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A STUDY OF THE PERCEPTIONS OF MISSISSIPPI LEGISLATORS
REGARDING THE MISSION AND GOALS OF MISSISSIPPI
COMMUNITY AND JUNIOR COLLEGES

By

Samuel Lee Jones

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
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in Community College Leadership
in the Department of Instructional Systems,
Leadership, and Workforce Development

Mississippi State, Mississippi

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OF MISSISSIPPI COMMUNITY AND JUNIOR COLLEGES

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This study examined the perceptions of the Mississippi legislature that served in the 2006 government session concerning community and junior college mission and goals. There were six research questions in the study pertaining to current and future goal statements.

A discrepancy-type survey instrument was developed based on the Community College Goals Inventory developed by the Educational Testing Service and the American Association of Community and Junior Colleges (AACJC). Respondents were asked to rate 40 goal statements in terms of how important the goal statement “is,” which was current, and how important it “should be,” which was future. The following goal areas were studied: a) general education, (b) vocational/technical preparation, (c) development/remedial preparation, (d) lifelong learning,

(e) community service, (f) social criticism, (g) accessibility, (h) humanism/ altruism, (i) intellectual orientation, (j) cultural/aesthetic awareness, (k) accountability, and (l) personal development.

Mississippi legislators were found to be in disagreement concerning current and future goals. It was evident throughout the study that legislators' views on future goal statements for community colleges were not consistent with current goal statements. Goals associated with lifelong learning, accessibility, accountability, and general education were ranked high by all participants for current and future goal statements, although social criticism, humanism/altruism, and cultural/aesthetic awareness were less important to legislators.

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CHAPTER I

NATURE AND SCOPE OF THE STUDY

The identity crisis that faces higher education institutions today is nowhere more evident than in community colleges. Even the term two-year college is carefully chosen to include junior colleges and public community colleges. The confusion of these names reflects a pervasive confusion of the purpose, priority, and mission of these historical institutions. Concerning community colleges as a whole, they have always existed to identify and respond to the educational needs of the communities they serve (Vaughn, 2000). John Levin (2001) maintains that there has always been ambiguity over the purposes and identity of the community college and its predecessor, the junior college (Cohen & Brawer, 1982; Dougherty, 1994). Their mission has always been articulated to adapt to a rapidly changing environment in the communities they serve (Levin, 2001). According to Dr. Ronald Whitehead, President emeritus of Jones County Junior College, changing the mission is one of the most critical issues facing community colleges for the future. Dr. Whitehead (personal interview, December 2003) states

that a community college mission statement is a beacon that provides strategic direction for the institution and the conceptual framework for the entire organization.

Research has shown that the perception of the community college mission is very important to the presidents and those who surround them (Bennett, 1987). All stakeholders should participate in the development, implementation, and formulation of an institution's mission. According to Gleazer (1994), community colleges have a need to establish well-defined organizational priorities and goals, which is of the utmost importance.

During the past century, community colleges have grown tremendously in number and have changed with the times. No other segment of postsecondary education has been more responsive to its community needs. At community colleges, students can learn at any point in their lives while taking advantage of low tuition, convenient campus locations, open admissions, and a list of comprehensive course offerings. More increasingly, community colleges provide another option: career training through vocational/technical-orientated courses that can lead to a certificate (Vaughn, 2000). Being responsive to community need has lead to some criticism that community colleges were viewed as trying to be all things to all people. Therefore, the mission and goal statements were established to articulate the organization's purpose and

direction. The mission statement was then used as a leadership strategy to guide decision-making, to motivate and inspire employees toward a common purpose, and to create a balance regarding the competing interests of multiple stakeholders, which is to serve the community.

In order for community colleges to communicate who they are, what do they do, and for whom they do it, they must combine career (workforce development), college (transfer options) and community (community service organization). Therefore, every community college mission should be established on those grounds since there is a commitment to open access (Whitehead, 2003). This should resolve internal tensions and also improve the community colleges' external image to important decision makers, such as legislators.

According to Michael Galizzo (1990), it is the state legislature that has the authority to create public schools. In a study of power and politics in the community college, Zoglin (1976) clearly identified who has control:

Within the limitations imposed by the state and federal constitutions, it [state legislature] literally has the power of life and death over public higher education. The legislature alone decides 1) if there will be community colleges and 2) how they will be governed. (p. 13)

Galizzo (1990) maintains that state legislatures created a state level coordinating body for community colleges; it increased the amount and kind of legislation affecting community colleges and increased funding

allocations. Galizzo (1990) held that legislatures “cannot on their own exercise transform leadership.” (p.5) He also determined that most legislative leadership is transactional in nature and utilizes in-depth bargaining, negotiations, and reciprocal arrangements in performing actions of leadership. Furthermore, Galizzo (1990) held an opinion that the relationship of the community college to the legislator is one of resource dependency. According to Richardson (1984), institutions need to satisfy those in control, and the choices for setting priorities are clear:

Organizational effectiveness is based on the extent to which institutions satisfy those who pay the bills. Where there are differences between institutional priorities and the priorities of those who control the resources, the choices are to change the institutions priorities or to change the controlling constituents' view. (p. 27)

As resources for higher education become less plentiful, institutional leaders will be forced to choose which activities are central to the college and which are less significant (Whitehead, 2003). During the years of community colleges greatest growth, such choices were avoided by adhering to the model of a comprehensive community college striving to meet every possible need. Shrinking resources have forced community colleges to choose between remaining a part of traditional higher education or move to become a community-based service organization (Cohen & Brawer, 2003). Arguments for financial support must become more sophisticated and discerning.

Galizzo (1990) maintains from a resource dependent context, the attitudes and values of state legislators are very important. Therefore, it is essential that Mississippi legislators understand the fundamental missions and purposes behind community colleges so they may assist in distributing state funds on an equal basis and assure that quality is provided for the dollars paid.

Statement of the Problem

The problem in this study was to determine if there is a significant difference of perceptions among the 2006 Mississippi Legislature views of the mission and goals of community/junior colleges. Particularly, legislators' views of current mission practices were compared with their responses regarding what the future mission practices should be. Therefore, how do legislators view current mission and goal statements and future mission and goal statements of community/junior colleges?

Purpose

The purpose of this study was to determine if, in the 2006 Mississippi Legislature, there were significant differences of perceptions regarding the mission and goals of community/junior colleges. Data was gathered from goal statements in a survey relating to what the legislators perceive the current mission practices of community/junior colleges "are"

and what the legislators perceive the future mission practices “should be.” The research questions in this study were the following:

1. What are the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements?
2. What are the perceptions of Mississippi legislators regarding the future community/junior college mission and goal statements should be?
3. Are there significant differences in the perceptions of Mississippi legislators regarding current mission and goal statements and future mission and goal statements?
4. Are there significant differences in the perceptions of Mississippi legislators regarding mission and goal statements based on their experience within the legislature?
5. Are there significant differences in the perceptions of Mississippi legislators regarding goal statements based on educational background?
6. Are there significant differences in the perceptions of Mississippi legislators regarding mission and goal statements based on political party?

The general knowledge and understanding of the Mississippi legislators’ perceptions and views of the missions and goal statements of community colleges can be very beneficial to institutional leaders in the

21st century. Although incivility and conflict have plagued community/junior colleges and other educational institutions, recent budget declines have made this situation more critical (Alfred & Carter, 1997). Therefore, Mississippi legislators' views of community/junior college accountability and credibility can be without a doubt misunderstood if they have inaccurate or misguided opinions of the mission and goals of these historical institutions. With anticipation, the results from this study will be used by community college leaders in the evaluation of college missions, program priorities, an elevated communication of accomplishments or success stories, and most significantly, in a plan to direct efforts for improved support by the Mississippi legislators.

Significance of the Study

Several researchers insist that “the American community college movement is the most important higher education innovation of the twentieth century” (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994, p. 1). Hartmark and Hines (1986) identify five areas where government policy can influence higher education institutions. These pertain to the goals and purposes of higher education, values and norms, programs, management, and resources. They insist that government policy and policy implementation affected goals and purposes through legislation;

values and norms are affected through major social politics, such as the budgetary process and targeted funding; and resources through fiscal allocation. According to Levin (2001), in all cases, government was interventionary, endeavoring to influence community colleges directly in programs, management, and resources and indirectly in goals and purposes. He maintains that in order for community colleges to conform to government policy, their norms and values are expected to be changed to fit the current times.

According to a new report from the National Education Association, state legislators view higher education as the key to boosting the economy, and they think two-year institutions are better situated than others to give business and industry a lift (Mulhauser, 2001). This report also showed that public two-year colleges are better prepared to meet those needs than either public or private four-year institutions, in the opinion of the legislators. They found that two-year colleges were more adept at tailoring themselves to the needs of business and industry. Reports such as *Where We Go From Here: State Legislative Views on Higher Education in the New Millennium*, said that a good higher-education system can serve as an "engine of economic development" by training people for high-paying jobs and attracting industry. Therefore, two-year colleges also adapt more quickly to changing priorities.

Since legislators are one of the most integral parts of the funding process, it is very important to know their perceptions of community/junior college missions and goals, but also it is important to understand their perceptions. According to Governor Haley Barbour, “The State Legislature’s appropriations for education are out of balance and needs to be corrected in 2006 (WDAM, 2005)”. He insists that the challenge for the 2006 Legislature is to increase funding for universities and two-year colleges while at the same time continuing to provide adequate resources for K-12. Funding for K-12 has increased 20.8% since 2000 despite the fact that the numbers of students are roughly the same (*Legislative Accountability Report, 2003*).

State funding is more noticed at a time when community colleges continue to forge many types of connections with K-12 schools. Brent Cejda (2005) acknowledged in a study that three particular aspects come to surface when looking at community college connections with K-12 school: dual or concurrent enrollment, providing information about careers and college to parents and young people, and efforts to align high school curriculum with college requirements. All of the participating institutions reported offering dual or concurrent enrollment programs with K-12 schools, although some have very low enrollment (Cejda, 2005).

The story is considerably different for the state's universities and two-year colleges compared to K-12 schools for funding years 2000-2005. Since funding year 2000, direct state funding for community colleges has been reduced 15.7% while funding for universities has declined only 7.3%. Also as compared, community/junior college student enrollment has increased 26% since 2000 (*Legislative Accountability Report, 2003*). These numbers support historical figures that claim community colleges in Mississippi have always had to do more with less.

According to Alfred (1996), community colleges compete for limited state appropriations with the public school system and the institutions of higher learning as well as other entities of state government, such as social services, transportation, and prisons. Legislators have the power in the appropriations process to sponsor legislation that can benefit the interest of one segment of government over another (Alfred, 1996). Community/junior college leaders cannot afford to leave it to chance that they will get a fair share of these appropriations and must position the institutions to influence the states budgeting process (Coats, 2002). As Vaughn (1986) notes:

Asking why working with the legislature and executive branches of state government is important to the community/junior college...is somewhat like asking the bank robber why he robs banks; the answer is often the same: because that's where the money is.
(p. 75)

Campbell (1996) notes that “state funding for higher education reflects the state’s preference for higher education among other services funded by the state” (p. 174). According to Toutkoushian (2003), public schools find themselves under intense scrutiny and criticism from a variety of stakeholders, including students, parents, legislators, and taxpayers for the level and growth of student charges. Therefore, not only will leaders of two-year institutions but also the communities of these institutions will have to become aware of the possible perceptions of today’s legislators.

According to first-year President at Jones County Junior College, Dr. Smith (personal interview, December 2003), Doing things as they have always been done, even if more quickly, efficiently, or with more technology, will only prepare us for a world that no longer exists. For community colleges, that line of thinking will eventually go against the original mission for which they were founded.

Toutkoushian (2003) insisted that the financing of community colleges will become even more critical and problematic in the foreseeable future. These problems are the results of a twenty-year trend in shifting public responsibility for all of public higher education; this in return will impact the entire community college sector the most (Toutkoushian, 2003). As a result, this study could provide the community college community with a general ideal of the perceptions and views of

Mississippi legislators, in which the results could be used for future lobbying efforts, planning efforts, and evaluation practices.

Limitations

This study was limited in two ways. First, although the survey was delivered to the capital for the senators and mailed to the home address of the representatives, the researcher had no guarantee the legislators were the individuals completing the survey. Some may have passed the survey instrument to subordinates, delegating them to complete it. Secondly, an intimate knowledge of college operations was necessary to respond adequately to the survey. Because of a lack of knowledge or lack of experience, not all respondents may have had the comprehension to properly respond to the survey. The researcher also keeps in mind that legislators generally do not respond to mail surveys. It should also be assumed that the respondents in this study participated in a truthful and thoughtful way.

Definitions

For the purpose of this study, the following definitions were used:

1. Community/junior college--Public supported, regionally accredited institutions of higher education offering the associate's degree as the highest degree (Cohen & Brawer, 2003; Vaughan, 2000).

2. Education--The process of teaching to develop knowledge and skill to students. Education is the systematic effort to transmit or acquire knowledge, attitudes, values, or skills.
3. Funding formula--A method of distributing the state appropriations to community/junior colleges that are administered by the State Board for Community/Junior Colleges in Mississippi.
4. Funding year--Fiscal year from July 1 through June 30 in which funds are distributed.
5. Goal/Mission--The overall statement of purpose of the community/junior college. The Community College Goals Inventory does not tell colleges what their goals are or how to reach desired goals; it provides a mean by which individuals or groups can contribute their thoughts them.
6. Hold harmless provision--Equals the sum of losses in year 1 of the funding formula for six community colleges.
7. House of Representatives-- An assembly or a council of citizens having the highest deliberative and legislative functions in a government, specifically in Mississippi.
8. K-12 schools--The Mississippi educational system from Kindergarten through 12th grade.
9. Mississippi Community and Junior College System—An organization of 15 public institutions serving diverse populations

and specifically established geographic districts as defined in the Mississippi Code.

10. Mississippi legislators--Officially elected or otherwise selected body of people vested with the responsibility and power to make laws for the State of Mississippi.
11. State Appropriations-Funding from the Mississippi legislature that is generated from the State's general fund (e.g., sales tax revenues and gaming revenues), education enhancement funds (i.e., funds obtained from 1% of the State's sales tax revenues that are earmarked for education) and budget contingency funds (i.e., funds that are obtained from a legislative decree that gives the legislature the power to "dip" into the funds of other State agencies, thus forming a contingency fund.)
12. Senate--An assembly or a council of citizens having the highest deliberative and legislative functions in a government, specifically in Mississippi.
13. Current goal--Goals of the institution at the present time; synonymous with "existing" or "perceived" goals according to the Community College Goals Inventory (see Appendix A).
14. Future goal--Goals of the institution that should be found; synonymous with future goals statements according to the Community College Goals Inventory (see Appendix A).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of literature related to this study. The review includes four aspects that will be fundamental to this study: (a) the history of community colleges, (b) current missions of Mississippi's Community/Junior colleges, (c) an analysis of legislative support for Education, i.e. funding, (d) a review of selected studies. The conclusion provided an overall summary and evaluation of the literature studied.

The History of Community/Junior Colleges

According to the American Association of Community Colleges (2005), which was founded in 1901, Joliet Junior College is the oldest existing public two-year college in the United States. According to Valentine (1949), it was an extension of a secondary school, and it served the first two years of college. The Joliet Township school board authorized the offering of "postgraduate" education beyond high school coursework. In 1916, the postgraduate division was separated from the high school and in 1917 was formally renamed Joliet Junior College.

According to Vaughn, as one of the nation's first and most successful junior colleges, Joliet was important for several reasons:

- It demonstrated that a well-equipped public high school could offer college-level courses equal to those offered by a university.
- It demonstrated the feasibility and desirability of using tax dollars to offer postsecondary education in the community.
- The needs of the community helped shape the courses and programs offered by this community-based institution.
- The acceptance of courses offered at Joliet by the University of Chicago and Northwestern illustrated the feasibility and practicability of transferring courses from a public junior college to a university.

During the first quarter of the 20th century, Texas, Oklahoma, Illinois, Mississippi, Missouri, Iowa, Kansas, and Michigan were among the states that established public junior colleges (Vaughn, 2000). In the early years, community colleges focused on general liberal arts studies. Throughout the depression of the 1930s, community colleges began offering job-training programs as a way of easing widespread unemployment. After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation, along with the GI Bill, created the drive for more higher education options. In 1948, the Truman Commission suggested the

creation of a network of public, community-based colleges to serve local needs. The commission's recommendations for the community college were part of a broader call that public education be made available, tuition free, to all Americans able and willing to receive it, regardless of race, creed, color, sex or economic and social status (Cohen & Brawer, 2003). A report known as the "Truman Report," stated the following:

Whatever forms the community college takes, its purpose is educational service to the entire community and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of the community. (Bogart, 1994, p. 62)

Pointing to inequities and emphasizing the importance of expanding educational access beyond high schools, the Truman Report also proclaimed:

If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at all at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them. It is obvious, then, that free and universal access to education, in terms of the interest, ability, and need of the student, must be a major goal of American education. (U.S. President's Commission on Higher Education, 1948, p.36)

The community colleges thrived on their new responsibilities because they had no traditions to defend, no alumni to question their role, no

autonomous professional staff to be moved aside, and no statement of philosophy or mission that would militate against their taking on responsibility for everything (Cohen & Brawer, 2003). Therefore, their inventions and innovations possess characteristics that helped them to develop and maintain an identity of their own (Vaughn, 2004).

Community colleges became a national network in the 1960s with the opening of 457 public community colleges -- more than the total in existence before that decade. The construction involved in this gigantic growth of facilities was funded by a robust economy and was supported by the social activism of the time. The term *junior college* was applied more often to the lower-division branches of private universities and to two-year colleges supported by churches or organized independently, while *community colleges* came gradually to be used for the comprehensive, publicly supported institutions (Cohen & Brawer, 2003). At the end of the 1960's, Arthur Cohen captured the comprehensive and convoluted identity for the community and junior college in an articulation that looks both forward and backward:

The community junior college...is viewed variously as democracy's college, as an inexpensive, close-to-home alternative to the lower division of a prestigious university: as a place to await marriage, a job, or the draft: and as a high school with ashtrays. For many of its enrollees, it is a stepping-stone to the higher learning: for most, it is the last formal, graded, public education in which they will be involved. The community college is – or attempts to be all things to all people, trying valiantly to serve; simultaneously as a custodian, trainer, stimulant, behavior-shaper, counselor, adviser, and caretaker to both young and old. (Levin, 2001)

The name community college will also refer to junior college for the rest of this document. The number of community colleges has steadily grown since the 1960s. At present, there are 1,171 public, private, and tribal community colleges in the United States. (See Figure 2.1 and Figure 2.2) Between 1963 and 1975, the number of community colleges more than doubled. Enrollment increased from approximately 500,000 in 1960 to 2,400,000 in 1970 (American Association of Community Colleges, 2005).



Figure 2.1: Number of Community Colleges in 1901-1910

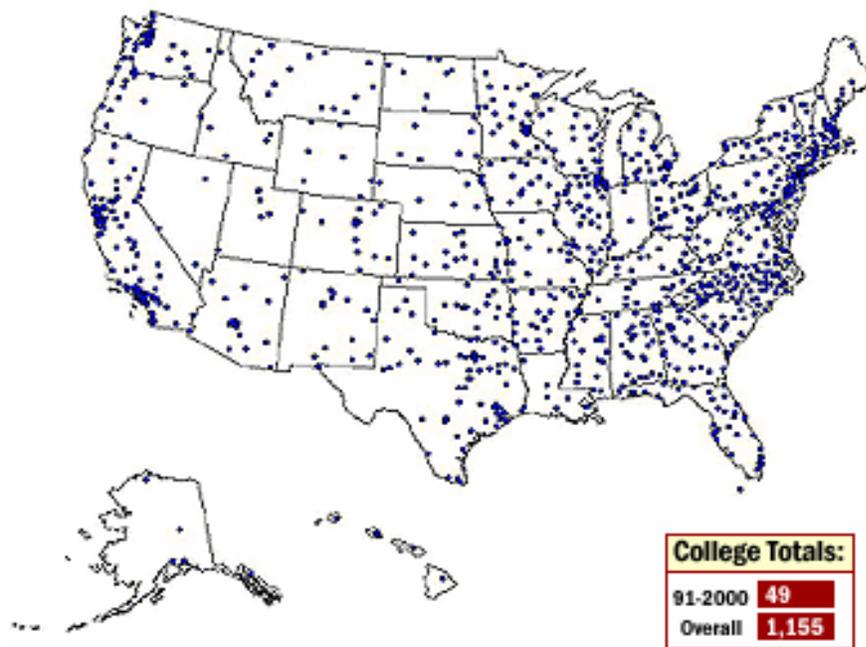


Figure 2.2: Number of Community Colleges in 1991-2000

Current research shows that the United States community college system will undergo a significant transition during the first two decades of the 21st century. Approximately one-half of the country's 1,171 public community college presidents indicated that they planned to retire within a 6-year period ranging from 2001 to 2007 (Shults, 2001). Additionally, these presidents reported that 25% or more of their chief administrative officers were also projected to retire by 2006, consequently depleting the natural succession of future presidents (Shults, 2001).

Community colleges educate more than half the nation's undergraduates in the postsecondary education system. In the 1996-97 academic years, 9.3 million people took credit courses at community colleges. Another 5 million took noncredit classes, the majority of which were workforce-training courses. Since 1901, at least 100 million people have attended community colleges. Each community college is a distinct educational institution, loosely linked to other community colleges by shared goals of access and service. Open admissions and the tradition of charging low tuition is among the practices they have in common, although each community college has its own mission (American Association of Community Colleges, 2005). Many of the founding community college presidents who had established the mission

and core values of their respective institutions were first-generation college Graduates themselves (Hockaday, 1990). Therefore, the changes in leadership could, in fact, affect the mission and goals of these historical institutions.

According to Vaughan (2000), the community college's mission is the fountain from which all of its activities flow. He insists that this mission is to provide access to postsecondary educational programs and services that lead to stronger, more vital communities. In simplest terms, Vaughan maintains that the mission of the community college is to provide education for individuals, many of whom are adults, in its service region. He also adds that most community college missions have the basic commitments to serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students;

- comprehensive educational program;
- serving its community as a community-based institution of higher education;
- teaching; and learning;
- fostering lifelong learning.

In the 21st century, community colleges have not only survived but have thrived by demonstrating remarkable resiliency and becoming centers of educational opportunity with open-access to all seekers.

Vaughn believes that three events contributed to making community colleges have open-access and equality. First, the children born to returning veterans of World War II—the baby boomers—reached college during the 1960's. With the help of their parents, they came to realize that their future opportunities would be closely linked to a college education. Secondly, the civil rights movements and the push for women's rights broke down some of the barriers to disadvantaged groups. Eliminating poverty and ignorance became important goals of the Great Society envisioned by President Lyndon B. Johnson and other national leaders who promoted education, including higher education, as the most important means for achieving these goals. Third, the demands for political and social action during the 1960s and early 1970s resulted in a federal commitment to increase financial aid for higher education. The Higher Education Act of 1965 and subsequent legislation at the national level made it possible for virtually anyone who could establish the need to receive financial assistance to attend college (Vaughan, 2000).

Open access to higher education, as practiced by the community college, is a manifestation of the belief that a democracy can thrive, indeed survive, only if its people are educated to their fullest potential (Vaughn, 2000). In the 1970s and 1980s, the federal government offered educational institutions incentives to offer practical and pragmatic

courses to meet the needs of society (American Association of Community Colleges, 2005). This led to community college leaders priding themselves on providing an educational marketplace where student choices and community needs influenced all course offerings.

Ratcliff (1986) maintains that the open door or open access and equity policy of the community college prompted a new group of students to enroll. This group consisted of returning adults, high school dropouts, illiterate adults, immigrants, and students with limited English proficiency. These needs influenced the community college to provide pre-college level skills and development programs, adult basic education, English as a second language, and the General Equivalency Diploma (GED). Therefore at the moment, community colleges have helped millions of people learn and advance toward personal goals, while providing a forum to address challenges facing whole communities (Patton, & Philippe, 2000).

During the 1980s and 1990s, community colleges were characterized by student diversity, globalization, rapidly changing technologies, and economic change (Clayton, 2003). As a result, two-year colleges were forced to expand their roles and goals to provide for these needs. Even today, students of community colleges run multinational corporations, fly through space, star in movies, provide leadership in statehouses, and map the human genome (American

Association of Community Colleges, 2002). Almost half of all first-year college students begin their work with community colleges. With a tradition of open-door admissions, low tuition, flexible programming, customized student services, and quality learning opportunities, community colleges continue to be the pathway to higher education for all students (Milliron, & de los Santos, 2004).

Current research has suggested that change in community colleges is inevitable or predisposed to transformation. They constantly make and remake themselves in response to social, economic, and governmental transformation where it is controlled and managed (Foote, 1998). Although incivility and conflict have plagued community colleges and other educational institutions, recent budget declines have made this situation more critical (Alfred & Carter, 1997). For example, during the past ten years, community colleges have expanded their workforce development programs to respond to the training needs of business, industry, and government. These new creative and entrepreneurial workforce development programs do not fit within traditional delivery models, but they may be the prototypes of the future. They have also responded to the needs of business, industry, and government to retrain transitional and current workers because of changing economic and social forces. Those forces include the focus on productivity and high performance by global competition; new technology that requires new

skills; a push for quality assurance in manufacturing processes; and political pressure to modify the welfare system and put people to work (Leach, 1997).

According to Milliron and Santos (2004), community colleges have become a nexus of lifelong learning in their communities. The broad range of programs in comprehensive community colleges makes it hard to pin down a single mission for these institutions. In general, community college students attend to obtain certificates, diplomas, and degrees in credit and noncredit areas, including college transfer programs, terminal and transfer technical programs, vocational training, and workforce development programs with industry, workforce development programs with displaced workers, basic skills and remedial programs, adult basic education and GED, senior programs, and vocational noncredit programs. In addition, community colleges are often the primary educational source to prepare learners for external certification programs, for example, information technology (IT), allied health, financial services, and hazardous materials certification (Milliron, & de los Santos, 2004).

Demographic changes, new technologies, legislative demands, increased diversity and decreasing resources are also challenges facing community colleges. Given the rising prominence of community colleges on the national scene, it is not surprising that those policy makers are

beginning to embrace them as cohesive institutions—essential to the health and welfare of their communities and this country (Milliron & de los Santos, 2004). According to researchers, community colleges offer the flexibility to respond quickly to changing work-force requirements by tailoring their offerings to specific local needs (Community College Week, 2003). The value of community colleges in the American economy has become so prominent that the international community is looking to the U.S. to model these open access institutions that are considered the engines of the middle class (Davis & Wessel, 1998).

Today in Mississippi, there are currently 14 community colleges and one junior college. In 1922, Mississippi was the first state to create a junior college system (Clayton, 2003; Young & Ewing, 1978). In 1928, Dr. Zeller introduced a bill, SB 131, which created the Commission of Junior Colleges. As cited by Young & Ewing (1978) and Clayton (2003), “Mississippi is the only state which has a real system of colleges and this state system has set a pattern for others.” The oldest community college in Mississippi is Pearl River Community College (PRCC), which was organized in 1922, and the newest was Coahoma Community College, which was organized in 1949. Jones County Junior College in Ellisville continues to be the only junior college in the state of Mississippi. In 1987, the term junior college was changed to community college in 14 of the 15 community college districts in Mississippi (Clayton, 2003). This

change was done to reflect the roles and goals of the institutions in the state. According to the American Association of Community Colleges, both PRCC and Hinds were organized in 1922; PRCC enjoys the status of being the first. Figure 2.3 represents the locations of each college and Table 2.1 represent how enrollment has grown enormously over the past 75 years.

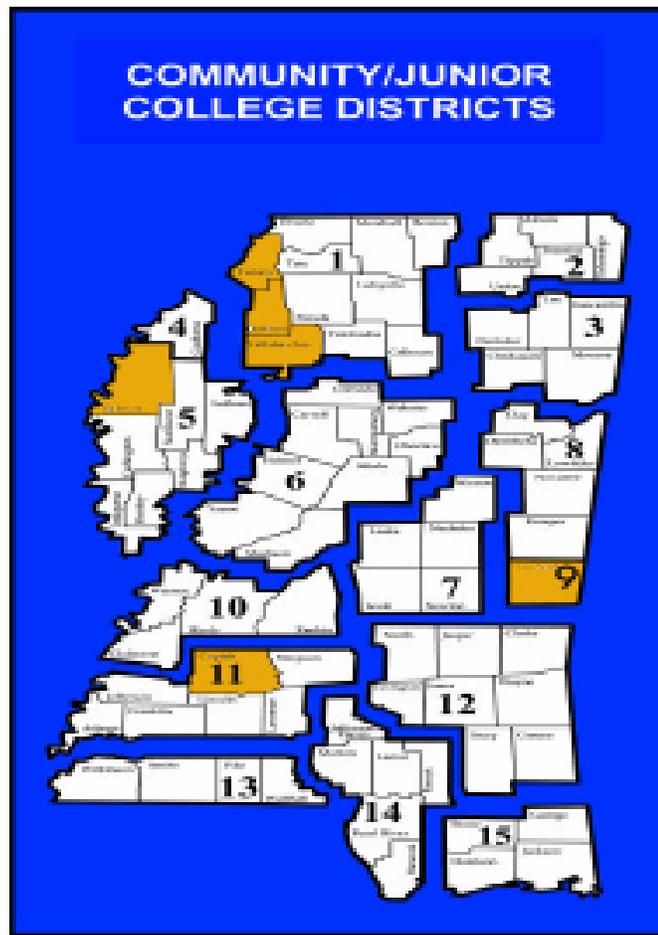


Figure 2.3: Map of the Mississippi Community & Junior College System

1. **Northwest Mississippi Community College**
 2. **Northeast Mississippi Community College**
 3. **Itawamba Community College**
 4. **Coahoma Community College**
 5. **Mississippi Delta Community College**
 6. **Holmes Community College**
 7. **East Central Community College**
 8. **East Mississippi Community College**
 9. **Meridian Community College**
 10. **Hinds Community College**
 11. **Copiah-Lincoln Community College**
 12. **Jones County Junior College**
 13. **Southwest Mississippi Community College**
 14. **Pearl River Community College**
 15. **Mississippi Gulf Coast Community College**
- * Shaded counties support two districts**
- # Quitman County supports Districts 1 and 4
 - # Tunica County supports Districts 1 and 4
 - # Tallahatchie County supports Districts 1 and 4
 - # Bolivar County supports Districts 4 and 5
 - # Lauderdale County supports Districts 8 and 9
 - # Copiah County supports Districts 10 and 11

Figure 2.4: Index of the Mississippi Community & Junior College System

**Source: Mississippi State Board Community and Junior College (2005)*

Table 2.1 State Community Colleges Original Enrollment and 2004-05 Enrollments

Community College	Year Organized	Original Enrollment	Total Non-Duplicated Credit Headcount Enrollment for Academic Year 2004-2005
Pearl River	1922	12	3,386
Hinds	1922	90	13,423
Holmes	1925	110	6,586
MS Gulf	1925	62	14,530
MS Delta	1926	26	4,319
Northwest	1926	36	8,391
East MS	1927	18	6,322
Jones	1927	26	6,393
Copiah Lincoln	1928	91	3,963
East Central	1928	18	3,362
Southwest	1929	56	2,597
Meridian	1937	132	4,590
Northwest	1948	55	3,919
Itawamba	1948	114	6,129
Copiah Lincoln	1928	91	3,963
Totals		808	92,097

**Sources: Young & Ewing (1978) for original enrollment data and years organized. Mississippi State Board Community and Junior College (2005) for enrollment statistics.*

Current Missions of Mississippi's Community Colleges

When looking at community colleges from a view, one may have the following questions: Who are they? What do they do? And for whom do they do it? (Evans, 1990). In most cases, one only need to look no further than the mission statement of that particular college. The mission and purpose of community colleges are fundamental issues in

today's educational environment. According to Cejda (2005), there is intense pride among the community college personnel in the first true system of community college systems in Mississippi. He insists that with this pride comes a fierce loyalty to three traditional missions of the Mississippi system: providing access, university parallel curriculum and terminal vocational training. Vaughn (2000) maintains that every community college achieves its mission through a number of programs, activities, and services. These also include college transfer programs, occupational-technical programs, development education, community services including employee training, and a variety of support services (Vaughn, 2000).

Defining the missions of community colleges is not a simple task. The most commonly accepted typology of missions and goals is based primarily on curriculum. These missions include 1) collegiate education or academic transfer; 2) career education or vocational-technical; 3) remedial or development education; 4) community service; 5) continuing education; and 6) general education (Cohen & Brawer, 1996, p. 24).

In Mississippi, the Legislature finds and determines that the social, cultural and economic well-being of the people, and hence the state, are enhanced by various educational experiences beyond the elementary and secondary school years. The Legislature hereby provides a means for the

continuation of a system of community and junior colleges and declares the following to be the policy of the State of Mississippi:

The general purpose of the community and junior colleges is to provide educational services for the people of its geographic area within the legal structure of the comprehensive community college. These services include the teaching and guiding of students who intend to transfer to senior colleges to pursue an academic degree and the teaching and guiding of career-oriented students in academic, technical and vocational programs. These services also include providing opportunities for continuing education in academic, technical, vocational and adult education, and providing leadership in civic, economic and cultural growth. (Lexis Nexis, 2006)

Current research refers to community colleges as “grass roots” organizations. Cejda (2005) maintains that the community and junior college system in Mississippi exemplifies a grass-roots effort in three ways. First, the system provides postsecondary opportunities in each section of the state. Second, the institutions are located in rural rather than urban areas. Third, each institution is governed through a local structure. Broom (1954) emphasized, “The purpose of the public junior colleges is to provide opportunities...to the grass-root citizenry” (p. 12).

According to Levin (2000), in the dawn of the twenty-first century, community colleges will possess a new institutional mission. Among those common themes, the mission of providing access to a targeted population was the most common. Because community colleges are committed to this overarching mission, a thorough assessment of an institution’s effectiveness includes determining its success at opening its

doors to all who can benefit from its programs and services. This access mission implies a commitment to ensuring the “open-door” does not become a “revolving door” (Levin, 2000).

According to Cohen and Brawer (2003), the primary mission of a modern, public, comprehensive community college is to provide meaningful access to all of the constituents in its service area who can benefit from college programs and services. Yet, the special commitment to universal access of community colleges generally translates into making special efforts to attract and serve students who are traditionally underrepresented in institutions of higher education (Cohen & Brawer, 2003).

According to Whitehead, the mission of Mississippi community colleges had less emphasis on education and more on training in the 1990's. He also insists that community colleges had less emphasis upon community social needs and more on the economic needs of business and industry. They further had less emphasis upon individual development and more upon workforce preparation and retaining. According to Levin (2000), this new vocationalism made up but one-half of the community and junior college missions. “Today, community college behaviors resembled those of private business and industry, pursuing competitive grants, relying more and more on the private sector for its revenues, privatizing services and education, securing contracts

with both the private and public sectors” (Levin, 2000, p. 25) As of today, that same theme can still be found. Since the students have changed over the past decade, will the mission stay the same?

The missions of community/junior colleges in Mississippi are very similarly written. According to Clayton (2003), they all reflect the desire to promote and establish teamwork, engage in participatory governance through communication and leadership skills, and provide for the educational, employment, cultural, and special needs of the college and community. Most Mississippi community college missions are similar to the one found on the Jones County Junior College website, which states the following:

Jones County Junior College is an open door, two-year institution-granting Associate in Arts degrees, Associate in Applied Science degrees, and Vocational Certificates; its purpose is to provide programs and support services consistent with the ideals of a democratic society to meet the educational needs of students and communities in the Jones County Junior College District. (p. 29)

Beyond this original scope, however, Jones responds to the needs of all who seek a college education with its goals

- To provide human, financial, and physical resources necessary for quality programming.
- To provide educational programs to meet the interests and needs of students.
- To provide resources to work with agencies and industries to enhance economic development.

- To provide educational support services to meet the needs of students and educational programs.
- To provide for educational improvement through continuous planning and assessment (<http://www.jcjc.edu/Mission.html>)

Mississippi community colleges are also committed to providing students with opportunities for educational experiences in order to meet their many needs. Each college expresses its commitment on its official website. Itawamba Community College's (ICC) philosophy is as follows:

Itawamba Community College is a two-year public supported community college dedicated to serving the educational needs of the citizens primarily of Chickasaw, Itawamba, Lee, Monroe, and Pontotoc counties in Northeast Mississippi. Its main purpose is to provide comprehensive educational opportunities of the highest quality through academic, vocational-technical and personal enrichment programs in order to meet local needs at low cost to students (<http://www.iccms.edu/>). (p. 6)

According to the Hinds Community College website, it is listed as a public, comprehensive community college, which was created to offer pertinent and diverse educational programs and services for persons with various interests and abilities by

- providing academic (college transfer) programs that parallel the first two years of four-year college studies.
- providing occupational programs to prepare students for employment.

- providing continuing education programs for unemployed, employed, or underemployed adults who need training or retraining, or who can otherwise profit from the programs.
 - providing continuing education programs that enhance the quality of life.
 - providing short courses, seminars, workshops, and industrial start-up training that will meet educational, business, industrial, and service needs.
 - providing high school general education and career services through a cooperative agreement with district high schools.
- <http://www.hindscc.edu/About/MissionStatement.aspx>

Furthermore, Vaughn (2000) insists that a disagreement over acceptance of the college's mission indicates a difference in the very definition of what a community college is and should be. The mission in the 1990's represents a departure from where community colleges implied all facets and interests of its local populations. Some evidence of this is that in the fall of 2004, Jones County Junior College, despite having an eight county district, had students that represent 60 of the 82 counties within the state of Mississippi in 2004 (Shearer, 2004). With the past budget crises, enrollment has become very important to community colleges because it became one of the major factors giving them financial

support (Whitehead, 2003). Therefore, Mississippi community colleges are now taking on a leading role in community development, serving the needs of their constituencies, and improving the standard of living for citizens in the community and the state.

An Analysis of Legislative Support for Education

Community colleges may lose their best opportunity in history to become the economic engines of our country and meet the latest needs of our communities, unless those who regulate and operate colleges can effect changes soon. Essentially, we must convince legislators that this section of the education market is a core value along with quality instruction and student learning (Zeiss, 1998).

Hall and Fagan (1957) defined a social system as a bounded set of elements (subsystems) and activities that interact and constitute a single social entity. This view is of two different social systems, the political system (legislative body) and the community college system. Easton's (1965) political systems theory explains the relationship between a political system and other societal systems in terms of transactions that occur across system boundaries. This broad concept of political systems theory leads to "exchange of effects," which is viewed within the context of community college planning and organizational strategy (Easton, 1965). The rationale for this is that all organizations allocate values (Kuhn, 1974). Galizzo (1990) believes that an organization's goals reflect its values and its goals used for planning. Therefore, planning is an organization's strategy for survival, and it provides a more specific way of

understanding community college goals as part of an exchange of effects with the political system. As shown in Figure 2.5 below, Easton's political system is to convert inputs (demands/support) into outputs (decisions).

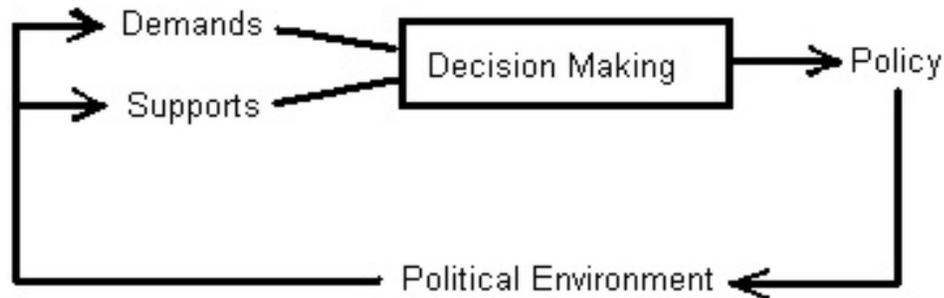


Figure 2.5: Easton's Political Systems Model

As mentioned in an early chapter in the report, *Where We Go From Here: State Legislative Views on Higher Education in the New Millennium*, all states have specific political environments to deal with. The report acknowledges that each state's political environment is unique, in which it is shaped through a combination of historical forces, social factors and state values. Based on the state legislator's response from this report, new relationships and responsibilities added to the following conditions in shaping the political environment in which state legislatures currently operate:

- **Not enough time.** With the passing of greater responsibilities for important policy areas from the federal government to the states, legislatures now address a far wider range and more

complex set of issues than ever before. Regardless of the length of the legislative session, many legislators feel pressed for time to consider the full slate of issues that come before them. “We often have one or two issues that dominate all of our time, and this leaves little time for debate and proper decision making on other issues,” reported one legislator. Consequently, in some states, higher education’s problems, while deemed relatively important, may not be perceived as serious or urgent enough to warrant the legislature’s undivided attention to them.

- **Budget Matters.** The state budget is arguably the most important piece of legislation that the legislature passes each year. Whereas the role of the education committee may be oriented more toward how to solve problems, the finance committee’s job is to decide which problems to solve from among the various alternatives competing for funds. As a Senator from an eastern state mentioned, “We put most of our legislative resources into being very good at ‘budgeteering’ and number crunching and as a result we are not very good at in-depth analysis of the policy issues. And as a result, what we get is budget drives policy, rather than policy driving budget.” (Ruppert, 2001, p. 5).

According to the National Commission on Higher Education, educators are accountable for the effective operation of schools, colleges, and universities, but they cannot succeed without continuous support and feedback from one of their very important external stockholders, i.e. legislators (2005). They also cite that legislators, as representatives of local districts, are in the perfect place to reflect public priorities. They are responsible for allocating budgets, establishing revenue policies, and enacting laws to establish education policy framework and the operating ground rules for all public institutions (Keating & Riley, 2005).

According to Katsinas (2004), shortfalls in state revenues have prompted heightened concern about the immediate short- and long-term future and stability of state investments in higher education. The purpose of this research was to determine if significant differences were found related to the members of the National Council of State Directors of Community Colleges and what is going on with funding and overall support for community colleges. In the report called "State Funding for Community Colleges: Perceptions from the Field," Katsinas summarizes the perceptions of state community college leaders, and is offered a 'barometer' of the current situation and future prospects for community college funding (2004). Some of the findings from the report included as follows:

- Rural community colleges face the greatest budgetary strain. (compared to suburban community colleges and urban community colleges).
- Access into community colleges is less threatened than the previous year, but challenges remain. A majority of state directors predicted enrollment caps, class section limitation, and reductions or closing of summer sections in the 2003-2004 academic year. Although the situation improved for 2004-2005, only five predicted that their community colleges would take such actions.
- Tuition increases at community colleges are a predominant method by which states deal with declining state revenues for public higher education. Nearly every state director predicted tuition increases for community colleges (44 of 47 reporting, or 94%). Similarly large percentages of respondents predicted increases for regional and flagship universities.
- Strong competition exists for scarce dollars in educational institutions. In most states, higher education is the largest discretionary item in the entire state budget, and the competition is fierce for scarce state tax dollars. State directors report Medicaid as the key driver of state budgets

(46 states, or 94%). Increases in K-12 funding (43 states or 91% of states responding) and revenue shortfalls due to recession (38 states or 83% of states reporting), were also ranked high as primary state budget drivers. (Katasinas, 2004)

Even with competition for state dollars continuing to rise, state legislators bear the responsibility to provide basic funding support for all educational entities, along with reducing taxes. As Soche (1994) observed,

“States simply have too many fiscal obligations, too many special interests competing for scarce resources, and too many debts to heed higher education’s urgent pleas for more money....States have to reserve larger and larger chunks of their budgets for such things as Medicaid and prisons, for which the courts or laws require certain spending levels. In turn, that leaves higher education and other ‘discretionary’ services to fight for an increasingly smaller plate of scraps” (p. 71).

However, community colleges are very committed to low tuition rates for students who would not otherwise have the opportunity to attend. According to Phillippe and Patton (2000), “Tuition and fees at public community colleges average less than half those at public four-year colleges and about one-tenth those at independent four-year colleges” (p. 104).

According to Boswell (2000), different funding mechanisms and governance patterns contribute to the perception that two-year colleges are competitors of rather than collaborators with K-12 systems for scarce

state and local resources. She contends that policymakers increasingly believe that these differences are creating roadblocks for students who are seeking to move between systems and political pressure is growing to overcome these disconnects (2000). According to the State Board for Community and Junior Colleges (2005), there has been a continued discrepancy concerning the opportunities of equal funding for education in Mississippi. This fact is obvious from the information reported in Figure 2.5. The following figure represents all Educational Appropriations (Excluding IHL Agriculture Units) Fiscal Years 1996-2006). In turn, this correspond with the myth that community and junior colleges will continue like they always have to do more with less (Whitehead, 2003).

All Educational Appropriations Fiscal Years 1997-2006

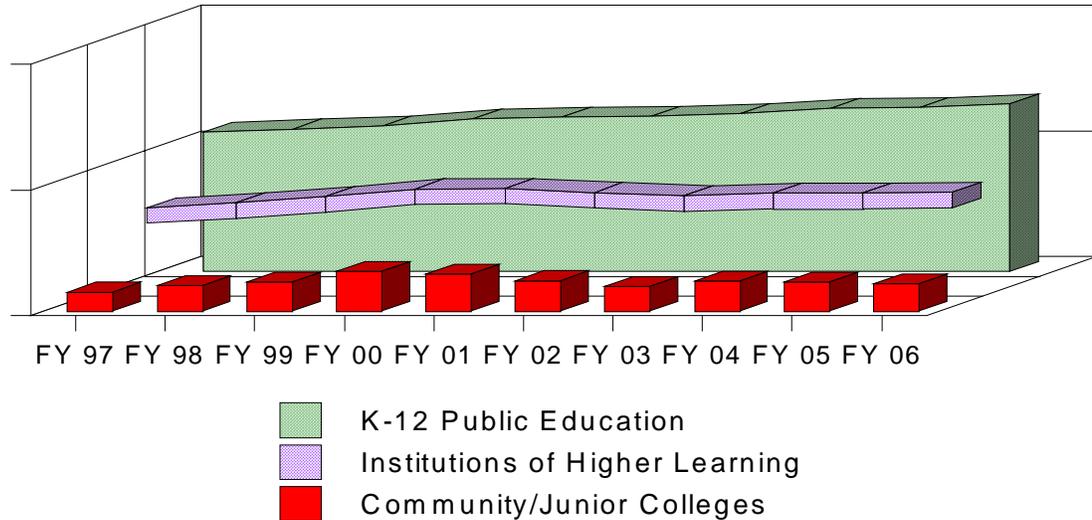


Figure 2.6: Educational Appropriations Fiscal Years 1997-2006

Source: State Board for Community and Junior College

Note: General Fund appropriations come from the State through collections of sales tax, gaming tax, etc. Education Enhancement Funds (EEF) is obtained from a 1-cent sales tax increase (6% to 7%) that began in 1992. Thus the State legislature has earmarked this fund solely for education, with community colleges funds of other State agencies and places the monies into a contingency fund. — From Deborah Gilbert, MSBCJC.

The State Board for Community and Junior Colleges is the governing board that allocates the funds to all community and junior colleges in Mississippi. Other responsibilities include planning efforts, processing budget request, establishment of funding formula and processing career and technical funds (Gilbert, 2003). The funding formula for Mississippi's Community Colleges is based on headcounts and full-time equivalent students. This funding formula was a five-year phase-in period which allowed colleges to adjust to change, and it provided hold-harmless funds for colleges during phase in. In FY 2003-2004, this was the first year of the formula phase in of the current funding formula. This new change in the funding formula was a result from four important factors:

1. It helped colleges to recognize the enrollment of part-time students;
2. It gave colleges an updated formula to match current student enrollment;
3. It provides a systematic method for allocating funds;
4. It provided results of funding study mandated by legislature.

According to Dr. Smith, first-year President at Jones County Junior College, most of the single campus colleges felt the effects of the funding formula change. He proposes that the funding formula change increased base allocation to colleges; it shifted to full-time equivalent

enrollment count; it counted credit hours of enrollment; credit hours generated were weighted the same regardless of the location taught; and it affected funding for high cost programs. These are just some examples as to how community colleges were affected by the funding formula change. The following is a brief summary of the funding cycle for state appropriations and funding for community/junior colleges (Gilbert, 2003).

Step 1-Questionnaire

- Annual questionnaire is sent to each college with general questions about funding issues and needs.
- Some items are constant—enrollment and local funding expectations, needs for technology, follow-up on past issues. This process occurs in April.

Step 2-Presidents' Meetings

- Fifteen College Presidents along with staff from the MS State Board for Community and Junior Colleges (SBCJC) meet to discuss the results of the survey and plan their legislative agenda.
- Decisions are made concerning items that need to be requested for the next legislative session, in which funding is included. This process occurs between May and June.

Step 3-SBCJC Board Meeting

- Results are summarized and categorized for legislative approach— general fund vs. educational enhancement fund.
- These legislative agenda items are taken to the board for adoption. This process occurs in June.

Step 4-Mississippi Budget Request (MBR)

- Business managers from each institution meet in late June to discuss these issues and how to implement within the accounting framework.
- In July, each college prepares the MBR: (1) E & G Revenue and Expenditures for the current fiscal year; (2) the Budget year, and (3) a projection of the following year's budget request.

Step 5-Consolidation

- The MBR's of the 15 colleges are consolidated.
- Both the consolidation and the individual reports are sent to the Legislative Budget Office (LBO) and Governor's Office.
- Other supportive reports are also sent to the LBO. These documents are due August 1.

Step 6-Negotiations with LBO

- The LBO will review the request along with narrative documentation for the request.

- Budget request is presented at a hearing before the Joint Legislative Budget Committee in September. (LBO will sometimes request additional data.)
- The SBCJC will gather and consolidate the data of all colleges and respond.
- The LBO will prepare their recommendation for funding in November/December.

Step 7-House/Senate Appropriations Committees

- The SBCJC staff and many of the college Presidents will meet with the House/Senate Appropriations Committees to support, defend, and explain the request made for funding.
- The House and the Senate Appropriations Committees will prepare their recommendations for funding.
- The process occurs January – March.

Step 8-Legislative Session

- The Senate and the House will approve their version of the Appropriation Funding, which is introduced as a House bill or a Senate bill.
- Conference committees meet to “iron-out” funding differences between House and Senate versions.
- Appropriation bill will be approved in both Houses.
- Appropriation bill will be sent to Governor for signature.

Step 9-Allocation

- The SBCJC has the responsibility of allocating the funding received as outlined in the Appropriations Bill. The funding formula is used to allocate a majority of state funding for community/junior colleges.
- Other laws may affect financial situations such as Retirement laws, Purchasing laws, Repair and Renovation funds, etc...

This process concludes as to how the nation's two-year colleges stand at the financial crossroads with funding and government support for education. Voorhees (2001) believes that the financing of community college will become even more critical in the foreseeable future. "On one hand, the need for the services and education they provide in a changing local, regional, and national and international environment continues to accelerate. On the other hand, community colleges now draw less of their total operation revenues from taxpayers than at any other time in their histories" (Voorhees, 2001). "While history shapes the hand a state is dealt, public policy determines how that hand is played" (The State New Economy Index, 2001, p. ix).

According to the results from the Higher Education Issues Survey in 2001, state legislators across the nation framed their responses in terms of the state's economic development interests and emphasized that higher education must contribute directly to these efforts (Ruppert,

2001). From this report, Legislators highlighted three key roles for higher education:

- Strengthen and diversify the economy. A widely shared view is that maintaining a first-rate university is critical to state economic development efforts in order to provide a strong research base for the generation of new knowledge and as a source for “cutting edge” technological innovation. Because of the potential for research alliances, a well-regarded research university can also serve as an incentive for the location or relocation of high-tech industries.
- Prepare and train a high-skill, high-wage workforce. Higher education plays a critical role in furthering states’ efforts to “grow the workforce from within” as a way to attract new businesses to the state and to provide employment opportunities for state residents. Legislators also underscore higher education’s role in providing convenient and relevant continuing education and training, which are considered essential to retaining existing businesses.
- Raise the level of educational attainment of the state’s population. In one way or another, nearly all legislators in this study made reference to higher education’s role in working collaboratively with elementary-secondary education to increase the level of educational attainment of the state’s population. From the

perspective of state legislators, a critical role for higher education is to prepare, train, and support highly qualified elementary-secondary education professionals who can improve student achievement.

In turn, this report was designed to help shed some light on how state legislators viewed the current landscape for higher education in their states, particularly with community colleges. This report added that economic development interests are driving state legislative policy and funding agendas for higher education. Legislative priorities and policy responses are designed to address two major challenges that higher education faces in meeting state needs: improving responsiveness in the system and accommodating changing demands for access. However, as the economy slows, whether or not state policymakers can exercise the will or ability to sustain their ambitious agendas for higher education in the face of mounting pressures and shrinking public resources remains to be seen (Ruppert, 2001).

A Review of Selected Studies

Several research studies in the related literature addressed variables that influenced legislator's activities involving education in general. Three studies were selected for review in this particular chapter. Vann's (1970) study of the North Carolina legislators' perceptions of the

North Carolina Community College System (NCCCS) analyzed the state's 1969 General Assembly (Shultz, 1993). According to Shultz, the research design was to determine relationships among selected demographic and personal factors, i.e., legislative tenure, age, occupation, level of education, etc... Analysis was conducted to ascertain the relationships among the demographic and personal factors and the legislators' perceptions of (a) their agreement with the NCCCS philosophy, (b) the importance of the NCCCS objectives and (c) programs, and (d) the time and effort currently spent with, and (e) which should be spent with, various clientele groups (Shultz, 1993).

The major findings of Vann's study included significant relationships among all of the demographic and personal factors listed except age. Vann also reported the (a) legislators demonstrated a relatively high level of agreement with the philosophy and objectives of the NCCCS and that (b) legislators possessed a high level of awareness of the programs of the NCCCS (Shultz, 1993).

The second study reviewed was Clayton's (2003) research of the roles and goals of the Mississippi Community Colleges as perceived by Trustees, Administrators, and Workforce Council Members. The objectives of the study were (a) to determine what are the existing (is) and the preferred (should be) institutional goals as perceived by trustees, administrators, and workforce council members; (b) to discover if there

are significant differences in the perceptions of the various groups regarding the existing goals; and (c) to discover if there are significant differences in the perceptions of the various groups regarding the preferred goals. Clayton reported that (a) the preferred goals ranked higher in every category and (b) that the higher means were reported for preferred goals than those for existing goals.

The third research study analyzed for this literature review was Ruppert's (2001) results of the 2001 Higher Education Issues Survey. The 2001 Higher Education Survey (HEIS2001) was designed to elicit the personal opinions and attitudes of state legislative leaders about higher education issues in their states (Ruppert, 2001). The objectives of this study was (1) to identify state's legislative agendas for higher education currently and for the near future; (2) to identify strategies and policy options that state legislatures are likely to adopt to address identified concerns; and (3) to identify and clarify political, social, and economic factors that influence legislative policy and budgetary decisions.

The major conclusions drawn from Ruppert's research regarding the HEIS2001 were to (1) strengthen and diversify the economy; (2) to prepare and train a high-skill, high-wage workforce; and (3) to raise the level of educational attainment of the state's population.

Summary of the Literature Review

Founded in 1901, Joliet Junior College in Illinois is the oldest existing public two-year college. In the early years, the colleges focused on general liberal arts studies (AACC, 2005). During the depression of the 1930s, community colleges began offering job-training programs as a way of easing widespread unemployment. After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation along with the G.I. Bill created the drive for more higher education options. In 1948, the Truman Commission suggested the creation of a network of public, community-based colleges to serve local needs (Vaughn, 2000).

Baby boomers fueled the enrollment growth after the Truman Commission. The construction involved in this gigantic growth of facilities was funded by a robust economy and supported by the social activism of the time. The number of community colleges has steadily grown since the 1960s. At present, there are 1,171 community colleges in the United States. Today, community colleges educate more than half the nation's undergraduates. In the 1996-97 academic year, 9.3 million people took credit courses at community colleges. Another 5 million took noncredit classes, the majority of which were workforce-training courses. Since 1901, at least 100 million people have attended community colleges (AACC, 2005).

Clayton (2003) explained that there is a growing need for legislators to establish new patterns for funding community colleges. Exactly how the legislature will determine what financial measures will facilitate effectiveness in these institutions remains unresolved. However, the only way toward resolution is through the development of a clear understanding of the institutional mission and executing the mission and goals of the community colleges (2003). As a result, this study could provide the community college citizenry with a general ideal of the perceptions and views of Mississippi legislators, in which the results could be used for future lobbying efforts, planning efforts, and evaluation practices.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if significant differences exist among the Mississippi Legislators views of the mission and goals of Community Colleges. Particularly, the legislator's views of current mission practices were compared with their responses regarding what the future mission practices should be. Therefore, how do legislators view the role and mission of community/junior colleges?

This chapter will describe the procedures the research used to conduct this study. The research design, the instrument, the subjects or population and the procedures for collecting and analyzing the data will also be described.

Research Design

The research design used in this study was survey research. This design was selected because the researcher sought the opinions of a large group of people about a particular topic (Fraenkel & Wallen, 2006). There were two parts to the design of this study: The first part compared data from the survey used to describe current (is) and future

(should be) goal statements. Data from the survey were used to describe present and future goal beliefs of state legislators. In the second part of the study, differences were identified among state legislators regarding their perceptions of community college goal statements based on demographic information (i.e. political party, educational background, and legislative experience).

Research questions 1-3 pertained to the first section of the study relating to state legislators:

1. What are the perceptions of Mississippi legislators regarding the current community/junior college mission and goal statements?
2. What are the perceptions of Mississippi legislators regarding the future community/junior college mission and goal statements?
3. Are there significant differences in the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements and future community/junior college mission and goal statements?

In the second section of the study, research questions 4-6 compared demographic information of the legislators:

4. Are there significant differences in the perceptions among Mississippi legislators regarding community/junior college mission and goal statements based on their experience within the legislature?

5. Are there significant differences in the perceptions among Mississippi legislators regarding community/junior college mission and goal statements based on educational background?
6. Are there significant differences in the perceptions among Mississippi legislators regarding community/junior college mission and goal statements based on political party?

Instrumentation

The instrument for this study was a survey (see Appendix C) that was a modification of the Community College Goals Inventory (CCGI). It was adapted from the widely used Institutional Goals Inventory (IGI) developed by Richard Peterson and Norman Uhl at the Educational Testing Service (ETS), in conjunction with the American Association of Community Colleges developed the CCGI in 1978 and 1979. The inventory was designed to help community colleges define their educational goals, establish priorities among the goals, and give direction to their present and future planning. The IGI and CCGI are discrepancy type instruments in which respondent's rate goal statements in terms of two time frames, present importance (How important "is" the goal at this institution at the present time?) and preferred importance (In your judgment, how important "should" the goal be at this institution?) For both "is" and "should be" statements, respondents choose from a

five-point Likert scale. The purpose of administering the goals inventory was to obtain information for the planning process.

Reliability and validity for the IGI was established based on studies conducted by Peterson throughout the California system. Using the alpha coefficient, a generalization of the Kuder-Richardson formula 20, reliability or the internal consistency was found to be greater than $r = .80$. According to Fraenkel and Wallen (2006), reliability should be at least $r = .70$ and preferably higher for research purposes. For the present importance or “is” the coefficient was between $r = .66$ to $r = .88$ and for the preferred importance or “should be” the coefficient was between $r = .62$ to $r = .87$. Nineteen specialists familiar with California’s four-year colleges and universities and community colleges tested validity. Items on the CCGI are slightly different from the IGI to allow for differences between community colleges and four-year colleges and universities (Peterson & Uhl, 1977). Accountability holds a different denotation for different groups and therefore should be interpreted with care.

The instrument for this study had 40 goal statements representing 12 goal areas: (a) general education, (b) vocational/technical preparation, (c) development/remedial preparation, (d) lifelong learning, (e) community service, (f) social criticism, (g) accessibility, (h) humanism/altruism, (I) intellectual orientation, (j) cultural/aesthetic awareness,

(k) accountability, and (l) personal development (see Appendix A). The general focus of the inventory was to compare the perception of what the respondents felt the current status of each goal area "is" with what they perceived the status "should be." Respondents were asked to rate 40 goal statements in terms of how important the goal "is," which was the present importance, and how important it "should be," which was the preferred importance. Respondents choose from the following five-point Likert scale:

1= no importance or not applicable

2= low importance

3= medium importance

4= high importance

5= extremely high importance.

To strengthen this study, demographic questions were added to gather information from participating legislators. Respondents completed a three page survey in which completion instructions were visible and the last page had a section for general comments.

Selection of Population

Participants in this study included state senators and representatives from the Mississippi legislature that served in the 2006 term. At the time this study was conducted, there were 173 members in

the General Assembly, 52 senators and 121 representatives. The researcher received permission from Lieutenant Governor Amy Tuck, President of the Senate, and Representative William J. 'Billy' McCoy, Speaker of the House, to conduct the study (see Appendix E). Initial contact was made in January to begin the research process (see Appendix B). The researcher also received permission from the Mississippi State University Institutional Review Board for the Protection of Human Subjects in Research to conduct this study (see Appendix D).

The survey was administered to 52 Senators during the general session to be completed. Senators mailed their responses to the researcher within six weeks. The researcher received 37% (19) surveys back from the Senate. Surveys were then mailed to 121 representatives when session was dismissed. The researcher received 39% (47) surveys back from the House of Representatives. The researcher allowed six weeks for completion and responses to be mailed. The survey was a discrepancy-type with a five-point Likert scale. The survey instrument consisted of two types of questions: what the current mission practices "are" and what the future mission practices "should be." In addition, the survey obtained demographic information in order to categorize the participating population.

Data Collection

In developing the survey and survey data collection plan, interviews were conducted with Lieutenant Governor Amy Tuck, President of the Senate, and Representative William J. 'Billy' McCoy, Speaker of the House (see Appendix B). Several important concerns were identified. First, an area of concern voiced was that the response rate may be an issue because of legislators' busy schedules. It was suggested that a cover letter be included with the survey to improve the response rate and that surveys to state legislators should not go out while the General Assembly was in session. Secondly, legislators were concerned about confidentiality, and they did not want individual responses to be public. They were cautious and concerned that replies may be interpreted as public positions. These issues were addressed in the cover letter of the survey (see Appendix B).

Additionally, an interview was held with Dr. Wayne Stoncephyer, Executive Director, State Board of Community and Junior Colleges, and Dr. Vivian Pressley, Chair, Mississippi Community College Presidents Association, to discuss the study and to seek advice concerning the study. Other than a concern over the response rate, no significant problems were identified. A list of all members of the General Assembly was developed using the Mississippi Legislature's website

<http://www.ls.state.ms.us/>.

All surveys were coded individually before they were mailed. This allowed them to be identified with each page in the scanning process. This coding procedure assured confidentiality of the respondents. Surveys for 52 senators were distributed on March 7, 2006. Members in the senate received a package that included a cover letter, a survey, a self-addressed envelope to the researcher, and a business card from the researcher. The deadline for completion and return was April 14, 2006. The surveys for the 121 representatives were mailed to their home addresses on March 31, 2006, which was the last day in session. No follow-up was planned since the researcher did not know the names of the participants. Therefore follow-up notices to non-responding participants were not necessary. Included in this package was a cover letter, a survey, and a self-addressed envelope to the researcher, and a business card from the researcher to answer any question or concerns participants may have had. The deadline for completion and return was May 14, 2006.

Data Analysis

This study was analyzed by descriptive statistics and Chi-Square analysis (nonparametric statistics). The frequency and percentage tables were generated from SPSS version 13. According to Fraenkel and Wallen (2006), the chi-square test is used to analyze data that are reported in categories. The chi-square test is based on a comparison between

expected frequencies and actual, obtained frequencies. If the obtained frequencies are similar to the expected frequencies, then researchers conclude that the groups studied do not differ. If there are considerable differences between the expected (observed) and obtained frequencies (expected), on the other hand, then the researcher concludes that there is significant difference in attitude between the two groups studied. The following research questions were used in this study:

1. What are the perceptions of Mississippi legislators regarding the current community/junior college mission and goal statements?
2. What are the perceptions of Mississippi legislators regarding the future community/junior college mission and goals statements?
3. Are there significant differences in the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements and future community/junior college mission and goal statements?
4. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on their experience within the legislature?
5. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college

mission and goal statements based on educational background?

6. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on political party?

CHAPTER IV

FINDINGS OF THE STUDY

The primary purpose of this study was to determine if, in the 2006 Mississippi legislature, there are significant differences of perceptions regarding the mission and goal statements of community/junior colleges. The Community College Goal Inventory was administered to legislators to discover perceptions related to current and future practices. The data was analyzed using the SPSS version 13.

The results of the statistical analysis of the data are presented in this chapter. The six research questions are answered independently of each other. Both tabular and narrative forms of the analyses are provided.

This chapter includes tables that have the means and the standard deviations of the 12 different goal areas. The relative values of mean scores are valued as follows:

- 18 – above extremely high importance
- 14 – 17.99 high importance
- 10 – 13.99 medium importance
- 6 – 9.99 low importance

- 6 – below no importance or not applicable

The CCGI was administered during the General Session in March 2006 to 52 senators for completion. Senators mailed their responses to the researcher within six weeks. The research received 19 out of 52 surveys back, for a response rate of 37%. Surveys were then mailed to 121 representatives in April 2006 once session was completed. The researcher received 47 out of 121 surveys back, for a response rate of 39%. Both groups had six weeks to complete and mail responses to the researcher. Respondents choose from the following five-point Likert scale:

1= no importance or not applicable

2= low importance

3= medium importance

4= high importance

5= extremely high importance

The goal statements in the survey represented 12 goal areas:

- (a) general education, (b) vocational/technical preparation,
- (c) development/remedial preparation, (d) lifelong learning,
- (e) community service, (f) social criticism, (g) accessibility, (h) humanism/altruism, (I) intellectual orientation, (j) cultural/aesthetic awareness,
- (k) accountability, and (l) personal development.

A description of the respondents by demographic, legislative experience, political participation, primary employment sectors, and educational background introduced the profile of the respondents in this study. Respondents' written comments were recorded at the end of this chapter.

Research Questions

The research questions that guided this study were as follow

1. What are the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements?
2. What are the perceptions of Mississippi legislators regarding future community/junior college mission and goal statements?
3. Are there significant differences in the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements and future community/junior college mission and goal statements?
4. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on their experience within the legislature?

5. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on educational background?
6. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on political party?

Profile of the Respondents

Frequency distribution tables and percentages were used to describe the respondents and the summaries of each question or statement. Data gathered in the demographic category were (a) race, (b) age, (c) residence, (d) primary occupation, (e) highest educational level attained, (f) attendance at a Mississippi community college, and (g) legislative experience. The demographic characteristics of the responding members of the 2006 Mississippi legislature are presented in Tables 4.1 through 4.7.

Of the respondents, 14 (22%) were African-American and 52 (78%) indicated they were Caucasian. (Table 4.1) The vast majority (80%), 47 of respondents was over the age of 45. (Table 4.2) Of the respondents, 19 (29%) respondents, lived in a city up to 24,999 in population, and 14 (20%) lived in a city of 25,000 in population or above (see Table 4.3).

Of the respondents, seven (11%) cited agriculture, public administration, and the legal profession, and six respondents (9%) indicated education and trade or retail. Of the respondents, 20 (31%) indicated other as their primary employment sector (see Table 4.4).

Of the respondents, 30 (45%) indicated their highest level of education completed was B.A./B.S and 24 respondents (36%) cited M.S./M.A./M.B.A./J.D. Only five respondents (8%) indicated the highest level of education completed was the high school diploma (see Table 4.5).

Respondents who had attended at least one of Mississippi's community/junior colleges numbered 30 (46%). Of the respondents, 33 (49%) had not attended a Mississippi community/junior college and three respondents (5%) did not answer the question. At the time this study was conducted, the 2006 Mississippi Legislature was comprised of 121 members in the House of Representative and 52 in the Senate. Of the respondents, 47 (71%) cited they served in the House of the legislative branch, and 19 respondents (29%) indicated they served in the Senate (see Table 4.6).

Of the respondents, 36 (58%) indicated their political affiliation was Democrat, 27 respondents (42%) cited Republican and 3 did not answer the question. Of the legislatures that participated in this study, 39 (60%) had at least nine years of experience, 11 (17%) respondents had 2 years or less of experience, and 6 (9%) respondents had 3-5 years of

experience. Only 9 (14%) respondents had 6-8 years of legislative experience (see Table 4.7).

Table 4.1 Race Categories of the Respondents

Race	N	Percent
African-American	14	22%
Caucasian	52	78%
Total	66	100%

Table 4.2 Age of the Respondents

Primary Age Group	N	Percent
21-25	0	0
26-34	4	6%
35-44	7	11%
45-54	29	44%
55-64	18	26%
65+	8	12%
Totals	66	100%

Table 4.3 Place of Residence of the Respondents

Place of Residence	N	Percentage
Rural farm	6	9%
Rural/non-farm	11	11%
Town, up to 2,499 population	9	14%
City, 2,500-9,999 population	7	11%
City, 10,000-24,999 population	19	29%
City, 25,000 or above population	14	20%
Totals	66	100

Table 4.4 Primary Employment Sector of the Respondents

Primary Employment Sector	N	Percentage
Agriculture (Farmer)	7	11%
Education	6	9%
Transportation & Utilities	1	2%
Public Administration	7	11%
Manufacturing	2	3%
Trade or retail	6	9%
Finance, real estate, insurance	9	14%
Legal profession	7	11%
Other	20	31%
Totals	66	100%

Table 4.5 Highest Level of Education Completed by the Respondents

Highest Level of Education Completed	N	Percentage
High School Diploma	5	8%
A.A./A.S.	4	6%
B.A./B.S.	30	45%
M.S./M.A./M.B.A./J.D.	24	36%
Ph.D./Ed.D.	0	0
Other	3	5%
Totals	66	100%

Table 4.6 Legislative Branch of the Respondents

Legislative Branch	N	Percentage
House of Representatives	47	71%
Senate	19	29%
Totals	66	100%

Table 4.7 Years of Legislative Experience of the Respondents

Years of Legislative Experience	N	Percentage
0-2	11	17%
3-5	6	9%
6-8	9	14%
9-11	15	23%
12+	24	37%
Totals	66	100%

Opinions Related to General Education, Accessibility, and Lifelong Learning

According to the results, 89 % (58) of the respondents selected high or extremely high that the goals of ensuring students acquire a basic knowledge of humanities, social science, mathematics, and natural sciences is a current goal for community college. Only 24 respondents (38%) say that it should be a goal for the community college, and 38 (59%) selected high. For goal statement to instill in students a commitment to lifelong learning 44% (28) responded extremely high and 42% (27) selected high that this is a goal of community colleges. In fact 73% (46) respondents selected extremely high that lifelong learning should be a goal of the community college.

For goal statement to recruit students who have been denied, have not been valued, or have not been successful in formal education, 80% (53) responded medium. Respectively, 22 respondents (34%) selected medium and 31 respondents (48%) selected high. Ten respondents (15%)

selected extremely high on goal statement to recruit students who have been denied, have not been valued, or have not been successful in formal education. More importantly, 16 respondents (25%) selected extremely high and 33 respondents (52%) selected high that this should be a goal of the community college.

For goal statement keeping an “open admissions” policy and developing a worthwhile educational experience, 42% (27) respondents selected high that this is a goal of the community college. Of the respondents, 34 (53%) indicated high that this should be a mission of the community college. For goal statement to engage in a systemic evaluation of all college programs, 20 (31%) indicated extremely high that this is a goal of the community college and 38 respondents (58%) indicate that it should be for the future.

Opinions Related to Athletics, Communication, and Fees

For goal statement to excel in intercollegiate athletics, 65% (40) responded high that this is a goal of the community college and 30 respondents (47%) indicated medium that excelling in intercollegiate athletics should be a goal of community colleges in the future. Of the respondents, 39 (60%) selected high that conducting comprehensive student activities programs (consisting of social, cultural, and athletic

events) is a mission of the community colleges and 18 respondents (28%) selected medium.

Of the respondents, 15 (28%) indicated low that the goal statement of maintaining a climate in which communication is open and candid throughout the organization is a current goal. Of the respondents, 32 (50%) selected medium that a mission of the community college is to maintain a climate of mutual trust and respect among students, faculty, and administration. Of the respondents, 23 (36%) selected medium, and 23 respondents (36%) selected high that community college should maintain a climate for open and candid communication for the future.

Of the respondents, 41 (63%) indicated high response for setting tuition fees at a level in which no one will be denied is a goal of community colleges. On the same note, 12 respondents (18%) indicated a medium response that this a goal of community colleges and 12 respondents (18%) indicated an extremely high response that this is a goal of community colleges. More importantly, 31 respondents (48%) selected extremely high and 26 (41%) selected high that setting tuition fees a level for better access should be a goal for community colleges for the future.

The following section presents the analysis of the data, interprets the findings, and answers the research questions, which provided

direction in conducting this study. Each of the six research questions formulated for this study will be presented individually. The data obtained from the survey instrument will be portrayed graphically followed by a discussion of the statistical analysis. Chi-square tests of independence were used to determine whether or not relationships existed between legislator's perceptions of current and future goals of community colleges. Considerable differences between the expected (observed) and obtained frequencies (expected) conclude that there is significant difference in attitude between the legislator's perceptions. The hypotheses will be rejected if the probability (p-value) is less than or equal to the .05 level of statistical significance.

Research Question One

Research question number one asked: What are the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements? In order to answer this research question, data was collected and analyzed from survey questions pertaining to current goal statements. Data is broken down into the following goal areas: (a) general education, (b) vocational technical preparation, (c) development/remedial preparation, (d) lifelong learning, (e) community service, (f) social criticism, (g) accessibility,

(h) humanism/ altruism, (I) intellectual orientation, (j) cultural/aesthetic awareness, (k) accountability, and (l) personal development.

Mean scores for current “is” responses indicated the present importance of the goal statements to the respondents. Mean scores for the current goal statements ranged from a low of 3.4 to a high of 4.1. (Table 4.8) Eleven goal statements had means ranging above 3.00 but less than 4.00 and one goal had a mean above 4.00. The goal of social criticism, humanism/altruism, and cultural/aesthetic awareness had the lowest mean at 3.4. The goal of lifelong learning had the highest mean score of 4.1. Based on these scores, state legislators viewed lifelong learning as the most important current goal area for community colleges, and they view of social criticism, humanism/altruism, and cultural/aesthetic awareness as the least important goals. The goals of general education, accessibility, and accountability were considered to be the second most important goal to legislators respectively.

Table 4.8 Mean scores and standard deviations for the current importance of goal areas for State legislators

Goal area	N	Mean	SD	Minimum	Maximum
General Education	64	3.9	.7	2.6	5
Vocation/Technical Preparation	64	3.7	.8	1.7	5
Development/remedial preparation	64	3.6	.8	1.5	5
Lifelong learning	64	4.1	.8	2.4	5
Community service	64	3.7	.7	2.2	5
Social criticism	65	3.4	.8	1.8	5
Accessibility	64	3.8	.7	2.3	5
Humanism/altruism	64	3.4	.8	1.4	5
Intellectual orientation	64	3.6	.8	2.2	5
Cultural/aesthetic awareness	65	3.4	.8	1.8	5
Accountability	64	3.8	.7	2.2	5
Personal Development	64	3.7	.8	2	5

Research Question Two

Research question number two asked: What are the perceptions of Mississippi legislators regarding future community/junior college mission and goal statements? In order to answer this research question, data was collected and analyzed from survey questions pertaining to what mission and goal statements should be (future) of more importance. Data is broken down into the following goal areas: a) general education, (b) vocational technical preparation, (c) development/remedial preparation, (d) lifelong learning, (e) community service, (f) social

criticism, (g) accessibility, (h) humanism/ altruism, (I) intellectual orientation, (j) cultural/aesthetic awareness, (k) accountability, and (l) personal development.

Mean scores for future (should be) responses indicated the future importance of the goal statements to the respondents. Mean scores for future goal statements ranged from a low of 3.4 to a high of 4.1. (Table 4.9) The goal area of humanism/altruism had the lowest mean at 3.4. The goal area of lifelong learning had the highest mean score of 4.2. The respondents' second most important future goal statements were on accountability and general education with mean scores of 4.1 and 4 respectively. Based on these scores, state legislators viewed lifelong learning as the most important future goal area for community/junior colleges, and they view humanism/altruism as the least important future goal. The goals of general education and accountability were considered to be the second most important goal to legislators respectively.

Table 4.9 Mean scores and standard deviations for the future importance of goal areas for State legislators

Goal area	N	Mean	SD	Minimum	Maximum
General Education	64	4	.7	3	5
Vocation/Technical Preparation	64	3.8	3.8	2	5
Development/remedial preparation	64	3.8	.7	2	5
Lifelong learning	64	4.2	.7	3	5
Community service	65	3.8	.7	2	5
Social criticism	64	3.7	.9	2	5
Accessibility	64	4	.7	2	5
Humanism/altruism	64	3.4	1	2	5
Intellectual orientation	65	3.7	.7	2	5
Cultural/aesthetic awareness	64	3.6	.9	2	5
Accountability	65	4.1	.7	2	5
Personal Development	64	3.8	.8	2	5

Research Question Three

Research question three asked: Are there significant differences in the perception of Mississippi legislators regarding current community/junior college mission and goal statements and future community/junior college mission and goal statements? In order to answer this question, a chi-square test of interdependence was conducted to determine if there was a relationship between Mississippi legislator's current and future perceptions of community college mission and goal statements. The chi-square test revealed that in all 12 twelve-goal areas studied, there was a significant difference in the perceptions of

Mississippi legislator's views of current and future statements. The following tables represent the Pearson Chi-square values for each goal area studied. See Table 4.10 through 4.21.

Table 4.10 Chi-square test-General Education (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q1 is *Q1 should be	45.228	4	.000
Q2 is * Q2 should be	77.190	9	.000
Q4 is * Q4 should be	64.882	6	.000
Q6 is * Q6 should be	70.572	4	.000
Q12 is * Q12 should be	104.485	9	.000

Table 4.11 Chi-square test-Intellectual Orientation (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q14 is * Q14 should be	148.162	9	.000
Q15 is * Q15 should be	146.049	9	.000
Q16 is * Q16 should be	142.470	9	.000
Q18 is * Q18 should be	71.260	4	.000
Q20 is *Q20 should be	89.260	9	.000
Q29 is * Q20 should be	62.965	6	.000

Table 4.12 Chi-square test-Lifelong Learning (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q2 is * Q2 should be	77.190	9	.000
Q4 is * Q4 should be	64.882	6	.000
Q5 is * Q5 should be	76.082	9	.000
Q6 is * Q6 should be	70.572	4	.000
Q27 is * Q27 should be	35.014	6	.000

Table 4.13 Chi-square test-Cultural/Aesthetic Awareness (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q 11 is * Q11 should be	119.175	16	.000
Q15 is * Q15 should be	146.049	9	.000
Q19 is * Q19 should be	52.483	9	.000
Q21 is * Q21 should be	72.628	6	.000

Table 4.14 Chi-square test-Personal Development (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q2 is * Q2 should be	77.190	9	.000
Q6 is * Q6 should be	70.572	4	.000
Q11 is * Q11 should be	119.175	16	.000
Q14 is* Q14 should be	148.162	9	.000
Q16 is* Q16 should be	142.470	9	.000
Q17 is* Q17 should be	75.189	9	.000

Table 4.15 Chi-square test-Humanism/Altruism (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q8 is * Q8 should be	133.893	16	.000
Q11 is * Q11 should be	119.175	16	.000
Q23 is * Q23 should be	93.103	9	.000
Q36 is * Q36 should be	47.087	9	.000
Q37 is * Q37 should be	157.503	16	.000

Table 4.16 Chi-square test-Vocational/Technical Preparation (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q3 is * Q3 should be	142.494	9	.000
Q7 is * Q7 should be	140.590	9	.000
Q40 is * Q40 should be	165.864	16	.000

Table 4.17 Chi-square test-Development/Remedial Preparation (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q2 is * Q2 should be	77.190	9	.000
Q40 is * Q40 should be	165.864	16	.000

Table 4.18 Chi-square test-Community Services (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q3 is * Q3 should be	142.494	9	.000
Q4 is * Q4 should be	64.882	6	.000
Q6 is * Q6 should be	70.572	4	.000
Q9 is * Q9 should be	85.220	9	.000
Q10 is * Q10 should be	74.697	9	.000
Q16 is * Q16 should be	142.470	9	.000
Q26 is * Q 26 should be	46.479	12	.000
Q31 is * Q31 should be	48.253	9	.000
Q33 is * Q33 should be	71.564	9	.000

Table 4.19 Chi-square test-Social Criticism (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q6 is * Q6 should be	70.572	4	.000
Q8 is * Q8 should be	133.893	16	.000
Q9 is * Q9 should be	85.220	9	.000
Q11 is * Q11 should be	119.175	16	.000
Q19 is * Q19 should be	52.483	9	.000
Q24 is * Q24 should be	90.640	9	.000
Q28 is * Q28 should be	103.140	16	.000
Q34 is * Q34 should be	43.994	9	.000

Table 4.20 Chi-square test-Accessibility (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q6 is * Q6 should be	70.572	4	.000
Q13 is * Q13 should be	85.464	6	.000
Q17 is * Q17 should be	75.189	9	.000
Q22 is * Q22 should be	32.111	6	.000
Q38 is * Q38 should be	40.683	4	.000
Q39 is * Q39 should be	117.235	16	.000

Table 4.21 Chi-square test-Accountability (current vs. future)

Goal statements compared	Pearson Chi-square value	df	Asymp. Sig.
Q1 is * Q1 should be	45.228	4	.000
Q7 is * Q7 should be	140.590	9	.000
Q14 is * Q14 should be	148.162	9	.000
Q25 is * Q25 should be	108.794	9	.000
Q29 is * Q29 should be	62.965	6	.000
Q32 is * Q32 should be	48.956	6	.000
Q33 is * Q33 should be	71.564	9	.000
Q35 is * Q35 should be	57.430	4	.000

Research Question Four

Research question number four asked: Are there significant differences in the perceptions of Mississippi legislators of community/junior college mission and goal statements based on their experience within the legislature? To answer this question research question, data was collected and analyzed from survey questions pertaining to goal statements related to perceptions among Mississippi legislators based on their experience within the legislature. The majority of the participants 37% (24) indicated they had at least 12 plus years of

experience, and 23% (15) indicated they had 9-11 years of experience. Only 14% (9) participants had 6-8 years of experience, 9% (6) participants had 3-5 years of experience, and 17% (11) participants had 0-2 years of experience. The analysis of variance (ANOVA) test revealed that there was no significant difference of Mississippi legislators' perceptions of community/junior college mission and goal statements based on their legislative experience. See Tables 4.22 through 4.33.

Table 4.22 Mean and standard deviation scores based on legislative experience for goal area general education

	n	Mean	SD
Year 0 - 2	11	18.82	2.18
Year 3 - 5	6	19.17	2.23
Year 6 - 8	9	19.89	2.37
Year 9 - 11	15	18.80	3.05
Year 12+	24	20.17	2.90

Table 4.23 Mean and standard deviation scores based on legislative experience for goal area intellectual orientation

	n	Mean	SD
Year 0 - 2	11	21.09	2.39
Year 3 - 5	6	20.67	3.93
Year 6 - 8	9	21.89	3.95
Year 9 - 11	15	21.07	2.71
Year 12+	24	21.71	5.47

Table 4.24 Mean and standard deviation scores based on legislative experience for goal area lifelong learning

	n	Mean	SD
Year 0 - 2	11	20.00	3.29
Year 3 - 5	6	19.17	2.64
Year 6 - 8	9	20.22	2.95
Year 9 - 11	15	19.40	3.02
Year 12+	24	20.50	3.09

Table 4.25 Mean and standard deviation scores based on legislative experience for goal area cultural awareness

	n	Mean	SD
Year 0 - 2	11	13.36	1.63
Year 3 - 5	6	12.33	2.50
Year 6 - 8	9	14.44	2.56
Year 9 - 11	15	12.93	1.87
Year 12+	24	14.00	3.05

Table 4.26 Mean and standard deviation scores based on legislative experience for goal area personal development

	n	Mean	SD
Year 0 - 2	11	21.36	2.50
Year 3 - 5	6	20.83	3.60
Year 6 - 8	9	22.56	3.68
Year 9 - 11	15	21.13	2.64
Year 12+	24	21.83	4.65

Table 4.27 Mean and standard deviation scores based on legislative experience for goal area humanism

	n	Mean	SD
Year 0 - 2	11	16.27	2.76
Year 3 - 5	6	14.33	2.73
Year 6 - 8	9	18.33	2.83
Year 9 - 11	15	16.47	2.30
Year 12+	24	16.50	4.63

Table 4.28 Mean and standard deviation scores based on legislative experience for goal area vocational/technical preparation

	n	Mean	SD
Year 0 - 2	11	10.64	1.43
Year 3 - 5	6	10.67	2.25
Year 6 - 8	9	10.56	2.01
Year 9 - 11	15	10.07	2.05
Year 12+	24	11.29	2.55

Table 4.29 Mean and standard deviation scores based on legislative experience for goal area development preparation

	n	Mean	SD
Year 0 - 2	11	7.27	1.01
Year 3 - 5	6	6.83	.75
Year 6 - 8	9	7.00	1.41
Year 9 - 11	15	6.53	1.64
Year 12+	24	7.38	2.18

Table 4.30 Mean and standard deviation scores based on legislative experience for goal area community services

	n	Mean	SD
Year 0 - 2	11	32.64	3.85
Year 3 - 5	6	29.67	2.73
Year 6 - 8	9	34.00	5.03
Year 9 - 11	15	31.47	4.39
Year 12+	24	33.46	6.16

Table 4.31 Mean and standard deviation scores based on legislative experience for goal area social criticism

	n	Mean	SD
Year 0 - 2	11	27.09	3.81
Year 3 - 5	6	24.17	4.45
Year 6 - 8	9	29.11	4.89
Year 9 - 11	15	26.60	3.52
Year 12+	24	27.54	5.95

Table 4.32 Mean and standard deviation scores based on legislative experience for goal area accessibility

	n	Mean	SD
Year 0 - 2	11	22.45	2.16
Year 3 - 5	6	23.17	3.77
Year 6 - 8	9	23.11	3.18
Year 9 - 11	15	21.67	3.18
Year 12+	24	22.17	4.07

Table 4.33 Mean and standard deviation scores based on legislative experience for accountability

	n	Mean	SD
Year 0 - 2	11	34.45	4.37
Year 3 - 5	6	32.83	4.02
Year 6 - 8	9	33.44	5.55
Year 9 - 11	15	33.13	4.50
Year 12+	24	33.83	6.59

Research Question Five

Research question number five asked: Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on educational background? To answer this research question, data was collected and analyzed from survey questions pertaining to goal statements related to perceptions among Mississippi legislators based on their educational background within the legislature. The ANOVA test revealed that in all 12 twelve-goal areas studied, there was a only a significant difference in the perceptions of Mississippi legislator's views of

goal statements according to their educational background based on the goal area of social criticism. Of the respondents, 30 (45%) indicated their highest level of education completed was B.A./B.S and 24 respondents (36%) cited B.S./M.A./M.B.A./J.D. Only five respondents (8%) indicated the highest level of education completed was the high school diploma. Only four respondents (6%) indicated they had an A.A./A.S. degree as their highest level of education and 3 respondents (5%) selected other. The following tables represent the mean and standard scores of goal areas based on educational background. See Tables 4.34 through 4.45.

Table 4.34 Mean and standard deviation scores based on educational background for goal area general education

	n	Mean	SD
High School diploma	5	19.80	3.56
AA/AS	4	18.75	3.78
BS/BA	29	20.07	2.75
MS/MA/MBA/J.D.	24	18.88	2.44
Other	2	20.00	.000

Table 4.35 Mean and standard deviation scores based on educational background for goal area intellectual orientation

	n	Mean	SD
High School diploma	5	24.08	4.60
AA/AS	4	22.00	2.94
BS/BA	29	22.10	3.64
MS/MA/MBA/J.D.	24	19.75	4.31
Other	2	21.50	3.54

Table 4.36 Mean and standard deviation scores based on educational background for goal area lifelong learning

	n	Mean	SD
High School diploma	5	18.40	5.03
AA/AS	4	20.00	2.83
BS/BA	29	20.83	2.93
MS/MA/MBA/J.D.	24	19.50	2.69
Other	2	18.50	.71

Table 4.37 Mean and standard deviation scores based on educational background for goal area cultural awareness

	n	Mean	SD
High School diploma	5	15.80	2.86
AA/AS	4	14.00	2.31
BS/BA	29	13.93	2.87
MS/MA/MBA/J.D.	24	12.67	1.74
Other	2	13.00	.00

Table 4.38 Mean and standard deviation scores based on educational background for goal area personal development

	n	Mean	SD
High School diploma	5	23.40	4.45
AA/AS	4	21.75	3.86
BS/BA	29	22.52	3.51
MS/MA/MBA/J.D.	24	20.21	3.53
Other	2	21.00	1.41

Table 4.39 Mean and standard deviation scores based on educational background for goal area humanism

	n	Mean	SD
High School diploma	5	19.00	4.18
AA/AS	4	17.50	4.12
BS/BA	29	17.31	3.47
MS/MA/MBA/J.D.	24	15.00	3.08
Other	2	14.50	3.54

Table 4.40 Mean and standard deviation scores based on educational background for goal area vocational/technical preparation

	n	Mean	SD
High School diploma	5	12.60	2.51
AA/AS	4	11.00	2.45
BS/BA	29	10.86	2.01
MS/MA/MBA/J.D.	24	10.25	2.25
Other	2	10.50	.71

Table 4.41 Mean and standard deviation scores based on educational background for goal area developmental preparation

	n	Mean	SD
High School diploma	5	8.40	1.67
AA/AS	4	7.50	1.92
BS/BA	29	7.10	1.50
MS/MA/MBA/J.D.	24	6.71	1.92
Other	2	7.00	.00

Table 4.42 Mean and standard deviation scores based on educational background for goal area community services

	n	Mean	SD
High School diploma	5	34.80	6.91
AA/AS	4	34.25	5.38
BS/BA	29	33.69	5.09
MS/MA/MBA/J.D.	24	30.17	4.48
Other	2	31.00	2.83

Table 4.43 Mean and standard deviation scores based on educational background for goal area social criticism

	n	Mean	SD
High School diploma	5	30.40	6.69
AA/AS	4	28.75	5.68
BS/BA	29	28.41	4.93
MS/MA/MBA/J.D.	24	25.25	3.44
Other	2	21.50	4.95

Table 4.44 Mean and standard deviation scores based on educational background for goal area accessibility

	n	Mean	SD
High School diploma	5	22.40	5.55
AA/AS	4	22.50	3.87
BS/BA	29	23.00	3.20
MS/MA/MBA/J.D.	24	21.54	3.26
Other	2	23.00	.00

Table 4.45 Mean and standard deviation scores based on educational background for goal area accountability

	N	Mean	SD
High School diploma	5	36.00	3.36
AA/AS	4	34.50	5.75
BS/BA	29	34.76	4.93
MS/MA/MBA/J.D.	24	31.75	5.48
Other	2	33.50	4.95

Research Question Six

Research question number six asked: Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on political party? In order to answer this question research question, data was collected and analyzed from survey questions pertaining to goal statements related to perceptions among Mississippi legislators based on political party. The ANOVA test revealed that there was no significant difference between Democratic and Republican legislators based in regards to goal statements. See table 4.46.

Table 4.46 Mean and standard deviation scores based on political party for each goal area

General education	n	Mean	SD
Democrat	36	19.25	2.78
Republic	26	19.77	2.76
Intellectual Orientations			
Democrat	36	20.89	4.10
Republic	26	22.27	4.02
Lifelong Learning			
Democrat	36	20.25	2.68
Republic	26	19.81	3.53
Cultural Awareness			
Democrat	36	13.11	2.04
Republic	26	14.27	2.88
Personal Development			
Democrat	36	21.22	3.62
Republic	26	22.31	3.64
Humanism			
Democrat	36	15.94	3.52
Republic	26	17.38	3.37
Vocational/Technical preparation			
Democrat	36	10.33	1.96
Republic	26	11.23	2.47
Developmental Preparation			
Democrat	36	6.97	1.68
Republic	26	7.19	1.81
Community Services			
Democrat	36	32.00	4.82
Republic	26	33.46	5.47
Social Criticism			
Democrat	36	26.19	4.42
Republic	26	28.58	5.27
Accessibility			
Democrat	36	22.17	3.09
Republic	26	22.50	3.99
Accountability			
Democrat	36	33.28	5.61
Republic	26	34.19	5.22

General comments from respondents:

- Community colleges provide a great opportunity for students wishing to transition to a four-year program or work in a career requiring only an associate degree. Admission levels should be stringent enough to eliminate students that do not intend to complete course requirements.
- I have a good idea about how things should be but my comments about how things actually “are” are based mostly upon perceptions.
- Junior colleges—best bang for the buck in Mississippi!
- Some answers are a “best guess” based on limited personal information and on my personal information on only two of the community colleges rather than a comprehensive knowledge of all the institutions.
- I feel strongly that the major emphasis should be on academics and I fear that emphasis leans more toward athletics. I do realize the place and importance of a balanced, competitive athletic program. I also feel that no grant money should be used for any remedial classes except in very rare and carefully approved instances.
- Junior colleges—the best bargain going for Mississippi!

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Chapter V includes a summary of the study, conclusions, and recommendations based on the results. The summary states the purpose of the study and describes the procedures used in gathering the data. The conclusions answer the research questions based on the findings. Recommendations are given for further research.

The purpose of this study was to determine if, in the 2006 Mississippi Legislature, there are significant differences of perceptions regarding the mission and goals of community/junior colleges. For this purpose, the Community College Goals Inventory was used to test six research questions. Particularly, the legislator's views of current mission practices were compared with their responses regarding what the future mission practices should be. The CCGI was administered to Mississippi legislators served in the 2006 session. The CCGI survey had 40 goal statements representing 12 goal areas: (a) general education, (b) vocational technical preparation, (c) development/remedial preparation, (d) lifelong learning, (e) community service, (f) social criticism,

(g) accessibility, (h) humanism/ altruism, (I) intellectual orientation, (j) cultural/aesthetic awareness, (k) accountability, and (l) personal development.

The survey was administered within the general session to 52 senators to be completed. The researcher received 19 out of 52 surveys back, for a response rate of 37%. Surveys were also mailed to 121 representatives. The researcher received 47 out of 121 surveys back, for a response rate of 39%. Both groups had 6 weeks to complete and mail responses back to the researcher. The survey was a discrepancy-type with a five-point Likert scale. Therefore, answers were sought to the following research questions:

1. What are the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements?
2. What are the perceptions of Mississippi legislators regarding future community/junior college mission and goal statements?
3. Are there significant differences in the perceptions of Mississippi legislators regarding current community/junior college mission and goal statements and future community/junior college mission and goal statements?

4. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on their experience within the legislature?
5. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on educational background?
6. Are there significant differences in the perceptions of Mississippi legislators regarding community/junior college mission and goal statements based on political party?

Conclusions

The following conclusions are based on the results of the study conducted with regard to the perceptions of 2006 Mississippi legislature from the Community College Goals Inventory.

1. Lifelong learning was the most important current goal of the 2006 Mississippi legislature. General education and accessibility was ranked as the next most important current goal of the 2006 Mississippi legislature.

2. The least important current goals of the 2006 Mississippi legislature were social criticism, humanism/altruism, and cultural/aesthetic, respectively.
3. Lifelong learning was the most important preferred future goal of the 2006 Mississippi legislature. Accountability and general education were the second and third most important future goal to the 2006 Mississippi legislature.
4. The least important preferred future goal of the 2006 Mississippi legislature was humanism/altruism.
5. Statistically significant differences in current goal areas and future goal areas were found to be in all 12 goal areas studied at the .05 level.
6. Statistically significant differences were not found in analyzing the perceptions of the 2006 Mississippi legislature and legislative experience.
7. In terms of analyzing the perceptions of the 2006 Mississippi legislature and educational background, the goal area of social criticism had the only statistically significant difference at the .05 level.
8. Statistically significant differences were not found in analyzing the 2006 Mississippi legislature and political affiliation.

Recommendations

Analysis of the data for the present study as well as review of the literature and related research led to the development of the conclusion and implications for policy and practice. The following recommendations for future research are proposed based on the results of this study.

1. The current study took place during the regular session for the Mississippi legislature from January through April. A follow-up study of Mississippi legislators could be initiated during the time they are out of session from the months of May through December 31.
2. From the results, lifelong learning was the most important current and future goal area of the 2006 Mississippi legislature. Therefore, a careful and more detailed study of how lifelong learning affects the overall education policies set forth by the legislative body of government in Mississippi is needed.
3. Differences in current goals and future goal areas were found in all goal areas studied. Use of findings from this study should assist community/junior college leaders in strategic planning for the future by analyzing current and future practices.

4. A further study could be done with other educational professionals, such as K-12 principles and superintendents, institutions of higher education, and other entities of state government to possibly reveal certain perceptions that might affect legislative funding efforts for education in Mississippi.
5. The goal area of social criticism was the only goal area with a difference in terms of educational background with the 2006 Mississippi legislature. Further study should be conducted on the effectiveness and efficiency of legislative perceptions and their educational background. This would impact the educational policies that are set for by the legislative leadership.

Discussion of the Findings

As mentioned earlier in chapter one, the identity crisis that higher education faces is more evident in community/junior colleges than in any other educational institution. This mission and goals of these historical organizations continue to identify and respond to the educational needs of the communities they serve (Vaughn, 2000). In order for community/junior colleges to communicate who they are, what do they do, and for whom they do it, they must continue to combine career, college, and community because that is the basis for which they

were established. In turn, it should not only resolve internal tensions but also improve their external image to important decision makers, such as legislators.

The research data maintains that there is a significant difference of Mississippi legislator's perceptions regarding the current community college goal statements and future community college goal statements. These findings correspond to the literature, which suggests that legislators want to raise the level of educational attainment of the state's population (HEIS, 2001). Legislators also call attention to higher education's role in providing convenient and relevant continuing education and training. In the current study, legislators did not indicate that any of the goal statements should be eliminated. The results from the current student did imply that life long is the most important current and future goal area of the Mississippi community/junior college system.

The research data suggest that out of the 173 respondents, 37% (19) of senators and 39% (47) representatives participated in this study. From the researchers' standpoint, examining the differences was important because community/junior colleges receive support for funding from both divisions. A majority, 60% (39), of the participants indicated they had at least 9 years of experience within the 2006 legislature.

Fortunately, findings from the current study are consistent with findings from the HEIS 2001 study, which concludes the following:

- Data revealed that legislators consider the public two-year sector to be the most responsive overall to state education and training needs. Particularly, legislators believe that community/junior colleges are able to move faster and are more adept in responding to and accommodating changing enrollment demands.
- Legislators perceive that attending a public community college or university should be a purely occupational-related experience.

Summary

Community/junior colleges in Mississippi have always carried out a number of multifaceted mission and goals with the conception of the first real state junior college system. As mentioned in an early chapter, legislation was passed in 1928 which created the Commission of Junior Colleges. The foundation of those accomplishments was based on the basis that all Mississippians should have access to public education.

As I engage in the so-called "bull sessions" around and about the school, I too often find that most college men have a misconception of the purpose of education. Most of the "brethren" think that education should equip them with the proper instruments of exploitation so that they can forever trample over the masses. Still others think that education should furnish them with noble ends rather than means to an end. It seems to me that education has a

two-fold function to perform in the life of man and in society: the one is utility and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life. Education must also train one for quick, resolute and effective thinking. To think incisively and to think for one's self is very difficult. We are prone to let our mental life become invaded by legions of half-truths, prejudices, and propaganda.... Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals (excerpts from a speech from Dr. Martin L. King Jr. at Morehouse College in 1948).

As mentioned in earlier chapters, community colleges continue to face an identity crisis in higher education. The term two-year college is chosen to include junior colleges because these names reflect a pervasive confusion of the purpose, priority, and mission of these historical institutions. In this study, research revealed that community colleges have always existed to identify and respond to the educational needs of the communities they serve.

During the past century, no other segment of postsecondary education has been more responsive to community needs. Throughout years of their greatest growth, community/junior colleges have had to choose between remaining a part of traditional higher education and moving to become a community-based service organization because of shrinking resources (Cohen & Brawer, 1996). This study solidifies the fact that the community/junior college vicinity must become more

sophisticated and discerning concerning financial support from the state legislature. Theodore Roosevelt said that “It’s sad a frog who won’t croak for his own pond.”(Beebe, 1996, p. 181) Therefore, the community college culture should “tell the story” of who they are, what they do, and for whom they do it. From the researchers’ standpoint, the frog must know it is a frog in order to croak for his own pond. In other words, the community/junior college establishment must be certain that other traditions of misconceptions are not allowed to drift into the original missions and goals the Mississippi junior college system was established.

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APPENDIX A
DESCRIPTIONS OF THE 20 GOAL AREAS IN THE
COMMUNITY COLLEGE GOALS INVENTORY

Descriptions of the 20 Goal Areas in the Community College Goals Inventory

OUTCOME GOALS

General Education—has to do with acquisition of general knowledge, achievement of some level of basic competencies, preparation of students for further, more advanced work, and the acquisition of skills and knowledge to live effectively in society. (1,2,4,6,12)**

Intellectual Orientation—relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and openness to new ideas and ways of thinking. (14,15,16,18,20,29)

Lifelong Learning—means providing courses to community adults so they can pursue a variety of interests, instilling in students a commitment to a lifetime of learning, providing learning opportunities to adults of all ages, and awarding degree credit for knowledge and skills acquired in non-school settings. (2,4,5,6,27)

Cultural/Aesthetic Awareness—entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities. (11,15,19,21)

Personal Development—means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships. (2,6,11,14,16,17)

Humanism/Altruism—reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community. (8,11,23,36,37)

Vocational/Technical Preparation—means offering specific occupational curricula (such as bookkeeping, computer science, or

cosmetology), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills. (3,7,40)

Developmental/Remedial Preparation—includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs. (2,40)

Community Services—is concerned with the college's relationship with the community: encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems. (3,4,6,9,10,16,26,31,33)

Social Criticism—means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society. (6,8,9,11,19,24,28,34)

PROCESS GOALS

Counseling and Advising—means providing career counseling services, personal counseling services, personal counseling services, and academic advising services for students and providing a student job-placement service.

Student Services—means developing support services for students with special needs, providing comprehensive student activities program, providing comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services

Faculty/Staff Development—entails commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching, and flexible leave and sabbatical opportunities for faculty and staff

Intellectual Environment—means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place.

Innovation—is defined as a climate in which continuous educational innovation is an accepted way of life. It means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance

College Community—is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open amicable airing of differences, and mutual trust and respect among faculty, students, and administrators.

Freedom—has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles.

Accessibility—means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile educational experiences for all those admitted. (6,13,17,22,38,39)

Effective Management—means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short-and long-range planning, and engaging in systematic evaluation of all college programs.

Accountability—is defined to include consideration of benefits in relation to costs in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provisions of evidence that the college is meeting its stated goals. (1,7,14,25,29,30,32,33,35)

APPENDIX B
COVER LETTERS

January 31, 2006

The Honorable Lieutenant Governor Amy Tuck
Mississippi Legislature
P.O. Box 1018
Jackson, MS 39215-1018

Dear Honorable Tuck:

It was an honor to meet you at the Legislative luncheon on last Tuesday, January 24. I really appreciate your willingness to participate in the process of helping me fulfill the requirements for the Doctoral degree. As I stated last week, I am currently employed as an administrator at Jones County Junior College and am completing requirements for the Doctorate of Education at Mississippi State University. My dissertation study will involve the Legislators from the State of Mississippi. I would appreciate the opportunity to meet with you so that you can be familiar with the survey in this study and to address any concerns you may have. I will be calling you within the next few days to confirm that you have received this letter and to make an appointment with your office.

I would also like to remind you that this survey is strictly a dissertation study and is not a survey for endorsement of an organization. Participation will be entirely voluntary and I can assure confidentiality. Data from this study will be of great value to you, your fellow members as public representatives, and as constituents of Mississippi Community and Junior College districts for free of charge. Results from this study will be available at your request. I look forward to speaking with you soon.

Sincerely,

Samuel Jones
Doctoral Candidate

January 31, 2006

The Honorable William J. McCoy
Mississippi Legislature
P.O. Box 1018
Jackson, MS 39215-1018

Dear Honorable McCoy:

It was an honor to meet you at the Legislative luncheon on last Tuesday, January 24. I really appreciate your willingness to participate in the process of helping me fulfill the requirements for the Doctoral degree. As I stated last week, I am currently employed as an administrator at Jones County Junior College and am completing requirements for the Doctorate of Education at Mississippi State University. My dissertation study will involve the Legislators from the State of Mississippi. I would appreciate the opportunity to meet with you so that you can be familiar with the survey in this study and to address any concerns you may have. I will be calling you within the next few days to confirm that you have received this letter and to make an appointment with your office.

I would also like to remind you that this survey is strictly a dissertation study and is not a survey for endorsement of an organization. Participation will be entirely voluntary and I can assure confidentiality. Data from this study will be of great value to you, your fellow members as public representatives, and as constituents of Mississippi Community and Junior College districts for free of charge. Results from this study will be available at your request. I look forward to speaking with you soon.

Sincerely,

Samuel Jones
Doctoral Candidate

March 2006

Mississippi Legislature
P.O. Box 1018
Jackson, MS 39215-1018

Honorable Senator/Legislator:

My name is Samuel Jones, a doctoral candidate at Mississippi State University. I am conducting a dissertation study that involves the Legislators from the State of Mississippi. In particular, this study is concerned with the legislators' perceptions of the mission and goals of community/junior colleges. Your responses are the heart and soul of this study. Needless to say, your participation in this study will be the most important contribution. The data from this study will hopefully assist community college leaders and your fellow legislative members in long range planning efforts.

Your participation is entirely voluntary. Your refusal to participate will involve no penalty or loss of benefits and you may discontinue your participation at any time. Your responses will be held in the strictest of confidentiality. However, please note that these records will be held by a state entity and therefore are subject to disclosure if required by law. This survey will consist of 40 statements concerning the goals and missions of Community Colleges. The survey will take approximately 15 minutes to complete. If you would like to participate, please complete the attached survey and return it by March 29, 2006.

I hope that the data from this survey will be of great value to you, your fellow members as public representatives, and as constituents of Mississippi Community and Junior College districts. **THIS SURVEY IS STRICTLY A DISSERTATION STUDY AND IS NOT A SURVEY FOR ENDORSEMENT OF AN ORGANIZATION.** A copy of the results will be available at your request. If you have any questions or concerns after completing this survey, please contact me at home (601) 477-4135 or on my cell (601) 580-2805. Thank you for your participation.

Sincerely,



Samuel Jones
Doctoral Candidate
Mississippi State University

April 2006

Mississippi Legislature
P.O. Box 1018
Jackson, MS 39215-1018

Honorable Senator/Legislator:

My name is Samuel Jones, a doctoral candidate at Mississippi State University. I am conducting a dissertation study that involves the Legislators from the State of Mississippi. In particular, this study is concerned with the legislators' perceptions of the mission and goals of community/junior colleges. Your responses are the heart and soul of this study. Needless to say, your participation in this study will be the most important contribution. The data from this study will hopefully assist community college leaders and your fellow legislative members in long range planning efforts.

Your participation is entirely voluntary. Your refusal to participate will involve no penalty or loss of benefits and you may discontinue your participation at any time. Your responses will be held in the strictest of confidentiality. However, please note that these records will be held by a state entity and therefore are subject to disclosure if required by law. This survey will consist of 40 statements concerning the goals and missions of Community Colleges. The survey will take approximately 15 minutes to complete. If you would like to participate, please complete the attached survey and return it by April 14, 2006.

I hope that the data from this survey will be of great value to you, your fellow members as public representatives, and as constituents of Mississippi Community and Junior College districts. **THIS SURVEY IS STRICTLY A DISSERTATION STUDY AND IS NOT A SURVEY FOR ENDORSEMENT OF AN ORGANIZATION.** A copy of the results will be available at your request. If you have any questions or concerns after completing this survey, please contact me at home (601) 477-4135 or on my cell (601) 580-2805. Thank you for your participation.

Sincerely,

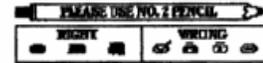


Samuel Jones
Doctoral Candidate
Mississippi State University

APPENDIX C
SURVEY

Community College Goals Inventory

(Survey is modified with permission from the Educational Testing Service)



- Fill in bubble completely
- Erase completely to change

General Information:

GENDER

- Male
- Female

RACE

- African-American/Black
- Caucasian/White
- Native American
- Asian-American/Pacific Islander
- Latino/Hispanic
- Other

PRIMARY AGE GROUP

- 21-25
- 26-34
- 35-44
- 45-54
- 55-64
- 65+

HAVE YOU EVER SERVED AS A BOARD MEMBER FOR (please mark all that apply)

- community/junior college
- 4-yr public supported college/university
- private college/university
- local K-12
- Other

PRIMARY EMPLOYMENT SECTOR (mark only one)

- Agriculture (Farmer)
- Education
- Transportation & Utilities
- Public Administration
- Manufacturing
- Trade or retail
- Finance, real estate, insurance
- Legal profession
- Other

HIGHEST LEVEL OF EDUCATION COMPLETED

- GED
- High school diploma
- A.A./A.S.
- B.A./B.S.
- M.S./M.A./M.B.A./J.D.
- Ph.D./Ed.D.
- Other

PLACE OF RESIDENCE

- Rural Farm
- Rural/non-farm
- Town, up to 2,499 pop.
- City, 2,500-9,999 pop.
- City, 10,000-24,999 pop.
- City, 25,000 pop. or above

LEGISLATIVE BRANCH YOU SERVE IN

- House of Representatives
- Senate

YEARS OF LEGISLATIVE SERVICE

- 0-2
- 3-5
- 6-8
- 9-11
- 12+

POLITICAL AFFILIATION:

- Democrat
- Independent
- Republican

HAVE YOU EVER ATTENDED ONE OR MORE OF THE 16 MISSISSIPPI COMMUNITY/JUNIOR COLLEGES?

- Yes
- No

To the respondent:
The Community College Goals Inventory (CCGI) was designed to help community colleges define their goals and set priorities. Respondents are asked to rate current degree of importance of each goal/mission on a five-point scale and indicate how important they feel each goal/mission should be.
Please respond to all Goal Statements by bubbling in one oval after IS and one oval after SHOULD BE.

GOAL STATEMENTS		LEVEL OF IMPORTANCE				
		Not Important or N/A	Low	Medium	High	Extremely High
1. To ensure students acquire a basic knowledge of communication, the humanities, social sciences, mathematics, and natural sciences.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
2. To teach students methods of inquiry, research and problem definition and solution.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
3. To offer courses that enable adults in the community to pursue vocational, cultural, and social interests.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
4. To develop students' ability to synthesize knowledge from a variety of sources.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
5. To seek to instill in students a commitment to a lifetime of learning.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
6. To be committed as a college to providing learning opportunities to adults of all ages.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				
7. To ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies.	IS	<input type="radio"/>				
	SHOULD BE	<input type="radio"/>				

Goal Statements (continued)	LEVEL OF IMPORTANCE					
	Not Important or N/A	Low	Medium	High	Extremely High	
8. To serve as a source of ideas and recommendations for changing social institutions.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
9. To convene or conduct community forums on topical issues such as conservation of energy, crime prevention, and community renewal.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
0. To work with local government agencies, industries, unions, and other community groups on community problems.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
1. To help students learn how to bring about changes in our social, economic, or political institutions.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
1. To evaluate continuously the effectiveness of basic skills instruction.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
3. To maintain support services for students with special needs, such as disadvantaged or handicapped.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
4. To commit college resources to faculty and staff development activities.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
5. To conduct comprehensive student activities program consisting of social, cultural, and athletic activities.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
6. To provide opportunities for professional development of faculty and staff through special seminars, workshops or training programs.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
7. To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
7. To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
7. To maintain a climate in which communication throughout the organizational structure is open and candid.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To maintain a climate of mutual trust and respect among students, faculty, and administrators.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To set student tuition and fees at a level such that no one will be denied attendance because of financial need.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To involve those with appropriate expertise in making important campus decisions.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To ensure the freedom of students and faculty to choose their own life styles such as living arrangements and personal appearance.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To achieve general consensus on the campus regarding fundamental college goals.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To recruit students who in the past have been denied, have not valued, or have not been successful in formal education.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To be organized for systematic short- and long-range planning for the whole institution.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				
To maintain or move to a policy of essentially open admissions and then to develop worthwhile educational experiences for all who are admitted.	IS SHOULD BE	<input type="checkbox"/> <input type="checkbox"/>				

Goal Statements (continued)		LEVEL OF IMPORTANCE				
		Not Important or N/A	Low	Medium	High	Extremely High
29. To engage in systematic evaluation of all college programs.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
30. To consider benefits in relation to costs in deciding among alternative college programs.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
31. To include local citizens in planning college programs that will affect the local community.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
32. To provide regular evidence that the institution is actually achieving its stated goals.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
33. To interpret systematically the nature, purpose, and work of the college to local citizens.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
34. To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in college policy making.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
35. To seek to maintain high standards of academic performance throughout the institution.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
36. To excel in intercollegiate athletics.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
37. To provide educational experiences relevant to the interests of women.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
38. To enhance articulation agreements with four-year colleges.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
39. To develop articulation agreements with high schools.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				
40. To provide Adult Basic Education (ABE) and GED programs for all students.	IS	<input type="checkbox"/>				
	SHOULD BE	<input type="checkbox"/>				

Comments: _____

Thank you for completing this survey.

APPENDIX D

MISSISSIPPI STATE IRB APPROVAL LETTER



February 20, 2006

Samuel Jones
P. O. Box 131
Ellisville, MS 39437

RE: IRB Study #06-034: A Study of the Preceptions of Mississippi Legislators regarding the goals and missions of Community Colleges

Dear Mr. Jones:

The above referenced project was reviewed and approved via administrative review on 2/20/2006 in accordance with 45 CFR 46.101(b)(3). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#06-034) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at jmiller@research.msstate.edu or 325-5220.

Sincerely,

A handwritten signature in blue ink that reads "Jonathan E. Miller".

Jonathan E. Miller
IRB Administrator

cc: Ed Davis



Office of Regulatory Compliance

P.O. Box 6225 • 8A Morgan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

APPENDIX E

STATE OF MISSISSIPPI APPROVAL LETTERS

State of Mississippi



Amy Tuck
Lieutenant Governor

February 20, 2006

Mr. Samuel Jones, Assistant Dean
Student Affairs
Jones Junior College
900 South Court Street
Ellisville, Mississippi 39437

Dear Mr. Jones:

The purpose of this correspondence is to grant you official permission to conduct a dissertation study (survey) with members of the Mississippi State Senate. Also, I acknowledge that I have reviewed the survey and accompanying cover letter.

Best wishes. Please feel free to contact me whenever I may be of assistance to you.

Sincerely,

A handwritten signature in black ink that reads "Amy Tuck".

Amy Tuck
Lieutenant Governor

AT/jb



STATE OF MISSISSIPPI
HOUSE OF REPRESENTATIVES
OFFICE OF THE SPEAKER

WILLIAM J. (BILLY) MCCOY
SPEAKER

March 31, 2006

POST OFFICE BOX 1018
JACKSON, MISSISSIPPI 39215-1018
TELEPHONE (601) 359-3300
FAX (601) 359-2969

TO WHOM IT MAY CONCERN:

This is to certify that Samuel Jones has my permission to conduct a survey with members of the Mississippi House of Representatives.

A handwritten signature in black ink that reads "William J. McCoy".

William J. McCoy
Speaker
Mississippi House of Representatives