATEGORY OF RESPONSE:
DESCRIPTION OF CURRENT BOARD PARTICIPATION IN THE
ADMINISTRATIVE DECISION-MAKING PROCESS
Variable 53: What is your opinion about the usefulness of board participation in the decision-making process? 15% of the respondents stated that it was highly useful, 36% stated that it was usually useful, 28% stated that it was occasionally useful, 16% stated that it was not very useful, and 5% don't know.

Variable 54: Thinking to the future, do you think board participation in administrative decision making will: 39% of the respondents stated increase; 5% stated decrease; 47% stated that it would remain the same; and 9% stated don't know. Figure 7 illustrates that almost half of the respondents feel that future board participation in the administrative decision-making process will remain the same; however, there is an 8 to 1 ratio of those who feel board participation will increase relative to those who feel board participation will decrease.
FIGURE 7
VARIABLE 54
PERCENT OF RESPONSES TO CATEGORY OF RESPONSE:
INCREASE/DECREASE/STATUS QUO OF FUTURE BOARD
PARTICIPATION IN ADMINISTRATIVE DECISION MAKING
Variable 60: Would you describe your administrative style as: 5% stated their style was primarily task oriented, 15% stated it was primarily people oriented, 31% stated that it was both, but more task oriented, and 49% stated it was both, but more people oriented.

Variable 84: Which one of the following frustrates you the most in carrying out your responsibilities: (Select only one.) 28% stated being assigned tasks with insufficient resources to carry them out, 32% stated being assigned tasks that involve the contribution of others without the authority to require others to carry out their charge, 8% responded to the possibility that their decisions will be reversed, 22% to being assigned a task to do without sufficient time to complete the task, 7% other factors, and 3% don't know.
Variable 92: In your opinion, what is the status/prestige of the position you hold (Select only one): 16% of the respondents stated that it was decreasing in importance and influence; 49% stated that it was increasing in importance and influence; 32% stated it was remaining about the same as it was 10 years ago; 3% don't know. Figure 8 illustrates the relative positive effect the respondents felt about the status/prestige of the position they hold, as only 16% felt the status/prestige was decreasing, while three times that many felt it was increasing.
FIGURE 8
VARIABLE 92
PERCENT OF RESPONSES BY CATEGORY OF RESPONSES:
STATUS/PRESTIGE OF THE POSITION YOU HOLD
Variable 93: And, what about the status of the authority and control of administrators: 25% of the respondents stated that it was increasing, 25% stated that it was decreasing, 49% stated that it was remaining the same, and 1% don't know.

C. Chi Square Analysis: Comparison of Demographic Factors by Responses to Questions on Open Admission, Remedial Education, and Governance in the Managerial Process

1. Introduction and General Hypotheses

An analysis of the percentages and contingency tables follows. The general hypothesis on all contingency tables regarding demographics are that the column variables are independent of the row variables, i.e., that response is independent of the facts. Hypotheses regarding comparisons of an individual's response on a specific question to that same individual's response to a different question are that these responses are independent, one of another.
Significance of the interaction of the responses to the factors indicates that the respondents' answers were either greater than or less than the expected number under the null hypothesis of independence. For example, variable 13, administrative position, cross tabulated with variable 31, the question on open admissions, resulted in a highly significant Chi square statistic. The null hypothesis of independence of position, crossed by response to the question of open admissions, was rejected. This rejection was due to the administrative position of president responding with 35 out of 69 answers in favor of open admissions with no restrictions. We would expect that if the null hypothesis of independence were true, only 32 out of 69 would have responded with the answer open admissions with no restrictions. In addition, in this particular contingency table, the division chairpersons responded with a 128 out of 189 favoring open admissions with some restrictions. If the null hypothesis of independence of response to position were true, we would expect only 102 out of 189 to answer open admissions with some restrictions.
Demographic characteristics of the respondents were compared to the responses which they gave to questions referring to open admissions, remedial education, and governance in the institution. Those demographic characteristics which were analyzed included age, sex, race, degree, major for Ph.D., salary, type of institution in which respondents were employed, how long they had been administrators, military service, and location of the college by state.

2. Probabilities: Respondents' Characteristics by Responses to Questions

a. Age

Regarding age of respondents, ages were divided into these categories: (1) 24 to 35 years, (2) 36 to 40 years, (3) 41 to 45 years, (4) 46 to 50 years, (5) 51 to 59 years, and (6) 60 and above. The age groups were then matched against all questions pertaining to open admissions, remedial education, and governance. The following results express specific demographic factors matched against specific questions.
Age by response to respondents' position regarding the continuation of the "open-door" admission policy in two-year colleges: age was found to be independent of the response (Prob. = 0.0694), therefore, not significant.

Age by response to respondents' opinion with regard to providing special education services to academically disadvantaged students: age was found to be independent of the response (Prob. = 0.7357), therefore, not significant.

Age by response to respondents' opinion on the success/non-success of special educational services: age was found to be independent of the response (Prob. = 0.3573), therefore, not significant.

Age by response to respondents' opinion that two-year colleges should be the only higher education institution to offer remedial education: age was found to be not independent of the
response (Prob. = 0.0436), therefore, this factor is statistically significant. The youngest age group, that of 24 to 35 years of age, strongly disagreed to this statement much more frequently than expected. The relative proportion of "strongly disagrees" was much higher for this age group than for any other age group. In this same age group, the relative proportion that agreed with this statement was fewer than expected.

Age by response to respondents' discretion to either eliminate or retain remedial instruction programs: age was found to be independent of the response (Prob. = 0.8524, therefore, not significant.

Age by response to respondents' opinion that two-year colleges have an identity problem: age was found to be not independent of the response (Prob. = 0.0257), therefore, this factor is significant. The youngest age group, that of 24 to 35 years of age, tended to answer "strongly agree"
more frequently than expected and answered "strongly disagree" much less frequently than expected. The age group of 46 to 50 years of age tended not to be as strong in their disagreement with this statement as other age groups in that they answered "disagree" more than expected and "strongly disagree" less than expected.

Age by response to respondents' opinion concerning shared governance in the management process: age was found to be independent of the response (Prob.=0.0826), therefore, not significant.

Age by response to respondents' opinion regarding the usefulness of community participation in the decision-making process: age was found to be independent of the response (Prob.=0.2729), therefore, not significant.

Age by respondents' opinion about the usefulness of board participation in the decision-making process: age was found to be independent of the response (Prob.=0.2833), therefore, not significant.
Age by respondents' opinion of future board participation increase/decrease in administrative decision-making: age was found to be independent of the response (Prob.=0.1324), therefore, not significant.

Age by respondents' description of their administrative style being task or people oriented: age was found to be independent of the response (Prob.=0.5792), therefore, not significant.

Age by response to respondents' opinion regarding the factors which frustrate them the most in carrying out their responsibilities: age was found to be not independent of the response (Prob.=0.0324), therefore, this factor is significant. The age group of 41 to 45 years of age responded with "being assigned a task to do without sufficient time to complete the task" more frequently than other age groups. Just the opposite, i.e., answered less frequently than expected, was true for the age group of 46 to 50 years of age.
Age by respondents' opinion regarding the increase or decrease of the status of the authority and control of administrators: age was found to be independent of the response (Prob.=0.6280), therefore, not significant.

Age by respondents' opinion regarding the positive/negative effect of collective bargaining on shared governance: age was found to be independent of the response (Prob.=0.3578), therefore, not significant.

b. Sex

The demographic factor of sex was also matched against responses to questions on open admission, remedial education, and governance in the managerial process.

Respondents' sex by their position regarding the continuation of the "open-door" admissions policy in two-year colleges was found to be highly significant (Prob.=0.0020). Females answered
differently than males to this question, stating that "open-door" admissions should be retained but with some restrictions much more than expected, and males responding that "open-door" admissions should definitely be continued much more than expected.

Respondents' sex by their opinion with regard to providing special educational services to academically disadvantaged students was found to be independent of the response (Prob. = 0.0840), therefore, not statistically significant, although, since the probability is close to 0.05, there is a possibility there may be a difference between male/female response.

Respondents' sex by their response to the successfulness/unsuccessfulness of special educational services was found to be independent of the response (Prob. = 0.945), therefore, not significant.
Respondents' sex by response to the suggestion that two-year college should be the only higher education institution to offer remedial education was found to be independent of the response (Prob. = 0.8487), therefore, not significant.

Respondents' sex by their discretion to either eliminate or retain remedial instruction programs was found to be independent of response (Prob. = 0.5065), therefore, not significant.

Respondents' sex by response to the statement that two-year colleges have an identity problem was found to be not independent of response (Prob. = 0.0321), therefore, significant. Females tended to disagree with the statement that two-year colleges have an identity problem more than expected and agreed less than expected, whereas males answered just the opposite.

Respondents' sex by response to the question on shared governance in the management process
(Prob.=0.0521), although not statistically significant, is very close to the significance level and is viewed as important. Females responded "shared governance is the most productive way to make institutional decisions" more than expected and responded "shared governance is not a very productive way to make institutional decisions" less frequently than expected. Males responded in the opposite manner.

Respondents' sex by the response to the usefulness of community participation in the decision-making process was found to be independent of response (Prob.=.0714), although males tended to answer favorably and females less favorably than expected.

Respondents' sex by response to the positive/negative effect of collective bargaining on shared governance was found to be independent of response (Prob.=0.8843), therefore, not significant.
Respondents' sex by response to the usefulness of board participation in the administrative decision-making process was found to be not independent of response (Prob. = 0.0018). Females responded that such participation was "usually useful" at a higher frequency than males; however, females responded "highly useful" and "not very useful" less frequently than males. There appears to be a high variance of opinion by sex in this question. Males responded "highly useful" or "not very useful" more frequently than expected and "usually useful" less frequently than expected.

Respondents' sex by response to the future increase/decrease of board participation in the decision-making process was found to be independent of response (Prob. = 0.1852), therefore, not significant.

Respondents' sex by the description of their administrative style as task/people oriented was
found to be independent of response (Prob. = 0.0932), therefore, not significant.

Respondents' sex by response to the factor which frustrates them most in carrying out their responsibilities was found to be not independent of response (Prob. = 0.0004), and is therefore highly significant. Females felt very strongly that insufficient time was the most frustrating factor and specified fewer "other" responses, that is, females tended not to specify other factors other than the four options listed.

Respondents' sex by response to the increase/decrease of status of the authority and control of administrators was found to be independent of response (Prob. = 0.0959), therefore, not significant.

c. Ethnic Group

Identification with ethnic group was matched against response to questions on open admissions,
remedial education, and governance in the managerial process. The significance/non-significance of this demographic factor and responses follows.

Respondents' ethnic group by response to their position regarding the continuation of the "open-door" admissions policy was found to be not independent of response (Prob.=0.0020), and is highly significant. Non-whites tended to respond that there should be no restrictions much more so than whites.

Respondents' ethnic group by response to their opinion with regard to providing special educational services to academically disadvantaged students was found to be independent of response (Prob.=0.1096), therefore not significant. This factor was also not significant in their opinion of the successfulness of special education services (Prob.=0.1177).
Respondents' ethnic group by response to the suggestion that two-year colleges should be the only higher education institutions to offer remedial education was found to be independent of response (Prob.=0.0549) and, therefore, not statistically significant. However, because this figure is close to the significance level, it is important to note that non-whites proportionately tended to "strongly disagree" with this statement more than did whites.

In regard to the question regarding respondents' discretion to either eliminate or retain remedial education, the demographic factor of ethnic group was found to be statistically significant (Prob.=0.0283). However, one must look at the practical significance. Over 91% of all respondents answered that remedial instructions should not be eliminated. Although the Chi square is significant, it is noted that only one non-white out of 64 non-whites stated that such programs should be eliminated.
Respondents' ethnic group to responses regarding two-year colleges' identity problem was found to be independent of response (Prob. = 0.7297); independent of responses found between ethnic group and opinions concerning shared governance (Prob. = 0.3118); of responses on usefulness of community participation in the decision-making process (Prob. = 0.3145); of responses regarding the usefulness of board participation (Prob. = 0.2487); of response to the future increase/decrease of board participation (Prob. = 0.5351); and of response to the description of their administrative style as task/people oriented (Prob. = 0.3507).

Respondents' ethnic group to responses regarding the positive/negative effect of collective bargaining on shared governance was found to be not independent of response (Prob. = 0.0165), and therefore, significant. Non-whites tend to state that collective bargaining has a positive effect.
on shared governance more frequently than expec-
ted.

Respondents' ethnic group to responses to factors
of frustration in carrying out their responsi-
bilities was not significant (Prob.=0.1966) nor
were there significant differences with regard to
responses to the increase/decrease of the status
and control of administrators (Prob.=0.1966).

d. Degrees Earned

The factors of the respondents' highest academic
degree earned was matched with their responses to
questions on open admissions, remedial education,
and shared governance in the managerial process.
The significance/non-significance of this
demographic factor follows.

Respondents' highest degree earned matched with
response to their position regarding the continu-
ation of the "open-door" admissions policy was
found to be not independent of response
(Prob.=0.0049), and, therefore, highly significant. Respondents who held doctor's degrees, including Ph.D., Ed.D., M.D., D.D.S., or J.D. stated that open-door admissions should not have restrictions more frequently than expected if degree earned were not related to response.

Respondents' highest degree earned was found to be independent of response in the following questions: opinion regarding provision of special education services to academically disadvantaged students (Prob.=0.6358); successfulness of special educational services (Prob.=0.8224); suggestion that two-year colleges should be the only higher education institutions to offer remedial education (Prob.=0.7301); discretion to eliminate/retain remedial instruction programs (Prob.=0.8969); opinion regarding the idea that two-year colleges have an identity problem (Prob.=0.2944); opinion concerning shared governance in the managerial process
(Prob. = 0.2688); opinion regarding usefulness of community participation in the decision-making process (Prob. = 0.1899); opinion regarding the increase/decrease of the status of the authority and control of administrators (Prob. = 0.2349); opinion regarding the usefulness of board participation in the decision-making process (Prob. = 0.2778); and description of their administrative style as task/people oriented (Prob. = 0.5717).

Although respondents' highest degree earned was also found to be independent of response to the positive/negative effect of collective bargaining on shared governance (Prob. = 0.0855) and on response to increase/decrease of future board participation in administrative decision making (Prob. = 0.0640), there is a possibility that this demographic factor could make a difference since the statistical non-significance was close to the 0.05 level.
Respondents' highest degree earned was found to be not independent regarding the factor which frustrates them the most in carrying out their responsibilities (Prob. = 0.0112). Those respondents who did not have a masters degree or doctors degree stated that insufficient time was the primary factor of frustration more than would be expected relative to the other groups, and did not specify other factors other than the four responses listed.

e. Respondents' Major in Master's Program

Respondents' major in their Master's degree program was matched against their responses on open admissions, remedial education, and shared governance in the managerial process. In each case, the correlation between this demographic factor and the response to the questions were found to be not significant. The specific questions and their probabilities follow. Non-significance was found on: position regarding continuation of open-door admission
policy (Prob. = 0.2188), opinion regarding provision of special educational services (Prob. = 0.1519), success of special educational services (Prob. = 0.8412), suggestion that two-year colleges should be the only higher education institution to offer remedial education (Prob. = 0.6846), discretion to either eliminate or retain remedial instruction programs (Prob. = 0.2042), idea that two-year colleges have an identity problem (Prob. = 0.2262), opinion regarding shared governance in the management process (Prob. = 0.1419), opinion regarding usefulness of community participation in the decision-making process (Prob. = 0.2588), opinion on the positive/negative effect of collective bargaining on shared governance (Prob. = 0.1115), opinion regarding future increase/decrease of board participation in administrative decision making (Prob. = 0.6894), description of their administrative style as task/people oriented (Prob. = 0.8315), factors which frustrate them the most in carrying out their responsibilities (Prob. = 0.8623), their
opinion regarding the increase/decrease of the status of the authority and control of administrators (Prob.=0.2944), and the opinion on the usefulness of board participation in the administrative decision-making process (Prob.=0.0682). Although this last response is not statistically significant, it may make a difference in the manner of the response because of its closeness to the 0.05 level of significance.

f. Respondents' Major in Ph.D. Program

There were no significant differences found between the respondents' major in their Ph.D. program and any of the questions dealing with open-door admissions policy, remedial education, and shared governance in the managerial process.

The non-significance was found on the following cross tabulations: open-door admissions policy (Prob.=0.1242), factors of whether or not to provide special educational services (Prob.=0.2363), current provision of special educational services (Prob.=0.5380), success of the
above services (Prob.=0.8635), two-year colleges being the only educational institutions offering remedial education (Prob.=0.7827), elimination/retention of remedial instruction programs (Prob.=0.2199), two-year colleges' identity problem (Prob.=0.3100), shared governance in the management process (Prob.=0.9349), usefulness of community participation (Prob.=0.3919), positive/negative effect of collective bargaining on shared governance (Prob.=0.9799), usefulness of board participation (Prob.=0.3144), increase/decrease of future board participation (Prob.=0.2253), description of administrative style (Prob.=0.2253), factors of frustration in carrying out responsibilities (Prob.=0.7910), and increase/decrease of the status of authority and control of administrators (Prob.=0.1174).

g. Respondents' Primary Administrative Position

Respondents' primary administrative positions were cross tabulated with questions concerning open-door admissions policy, remedial education,
and shared governance in the managerial process. These administrative positions were categorized in the following manner, according to line or staff position and placement on the pyramid of line or staff: group 1 was comprised of presidents; group 2 was comprised of deans; group 3 was division chairpersons; group 4 was vice-presidents, associate or assistant deans, assistant directors, and administrative assistants, and group 5 was comprised of program directors, program coordinators, department heads, and registrars. This categorization was performed to ensure a sufficient number of frequencies in each cell for a valid Chi square test. Consultation for categorization was provided by Dr. William Moore, Jr., The Ohio State University.

In regard to administrative positions and response to open-door admissions policies being continued, retained but with some restrictions, or eliminated, there were highly significant differences found (Prob. = 0.0001). The group
comprised only of presidents answered non-restrictive continuation of such policies much more than expected under the null hypothesis. Just the opposite was true for the group comprised only of division chairpersons; they favored "some restrictions" placed on this policy much more than expected. The group comprised of deans tended to agree with the responses of the presidents regarding continuation of non-restrictive policies. Group 4 responded as expected; so did group 5.

Significant differences were also found in regard to the response to the successfulness/unsuccessfulness of special educational services (Prob.=0.0152). The group of presidents stated that these services were very successful more than expected. The group of division chairpersons stated such services were either very unsuccessful or somewhat unsuccessful more than expected. Highly significant differences were found (Prob.=0.0054) in administrative position
with regard to response on retention/elimination of remedial instruction programs. The group of presidents and the group comprised of vice-presidents, associate or assistant deans, assistant directors, and administrative directors responded elimination or cutting back of existing programs far less than expected. Caution is warranted, however, on this highly statistical difference since a total of 91% of all respondents gave their belief that such programs should be retained.

Statistical differences were also found (Prob.=0.0190) on respondents' opinion concerning productiveness, non-productiveness, or political necessity of shared governance in the management process. Group 3, that comprised of only division chairpersons, responded that shared governance is the most productive way to make institutional decisions more than expected and answered that shared governance is more of a political necessity than a managerial necessity.
less than expected. The group comprised of associate or assistant deans, vice-presidents, assistant directors, and administrative assistants responded that shared governance was more of a political necessity much more than expected.

High significant statistical differences were found (Prob. = 0.0001) in the responses to the positive/negative effect of collective bargaining on shared governance. The group comprised only of division chairpersons responded that collective bargaining has a positive effect much more than expected. The group of presidents and the group comprised of associate or assistant deans, vice-presidents, assistant directors, and administrative assistants responded in the opposite manner, stating that collective bargaining would have a negative effect much more than expected.
Highly significant statistical differences were found (Prob. = 0.0062) in regard to the usefulness/non-usefulness of board participation in the administrative decision-making process. Presidents believed board participation to be highly useful much more than expected. The expected frequency doubled in that particular cell, that is 11 were expected and 22 was the actual frequency.

Highly significant statistical differences were found (Prob. = 0.0001) in administrators' response to the factor most frustrating in carrying out their responsibilities. The group comprised only of presidents accounts for this highly significant difference. Presidents responded that being assigned tasks with insufficient resources to carry them out was the most frustrating factor much more than expected.

No significant differences were found with regard to administrative position and the following,
questions: opinion regarding factors affecting provision of special educational services to academically disadvantaged students (Prob.=0.2363), current provision of special educational services (Prob.=0.5380), opinion that two-year colleges should be the only higher education institutions to offer remedial education (Prob.=0.7827), opinion regarding two-year colleges having an identity problem (Prob.=0.3100), usefulness/non-usefulness of community participation (Prob.=0.3919), increase/decrease of future board participation (Prob.=0.7310), and description of administrative style (Prob.=0.2253).

h. Respondents' Salaries

Respondents' salaries were cross tabulated with their responses to questions on open admissions, remedial education, and shared governance in the managerial process.
In regard to respondents' position concerning the continuation of the open-door admissions policy, the factor of salary was found to be highly significant (Prob.*=0.0023). The lower-salaried group, that is, under $25,000 per year, stated that such a policy should have some restrictions more than expected under the null hypothesis. Correlations were found (Prob.*=0.0221) between salary group and responses to agreement/disagreement on the idea that two-year colleges should be the only higher education institution to offer remedial education. It is noted, however, that there were no definite patterns in the Chi square table: some adjoining salary groups had different responses; however, one hundred dollars' difference in salary per year does not make a practical difference. Concerning respondents' beliefs about future board participation increasing or decreasing, highly significant statistical difference was found when matched against salary (Prob.*=0.0098). The highest salaried group, $45,000/year and above,
responded more than expected that board participation would increase. Concerning respondents' opinion regarding what factor frustrates them the most in carrying out their responsibilities, highly significant statistical differences were also found (Prob. = 0.0010). The highest salaried group responded more than expected that the factor of insufficient resources to carry out responsibilities was most frustrating. Significant differences also were found with this same high salary group in response to the status of authority and control of administrators (Prob. = 0.0457). The highest salary group felt that this status was "decreasing"; the second highest salary group, $40,000 to $44,999, also felt it was decreasing. The third highest salary group, $35,000 to $39,999, felt that the status of authority and control of administrators was remaining about the same, while the lowest salary group, under $25,000/year, stated more than expected that this status was increasing.
Although there was a significant difference found (Prob. = 0.0484) in the cross tabulations between salaries and the successfulness of special educational services, it is not practically significant because of the very low frequencies in the cell containing the lowest salaried group, that is, under $25,000/year. The same is true for the significant difference found (Prob. = 0.0351) in the cross tabulations between salary and the positive/negative effect of collective bargaining on shared governance: the table shows significance only because of the very low frequencies in the cells containing the lowest salaried group.

No significant differences were found between salary and the following questions: opinion regarding provision of special educational services to academically disadvantaged students (Prob. = 0.7512); respondents' discretion to eliminate/retain remedial instruction programs (Prob. = 0.6173); two-year colleges having an
identity problem (Prob.=0.4122); opinion concerning shared governance as productive, non-productive, or a political necessity (Prob.=0.1126); usefulness of community participation (Prob.=0.2630); and usefulness of board participation (Prob.=0.4053).

1. Respondents' Administrative Experience

Respondents' administrative experience in a two-year college was cross tabulated with responses to questions on open admissions, remedial education, and shared governance in the managerial process. Such administrative experience was grouped in the following manner: code 1=0-5 years of experience, code 2=6-10 years of experience, code 3=11-15 years of experience, and code 4=16 years or more of experience. In regard to the response on the statement that two-year colleges have an identity problem, the factor of experience was found to be highly significant (Prob.=0.0085). Age group 4, those with 16 years or more of experience, strongly disagreed with
this statement more than expected. Age group 2, those with 6-10 years of experience, agreed with the statement more than expected under the null hypothesis.

No other correlations were found to be significant. Probabilities on responses to the other questions follow: open-door admissions policy (Prob.=0.0570); factors of provision for special educational services (Prob.=0.1506); success of special educational services (Prob.=0.3375); two-year colleges being the only ones to offer remedial education (Prob.=0.5933); elimination/retention of remedial instruction programs (Prob.=0.7562); shared governance (Prob.=0.1572); usefulness of community participation (Prob.=0.5441); positive/negative effect of collective bargaining (Prob.=0.2098); usefulness of board participation (Prob.=0.4674); future board participation (Prob.=0.3765); administrative style (Prob.=0.1526); factors of frustration (Prob.=0.1506); and status of authority and control of administrators (Prob.=0.0885).
j. Respondents' Military Service

Respondents' years of military service was cross-tabulated with all responses to questions dealing with open-door admissions policy, remedial education, and shared governance in the managerial process.

No significant correlations were found. The probabilities follow: open-door admissions policy (Prob.=0.1506); factors of provision for special educational services (Prob.=0.2040); success of such services (Prob.=0.7340); two-year colleges being the only ones to offer remedial education (Prob.=0.0905); elimination/retention of remedial instruction programs (Prob.=0.8488); two-year colleges having an identity problem (Prob.=0.6564); shared governance (Prob.=0.2225); usefulness of community participation (Prob.=0.2349); positive/negative effect of collective bargaining (Prob.=0.3241); usefulness
of board participation (Prob. = 0.5261); future board participation (Prob. = 0.1583); administrative style (Prob. = 0.8510); factors of frustration (Prob. = 0.0517); and status of authority and control of administrators (Prob. = 0.1185).

3. Probabilities: Institutional Characteristics by Responses to Questions

a. Financial Support of Institutions

The type of financial support which the institution had, i.e., state supported, privately supported, or a combination of local and state support, was matched against the responses to questions given by respondents on open admissions, remedial education, and shared governance in the managerial process. In cross tabulating this institutional characteristic with response to those questions, no statistically significant correlations were found. The specific probabilities were: regarding respondents' position concerning the continuation of the open-door admissions policy (Prob. = 0.5203); regarding the
provision of special education services to academically disadvantaged students (Prob.=0.1544); regarding current provision of special educational services (Prob.=0.4665); regarding their opinion on the success of special educational services (Prob.=0.1659); regarding respondents' discretion to either eliminate or retain remedial instruction programs (Prob.=0.1133); regarding their opinion concerning shared governance in the management process (Prob.=0.9553); concerning the usefulness of community participation in the decision-making process (Prob.=0.4135); concerning the usefulness of board participation in the administrative decision-making process (Prob.=0.2618); concerning the positive/negative effect of collective bargaining on shared governance (Prob.=0.2075); concerning the future increase/decrease of board participation in administrative decision making (Prob.=0.4557); concerning respondents' description of their administrative style as task/people oriented (Prob.=0.3944); concerning the factor which
frustrates them most in carrying out their responsibilities (Prob.=0.3091); concerning the increase/decrease of the status of the authority and control of administrators (Prob.=0.2465); and concerning the suggestion that two-year colleges should be the only higher education institutions to offer remedial education (Prob.=0.0764).

b. Type of Two-Year College
The type of two-year college, i.e., community, technical, or junior, was cross tabulated with the responses given on open admissions, remedial education, and shared governance in the managerial process. The following material illustrates the significance/non-significance of those cross tabulations.

Regarding the respondents' position concerning the continuation of the open-door admissions policy and whether it should be continued or retained but with some restrictions, the results were highly significant (Prob.=0.0024). The
respondents from the technical colleges answered that open-door admissions policy should be retained but with some restrictions more frequently than would be expected under the null hypothesis of independence between type of college and admissions policy.

In regard to the respondents' opinion concerning the provision of special educational services to academically disadvantaged students, the results again were highly significant (Prob.=0.0023). The respondents from the technical colleges answered much more than expected that such services should be provided only if they are cost effective.

The type of two-year college did not show significance when matched with the provision of special educational services for the academically disadvantaged student (Prob.=0.0906).
In regard to those institutions which do provide special educational services, there was a significant difference shown among the various types of colleges regarding the success of such services (Prob.=0.0169). Technical college respondents answered more than expected that these services are unsuccessful.

Regarding the suggestion that two-year colleges should be the only higher education institutions to offer remedial education, there was a highly significant difference as related to type of college (Prob.=0.0058). Again, respondents from technical colleges disagreed much more than would be expected.

There were no significant differences found between type of college and responses to the following questions: opinion concerning shared governance in the management process (Prob.=0.-1646); usefulness of community participation in the decision-making process (Prob.=0.2166); the
positive/negative effect of collective bargaining on shared governance (Prob.=0.1006); opinion regarding future increase/decrease of board participation in administrative decision making (Prob.=0.2428); description of administrative style as task/people oriented (Prob.=0.3118); factor which frustrates respondents most in carrying out responsibilities (Prob.=0.9275); and respondents' opinion regarding the status of the authority and control of administrators (Prob.=0.1827).

Those responses to the institutional factor of type of college which did not show statistical significance, but with the possibility that such a factor may possibly make a difference in response, are the following: respondents' discretion to either eliminate or retain remedial instruction programs (Prob.=0.0606) with technical college respondents tending to say eliminate or cut back but not significantly; respondents' opinions concerning the idea that two-year
colleges have an identity problem (Prob.=0.6130) with junior college respondents disagreeing with that statement more than expected, but not significantly; respondents' opinion about the usefulness of board participation in the administrative decision-making process (Prob.=0.0626) with technical colleges stating that such participation is usually useful more often than expected, and only occasionally useful less often than expected under the null hypothesis.

c. Student Enrollment

Student enrollment was another factor which was cross tabulated to the questions on open admissions, remedial education, and shared governance in the management process. The following responses were found to be not significant in relation to student enrollment: respondents' position regarding the continuation of the open-door admission policy (Prob.=0.8481); respondents' opinion regarding special educational services to academically disadvantaged
students (Prob.=0.9697); the institution's provision of special educational services (Prob.=0.1194); respondents' opinion concerning the success of these special educational services (Prob.=0.6743); respondents' opinion concerning the suggestion that two-year colleges should be the only higher education institutions to offer remedial education (Prob.=0.4522); respondents' discretion to either eliminate or retain remedial instruction programs (Prob.=0.0923); respondents' opinion to the idea that two-year colleges have an identity problem (Prob.=0.5632); respondents' opinion concerning shared governance in the management process (Prob.=0.3312); respondents' opinion regarding the usefulness of community participation in the decision-making process (Prob.=0.0783); respondents' opinion regarding the positive/negative effect of collective bargaining on shared governance (Prob.=0.1635); respondents' description of their administrative
style as task/people oriented (Prob. = 0.1782); respondents' opinion on the factor which frustrates them most in carrying out their responsibilities (Prob. = 0.1344); and respondents' opinion about the increase/decrease of the status of authority and control of administrators (Prob. = 0.7820).

Student enrollment as an institutional factor was found to be significant in regard to usefulness or non-usefulness of board participation in the decision-making process (Prob. = 0.0234). The institutions with student enrollment of between 6,000 and 10,000 responded more than expected that such board participation was not very useful. This same occurrence was true for respondents from institutions with 14,000 to 16,000 students. This was not true for institutions with 10,000 to 14,000 students, whose respondents answered more often than expected that board participation was only
occasionally useful. There was a tendency for respondents whose institutions had larger enrollments to state that board participation in the administrative decision-making process was not very useful.

Regarding respondents' beliefs about future board increase in administrative decision-making, significant differences were found (Prob. = .022). Those respondents from the smallest institutions, that is, under 1,000 students, responded more than expected that board participation would not increase in the future. Every other group responded as expected to this question.

d. Rural/Suburban/Urban Location of College

Another factor of the respondents' institution was studied, that of rural, suburban, or urban location in regard to the responses given on open admissions, remedial education, and shared governance in the managerial process. Cross tabulations found the following responses to be
not significant in relation to this typology of location of institution. Those found not significant were: respondents' opinion with regard to providing special educational services to academically disadvantaged students (Prob. = 0.5099); the current provision of special education services (Prob. = 0.5566); respondents' opinion to the suggestion that two-year colleges should be the only higher education institution to offer remedial education (Prob. = 0.3801); respondents' agreement or disagreement with the idea that two-year colleges have an identity problem (Prob. = 0.8237); respondents' opinion concerning shared governance in the management process (Prob. = 0.1984); respondents' opinion regarding the usefulness of community participation in the decision-making process (Prob. = 0.1284); respondents' opinion on the positive or negative effect of collective bargaining on shared governance (Prob. = 0.2723); respondents' description of
administrative style as task/people oriented (Prob.=0.2683); factor which frustrates respondents the most in carrying out their responsibilities (Prob.=0.4685); and respondents' position regarding the continuation of the open-door admissions policy (Prob.=0.0801).

In regard to the question of respondents' discretion to eliminate or retain remedial instruction programs, a statistical difference was found (Prob.=0.0271). Rural school respondents tended to state that these programs should be eliminated fewer times than expected under the null hypothesis, however, caution should be used on this statistical difference, since 91% of all respondents stated that such programs should be retained. Therefore, such a statistical difference is not realistic in practical terms.

A statistical difference was found (Prob.=0.0286) in respondents' opinion about the usefulness of board participation in the administrative
decision-making process. Respondents from urban institutions answered more frequently than expected that board participation was not very useful. Significant differences were also found in respondents' opinion on the increase/decrease of board participation in the future (Prob. = 0.0234). Respondents from rural institutions answered more than expected that such board participation would decrease in the future. Concerning the status of the authority and control of administrators, a statistical difference was found (Prob. = 0.0153). Respondents from suburban institutions responded more than expected that such status was decreasing while respondents from urban institutions stated more than expected that such status was increasing.

e. Institution Location by State

The states which housed the respondents' institutions were categorized by regions (see Appendix A). The regions designated were the south, far west, heartland, midwest, and east. These
regions were cross tabulated with responses to open-door admissions policy, remedial education, and shared governance in the managerial process.

The following cross tabulations were found to have statistical significance. In regard to respondents' opinion to provide special educational services to academically disadvantaged students, statistical significance was found (Prob.=0.0197). Respondents from the midwest region answered more than expected that such services should be provided regardless of cost. Respondents from the south answered more than expected that such services should be provided only if they are cost effective. High significant statistical differences were found (Prob.=0.0024) in regard to respondents' belief that two-year colleges should be the only higher education institutions to offer remedial education. Respondents from the far west agreed with this statement more than expected. Highly significant statistical differences were found
In regard to respondents' discretion to eliminate/retain remedial instruction programs. Respondents from the south were inclined more than expected to eliminate such programs. Caution is noted on this statistical significance, however, since 91% of all respondents stated that they would not eliminate the programs.

In regard to the usefulness of community participation in the decision-making process, highly significant statistical differences were found (Prob.=0.0022). Respondents from the east stated more than expected that such participation was either only occasionally useful or not very useful. Respondents from the south gave the above response less than expected. Concerning respondents' opinion regarding the increase or decrease of board participation in the future, a highly significant statistical difference was found (Prob.=0.0007). The cause of this significance was that respondents from the midwest
stated that future board participation will not increase. Regarding respondents' description of their administrative style, high significance was again found (Prob.=0.0004). Respondents from the east stated more than expected that they were more task oriented; respondents from the south stated more than expected that they were more people oriented; and respondents from the midwest stated more than expected that they were both people and task oriented, but more people oriented.

The last significant factor found between region and response was that of the respondents' opinion regarding the status of the authority and control of administrators (Prob.=0.0132). Respondents from the midwest stated more than expected that such status was increasing, and respondents from the far west stated that such status was decreasing.
No significance was found between region of the country and the following questions: retention or elimination of open-door admissions policy (Prob.=0.7194); current provision of special educational services for the academically disadvantaged student (Prob.=0.3644); success or non-success of these special educational services (Prob.=0.7682); respondents' opinion regarding two-year colleges having an identity problem (Prob.=0.4460); shared governance being productive, not productive, or a political necessity in the management process (Prob.=0.4461); positive or negative effect of collective bargaining on shared governance (Prob.=0.5092); usefulness of board participation in the decision-making process (Prob.=0.1021); and factor which is most frustrating in carrying out respondents' responsibilities (Prob.=0.5490).
4. Summary of Significant Demographic Factors by Responses

Characteristics of Respondents:

a. Age

The factor of age was found to be a significant factor in the statement regarding the suggestion that two-year colleges be the only higher education institution to offer remedial education. The youngest age group, that of 24 to 35 years of age, strongly disagreed with the statement. This factor was also found to be significant regarding the statement concerning two-year colleges having an identity problem. Again, the youngest age group responded strongly agree more than expected. The last question to which this demographic characteristic was found to be important was the "most frustrating" factor in carrying out their responsibilities. The age group of 41 to 45 years stated that insufficient time was the primary factor of frustration.
b. Sex

The demographic factor of sex was found to be significant or highly significant with the responses to four questions. High significance was found with regard to the question on open-door admissions policy. Females stated more than expected that open-door admissions policy should have some restrictions; males responded more than expected that no restrictions of admissions should be the policy. Regarding the question concerning two-year colleges having an identity problem, females tended more than expected to disagree with this statement; males responded in the opposite manner. Highly significant statistical differences were found regarding usefulness of board participation. Females responded to the "middle of the road" answers much more frequently than males; that is, females stated usually or occasionally useful while males tended to respond in the extreme with highly useful or not very useful. Highly significant differences were found concerning the factor
which most frustrates respondents from carrying out their responsibilities. Females responded that insufficient time was the primary factor; male responses did not form a pattern.

c. Ethnic Group:
This demographic factor was found to be significant or highly significant in three questions. In regard to the question on open-door admission policy, the Chi square test was highly significant. Non-whites tended to respond that there should be no restrictions much more than did whites. High significance was also found on the question regarding the positive/negative effect of collective bargaining on shared governance: non-whites tended to state more frequently than expected that collective bargaining has a positive effect. The same is true for the question concerning the elimination/retention of remedial education. Non-whites tended to answer more than expected that such education should be retained.
d. Highest Degree Earned:

This factor was found to be highly significant in the response to the question on open-door admission policy. Respondents who held doctor's degrees, including Ph.D., Ed.D., M.D., D.D.S., or J.D. stated more than expected that this policy should not have restrictions. Significance was also found between this factor and that of the factor most frustrating in carrying out responsibilities. Those respondents who did not hold a master's degree or a doctor's degree stated the most frustrating factor was insufficient time, and did not specify any other factors other than the four listed.

e. Respondents' Major in Master's Program:

No significant correlations were found between this factor and responses to questions.

f. Respondents' Major in Ph.D. Program

No significant correlations were found between this factor and responses to questions.
This factor was found to be significant or highly significant in the responses to seven questions:

1. High statistical significance was found in the response to open-door admission policy. The group composed only of presidents answered non-restrictions on policy more than expected; division chairpersons favored some restrictions more than expected; and deans responded with non-restrictions more than expected.

2. Significant differences were found in regard to the success of special education services. The group of presidents stated more than expected that these services were very successful; and division chairpersons stated more than expected very or somewhat unsuccessful.

3. In regard to retention/elimination of remedial instruction programs, the group of presidents and the group comprised of vice-presidents, assistant or associate
deans, assistant directors, and administrative directors responded less frequently than expected to eliminate or cut back.

4. In regard to shared governance, division chairpersons responded that such is a most productive way to make institutional decisions. The group comprised of vice-presidents, assistant or associate deans, assistant directors, and administrative directors responded much more than expected that such was a political necessity.

5. Highly significant differences were found regarding positive/negative effects of collective bargaining on shared governance. Division chairpersons responded more frequently than expected that it has a positive effect; presidents and the group comprised of vice-presidents, assistant or associate deans, assistant directors, and administrative assistants stated that such would have a negative effect.
6. Statistical differences were found regarding usefulness of board participation; presidents responded highly useful much more than expected.

7. Highly significant statistical difference was found in regard to the most frustrating factor in carrying out responsibilities. Presidents responded that insufficient resources was the primary factor.

h. Respondents' Salaries:

This factor was found to be significant or highly significant in seven questions.

1. In regard to open-door admission policies it was highly significant; the lowest salaried group, under $25,000/year, responded that such policy should have some restrictions.

2. Concerning the agreement or disagreement with two-year colleges being the only ones to offer remedial education, significance was found but with little pattern to responses and the difference of $100/year in
salary at times making a difference.

3. Although statistical difference was found between salary and response of success of special educational services, it is not practically significant because of low frequencies in the under $25,000/year group.

4. The above statement is also true for the response to the effect of collective bargaining on shared governance.

5. The highest salaried group, that of $45,000/year, responded more than expected that board participation would increase in the future.

6. The highest salaried group and the second highest salaried group, that of $40,000/year to $44,999/year, responded that the status of the authority and control of administrators was decreasing; the middle salaried groups responded that it was remaining about the same; and the lowest salaried group responded that such status was increasing.
7. The highest salaried group responded that insufficient resources to carry out responsibilities was the most frustrating factor.

i. Respondents' Previous Administrative Experience:
Highly significant statistical differences were found between this factor and the response to the statement regarding two-year colleges having an identity problem. Those with 16 or more years of experience in the two-year college strongly disagreed; those with 6-10 years of experience agreed more than expected with the statement.

j. Respondents' Military Experience:
There were no significant correlations found between this factor and any of the responses given to questions on open-door admission policy, remedial education, and shared governance in the managerial process.
Characteristics of Institutions

a. Financial Support of Institutions:

No significant correlations were found between this factor and responses to questions.

b. Type of Two-Year College:

Highly significant or significant correlations were found between this factor and the responses to four questions:

1. Highly significant statistical differences were demonstrated in the open-door question with respondents from technical colleges responding that such policy be continued but with some restrictions.

2. Highly significant statistical differences were also demonstrated on the question dealing with special educational services; respondents from technical colleges stating more than expected that such services should be provided only if cost effective.

3. Regarding success of special educational services, significant correlations were
indicated with respondents from technical colleges stating more than expected that such services were unsuccessful.

4. Significance was shown in regard to the response to the statement that two-year colleges should be the only higher education institutions to offer remedial education. Respondents from technical colleges disagreed much more than expected with this statement.

b. Student Enrollment:

Two significant correlations were found with this institutional characteristic and responses to questions. One was in regard to the usefulness of board participation in the decision-making process. Respondents from institutions with enrollments from 6,000 to 10,000 and from 14,000 to 16,000 stated more than expected that such participation was not very useful. The opposite was true for those institutions with enrollments between 10,000 and 14,000 who stated more than
expected that it was occasionally useful. The second significant statistical value occurred in regard to the question concerning the increase/decrease of board participation in the future. Respondents from the smallest schools, under 2,000 students, stated more than expected that it would not increase.

d. Rural/Suburban/Urban Location of College:
Four significant correlations were found regarding this factor. Respondents from rural colleges tended to state less frequently than expected that remedial instruction programs should be eliminated. Respondents from urban colleges responded more frequently than expected that board participation was not very useful. Respondents from rural colleges stated more than expected that board participation would decrease in the future. In regard to the question on the status of the authority and control of administrators, respondents from suburban colleges
stated more than expected that such status was decreasing.

e. Institution Location by State:
This characteristic was found to be highly significant or significant in response to seven questions:

1. Of significance was the response to the question on provision of special educational services. Respondents from the midwest stated more than expected that such services should be provided regardless of cost, and those from the south stated only if they are cost effective.

2. A highly significant chi square value was found with responses to the statement concerning two-year colleges being the only higher education institution to offer remedial education. Respondents from the far west statistically agreed with this statement more than expected.
3. Regarding usefulness of community participation, respondents from the east stated more than expected that such was either only occasionally or not very useful, and those from the south gave these responses less than expected.

4. Highly significant statistical probability was found in regard to response to increase/decrease of board participation in the future. Respondents from the midwest stated that such participation will not increase.

5. High statistical significance was again found in response to retention/elimination of remedial instruction programs. Respondents from the south were inclined more than expected to eliminate such programs. It is noted, however, that 91% of all respondents stated that they would not eliminate the programs.

6. High statistical significance was demonstrated in the responses to administrative
style, with easterners stating they were more task oriented, and southerners stating that they were more people oriented. The responses for each of these categories were more than would be expected if region were independent of response.

7. Statistical significance was found with region and response to status of authority and control of administrators. Respondents from the far west stated more often that would be expected that such status was decreasing, and respondents from the midwest stated more often than expected that the status is increasing.

Table 1, a summary table of significant interactions between demographic factors by responses to questions, follows.
## Table 1
### Summary Table of Significant Interactions: Demographic Factors by Response

* = significant at .05  ** = significance at .01  Blank cells are not significant

<table>
<thead>
<tr>
<th>AGE</th>
<th>SEX</th>
<th>ETHNIC GROUP</th>
<th>HIGHEST DEGREE</th>
<th>MAJOR</th>
<th>PH.D. MAJOR</th>
<th>POSITION</th>
<th>SALARIES</th>
<th>ADM. EXP.</th>
<th>MIL. EXP.</th>
<th>FINANCIAL SUPPORT</th>
<th>TYPE SCHOOL</th>
<th>ENROLLMENT</th>
<th>LOC. OF SCHOOL</th>
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D. Chi Square Analyses: Responses by Responses

1. Introduction and General Hypotheses

In addition to looking at the percentages of responses in each category for a given question, it is of great importance to determine the independence of the responses to each other. Contingency tables of one question versus another question were developed to test the null hypothesis of independence of response, one to another. Non-rejection, that is, non-significance of this null hypothesis, indicates that the responses are independent and that no interaction exists, and that the respondents answered the interaction of the categories of each question in the approximate percentages that they answered each response independently.

2. Results of Cross Tabulations: Responses by Responses

Initially, the responses to the question on open-door admissions policy were compared to all other questions dealing with remedial education and shared governance in the managerial process. The following material
presents the results of those cross tabulations.

a. Response to Question on Open-Door Admissions to All Other Questions:

The specific question dealing with open-door admissions policy was: "Which of the following statements comes closest to your position regarding the continuation of the open-door admissions policy in two-year colleges?" (Select only one.) Responses were limited to: (1) "Open-door admissions should definitely be continued; (2) Open-door admissions should be retained but with some restrictions; (3) Open-door admissions should be eliminated; (4) My college does not have an open-door policy; and (5) Don't know."

When contrasting the responses to the above question with the question regarding respondents' opinions regarding the provision of special educational services to academically disadvantaged students, the correlation was found to be highly significant (Prob.=0.0001). Respondents
choosing unrestricted admissions also stated more than expected that special educational services should be provided regardless of cost. Respondents stating that there should be some restrictions on admission policy also stated more than expected that special educational services should be provided only if they are cost effective.

When contrasting the open-door admission policy question to respondents' opinion regarding the success of special educational services, a significant correlation was found (Prob. = 0.0120). Respondents who chose unrestricted admissions stated more than expected that such special educational services were very successful.

Respondents who chose unrestricted admissions also agreed two-year colleges should be the only higher education institutions to offer remedial education (Prob. = 0.0012). Those people who responded that admissions policy should have some restrictions answered agree to this same question
less than expected.

Respondents' answers to the open-door admission policy were cross tabulated with responses to discretion to eliminate or retain remedial instruction programs. Again, a highly significant correlation was found (Prob. = 0.0002). Those people who stated that there should be some restrictions on admissions policy responded more than expected that remedial instruction programs should be eliminated more than expected. Those who chose no restrictions answered eliminate programs less than expected under the null hypothesis. Caution is warranted in this significant correlation, however, since 92% of all respondents answered that such programs should either be retained or retained but with some cutback of existing programs.

In comparing responses to admission policy with usefulness of community participation in the decision-making process, a high correlation was
found (Prob. = 0.0029). Respondents who wanted no restrictions on admission policy also stated more than expected that community participation in the decision making process was highly useful.

The last highly significant statistical correlation in contrasting responses to open-door admission policy was with responses to the factor which frustrates respondents most in carrying out their responsibilities (Prob. = 0.0044). Respondents who chose unrestricted admission policy also stated more than expected that being assigned tasks with insufficient resources to carry them out was the most frustrating factor, and those who chose restrictions on admission policy stated more than expected that being assigned a task without sufficient time to complete the task was the most frustrating factor.

No significant correlations were found between responses to this question on open-door admission
policy and the following other responses: Respondents' institution currently providing special educational services for the academically disadvantaged student (Prob. = 0.0891); respondents' opinion that two-year colleges have an identity problem (Prob. = 0.0645); respondents' opinion on shared governance being productive, not productive, or a political necessity in the management process (Prob. = 0.9184); respondents' opinion regarding positive/negative effect of collective bargaining on shared governance (Prob. = 0.3186); respondents' opinion regarding the usefulness of board participation in the decision-making process (Prob. = 0.1632); respondents' opinion to the increase or decrease of future board participation in administrative decision making (Prob. = 0.0832); respondents' description of administrative style as being task/people oriented (Prob. = 0.6433); and respondents' opinion regarding the status of the authority and control of administrators as increasing/decreasing (Prob. = 0.5635).
b. Responses on Question of Factors Affecting Provision of Special Educational Services to Academically Disadvantaged Students:
The specific question dealing with special educational services was: "What is your opinion with regard to providing special educational services to academically disadvantaged students?" (Select only one.) Responses were limited to:
(1) Such services are too costly and should not be provided; (2) Such services should be provided regardless of cost; (3) Such services should be provided only if they are cost effective; and (4) Don't know.

When contrasting responses to the above question with the question regarding the success of these special educational services, a highly significant statistical correlation was found (Prob.=0.0001). Respondents who stated that special educational services be provided regardless of cost also felt that these services have been successful. Respondents who answered
that such services should be provided only if cost effective answered less frequently than expected that such services are successful.

In cross tabulating the responses to the special educational services question with the responses to the statement that two-year colleges should be the only higher education institutions to offer remedial education, a statistical significance was found (Prob.=0.0254). Those respondents that state special educational services should be provided only if cost effective also disagree more than expected with the statement that two-year colleges be the only higher education institutions to offer remedial education. Those who state that such services should be provided regardless of cost disagree with the statement less frequently than expected.

When cross tabulating responses to the special educational services question with responses to respondents' discretion to eliminate/retain
remedial instruction programs, a highly significant statistical correlation was found (Prob.=0.0001). Those respondents that stated special educational services should be provided only if cost effective state more than expected that remedial instruction programs should be eliminated. Caution is again warranted in making judgments regarding this highly statistically significant factor since the overwhelming majority chose to either retain such programs or retain with cutbacks.

Statistical significance was again found when cross tabulating the responses to the question on special educational services with responses to the question concerning shared governance as productive, not productive, or a political necessity in the management process (Prob.=0.0352). Those who responded that special educational services be provided regardless of cost stated more than expected that shared governance is the most productive way to make
in institutional decisions. Those who stated that special educational services be provided only if cost effective stated more than expected that shared governance is more of a political necessity than a managerial necessity.

No significant correlations were found between responses to the special educational services question and the responses to the following questions: Respondents' institution currently providing special educational services (Prob. = 0.1252); respondents' opinion that two-year colleges have an identity problem (Prob. = 0.0855); respondents' opinion regarding the usefulness of community participation in the decision-making process (Prob. = 0.1757); respondents' opinion on the positive/negative effect of collective bargaining on shared governance (Prob. = 0.0606); respondents' opinion on the usefulness of board participation in administrative decision making (Prob. = 0.0998); respondents' opinion concerning increase/decrease of future
board participation (Prob.=0.6710); description of administrative style (Prob.=0.6218); most frustrating factor in carrying out responsibilities (Prob.=0.7370); and respondents' opinion regarding the increase/decrease of the status of the authority and control of administrators (Prob.=0.7024).

c. Responses to Questions on Success of Special Educational Services:

The specific question concerning the success of special educational programs was: "If yes (current provision of services), how successful do you think these special educational services have been?" Responses were combined with resultant responses of (1) Very successful; (2) Somewhat successful; and (3) Unsuccessful.

When cross tabulating the responses to the above question with responses to the question concerning respondents' discretion to eliminate/retain remedial instruction programs, a highly
significant statistical correlation was found (Prob.=0.0001). Those that stated such programs were somewhat or very unsuccessful stated more than expected that such programs should be eliminated. It is noted that only 9% of all respondents chose to eliminate such programs. Also, significance was found with the responses to the question concerning two-year colleges' identity problem (Prob.=0.0114). Those that responded special educational services were very successful disagreed more than expected with the statement that two-year colleges have an identity problem. Those that stated such programs were unsuccessful agreed with the statement more than expected.

Highly significant statistical correlations were found between the responses to success of special educational programs and the responses to the usefulness of community participation in the decision-making process (Prob.=0.0015). Those who stated that such programs are very successful
also felt more often than expected that community participation was highly useful. Those that answered special educational programs were unsuccessful felt more often than expected that community participation was not very useful. Highly significant statistical correlations were found between responses to success of special educational programs and the usefulness of board participation (Prob. = 0.0006). Those that felt such programs were successful also believed board participation in the decision-making process to be highly useful. Those that felt such programs were unsuccessful believed board participation to be not very useful. Significant correlations were also found with responses to respondents' opinion regarding the status of the authority and control of administrators (Prob. = 0.0104). Those who stated such programs were successful also responded more than expected that the status of the authority and control of administrators is not decreasing.
No significant correlations were found between responses concerning the success of special educational programs and responses to the following questions: statement that two-year colleges should be the only higher education institutions to offer remedial education (Prob.=0.4910); shared governance in the management process (Prob.=0.2323); positive or negative effect of collective bargaining on shared governance (Prob.=0.0859); increase/decrease of board participation in the future (Prob.=0.6218); description of administrative style (Prob.=0.1097); and the factor most frustrating in carrying out responsibilities (Prob.=0.3276).

d. Responses to Question on Two-Year Colleges Being the Only Higher Education Institution to Offer Remedial Education:

The specific statement regarding this matter was: "Some suggest that two-year colleges should be the only higher education institutions to offer remedial education. How do you feel about this?"
Responses were limited to: (1) "Strongly agree; (2) Agree; (3) Disagree; and (4) Strongly disagree."

Significant statistical correlation was found between responses to the above question and responses to opinion concerning the usefulness of board participation in the decision-making process (Prob.=0.0156). Those that strongly agreed with the statement stated more often than expected that board participation in the decision-making process was highly useful. Those that strongly disagreed with the statement stated more than expected that board participation was not very useful.

No significant correlations were found with the responses to the statement about two-year colleges being the only institutions offering remedial education and the responses to the following issues: discretion to eliminate/retain remedial programs (Prob.=0.0978); two-year
colleges having an identity problem (Prob. = 0.1072); shared governance in the managerial process (Prob. = 0.4797); usefulness of community participation (Prob. = 0.2041); positive or negative effect of collective bargaining on shared governance (Prob. = 0.3271); increase/decrease of board participation in the future (Prob. = 0.1487); description of administrative style (Prob. = 0.2324); factor most frustrating in carrying out respondents' responsibilities (Prob. = 0.6812); and increase or decrease of status of the authority and control of administrators (Prob. = 0.0701).

e. Responses to Question on Elimination/Retention of Remedial Instruction Programs:

The specific question regarding this issue was: "If you had the discretion to either eliminate or retain remedial instruction programs, what would you do?" Responses were limited to (1) "Eliminate; (2) Retain; and (3) Cut back existing programs."
No significant correlations were found between responses to this question and any other response studied. This non-significance is not regarded as important since 91% of the total respondents stated that they would not eliminate remedial instruction programs.

f. Responses to Question on Two-Year Colleges' Having an Identity Problem

The specific statement regarding this question was "It has been said that two-year colleges have an identity problem. How do you feel about this assessment?" The four responses were from strongly agree to strongly disagree.

Significant statistical correlations were found between this statement and responses given to the question regarding the factor which respondents' felt most frustrating in carrying out their responsibilities (Prob.=0.0481). Those that strongly disagreed with the identity problem statement also responded that insufficient time
to carry out tasks was the most frustrating.

No significant statistical correlations were found between responses to this question and any other. Probabilities follow: shared governance (Prob.=0.2357); community participation (Prob.=0.4475); positive/negative effect of collective bargaining (Prob.=0.3801); usefulness of board participation (Prob.=0.7820); future board participation (Prob.=0.9338); administrative style (Prob.=0.3214); and status of authority and control of administrators (Prob.=0.3485).

g. Response to Question on Shared Governance

The specific statement was: "Which of the following statements most closely reflects your opinion concerning shared governance in the management process?" Responses were limited to (1) "It is the most productive way to make institutional decisions; (2) It is not a very productive way to make institutional decisions; and (3) It is more of a political necessity than
a managerial necessity."

Four highly significant or significant correlations were found. Those who responded that shared governance was the most productive way more than expected also responded that community participation in the decision-making process was highly useful (Prob.=0.0025). Those who responded that shared governance was the most productive way also responded that board participation was highly useful; and those who responded that shared governance was a political necessity stated that board participation was only occasionally useful (Prob.=0.0014). Those who felt shared governance was a political necessity also responded that they were more task oriented; those who felt shared governance was the most productive way stated that they were less task oriented (Prob.=0.0001). Finally, those who responded that shared governance was not a very productive way to make institutional decisions also responded that the status of authority and
control of administrators was decreasing (Prob.=0.0472).

Other than those already stated, no significant correlations were found between responses to this question and positive/negative effect of collective bargaining (Prob.=0.1023); increase/decrease of future board participation (Prob.=0.1795) or factors of frustration in carrying out responsibilities (Prob.=0.8890).

h. Responses to Questions on Community Participation:
The specific question was "How useful is community participation in the decision-making process?" Responses ranged from highly useful to not very useful.

A highly significant statistical correlation was found with response to the question of usefulness of board participation (Prob.=0.0001). Those who stated community participation was highly useful
also responded that board participation was useful.

No significant correlations were found in regard to response to this question and others. Probabilities follow: positive/negative effect of collective bargaining (Prob.=0.8563); increase/decrease of future board participation (Prob.=0.5325); administrative style (Prob.=0.4951); and status of control and authority of administration (Prob.=0.8517).

1. Responses to Question on Collective Bargaining

No significant correlations were found in regard to respondents' answer as to whether or not collective bargaining had a positive/negative effect on shared governance and responses to other questions. Other than those already stated, the probabilities not significant were: usefulness of board participation (Prob.=0.7038); increase/decrease of future board participation (Prob.=0.0903); administrative style
factor of frustration in carrying out responsibilities (Prob.=0.5232); and status of control and authority of administrators (Prob.=0.3504).

j. Responses to Questions on Usefulness of Board Participation and Board Participation in the Future:

Correlations were found in regard to usefulness of board participation and its future (Prob.=0.0368). Those who responded that such was useful also responded that it was increasing. Also found statistically significant were responses to board participation and administrative style (Prob.=0.0035). Those who felt board participation was only occasionally useful were much more than expected task oriented. Significance was found with two other responses to questions. Those who felt board participation was highly useful also responded that insufficient resources were the primary factor of frustration in carrying out their
responsibilities (Prob. = 0.0142), and those who stated that board participation would increase in the future also felt more often than expected that the status of control and authority of administrators was decreasing.

Previously stated in responses to other questions were the probabilities which were not significant in cross tabulations with these questions.

A summary table (Table 2) of significant interactions, responses by responses, follows.
Table 2
Summary Table of Significant Interactions: Responses by Responses

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**=significance at .05
***=significance at .01
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V. SUMMARY

A. Results of the Study in Relationship to the Literature

As stated in the introduction, the values held by administrators in two-year colleges are the mainspring for the implementation of the goals and missions of those institutions. What these individuals think and believe probably have much to do with the persistence, enthusiasm, and initiative which they will bring to the solution of issues such as "open-door" admission policy, remedial education, and shared governance in the managerial process.

1. Open Admissions and Remedial Education

Vaughan (1983), Thorton (1972), Goodwin (1973), and Palinchak (1973) view the two-year college as the college for the people. In relationship to this idea, it is important to cite some of the results of this study with regard to open-door admission policy and remedial education. Of the total number of
respondents, 44% stated that the open-door admission policy should definitely be continued with no restrictions; however, 52% of the total number of respondents stated that such policy should be retained but with some restrictions. This latter group of administrators, comprising over half of the respondents, placed restrictions on open admissions. This could be viewed as contrary to Thorton's view of the two-year college as a natural extension of the free, public elementary and secondary school system in America. It also shows contrast to the perspective held by the 1947 Truman Commission in regard to higher education for American democracy. Vaughan has stated that this presidential commission was a statement of America's intent to exalt the American vision of democracy through higher education. This commission viewed education as the key to survival in a democracy. With over half of the respondents responding with placing restrictions on open admission, contrariety is illustrated.
Similar differentiation can be demonstrated between the philosophy of the Truman Commission and the results of this study with regard to the respondents' position on the provision of special educational services to academically disadvantaged students. Although 41% of administrators who responded stated that such services should be provided regardless of cost, 56% stated that such services should be provided only if they are cost effective.

Of interest is the level or position of the administrators and their responses to the issues of open admissions and remedial education. The group of administrators comprised solely of presidents of two-year colleges promoted non-restrictive open admission policy while the group of administrators comprised solely of division chairpersons favored some restrictions being placed on such a policy. Administrative position was also found to be significant with regard to both the successfulness of special educational services and the elimination/retention of remedial education.
Presidents felt that such services were very successful; division chairpersons felt such services were very or somewhat successful. Presidents, vice-presidents, associate or assistant deans, and assistant directors stated less often than expected that they would eliminate or cut back existing programs.

Other demographic factors found to be significant in regard to open admissions were: sex, ethnic group, the highest degree earned by respondent, salaries, and type of two-year college. Males, non-whites, those administrators with doctor's degrees, and those with higher salaries tended to respond more in favor of open admissions without restrictions. Respondents from the technical colleges answered that open admissions should be retained but with some restrictions. These same respondents also answered that special educational services should be maintained only if they are cost effective. Location of institution by state was also found to be significant with regard to the question dealing with pertinent
factors for provision of special educational services. Respondents from the midwest answered that such services should be provided regardless of cost, and those from the south answered that such services should be provided only if they are cost effective.

2. Shared Governance in the Managerial Process

Cohen (1983) stated that adequate faculty involvement, support, and participation in the planning and implementation of decisions and leaders who share the functions of leadership to be necessary factors for the achievement of an effective governance process. He has also stated that participation in governance is necessary for organizational change and a commitment to organizational priorities. Richardson (1972) views an ideal administration as one which has the active involvement of all its constituencies.

In contrast to the ideal administration, Riesman (1980) states that two-year colleges are subject to
presidential dictation in spite of the fact that many of these colleges have unionization of faculty. Baldridge (1978) indicated that the governance process in the two-year college is more bureaucratic than senior institutions. Schmalz (1981) and Dayal (1984) focused on the impact of collective bargaining on institutional governance and concluded, among other results, that participation in various governance processes to be a major reason for the increase in collective bargaining systems in institutions of higher education. Lawler and Walker (1984) reached similar conclusions on the relationship between institutional governance and collective bargaining systems.

In view of the above cited literature, the results of this study serve to enrich these previous works or studies. Of the total number of respondents, 45% stated that shared governance is the most productive way to make institutional decisions; 11% stated that it was not a very productive way; and 38% stated that it was more of a political necessity than a managerial
necessity. Administrative position was again the demographic factor which gave significance on this issue. The administrative group comprised of only division chairpersons responded that shared governance is the most productive way to make institutional decisions, and that such is a political necessity. The group composed of vice-presidents, assistant or associate deans, assistant directors, and administrative assistants responded that such was more of a political necessity.

Of the total responses, 11% stated that collective bargaining has a positive effect on shared governance, and 35% stated a negative effect. The demographic factors of administrators, which were found to be of significance in responding to the effects of collective bargaining on shared governance, were ethnic group and administrative position. Non-whites tended to state that collective bargaining has a positive effect; it is noted, however, that non-whites comprised only 9% of the total administrators who responded. The group comprised of only presidents and
the group comprised of vice-presidents, associate or assistant deans, assistant directors, and administrative assistants, responded that collective bargaining would have a negative effect. The group comprised of only division chairpersons stated just the opposite, that is, a positive effect.

Since a global perspective of shared governance includes that of board participation, it is of interest to note respondents' beliefs about its usefulness. Of the respondent administrators, 51% stated that board participation was either highly or usually useful; 44% stated that such was occasionally or not very useful. Demographic characteristics of both administrators and the institutions in which they are employed made a significant difference in response to this issue. The group composed of females and the group composed solely of presidents believed board participation to be much more useful than did the group of males and groups composed of non-presidents. The institutional characteristics which made a difference in response to this issue were numbers of
students enrolled and rural/suburban/urban locale of the college. There was a tendency for respondents whose institutions had larger enrollments to state that board participation was not very useful and the same held true for respondents from urban institutions.

In comparing these results to those cited in the literature, there appears to be variance. The respondents, in general, did not illustrate the total commitment to open admissions and remedial education as was indicated by the Truman Commission. Other variance is demonstrated with Baldridge (1978) and Riesman (1980) who indicated, or implied, a bureaucratic, presidential dictatorship type of governance in the two-year colleges. Significant numbers of respondents favored a more shared governance process, including board participation. The final statement regarding this comparison is that blanket statements cannot be made about the administrators' values regarding open admissions, remedial education, and shared governance in the managerial process.
Responses to these issues depend on the demographic factors of the administrators and of the particular type of two-year college. Most significant of all of these demographic factors is that of the level of administrative position.

B. Implications and Recommendations

With regard to open admissions and special educational services to the academically disadvantaged, several factors seem apparent. With 52% of respondents placing restrictions on admission policy, and 56% stating they would provide special educational services only if such were cost effective, one must look at those levels of administration which did not take this conservative view. In other words, the group comprised solely of presidents took a much more liberal view on these issues.

If one wished to promote open-door admission policies and special educational services, then his/her energies should be directed toward that administrative position which not only holds these factors as a value, but also is in a
position of influence. That level of administrative position, according to this study, is the level of president. The president has direct contact with the board of trustees, which formulate policy. The president also is the prime influence, through his/her hierarchy and chain of command, to implement that policy. According to the results of this study, presidents consider board participation to be highly useful. Within this coalition of board and president, decisions regarding policy and the implementation of such are made.

President is also a prime position to make accomplishments in these areas through lobbyists and the acquiring of financial resources necessary for special educational services. They are in a position to encourage the creation and/or enhancement of not-for-profit foundation boards which are dedicated to furthering the college's well-being in ways which extend far beyond the usual financial and legal scope of statutorily restricted two-year college boards of control. Contributions to public colleges do not qualify as federal tax deductions, while contributions to these foundations do. Foundations provide a means through
which two-year colleges can increase flexibility of services. Through their external contacts, presidents can influence the seats on this board. The existence of such a foundation can create stronger ties with community leaders and thus the cycle of influencing who sits on the foundation board and the creation of stronger ties to the community becomes a very positive one.

The presidents are in a position to influence and deal with most of the variables affecting policy and implementation of policy. They are, therefore, the level of administration whose support one must have in order to accomplish success in the areas of open admissions and remedial education.

As the study reveals, conservatism toward the three issues of open admission, remedial education, and shared governance, usually increases as one looks down into the hierarchical structure of administration. By truly implementing a policy of open admissions, the presidents can do much to ascertain that duties are performed to accomplish
those factors which policy dictates. For example, divisional chairpersons revealed a very conservative stance on the three issues of open admission, remedial education, and shared governance. Perhaps a reason for this is that this level or position is much closer to the action or the reality of implementation of policy on these issues. Such reality may be an abstraction to the position of president. By encouraging open communication within their cabinets and with their deans and divisional chairs, presidents can be made more aware of difficulties in the area and decide with them the allocation or redistribution of resources to alleviate or minimize these difficulties. This would be an example of how leaders could share the functions of their leadership.

Regarding shared governance in the managerial process, there appears to be great variance in values. Shared governance was viewed by 45% of all respondents as the most productive way; by 11% as non-productive, and by 38% as a political necessity. As previously stated, the group comprised solely of division chairpersons responded that it was most productive. It is within this position that
Responsibilities for day-to-day activities must be accomplished, and perhaps, shared governance is a result. Political necessity comes into play when one is mandated to seek the input or approval at divisional/departmental/higher administration levels. It may be looked upon as both an energy and time-consuming task with no real purpose.

Negative effects of collective bargaining were stated by 35% of the respondents, with presidents and the next highest level positions making up the group opposed to this system. This is understandable from their point of view in that both human and financial resources are tied up with grievances and lawsuits. Although some faculty may view union policy and rules as adding equity to the managerial process, high-level administrators may view these factors as lessening their powers to be flexible.

Many implications can be made from specific responses in this study. However, the most important result of this study is that level of administrative position is significantly related to the values one holds on open admissions,
remedial education, an shared governance, usually showing more conservative attitudes as one slides down the hierarchy of the chain of command. Implied in this is that one must influence or receive support of top-level administrators if one wishes to promote the more liberal stance. Of importance, also, was the type of college of the respondent, which affected the responses to both open admissions and remedial education. This is not to say that one who holds these as values should not seek employment at a technical college; but only to show awareness of such values as reported by this study.

Recommendations for further research would include a quantitative analysis of administrators' responses to these same issues. A comparison of what one states on an anonymous questionnaire to what one states in interface would enrich this baseline data.

The second recommendation is directed to the practitioners, those in administrative levels in two-year colleges, and is in regard to the ambiguous concept of identity. It is apparent that all administrators in these various two-year
colleges do not share the same values on the issues studied; nor is this recommended. What is recommended is that within the same college, shared values be identified in order that successful implementation of those values take place in a more team-like atmosphere for the benefit of the consumer: the two-year college student.
## APPENDIX A

Categorization of Respondents' States by Region

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APPENDIX B

THE OHIO STATE UNIVERSITY

A NATIONAL STUDY OF TWO-YEAR COLLEGE ADMINISTRATORS

Dear Colleague:

This questionnaire is being sent to presidents, deans, division chairpersons and other staff administrators who serve in two-year colleges.

Your willingness to participate in this project will add immeasurably to what we know about administration in two-year college settings and will make a significant contribution to your professional colleagues.

The success of this study can be assured with your help.

Directions

Your questionnaire is identified by a code number to simplify recordkeeping and follow-up procedures. In reporting the results, no individual identity will be divulged. Only group statistical responses will be cited; Respondent confidentiality is assured.

Attempt to answer every question and, please, make every answer a sincere one. In the event none of the alternatives provided for a question correspond exactly to your position or opinion, you are asked to select that alternative which comes closest to the answer you would like to give.

Circle the number of the proper alternative using either pen or pencil. If you change a response please be sure that the change is legible and clear in order to facilitate data processing.

Place your completed questionnaire in the envelope provided and mail it. Your cooperation and assistance in this significant study is greatly appreciated.

1. PERSONAL INFORMATION

2/1:6-7 1. What is your age? _______ years old.

3/1:8 2. What is your sex? 1. Male 2. Female

4/1:9 3. What is your present marital status:
   1. Single
   2. Married
   3. Divorced or Separated
   4. Widowed

5/1:10 4. With what ethnic group would you identify yourself?
   1. White (non-Hispanic)
   2. Black (non-Hispanic)
   3. Chicano/Hispanic
   4. Other (specify):
   5. Native American (Indian/Eskimo)
   6. Asian/Pacific Islander
   7. Other (specify):

11. CAREER INFORMATION

6/1:11 5. What is the highest academic degree you have earned? (Select only one)
   1. Associate Degree
   2. B.A. or B.S.
   3. Master's Degree
   4. Ph.D. or Ed.D.
   5. M.D., D.D.S., J.D., etc
   6. No Degree
   7. Other Degree (specify):
From the following list, indicate your major and minor fields of study for each degree you've earned. Write the appropriate number in the corresponding blank.

7/1:12 9/1:14 11/1:16
1. Educational Administration
2. Business Administration
3. Secondary Education
4. Humanities/Fine Arts
5. Liberal Arts
6. Science/Engineering
7. Mathematics
8. Other (specify)
9. No graduate degree

9/1:12 8/1:15 12/1:17

10. How long have you been an administrator in a two-year college?

14/1:20-21
10/1:24-23
12/1:26-27
18/1:28
19/1:29
22/1:32
23/1:33

11. Besides your current position, what other administrative positions have you held in a two-year college?

14/1:20-21
16/1:24-25
17/1:26-27
18/1:28
20/1:30

12. How many years of military service have you had?

18/1:28

13. Before becoming a two-year college administrator did you hold any managerial positions in business or industry?

19/1:29

14. Were you ever an administrator in either a public or parochial school?

20/1:30

15. Do you have a written job description?

21/1:31

16. Who evaluates you?

22/1:32

17. What is your current annual contract salary?

23/1:33

18. Is this salary for the 9 month academic year or full calendar year?
III. INSTITUTIONAL CHARACTERISTICS

19. Is your institution primarily:
   1. State supported   2. Privately supported   3. Other (specify): ____

20. Which of the following best describes the type of two-year college where you presently work? (Circle only one answer).
   1. Community College
   2. Technical College/institute
   3. Junior College (private)
   4. Junior College (public)
   5. Other (specify): ____

21. Approximately how many students attended your institution during this past academic year?
   01. Less than 2,000   03. 10,000 to 12,000
   02. 2,000 to 4,000   04. 12,000 to 14,000
   03. 4,000 to 6,000   05. 14,000 to 16,000
   04. 6,000 to 8,000   06. More than 16,000
   05. 8,000 to 10,000   07. Don't know

22. Approximately what percent of the students are enrolled full-time?

23. Which of the following categories best describes the location of your institution?
   1. Rural
   2. Suburban
   3. Urban

24. Is your campus part of a multi-campus district?
   1. Yes
   2. No

25. In what state is your institution located? ____________

IV. PERSONAL BELIEFS AND OPINIONS

We greatly appreciate your thoughtful responses on the following questions. Please feel free to comment further on additional sheets.

26. Which of the following statements comes closest to your position regarding the continuation of the "Open-door" Admissions Policy on two-year colleges? (Select only one).
   1. Open-door admissions should definitely be continued
   2. Open-door admissions should be retained but with some restrictions
   3. Open-door admissions should be eliminated
   4. My college does not have an open-door policy
   5. Don't Know

27. What is your opinion with regard to providing special educational services to economically disadvantaged students? (Select only one).
   1. Such services are too costly and should not be provided
   2. Such services should be provided regardless of cost
   3. Such services should be provided only if they are cost effective
   4. Don't Know

28. Does your institution currently provide special educational services for the economically disadvantaged student?
   1. Yes
   2. No
   3. Don't Know

29. If yes, how successful do you think these special educational services have been?
   1. Very successful
   2. Somewhat successful
   3. Somewhat unsuccessful
   4. Very unsuccessful
   5. Don't Know
   6. Don't offer special program

30. Some suggest that two-year colleges should be the only higher education institutions to offer remedial education. How do you feel about this?
   1. Strongly agree
   2. Agree
   3. Disagree
   4. Strongly disagree
31. If you had the discretion to either eliminate or retain remedial instruction programs what would you do? 

32. It has been said that two-year colleges have an identity problem. How do you feel about this assessment? 

33. What is your opinion about the usefulness of institutional research? 
   1. Such research is highly useful 
   2. Such research is usually useful 
   3. Such research is occasionally useful 
   4. Such research is not useful 
   5. Don't know

34. Recently, there has been much talk about "burn-out" (professional fatigue and stress). Which of the following statements come closest to your position with regard to administrative "burn-out"? (Select only one). 
   1. Burn-out is a real condition to which educators should give some attention 
   2. Burn-out is a passing fad that will fade 
   3. Burn-out is a convenient excuse for poor performance 
   4. Don't know

35. And, what is your opinion concerning faculty "burn-out"? (Select only one). 
   1. Burn-out is a real condition to which educators should give some attention 
   2. Burn-out is a passing fad that will fade 
   3. Burn-out is a convenient excuse for poor performance 
   4. Don't know

36. In your opinion, which of the following contribute most to the success of your institution? (Select no more than two). 
   1. Administrative leadership 
   2. Quality of the faculty 
   3. Adequate resources 
   4. Institutional climate 
   5. Shared governance 
   6. None of the above 
   7. Other (specify): ____________________________ 
   8. Don't know

37. In your opinion, what has been the result of the increase of Ph.D.'s in two-year colleges? (Check the appropriate responses). 
   a. The quality of the program has improved 
   b. Participation of faculty in governance has increased 
   c. There is more participation in research, writing, and other scholarly activities 
   d. There does not appear to be much change one way or the other

38. Which of the following statements most closely reflects your opinion concerning shared governance in the management process? (Select only one). 
   1. Shared governance is the most productive way to make institutional decisions 
   2. Shared governance is not a very productive way to make institutional decisions 
   3. Shared governance is more of a political necessity than a managerial necessity 
   4. Don't know

39. Approximately what percent of the faculty participate in institutional decision-making? 
   _______
40. In your opinion, how useful is student participation in the decision-making process?
   1. Highly useful
   2. Usually useful
   3. Only occasionally useful
   4. Not very useful
   5. Don't know

41. How useful is community participation in the decision-making process?
   1. Highly useful
   2. Usually useful
   3. Only occasionally useful
   4. Not very useful
   5. Don't know

42. What kind of effect does collective bargaining have on shared governance?
   1. Positive effect
   2. Negative effect
   3. No effect
   4. Don't know
   5. No collective bargaining

43. How would you describe current board participation in the administrative decision-making process?
   1. Very active
   2. Somewhat active
   3. Not at all active
   4. Don't know

44. What is your opinion about the usefulness of board participation in the decision-making process?
   1. Highly useful
   2. Usually useful
   3. Only occasionally useful
   4. Not very useful
   5. Don't know

45. Thinking to the future, do you think board participation in administrative decision-making will:
   1. Increase
   2. Decrease
   3. Remain the same
   4. Don't know

VI. ADMINISTRATION

46. Of the following items, which one concerns you the most? (Select no more than two).
   1. Instructional support
   2. Instructional delivery technology
   3. Classroom excellence
   4. Program evaluation
   5. Other ( specify ):

47. With regard to students, which one of the following items is of most concern to you? (Select only one).
   1. Student retention
   2. Student recruitment
   3. Student behavior
   4. Student relations
   5. Other ( specify ):

48. From the list of tasks below, select the one that requires the greatest amount of your time. (Select only one).
   1. Fiscal planning and budget preparation
   2. Policy formulation and implementation
   3. Public relations and lobbying
   4. Motivation of faculty and staff
   5. Other ( specify ):
   6. Don't know

49. As an administrator you must fill many roles. Which one of the following roles listed below do you enjoy most? (Select only one).
   1. Instructional leader
   2. Change agent
   3. Manager
   4. Conflict mediator
   5. Other ( specify ):
   6. None of these

50. Would you describe your administrative style as:
   1. Primarily task oriented
   2. Primarily people oriented
   3. Both #1 and #2 but more task oriented
   4. Both #1 and #2 but more people oriented
   5. Don't know
51. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for women?


52. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for minorities other than women?


53. Has the "Old Boy/Girl" Network been effective in advancing your career?

1. Yes 2. No 3. Don't know

54. Have you utilized the "Old Boy/Girl" Network in recruiting and selecting other administrators or staff members?

1. Yes 2. No 3. Don't know

55. There are differing opinions about the role of collective bargaining in educational institutions. What is your opinion?

1. Collective bargaining has a definite role to serve in an educational institution 2. Collective bargaining has no place in an educational institution 3. Other (specify): 4. Don't know

56. Which system of providing financial reward to faculty do you most prefer?

1. Merit pay 2. Incremental raises 3. Combination of both 4. DK

57. In your opinion, which of the following would make the faculty more productive? (Select no more than two).


58. For each of the items listed, indicate whether the situation described is of great concern, some concern, or no concern to you.

Great  Some  No

Concern  Concern  Concern  DK

59. From your perspective which of the following factors most inhibit your effectiveness as an administrator? (Check all that apply).


60. In your experience, how successful is it to concentrate on human relations, persuasion, praise, and other such positive techniques in motivating the professional staff?

61. Which one of the following frustrates you the most in carrying out your responsibilities? (Select only one).

1. Being assigned tasks with insufficient resources to carry them out
2. Being assigned tasks that involve the contribution of others without the authority to require others to carry out their charge
3. The possibility that your decisions will be reversed
4. Being assigned a task to do without sufficient time to complete the task
5. Other(specify):

VI. ADMINISTRATIVE PREPARATION

62. Listed below are statements concerning the training/preparation one receives for a career as a two-year administrator. For each of the items indicate whether you strongly agree; agree; disagree; or strongly disagree with the statement. Please circle the corresponding number.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. More attention should be devoted to theory</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>b. More attention should be devoted to practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>c. On-the-job training is the best way to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>d. It is important for administrators to receive managerial training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>e. Ph.D.'s should be required for those who hold administrative positions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>f. My program of graduate studies provided excellent preparation for my administrative position</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

91/2:31-34 63. What, if any, was the major weakness of your graduate study program? (Select only one).

1. Low quality of professors
2. Poor or irrelevant course offerings in general
3. Shortcomings in, or lack of, specific classes
4. Lack of internship experience
5. Poor quality of specific educational administration
6. Lack of support from other depts.
7. Other(specific):

80/2:35-36 64. In your opinion, what is the status/prestige of the position you hold? (Select only one).

1. Increasing in importance and influence
2. Remaining about the same as it was 10 years ago
3. Decreasing in importance and influence
4. Don't know

85/2:36 65. And, what about the status of the authority and control of administrators?

1. Increasing
2. Decreasing
3. Remaining about the same
4. Don't know

84/2:37 66. If you had to do it all over again, would you seek or accept a position as an administrator in a two-year college?

1. Definitely yes
2. Definitely no
3. Don't know

85/2:38 67. How much self-fulfillment (feeling of being able to use one's unique capabilities, or realizing one's potential) does your position as an administrator provide?

1. Moderate
2. Considerate
3. Little
4. None
5. Don't know
68. How would you assess the level of stress in your position?
1. Highly stressful
2. Usually stressful
3. Occasionally stressful
4. Rarely stressful
5. Never stressful
6. Don't know

69. How would you rate the material rewards and benefits of your job
compared to those in comparable institutions?
1. Highly favorable
2. Favorable
3. Unfavorable
4. Highly unfavorable
5. Unfavorable
6. Don't know

70. As an administrator, how would you rate the general communication
in your institution?
1. Very good
2. Good
3. Adequate
4. Fair
5. Poor
6. Don't know

71. Which of the following best describes, in general terms, the
faculty members at your college? (Select no more than two).
1. Commitment to their students
2. Resourcefulness in their teaching
3. Their professionalism
4. Their general apathy
5. Their self-serving activities
6. Other (specify):
7. None of these
8. Don't know

THANK YOU VERY MUCH FOR YOUR COOPERATION AND PATIENCE
IN COMPLETING THIS QUESTIONNAIRE
PLEASE RETURN IN THE ENVELOPE PROVIDED AS SOON AS
POSSIBLE TO:
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