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The Founding of a Rural Mississippi Community College and its Continuing Economic Impact 100 Years Later

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By

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Copiah-Lincoln Community College (Co-Lin CC), from its beginning, has been a product of and provider of service to its local and regional communities, from its economic impact through increased tax base and revenue, to its educational impact through graduates of academic and technical programs, to its workforce training impact through cooperation with local industry to promote economic development. It is imperative for the continued growth and stability of the communities it serves and the state of Mississippi that Co-Lin CC and the other Mississippi community colleges continue to carry out their mission of providing the best possible opportunities for students.

The purpose of this study was to place one institution into the larger historical narrative about community colleges. This study attempted to describe the factors that led to the establishment of an agricultural high school that developed into a junior college. The study also described the original mission and how it evolved during the 100 year history of the institution, including the continuing economic impact of the college on the local community. Historical data were mined from a variety of primary sources such as

documents, letters, legislation, school records, board meeting minutes, and images; pertinent secondary sources and interviews from pertinent college leaders were collected; and existing economic impact data were referenced to identify emerging trends.

Results indicate factors leading to the establishment of the agricultural high school and junior college included access, affordability, and quality of education. The implementation of the mission of the college, throughout its 100 year existence, evolved along with the changing needs of the community. The needs of the students and the community changed and the wording of the mission changed, but the mission did not change. Along with the educational impact, the economic impact is an integral part of the effect that Co-Lin CC has on the local communities it serves.

DEDICATION

I would like to dedicate this dissertation to my family, without whose love, support, and encouragement I could not have completed this journey. To my wife, Mary, for her unwavering support during this entire Ph.D. program. To my children, Ike, Gracee, and Jon for giving up time with daddy and dealing with his moods for the last five years. Finally, to my parents, Ken and Shirley Warren, who had this dream before I did and never let me waiver.

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CHAPTER I

INTRODUCTION

General Background of the Study

Many are familiar with Governor William Winter's dedication to improve Mississippi's education system and his famous quote, "The only road out of poverty runs past the schoolhouse door" (Hughes, 2017, para. 1). This principle can be applied to all levels of education in general, to community colleges in particular, and Mississippi's community colleges specifically.

Since the beginning of the community college movement in 1901 with the founding of Joliet Junior College in Illinois under the leadership of William Rainey Harper, 2-year colleges have evolved along a variety of paths with diverse missions. Although very different, each has at its core goals to provide an opportunity for education and skills necessary for students to improve their quality of life (Cohen, Brawer, & Kisker, 2014). Two classic works on the development of the junior college are *The Junior-College Movement* by Koos (1925) and *The Junior College* by Eells (1931). These authors attribute the growth of junior colleges to changes in the educational landscape caused by changing technology and industry along with the emphasis placed on providing more opportunity for higher education to the masses by the Morrill Land Act. While this Act provided land for the establishment of 4-year colleges with programs emphasizing industrial and agricultural innovation, 2-year colleges benefited from its

momentum. In Mississippi, junior colleges grew out of rural agricultural high schools in the early 1900s, which provided educational opportunities to those who might not have any other option due to socio-economic status and/or cultural ties to their family and community (Broom, 1954). As the agricultural high schools grew and their students flourished, some began offering college classes, and legislation was soon enacted to allow for this growth. Laws passed in 1922 and 1924 slowly granted authority for this to take place. As more agricultural high schools began offering college-level classes, legislation was passed in 1928 expanding on the earlier laws and allowing for the establishment of the first organized state system of junior colleges.

The seminal work on 2-year colleges today is *The American Community College* by Cohen and Brawer, first published in 1982 and now in its sixth edition. Cohen and Brawer are the authoritative leaders in examining community colleges and the complex nature of their existence. Like earlier works, the focus for Cohen and Brawer has been to provide a detailed examination of the development of the 2-year college, its purpose, its mission, and challenges facing today's colleges (Vaughan, 2006). The present study attempts to be part of this same concept with a detailed examination of the foundation and development of a rural Mississippi community college and its continued influence after 100 years of existence. This study is intended to add to the historiographical information available in order to help fully understand the impact of the rural community college in Mississippi.

Copiah-Lincoln Community College (Co-Lin CC), from its beginning, has been a product of and provider of service to its local and regional communities, from its economic impact through increased tax base and revenue, to its educational impact

through graduates of academic and technical programs, to its workforce training impact through cooperation with local industry to promote economic development. It is imperative for the continued growth and stability of the town of Wesson, the seven county district Co-Lin CC serves, the state of Mississippi, and the nation, that Co-Lin CC and the other Mississippi community colleges continue to carry out their mission of providing the best possible opportunities for students. Those opportunities are designed to improve students' family sustainable wages through job training, career/technical credential attainment, or completing classes in the transfer curriculum so that students have opportunities regardless of the barriers they face due to economic or family responsibilities (Mississippi Values, 2017).

In order to remain focused on the importance of carrying out this mission, there must be a continual reminder of the rich history of Mississippi's community college system and the mission of Co-Lin CC. Educational leaders, policy makers, and legislators, when making difficult policy decisions, must not lose sight of the purpose of the rural Mississippi community college. Stumpf (2013) states that "there seems to be value in considering the present in terms of the past, since the past tells us where we've been. At the same time, we have to keep our eye on the future because that is where we are headed" (p. 572). For 100 years community colleges have been serving the needs of rural communities and providing opportunities that their clientele might not have anywhere else; the times, economy, technology, and words that make up the mission have changed, but the mission itself has not (Dougherty & Townsend, 2006).

Statement of the Problem

Even with community colleges in Mississippi enrolling half of all college students in the state and providing graduates and collaborative service to business and industry, their success continues to go unnoticed by policy makers and legislators in Mississippi (Mississippi Values, 2016). The same policy makers and legislators who praise the colleges for their impact continue to fall short in providing adequate funding for Mississippi's community colleges (Mississippi Values, 2017). From 2000-2014 K-12 growth of student population was -0.5% while their funding increased 43.7%. During the same time, public university enrollment grew 21.8% while funding decreased -7.6%. For community colleges, enrollment grew 44.7% while funding decreased -16.8% (Mississippi Values, 2014). In 2018, the funding per student by the state legislature for public universities was $6,962, for K-12 was $5,488, and community colleges was $2,595 (Mississippi Values, 2018).

The problem leading to the need for this study is the value of Mississippi's community colleges needs to be at the forefront of state education issues. This study highlights that value, and that value needs to be proclaimed again and again. As recently as July, 2018, Senator Terry Burton, MS Senate President Pro Tempore, speaking at the Mississippi Association of Community and Junior College Trustees conference said,

> We recognize the importance and impact the community colleges have on the growth and the economic development of Mississippi, but what you have to do is continue to tell your story over and over in order to raise awareness and eventually lead to action (Burton, Legislative Panel Address, 2018).

Purpose of the Study

The purpose of this study is to place one institution into the larger historical narrative about community colleges. This study attempted to describe the factors that led to the establishment of an agricultural high school in the rural Mississippi town of Wesson, and in turn, what factors contributed to the ultimate development of a junior college. The study described the original mission of Co-Lin CC and how it has changed over the past 100 years. The study also described the continuing impact of the college on the local community 100 years later. More specifically, historical data were mined from a variety of primary sources such as documents, letters, legislation, school records, board meeting minutes, and images, pertinent secondary sources and interviews from pertinent college leaders to identify emerging trends. The continuing economic impact was described by mining data from school records, and from referencing an economic impact study of Co-Lin CC (Warren, 2014). An argument was made that although needs may have changed from agricultural and dairy to mechanical and technical over a century, the college continues to meet the needs of the local community after 100 years of existence.

Research Questions

The present study described the factors that led to the development of Copiah-Lincoln Agricultural High School (Co-Lin AHS) and Copiah-Lincoln Junior College (Co-Lin JC), as well as its continuing economic impact, in order to provide a better understanding of how community colleges in Mississippi are connected to their local community, while attempting to show its place in state and national community college historiography. In this study, the researcher attempted to answer the following research questions:

1. What local factors led to the establishment of Co-Lin AHS and Co-Lin JC?
2. What was the original mission or purpose of Co-Lin JC and how has it evolved during the 100 year history of the institution?
3. In what ways does the economic impact of Co-Lin CC today solidify or alter the original mission?

Definition of Key Terms

1. Agricultural high school—in Mississippi, this refers to residential high schools established in the early 1900s in rural areas to provide students with agricultural training along with their academic studies (Broom, 1954).
2. Community college—this term means the same as the term "junior college" but it evolved in the 1980s as a term to more aptly identify 2-year colleges since most missions expanded to service the community by expanding adult and continuing educational opportunities (Cohen & Brawer, 2008).
3. Economic impact—this term refers to both the impact individuals have on economic growth through the revenue generated through payroll and taxes, and impact the college has as whole on economic development through the business it generates and the increased productivity of its graduates that leads to a positive return on investment for students, taxpayers, and society in general (Economic Modeling Specialists International [EMSI], 2014).
4. Junior colleges—2-year colleges that began to develop in the early 20th century that provided the basic academic courses of the first two years of academic study that a student would get at a 4-year college. Junior colleges were mainly educational and academically focused (Cohen & Brawer, 2008).

Conceptual and Theoretical Framework of the Study

The theoretical framework used in this study to address the above listed questions was similar to the classic and contemporary works discussed in the introduction. While Koos (1925) and Eells (1931) examined in detail the development of the 2-year college movement from its beginnings, Cohen and Brawer (2014) sought to give a comprehensive overview of the 2-year college with a brief history and then a detailed explanation of each aspect that makes up a 2-year college. Along the same conceptual lines were the works of Young and Ewing (1978) and Broom (1954) who focused their historical analysis on the 2-year college movement in Mississippi. Where the present study differs is in the focus on the development of one specific rural Mississippi community college in that same context. Historical analysis is a method used for the examination of evidence to understand the past (Thorpe & Holt, 2008). Historical case study combines the features of history and case study to allow the researcher to develop theory (Widdersheim, 2018). Inductive theory was used to build theory from the ground up as trends emerged.

Overview of the Methodology

Qualitative research is a way to explore and understand the meaning of particular individuals or groups in relation to a social or human problem. In this type of study, the historical researcher plays an important role as the key instrument in collecting and analyzing data, as well as drawing conclusions and identifying emerging trends to contribute to the development of theory (Creswell, 2009). In this qualitative study, an historical case study approach was used to address the research questions.

The present study was composed of three distinct parts; first, a brief examination of the historiography of the 2-year college and the present study's place in that; second, an historical analysis of the founding of an agricultural high school that developed into a 2-year college in a rural Mississippi town; and third, the continuing educational and economic impact the school has on the community it serves after 100 years. The historical analysis was conducted from data mined from documents, school records, legislation, board meeting minutes, letters, images, and pertinent secondary sources. Also, interviews with four former or current leaders who have been present during half of the College's existence allowed the researcher to triangulate date from pertinent primary and secondary sources to identify emerging trends. These interviews are maintained by the researcher as oral histories and housed in the college library. The economic impact was described through existing data conducted by the researcher in 2014. IMPLAN software was used to conduct an economic impact study of a rural Mississippi community college. Finally, triangulation of data and emerging trends was used to show the continuing importance of the 2-year college to the local community it serves. The researcher attempted focus on purposive sampling while working to avoid a hagiographical influence by including all pertinent information that impacts this study.

Delimitations of the Study

1. The study will use historical data from a specific period of years at the beginning of the 20th Century.
2. The study will include a variety of primary source documents, legislation, letters board meeting minutes, and images selected by the researcher.

3. The study is limited geographically and socioeconomically to rural Southwest Mississippi.
4. The study is limited to the available economic data chosen by the researcher.
5. The study is limited to the personal experiences of the participants chosen by the researcher to be interviewed.

Significance of the Study

The importance of community colleges to the growth and development of Mississippi as well as the nation has become increasingly important in the early 21st Century. Advances in technology have caused almost all 'middle skill' level jobs to require credentials beyond the high school diploma. By 2020, 61% of jobs will require some type of postsecondary education (Carnevale, Smith, & Strohl, 2014). This is endorsed nationally by President Obama's American Graduation Initiative announced in 2009 to increase the number of community college students with employable credentials by 5 million by 2020 (American Association of Community Colleges [AACC], 2009). From a statewide perspective, the Mississippi legislature passed HB488 in 2009 and HB1071in 2010 establishing the Graduation Rate Taskforce and the Education Achievement Council with the purpose of setting achievement goals for the state, establishing appropriate benchmarks, and monitoring progress towards those goals.

The primary purpose of the present study was to provide a place in the historiography of 2-year colleges for this detailed account of the founding of a rural Mississippi community college and its continuing economic impact after 100 years. This study adds to the growing literature dedicated to the history of individual community colleges in Mississippi. In 2013, an historical work about East Central Community

College was published (Vickers, 2013). Another study of the growth of Mississippi community colleges focusing on Meridian Community College was conducted by Fincher et al. (2018). These works, along with the present study, allow a clearer understanding of how Mississippi's community colleges developed and influenced rural life in Mississippi. Additionally, educational leaders, community college practitioners, policymakers, legislators, and economic leaders have another resource to enhance their understanding of the importance of the rural Mississippi community college and the integral role it plays in the success of the local, state, regional, and national setting.

CHAPTER II

REVIEW OF LITERATURE

This section will discuss the definition of a community college and delineate the function and mission. The early history of the junior college movement, the influences of William Rainey Harper, how community colleges developed nationally in general, and in Mississippi specifically, will be included. Also, the early history of the rural Mississippi town of Wesson is included. The purpose of this section is to provide the reader a context in which the present study takes place.

Review of the Historical Literature

What is a Community College?

Cohen and Brawer (2008) define a community college as "any institution that is regionally accredited and offers an associate in arts or associate in science as its highest degree" (p. 5). To understand the structure of a community college, one must be familiar with four concepts explained by Cohen and Brawer (2008):

1. Vision is the future expectation of where the college will be in 5, 10, or even 20 years. One must be willing to act now to affect the future.
2. Values are the standards that will guide the day-to-day operations of the college.
3. Mission defines the population to be served and the ways in which the population will be served by the college.

4. Goals are specific, measureable, time-limited agendas that will enable the college to achieve its mission.

The mission of the typical community college is to try and "be all things to all people" (Bailey & Averianova, 2000, p. 1). What this means is that community colleges serve those who make up the communities. This includes not only providing traditional academic classes, but also seeking to meet the needs of business and industry and other aspects of the local community they serve. Because of the diverse nature of communities, the curriculum of the typical community college is also diverse. The curriculum of the typical community college can be divided into five categories (Cohen & Brawer, 2008; Vaughan, 2006):

1. Academic transfer—the traditional academic classes intended to allow students to transfer to a 4-year college or university to continue their education beyond the associate's degree.
2. Career and technical—specific career or technical programs that provide students with a credential to allow them to move directly into the workforce.
3. Continuing education (workforce training)—additional training for those already in the workforce or those changing careers and needing new job training.
4. Remedial education—also referred to as "developmental education," it is geared towards those students who lack proper skills to enter directly into college-level classes.
5. Community service—a variety of programs for life-long learners, special interest classes or adult education.

Even though there is a categorization of curriculum, each category works in concert with the others to provide service to the students. "All education is general education. All education is potentially career enhancing. All education is for the sake of the broader community" (Cohen & Brawer, 2008, p. 27).

The mission of community colleges remains so broad and diverse because the population they serve is also diverse. The National Center for Education Statistics (NCES, 2016) states that most community college students fall into one of five different categories: financially independent, attend part-time, work full-time, delay enrollment after high school, or do not have a high school diploma. It is estimated that there are currently 10 million students enrolled in non-credit or for-credit classes at community colleges across the country, which makes up half of all college freshmen. Community colleges are often the only avenue available for these students to gain education or a credential and become productive in society.

Early History of Community Colleges

The Morrill Act (of 1862 and 1890) was the impetus for change in higher education in the early twentieth century. This legislation created public support for agriculture and engineering, creating an alternative to traditional private and public university curricula (Cohen & Brawer, 2008; Vaughan, 2006). This mindset led educators, policy makers, and educational leadership to begin to search for ways to provide more access to students who could not leave home and attend expensive universities (Cohen & Brawer, 2008; Ratcliff, 1986).

While there were some instances of high schools offering college courses in the late 19th Century, the 2-year college would begin as an organized, stand-alone school in

1902 with the establishment of Joliet Junior College in Illinois (Cohen & Brawer, 2008; Koos, 1925; Pederson, 2000). Even though there is some disagreement in the literature over this date because Joliet High School began offering college classes in 1901, it is the 2-year college with the longest continuous existence in the United States. It was established under the leadership of William Rainey Harper who at the time was president of the University of Chicago. His vision for education was broad and encompassing. Rainey envisioned an educational system that was seamless from elementary to high school and from high school to college (Ratcliff, 1986). He sought to establish a junior college that "once founded or transformed from normal schools and liberal arts colleges, would affiliate with the university, thereby insuring the acceptance of credit and recognition of the associate degree" (Ratcliff, 1986, p. 13).

Although Harper is generally credited as the founder of the junior college, the idea of high schools offering college classes was not new (Cohen & Brawer, 2008). Several proposals to find alternatives to ease the burden of universities providing general education courses were made in the mid-nineteenth century by Henry Tappan, president of the University of Michigan; William Folwell, the President of the University of Minnesota; and William Mitchell, a trustee of the University of Georgia. Also, several of Harper's contemporaries, such as Edmund James of the University of Illinois; David Jordan, President of Stanford; and Alex Lange, University of California professor and State Board of Education member, held similar views (Cohen & Brawer, 2008).

The historiography of community colleges includes several conflicting accounts of Harper's place in the founding of the junior college movement (Geller, 2001; Hutcheson, 1999; Pederson, 2000; Ratcliff, 1986); however, it seems to be more of a case

of missing historical records than a misrepresentation of information. The conflicting accounts notwithstanding, Harper's importance to the beginning of the junior college movement was monumental. Perhaps, his significance lies not in his actual establishing the first junior college, but in his influence of educational leaders around the country to follow his vision of the future of the education system. He influenced many of his contemporaries by giving lectures across the country (Witt, Wattenbarger, Collattscheck, & Suppiger, 1994).

Harper's vision was a result of changings social forces in America in the early twentieth century. The need for trained workers in expanding industries coupled with the drive for social equality enhanced the growth of the junior college movement (Cohen & Brawer, 2008; Koos, 1925). In the age of Settlement House and Populism, there was a national focus on socioeconomic inequity and finding ways to help the less fortunate in society (Cohen & Brawer, 2008). The desire for social and cultural mobility of residents of rural communities also fueled the burgeoning movement in education. Drury (2003) opined that with these social forces there was a growing sentiment by community residents that college education should be accessible to everyone. Harper held this same view, but believed that this education did not need to take place at a research university. These students needed opportunities at postsecondary education, but not the same curriculum as university students. More students could succeed in college-level classes, but lacked the resources or maturity to attend a research focused university. This helped lead to the development of Joliet Junior College (Peterson, 2000).

For these reasons, Vaughan (2006) stated that in 1904, the "Wisconsin Idea" became part of the University of Wisconsin's mission to provide assistance to the general

public through extension services to support state government. Legislation was passed in California in 1907 giving high schools the authority to offer the first two years of college. Similar legislation in Kansas and Michigan in 1917 allowed for more junior colleges to come into existence. In Mississippi, legislation was passed in 1908 and 1910 authorizing the establishment of residential agricultural high schools, which would begin offering some college-level classes as early as 1921 without legislative authority, a year ahead of the first junior college legislation (Broom, 1954). In fact, during the first few decades of the twentieth century, junior colleges were established in Illinois, Iowa, Kansas, Michigan, Mississippi, Missouri, Oklahoma, and Texas (Fatheree, 2010; Vaughan, 2006). At this point, a new segment in the structure of higher education was developing. Table 1 shows the growth of junior colleges during the first three decades of the 20th Century.

Table 1

Number of Junior Colleges; 1901-1930

Year	*Total*
1901	9
1909	20
1910	25
1916	74
1919	170
1922	207
1926	325
1930	436

Adapted from Cohen and Brawer (2008)

In 1901 there were approximately nine junior colleges; in 1909 there were 20; in 1916 there were 74; by 1922 there were over 200, and by 1930 there were over 400 junior

colleges across the nation (Cohen & Brawer, 2008; Koos, 1925). This illustrates that the community college movement was gaining momentum. Most of the colleges, both public and private, were small. In 1922, there were about 20,000 students total in public and private junior colleges with an average enrollment of about 100 students. By 1930, that number had risen to about 70,000 with an average of over 150 students (Cohen & Brawer, 2008).

The American Association of Junior Colleges (AAJC) was established in 1920 at a St. Louis Convention led by U. S. Commissioner of Education Philander Claxton and Chief of the Division of Higher Education in the U.S. Bureau of Education, George Zook along with 34 junior college representatives. It was expected that this organization would grow to be an accrediting agency for junior colleges. However, this did not happen, but it did create a common identity for 2-year colleges, provided a forum for the study of junior colleges, and helped identify their role within higher education (Brick, 1964). The original mission of AAJC from its constitution says:

> We believe education is essential for realizing the fullest potential of each member of our society and that appropriate higher education should be available to all who can benefit from it. Though diverse in purpose, in type, in control, in size, and in geographic location, members of the Association share a singleness of concern and dedication to this educational mission" (AACC, para. 1, 2018).

This mission would be followed and give national organization and leadership to this growing division of higher education (Vaughan, 2006). By the end of the "first generation" of junior colleges from 1900-1930 (Tillery & Deegan, 1985), there were over 400 2-year colleges across the nation. There was a continued momentum of growth

fueled by national leadership and growing attention to this new segment in higher education. This momentum was maintained and increased with the passage of the Servicemen's Readjustment Act (GI Bill) in 1944 which provided federal money to veterans to attend college. This helped reduce the financial barrier to higher education and increased access for those not traditionally able to afford a college education.

Early History of Mississippi Community Colleges

Around the turn of the 20th Century, many educational leaders began to think that there was a growing portion of the student population that was not being served by traditional 4-year colleges and universities (Cohen & Brawer, 2008). These students, mostly in rural areas, were not able to socially, culturally, or economically take advantage of a college education, because of financial, distance, or family obligation barriers. One of these leaders was William Rainey Harper who founded Joliet Junior College in 1901-02, and the community college story was born. These schools were tied closely with the local school districts and were intended to act as a "13th and 14th grade" in most cases (Cohen & Brawer, 2008). As they grew, many would outgrow the fiscal and organizational limits of the high schools they were originally a part of, and therefore began to break away from the local school districts and become absorbed into the governing body of 4-year colleges. In some states, they would develop their own state-wide governing or coordinating bodies (Koos, 1925; Pederson, 2000).

The Mississippi community college system is a prime example of this growth and development in the community college movement. In the early 20th Century, Mississippi was comprised of mostly rural, agricultural communities whose residents had little chance at a high-quality education. Some towns were able to provide minimal

educational opportunities through adequate high schools, but most rural areas had one-room schools with one or two teachers for all the children. This began to change when the Mississippi legislature passed bills in 1908 and 1910 giving counties the authority to establish agricultural high schools (Fatheree, 2010).

Each of these schools was required by the legislation to own not less than 20 acres of land, and to include studies of farm crops, livestock, and poultry. Because of poor road quality and the difficulty of transportation, most of these schools maintained dormitories for both male and female students who worked on the school farm or in the kitchen as part of their school requirements. Others worked extra to pay their board fees and medical fees which ranged from $4.60 to $5.75 per month the first year the schools opened (Young & Ewing, 1978). Table 2 shows the establishment of county agricultural high schools across Mississippi from 1908-1919.

Table 2

County Agricultural High Schools in Mississippi, 1908- 1919

County	*Town*	*Year Established*
Jasper	Bay Springs	1908
Yalobusha	Oakland	1908
Alcorn	Kossuth	1909
Calhoun	Derma	1909
Jefferson	Union Church	1909
Leake	Lena	1909
Madison	Camden	1909
Chickasaw	Buena Vista	1910
Holmes	Goodman	1910
Lamar	Purvis	1910
Marshall	Slayden	1910
Montgomery	Kilmichael	1910
Noxubee	Mashulaville	1910
Wayne	Clara	1910
Bolivar	Cleveland	1911

Table 2 (continued)

Clay	Pheba	1911
Jones	Ellisville	1911
Simpson	Mendenhall	1911
Smith	Mize	1911
Sunflower	Moorhead	1911
Yazoo	Benton	1911
De Soto	Olive Branch	1912
Forrest	Brooklyn	1912
Greene	Leakesville	1912
Harrison-Stone	Perkinston	1912
Kemper	Scooba	1912
Newton	Decatur	1912
Oktibbeha	Longview	1912
Panola	Courtland	1912
Pearl River	Poplarville	1912
Franklin	Meadville	1913
Lafayette	Oxford	1913
Scott	Harperville	1913
Tunica	Tunica	1913
Wilkinson	Woodville	1913
Winston	Noxapater	1913
Copiah-Lincoln	Wesson	1914
Rankin	Johns	1914
Tippah	Chalybeate	1914
Tishomingo	Tishomingo City	1914
Amite	Liberty	1915
Tate	Senatobia	1915
Choctaw	Weir	1916
Clark	Quitman	1916
Hinds	Raymond	1916
Pike	Summit	1917
Tallahatchie	Charleston	1917
Webster	Eupora	1917
Attala	McAdams	1918
Itawamba	Fulton	1919

Adapted from Broom (1954, p. 39)

From 1909-1919, 50 of these county-sponsored boarding high schools were established, including Co-Lin AHS in 1914 (Broom, 1954; Chapman & Cowen, 2011).

By 1924, 51 agricultural high schools had been established and had an enrollment of 7,249. Of these students, 1,438 graduated. Most of these schools were successful and graduated students who went into the workforce, had families, and encouraged more students in the community to attend. However by 1920, improvements in transportation began to reduce the need for boarding high schools, and with lagging enrollment, many began looking for other ways to serve the community (Broom, 1954; Young & Ewing, 1978).

Dr. Julius C. Zeller, an educator and Mississippi Senator from Bolivar County who was influenced by Harper, envisioned a system of public 2-year schools in Mississippi. He was moved to introduce and get passed legislation in 1922 to give the agricultural high schools authority to offer college-level classes, as well as legislation in 1924 to broaden the school's ability to offer college-level classes, and legislation in 1928 to establish the Mississippi Junior College Commission (Broom, 1954). The first agricultural high schools to offer college-level classes in 1922 were Pearl River Junior College with 13 students (who actually began in 1921 without legislative authority), and Hinds Junior College with 30 students. More schools were established almost yearly, and by 1930 the "original" 11 had a total enrollment of 1248 students, which is shown in Table 3.

Table 3

Establishment of "Original Eleven" Mississippi Junior Colleges

Year Established	*Name*	*First Year Enrollment*
1922-23	Hinds Junior College	30
1922-23	Pearl River Junior College	13
1925-26	Holmes Junior College	33
1925-26	Perkinston Junior College	25
1926-27	Northwest Junior College	32
1926-27	Sunflower Junior College	30
1927-28	East Mississippi Junior College	20
1927-28	Jones Junior College	28
1928-29	Co-Lin JC	91*
1928-29	East Central Junior College	24
1929-30	Southwest Mississippi Junior College	61

*Co-Lin JC had a large enrollment its first year as a junior college because of the tradition it had as an agricultural high school for 14 years.
Adapted from Broome (1954)

The laws providing for the creation of junior colleges in Mississippi also called for the establishment of the Commission of Junior Colleges (Young & Ewing, 1978). The board for the Commission consisted of leaders from both the new junior colleges and from existing universities. It was part of the state board of education, which set standards and regulations for all public schools in Mississippi, administered the funds allocated by the legislature, and gave leadership to the evolution of the new system. The zoning process for the purpose of locating the schools was based on a survey of specific areas of the state not located within 20 miles of a university, and included a variety of variables such as total number of high school graduates, number of high school graduates attending college or not attending college, potential resources of the high school in relation to the new junior college, a minimum tax assessment value, transportation, and an expected

enrollment of at least 150 students (Broom, 1954). Another important aspect of the junior college legislation passed in 1928 called for an appropriation specifically for the community colleges to function (Young & Ewing, 1978). In the first year, $80,000 was appropriated by the legislature to fund the colleges (Broom, 1954).

With the momentum of the growing movement, some began to fear that there would eventually become too many junior colleges and there would not be enough students to support all the schools (Broom, 1954). The Commission soon addressed this issue by dividing the state into 13 junior college districts, with each district limited to one college. This would allow the colleges to grow and develop strong relationships with the communities within their individual districts. As a result of the legislation establishing the Commission of Junior Colleges, providing appropriations for the colleges, and the Commission setting up a process for establishing new colleges and dividing the state into specific junior college districts; the establishment of the first state system of junior colleges in the United States took place (Fatheree, 2010).

Early History of Wesson, Mississippi

To completely understand the impact of Co-Lin CC on the rural town of Wesson, one must first look at by whom and why the community was established. The town of Wesson was incorporated by the Mississippi Legislature on March 31, 1864, because of the growth of a community established by Colonel J. M. Wesson (Wesson, 1966). However, the story began long before this event.

Colonel James Madison Wesson was born in 1815 and raised in North Carolina, being educated by his father as he helped work the family farm. At age 19, he left home and began to develop his industrial business sense selling tobacco out of a cotton wagon.

A few years later, he married and moved to Georgia. While there, he continued to develop his skills of industrial leadership and interacted with other young industrialists as Georgia became a major center of Southern textile manufacturing in the 1840s (Wesson, 1966).

In 1847, Colonel Wesson and his partners recruited a group of approximately 30 families of experienced mill workers to migrate from Georgia to a rural area in Mississippi. The location was in Choctaw County close to the navigable water sources of the Tombigbee and Yazoo Rivers that would be used to power their mills. The community they established was named Bankston. The Mississippi Manufacturing Company was incorporated in 1848 by an Act of the Mississippi Legislature and soon became one of the most successful textile businesses in the state for the next 20 years (Friedman, 2001).

By 1850, the Mississippi Manufacturing Company was a success. It boasted 500 cotton spindles which processed 300 pounds of yarn and thread a day. To the industrious Colonel Wesson, this was not enough. He soon added milling for corn, wheat, flour and wool carding to his operation. This became another successful part of his operation as locals began to produce raw materials for use in his mills. The "Bankston Beehive" (Wesson, 1966) continued to grow and prosper into the Civil War, when the company began to produce supplies for the Confederate Army. However, this would lead to the downfall of Bankston and the Mississippi Manufacturing Company. The mills and equipment were destroyed by Union troops in 1864 after the Vicksburg Campaign (Wesson, 1966). The Colonel then searched for a new location to rebuild his industrial empire.

Colonel Wesson and his team looked at several sites before settling on an area in a pine forest close to the Copiah and Lincoln County line. Although an undeveloped area with no river access for power or transportation, the site was on a geographical ridge between the Mississippi and Pearl rivers that was free of swamp land and mosquitos. This site was also close to the New Orleans, St. Louis and Chicago Railroad, which would be a major part of the success of the new town. The railroad could be used to not only transport raw materials and finished products to the market, but also to supply the booming operation that was about to take hold. In March of 1864, the Mississippi Legislature incorporated the town of Wesson, and less than a year later it had to be expanded to keep up with the growth of the industry (Wesson, 1966).

First to be built was a timber mill to provide lumber for construction. By 1866, there were 76 homes for mill workers and managers. From there the community blossomed into a fully functioning industrial town. In 1871, Colonel Wesson sold the Mississippi Manufacturing Company to a group of New Orleans businessmen who reincorporated the company and renamed it Mississippi Mills. The operation was led by Captain William Oliver who continued the success of Colonel Wesson until the mill burned in 1873 (Friedman, 2001). At that point, the other businessmen became discouraged and sold their shares to Colonel Edmund Richardson who was not only a wealthy, powerful Southern businessman, but also was called the "richest cotton man in the world" (Latham, 1888, p. 1).

With the backing of Richardson and the leadership of Oliver, three new mills were built by 1880, and they even had electric lights installed only one year after being developed and perfected by Thomas Edison, a feature that would cause envy from places

as far away as Chicago and New York (Walker & Higgs, 1995). This became a novelty as people came from miles around just to see the illuminated mills. It has been said the trains were even in danger of toppling as they passed through Wesson as people rushed to one side to view the lights of the mills (Walker & Higgs, 1995).

A fourth mill was added in 1894 as the operation continued to grow. It now boasted 30,000 cotton spindles, 30 sets of woolen machines, and 800 looms. This mass of industry was able to produce a wide variety of products and "traded goods with almost every state in the Union" (Walker & Higgs, 1995, p. 25). The success of the Mississippi Mills drew visits from President McKinley and even a team of inspectors led by Henry Ford. Into the beginning of the 20th Century the mills continued to be very successful, even surviving the Panic of 1893, at least for a while, and became the largest manufacturing operation South of the Ohio River. Its best known product was a fine cotton fabric that was known widely as "Mississippi Silk" (Walker & Higgs, 1995).

During the 1890s, the economic panic caused by a reduction in the U.S. gold reserves, along with dramatic drops in the price of cotton, caused the mills to begin to suffer. After the death of Captain Oliver in 1891, the future of the mills was in jeopardy. This uncertainty contributed to the downfall of the operation, and it slowly began to discontinue parts of the operation until the final doors were closed in 1910 (Walker & Higgs, 1995).

However, this would not be the end of Wesson. It would continue to be a thriving rural Mississippi community, just with a different focus. As the manufacturing enterprises grew, so had the town of Wesson; with a workforce of over 2,000 by 1890, there were social needs to be met. Captain Oliver was also instrumental in addressing

these concerns. He helped establish several churches in Wesson and even led a campaign to have the Lincoln county line adjusted by the Mississippi Legislature to include Wesson in Copiah County because of its prohibition of the sale of alcohol (Wesson, 1966).

The success of the mills and the growth of the town made education important to the people of Wesson. It started in a two-room schoolhouse in 1875. From there, the school moved to a new brick building, that would later burn, and then to an even larger brick building in 1891 that was built specifically as a school. The high school was supported by the mills, and there was no need for a tax levy. Because of the funding received by the mills, the school was able to attract well-credentialed teachers which led to a prominent scholastic reputation state-wide (Wesson Chamber of Commerce, 1983). Because of the large number of young girls who worked in the mills, the town of Wesson even put in an unsuccessful bid to become the site of the new State Female College that was being established by the Mississippi Legislature by raising $10,000 for the site (Smith, 1983). With 1400 young women living in Wesson, most working at the mills, it seemed to fit the need. However, the city's bid was rejected and the college was located in Columbus which already had a female institute and had raised $50,000 and secured a site (Frazier, 1968).

The success of the local high school was heavily dependent on the mill's success and would suffer with the closing of the mills as workers moved and took their children with them. This led to a decrease in funding when the mills shut down, decreased student enrollment when workers relocated to find jobs, and in turn decreased offerings at the school as downsizing was done to combat funding issues. Soon, it would lose its accreditation. However, this was what fostered the idea of establishing an agricultural

high school that would later develop into a junior college and affect life in this rural community from then until today (Chapman & Cowen, 2011).

Copiah-Lincoln after 100 Years

Co-Lin AHS opened on September 6, 1915, as an agricultural high school serving the students of the Copiah and Lincoln county area. It offered a 4-year academic curriculum with an emphasis on agriculture. The original mission of Co-Lin AHS promoted its desire to prepare young people for the next phases of their lives, whether it be in the workforce or in college.

> Agricultural Schools throughout the State stand for the dignity of honest toil especially that which dignifies rural home making and home keeping and these phases of educational work and school life for boys and girls are the leading parts of the Curriculum of the Co-Lin AHS. We are not striving to prepare boys and girls for college in a literary way and dismiss them, often without means to go to college upon but to enable them to grapple with the problems of life as they exist in our own counties, or enter any college or university with superior advantages. It is desired that the school be the educational center of the community. Citizens of the counties and of the State are invited to call upon the school for any assistance pertaining to school, farm or home life that it may be possible for the school to render. (Copiah-Lincoln Agricultural High School [Co-Lin AHS], 1917, p. 7)

Students from Copiah and Lincoln counties were not charged tuition, but students from surrounding counties paid $2.00 per month. However, as a boarding school, there

were charges that included board and medical fees that averaged $49.79 for nine months during the first year the school was in operation (Co-Lin AHS, 1917).

In 1928, the school began offering freshman-level college courses as Co-Lin JC. In 1929, the school would add the sophomore-level classes (Broom, 1954). At the beginning of the 1930 catalogue, an excerpt from a letter written to the college by M. Lattimer, the Chairman of the College Commission on Junior Colleges states, "Your school was put on the list of approved Junior Colleges. May I be permitted to say that I think you have a splendid plant there now" (Copiah-Lincoln Junior College [Co-Lin JC], 1930, p. 1).

While there is no clear mission put forth in the first catalogue, several statements by President L. Russell Ellzey show that the original mission of the agricultural high school continued to broaden.

> It will ever be the policy of this school to stress three phases of school life:
>
> The Physical—No student can hope to enjoy the greatest happiness in life without having good health. So a very intensive program in physical training will be maintained.
>
> The Mental—This age is one that offers keen competition. So our teachers will insist on hard study—a thorough preparation of the work, that the students may be prepared for the big problems of life.
>
> The Spiritual—All education is finally a failure unless the true goal of Christian Citizenship is reached. So, much time will be given to the training of our students to become stalwart citizens. (Co-Lin JC, 1928, p. 16)

Since that time, the college has continued to grow and serve more communities in Southwest Mississippi. The two-county district began expanding in 1934 with the addition of Simpson County; more supporting counties added to the district included Franklin County in 1948, Lawrence County in 1965, Jefferson County in 1967, and Adams County in 1971. Today the seven-county district supports the college on the main campus in Wesson, the Natchez campus added in 1975, and the Simpson County center added in 2005. The board of trustees changed the name in 1988 from Co-Lin JC to Co-Lin CC. Figure 1 shows the seven-county district in relation to the other community college districts in the state as provided by the Mississippi Community College Board (MCCB).

Note that although not on the map, Copiah County is shared with Hinds Community College. The reason for this deals with the Utica campus of Hinds Community College. It was originally founded in 1903 as Utica Normal and Industrial Institute with an African-American student body. It became an agricultural high school in 1946, being one of only two historically black agricultural high schools in the state (the other being Coahoma County agricultural high school). The high school at Utica added the junior college curriculum in 1954 and became Utica Junior College (Young & Ewing, 1978). Most community colleges in Mississippi avoided upheaval and unrest during the segregation era due to their unique mission (Fatheree, 2010). Co-Lin CC admitted its first African-American students in 1967 into several CTE programs, and academic programs in 1970. In 1971 the first African-American student athletes competed with 9 members of the football team. According to Dr. Ronnie Nettles, former president of Co-Lin CC, a`lthough these students faced challenges in breaking the color barrier at Co-Lin

CC, there were no protests or violent events (Nettles, personal communication, March 2, 2019).

Financial hardship led Utica Junior College to almost close in the early 1980s, and the state board decided it should merge with Hinds Junior College because it was geographically closer and the majority of its students came from the Hinds district, even though its location is in the extreme northwest part of Copiah County, in Co-Lin JC's district. The merger was precipitated by the *Ayers v. Winter* federal desegregation lawsuit, which sought to remedy the disparity of resources between the state's historically white and historically black colleges. The Utica campus of Hinds Community College maintains its Historical Black College and University (HBCU) status and continues to be a successful part of the college (Fatherree & Tenhet, 2007).

Beginning with the Vocational Building completed in 1947 funded partly by the Federal Works Agency resulting from the GI Bill, vocational and technical training grew to meet the changing needs of students. The J. J. Wesson Building, the Youngblood Building, and the Harris Transportation Center all completed in the early 1970s continued this trend of growth in vocational and technical training. The Watson Physical Plant Building was completed in 1975 to meet the growing needs of the college. For the next several decades as the college continued to grow more buildings were constructed to meet the needs and carry out the mission of the college.

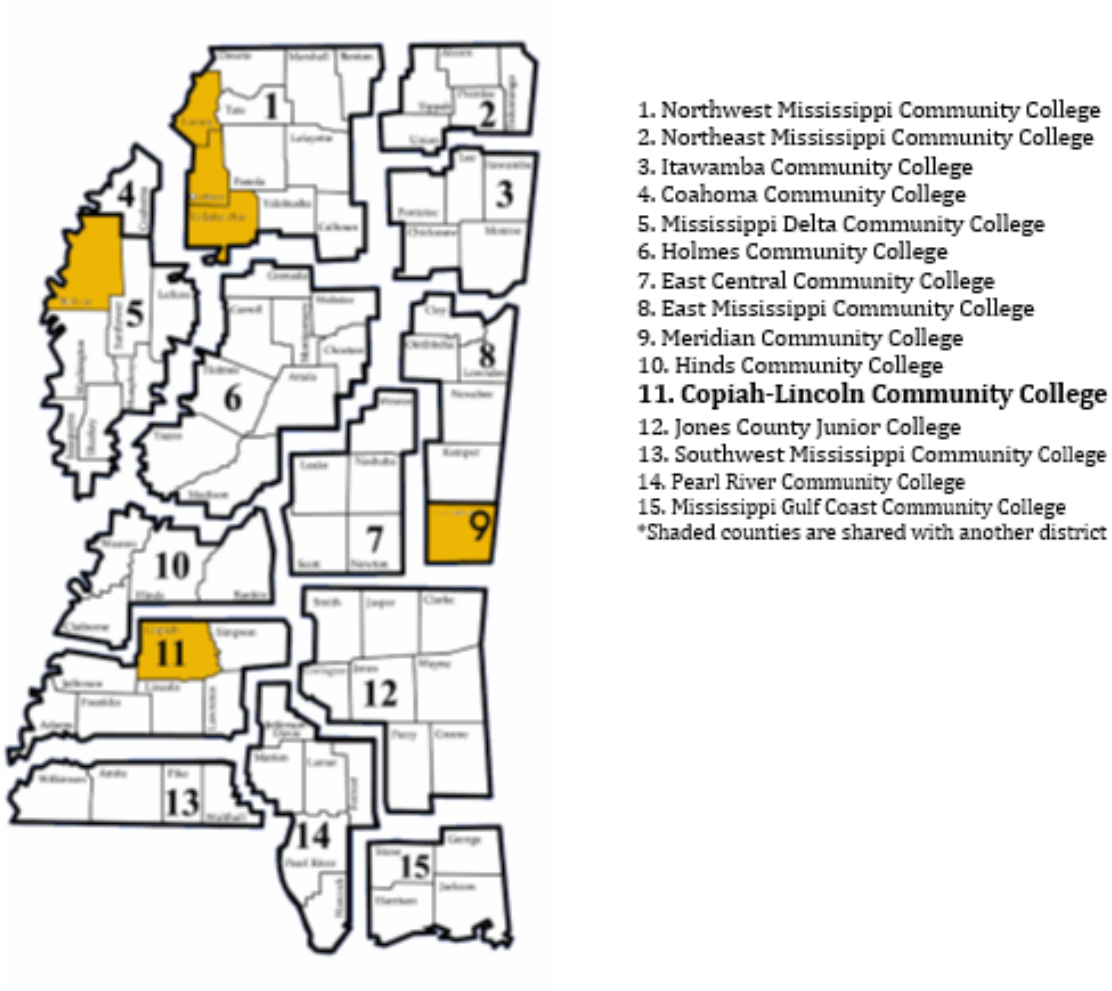

Figure 1. Map of Mississippi community college districts.

Retrieved from http://www.mccb.edu/pdfs/pb/districtmap.pdf

Co-Lin CC oversees approximately 525 acres and has a physical plant that maintains over 60 buildings (Co-Lin CC, 2016). Figure 2 shows the main campus in Wesson, while Figures 3 and 4 show the Natchez campus and Simpson County center respectively.

Wesson Campus Map
http://www.colin.edu/maps

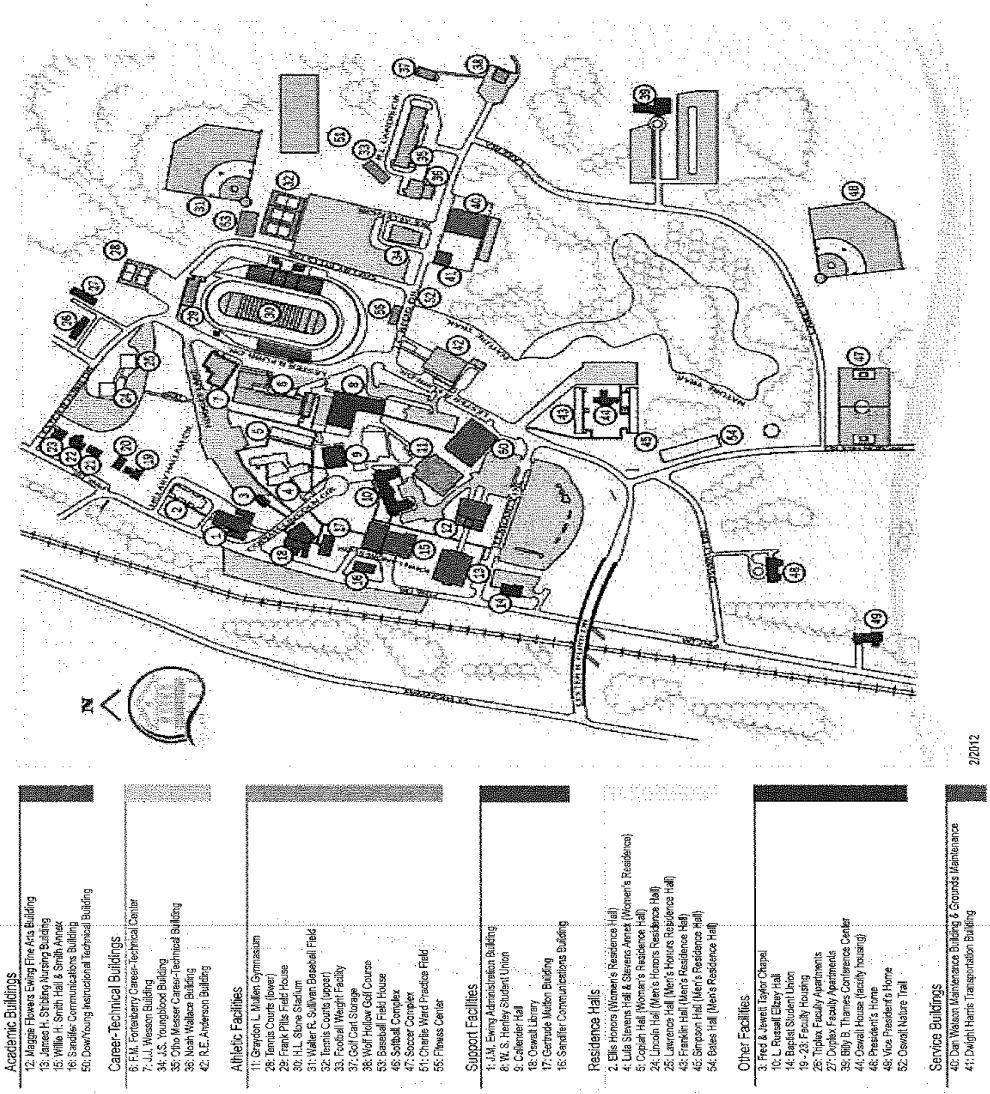

Figure 2. Map of Wesson Campus.

Retrieved from
http://www.colin.edu/images/pdf_information/campusmapwesson2014.pdf

Natchez Campus Map
http://www.colin.edu/maps

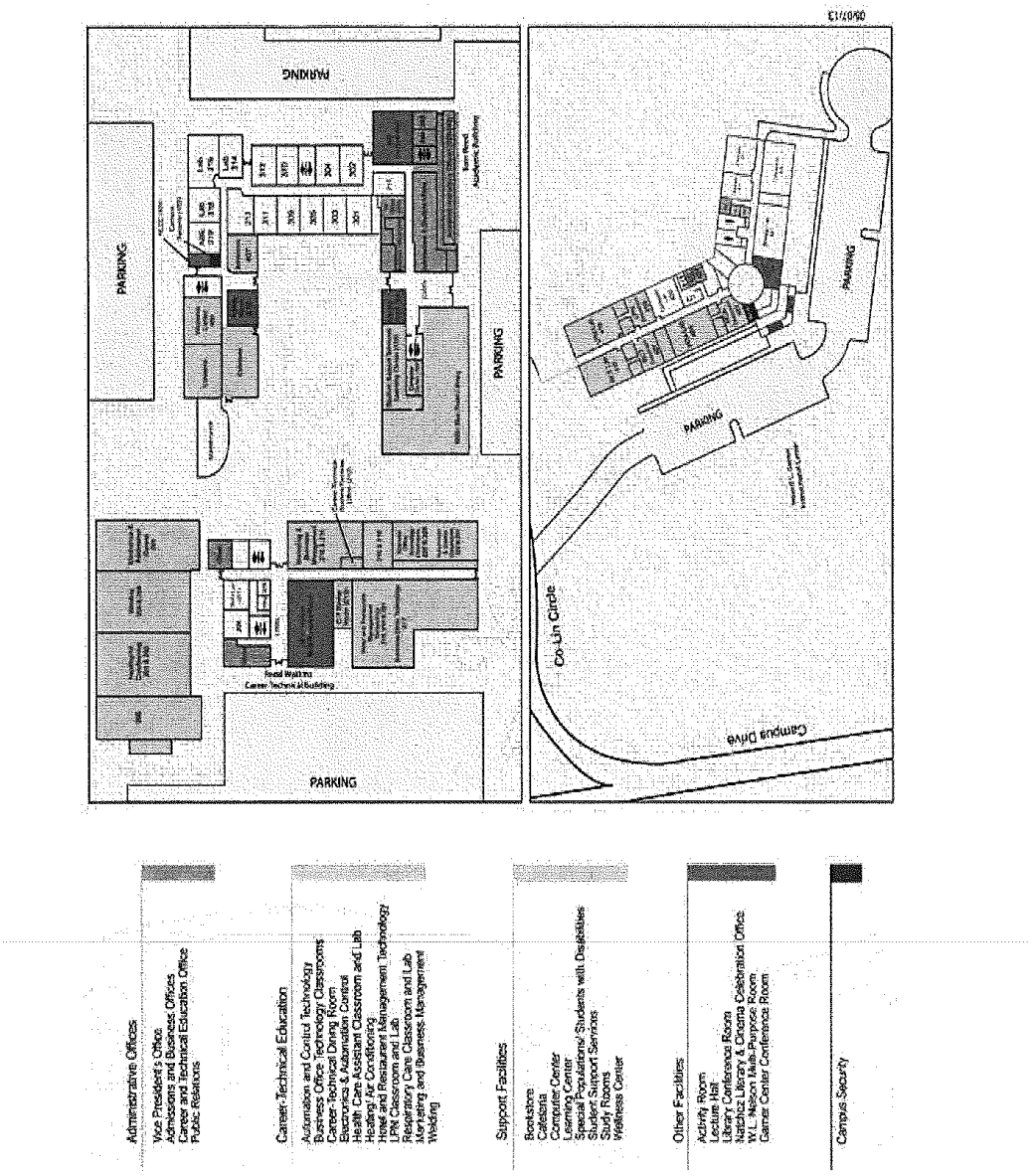

Figure 3. Map of Natchez Campus.

Retrieved from
http://www.colin.edu/images/pdf_information/campusmapnatchez2013.pdf

Simpson County Center Map
http://www.colin.edu/maps

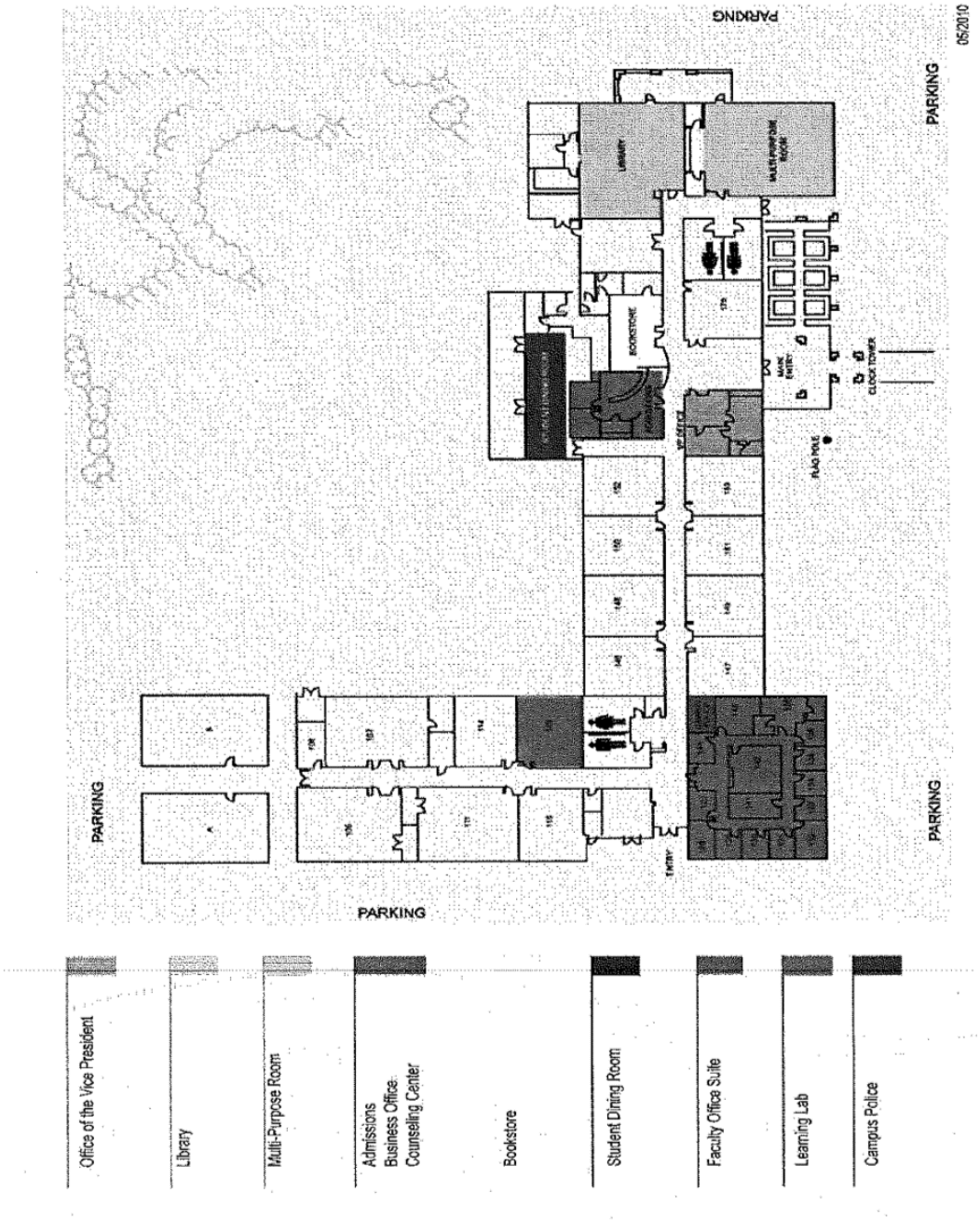

Figure 4. Map of Simpson County Center.

Retrieved from: http://www.colin.edu/images/pdf_information/campusmapsimpson.pdf

The current mission of the college is "to provide educational programs, economic development services, cultural and recreational opportunities, through quality instruction and high expectations and service in a safe, student-centered environment" (Co-Lin CC, 2016, p. 6). This is fulfilled not only through providing academic and career or technical educational opportunities, but by offering the chance for students to participate in a variety of extracurricular activities that include eight team sports that compete in the NJCAA and over thirty campus clubs and organizations spread over the three campuses.

Co-Lin CC provides a variety of learning and training opportunities to its annual credit and non-credit enrollment of just over 5,000 students (Co-Lin CC, 2016). The Academic Division oversees the traditional academic transfer pathway which allows students to earn an associate in arts degree with transferable courses in a variety of academic programs of study from the academic divisions; including accounting and business, art and music, humanities, math and computer science, the biological and physical sciences, and the social sciences. The Division of Associate Degree Nursing is a rigorous program designed to prepare students as registered nurses. The program is accredited by the Board of Trustees of State Institutions of Higher Learning of Mississippi (www.mississippi.edu/nursing), and the Accreditation Commission for Education in Nursing (acenursing.org). Its graduates are able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and receive a professional license from the Board of Nursing. Since its inception, the nursing program has upheld a passage rate of the board exam of above 90% (Co-Lin CC, 2016).

The Career, Technical and Workforce Division provides opportunities for students to gain the skills and experience necessary to enter the workforce after

completion of one of the 26 programs that vary in length from eight weeks to four semesters. Short term career certificates can be earned in commercial truck driving, emergency medical technology—basic, and nursing assistant. Career certificates can be earned in business and office technology—health care data option, construction equipment operation, cosmetology, cosmetology teacher trainer, practical nursing, and welding. Students enrolled in automotive technology, business and office technology—accounting, administrative, or management options, computer networking technology, culinary arts technology, diesel equipment technology, emergency medical technology—paramedic, heating, ventilation and air conditioning (HVAC), or precision machine technology have the option to earn a 1-year technical certificate or a 2-year associate's degree in applied science. The 2-year associate's degree in applied science can be earned in automation and control engineering technology, business and marketing management technology, electrical technology, electronics technology, hotel and restaurant management technology, medical laboratory technology, medical radiologic technology, and military technology (Co-Lin CC, 2016).

Students are encouraged to participate in extracurricular programs and workshops to develop skills and gain experience. The Career, Technical and Workforce division oversees a Work Based Learning program that allows students to receive job experience in their chosen field while earning a paycheck as well as college credit. Another option for students to gain work experience is through an apprenticeship program, funded by the Mississippi Community College Board and set up through each community college. This would not be possible without a strong connection to local business and industry. Industry investment is crucial to the success of the workforce. These technical programs

depend on local industry to participate on field-specific advisory committees that encourage collaboration between educators and industry representatives, ensuring students are taught specific skills employers are seeking (CTE Brochure, 2016). Some examples of such investments include participation in programs by Georgia-Pacific, Entergy Mississippi, Jordan Carriers, Nissan North America's Canton facility, and Rogel Ford. These corporations donate time, equipment, and expertise to provide students with valuable experience in developing job-related skills (CTE Brochure, 2016).

Another program directed by the Division is the Mississippi Integrated Basic Education and Skills Training (MI-BEST) program. This program is offered free or with minimal costs to adults without a high school diploma for the purpose of providing a pathway to workforce and community college credentials that lead to a career in a middle-skill occupation where there is labor demand. It is made up of a combination of concurrent enrollment in high school equivalency preparation and skills training in an approved career and technical pathway. The students are assisted by intensive wrap-around services from a 'navigator' who assists students with barriers such as transportation, childcare, housing, and finances. MI-BEST is an expanded model for dropout recovery and is aligned with Mississippi's Workforce Innovation and Opportunity Act (WIOA) plan (Mississippi Values, 2017).

The Division of Community Programs oversees the Billy B. Thames Conference Center on the Wesson campus which provides meeting space, computer labs, and dining services to various members of business and industry in the local area. Also, this division oversees three community service programs. The Adult Education Program provides free classes, primarily to adults who did not complete their high school education, in

preparation for achieving a high school diploma through a high school equivalency exam (GED, TASC, or HiSET). The Institute for Learning in Retirement is open to all community adults aged 50 or older who are retired or semi-retired. This member-led organization sponsors social events, classes, and field trips for its members. The Senior Community Service Employment Program (SCSEP) is a program funded through the U. S. Department of Labor and provides part-time employment for men and women aged 55 or older with limited incomes. The purpose of the program is to provide on-the-job training to help these individuals enter the workforce on a full-time basis (Co-Lin CC, 2018).

Community service is not just a function of college programs, but is also a result of college activities in which students actively participate. Besides the most commonly recognized groups on campus like athletes, Co-Lin CC has a variety of student organizations that participate in community events from the Fine Arts Department to the Robotics Team. Table 4 shows the meetings, events, and service activities by Co-Lin CC in just one year from a community service impact study done by the college.

Table 4

Community Service Impact of Copiah-Lincoln Community College July 1, 2010 – June 30, 2011

Facility Use for Outside Groups	
Wesson Campus	1875 Events
Natchez Campus	308 Events
Simpson Center	90 Events
Student Athletic and Performing Groups	
Music/Dance/Theater	9 groups
Blue Wave Show Band Membership	121 members
Student Athletes	208 members
Cheerleaders	22 members
Organizations and Clubs	
Wesson Campus	32
Natchez Campus	17
Simpson Center	5
Community Outreach and Service Learning	
Student Clinical Hours—ADN	720
Student Clinical Hours—Allied Health	3848
Participating Clinical Facilities	24
Number of GED Diplomas Awarded During the Year	366
Number of Students Served in WIN Job Centers	4785
Number of Workforce/Industry Projects	68
Number of Workforce/Industry Participants	5093
Number of Senior Community Service Employment Workers	190
Golf Tournaments for Charity	14
Amount Donated to College Foundation During the Year	$735,382
Number of Employees Contributing to the College Foundation	70
Art Exhibits Hosted	9
Community Wide Events Hosted	57 (W) 43 (N) 2 (S)
Number of Events to Promote Humanitarian Causes	22 (W) 27 (N) 2 (S)

Adapted from Posey (2011)

Recently Co-Lin CC earned recognition by several different organizations for institutional quality and distinction. In 2015, Mississippi's community college system earned a number one in the nation ranking by *Wallethub.com*. The study measured a

variety of factors at 670 2-year institutions including cost and financing, classroom experience, and educational and career outcomes (Moak, 2015). In 2016, Co-Lin CC was named one of the top 150 community colleges eligible to compete for the Aspen Institute Prize for Community College Excellence (Jarboe, 2016). Co-Lin CC was the only community college in the state in 2016 to be selected to receive the Mississippi Career Preparedness Award for the ACT College and Career Readiness Campaign (President's Report, 2016). In 2018, Co-Lin CC was once again selected by the Aspen Institute as one of the top 150 community colleges in the nation as well as being named by the Chronicle of Higher Education as a "Great College to Work For" (Chronicle of Higher Education, 2018).

The recent success of Co-Lin CC can partly be attributed to its focus on community college success and community college policy in the national political spotlight, beginning in 2009 with President Obama's challenge to improve higher education in the United States. Once leading the world, the US had slipped out of the top 10 in rates of college completion in the world's industrialized countries. President Obama was committed to improving U.S. college completion rates to lead the world by 2020. This led to several federally funded programs, national educational organization cooperatives, and state legislative action to help achieve this goal (Templin, 2011).

In Mississippi, the focus on increasing college completion rates began in 2009 with the establishment of the Graduation Rate Task Force to study President Obama's challenge to education, and what Mississippi could do. The task force made several recommendations, including calling for the establishment of the Education Achievement Council (Education Achievement Council, 2018).

The Education Achievement Council was established in 2009 by HB1071 (Miss. Code Ann. § 37-163-1). Made up of institutional and organizational leaders of education from across the state; the Council was charged with establishing achievement goals for the state, establishing appropriate benchmarks, and monitoring progress towards those goals. To do this, all higher education institutions in Mississippi would be required to report to the legislature and the public its statistics by November 1st each year through a "report card." This report card will be published in the local and/or regional media outlet of each institution. Along with the impact of the report card, discussion of performance-based funding has garnered much of the attention of college leaders (Harrison, 2017).

Community colleges face two major challenges (Mississippi Values, 2010). The first is communicating to the legislature that simple graduation rates is not a meaningful measure of student success. Many students at community colleges do not intend to graduate and are enrolled for job training, workforce development, vocational training, or one- or two-semester certificate programs. The second is communicating to students the importance of completing college. One never knows what the future holds, and obtaining a credential is always a benefit.

Community colleges in Mississippi have addressed these challenges in both areas (Reverse Transfer Policy, 2010). They have stressed the use of the term "completer" to determine if a student has completed the intended program instead of using simple graduation rates. A state-wide graduation campaign is being sponsored by the MCCB to improve awareness. In addition, a state-wide "reverse transfer" policy is being developed to help identify and encourage completion by those students who have some community college hours but transferred to 4-year schools. Moreover, individual schools have

attempted to identify and remove barriers that prevent students from graduating, such as removing graduation fees, hosting school-sponsored graduation campaigns, and improving advisement (Mississippi Values, 2010). These actions have been successful thus far. The number of graduates from Mississippi's community colleges has continued to increase since 2010. The last three years the number of graduates increased to 14,391 in 2014, to 15,726 in 2015, and to 16,212 in 2016 (Mississippi Values, 2016). With the lack of sufficient funding from state legislatures notwithstanding, the Mississippi's community colleges in general, and Co-Lin CC in particular, will continue to grow and meet the needs of the communities they serve (Mississippi Values, 2017).

Economic Impact of Community Colleges

Community colleges in the United States create value in many ways (Brown, 2012). Because of the diversity of the program offerings, from academic transfer opportunities through the associate in arts degree to 2-year technical training through the associate in applied science degree to job training or retraining, and career preparation through short-term or certificate programs, students acquire the skills they need to have a productive and fulfilling career. However, community colleges offer more to their communities than impacting the lives of their students through educational endeavors. The expenditures of the colleges also support the local, state, and national economy through the outputs and employment they generate. The skilled workers provided by the nation's community colleges further impact the national economy through increased tax receipts and decreased public sector costs (AACC Report, 2014).

The AACC reports in *Where value meets values: The economic impact of community colleges* (2014) that during the analysis year of 2012, community colleges and

their students added $809 billion in income to the national economy. The students in the study population paid $18.7 billion in tuition, fees, loans, and other expenses while giving up $78.7 billion in wages they would have earned if they were not in school. In return for that investment, students created a present value of $469.3 billion in increased earnings over a working career. This is an ROI of $3.80 for every $1 the student spent on his or her education.

In Mississippi, community colleges had a total expenditure in FY 2016 of just over $600 million (Annual Report, 2016). In return for that investment, Mississippi taxpayers can expect ROI of $4.86; which means for every $1 invested by taxpayer an additional $3.86 will be collected through state and local taxes over a working career (Parisi, n. d.)

Caffrey and Isaacs' (1971) systematic template to organize the measurement of economic impacts, led to many economic impact studies of colleges and universities. Blackwell, Cobb, and Weinburg (2002) added the study of traditional and human impacts to economic impact study models in a case study of Xavier University in Cincinnati. In general, economic impact models can be suited to study just about any impact on which the researcher wishes to focus; but conversely, they can often provide any desired result as well, causing many to question the validity of economic impact studies (Siegfried, Sanderson, & McHenry, 2007). Often times, economic impact studies are used purposively to influence a particular audience in support of the topic of the study. This sometimes leads to overstating or overestimating the results of a study to favor a certain position (Christopherson, Nadreau, & Olanie, 2014).

Shortcomings notwithstanding, with today's technology several national companies provide reliable, transparent, useful and effective economic impact studies to decision makers. EMSI is one of the leading providers of economic impact studies and labor market data to educational institutions. Since 2000, EMSI has conducted over 1200 economic impact studies for educational institutions in four countries (Christopherson et al., 2014). Another leading producer of economic impact studies is the Minnesota IMPLAN Group (MIG). The IMPLAN model was developed as part of the Rural Development Act of 1972 as a system of county-level secondary data input-output models to create economic impact projections for the U.S. Forest Service (IMPLAN Methodology, n. d.). The model uses a combination of input-output and multiplier models to produce accurate data for regionally specific areas. The Forest Service made the model widely available for public use especially by "Extension specialists in the Land Grant University System" (IMPLAN Methodology, n. d., p. 5). In 1993 the model was privatized as MIG and continues to provide excellent studies (Bloomberg, 2018).

Practitioners must be diligent in maintaining accuracy and transparency in their findings to guard against criticism and be careful to structure how findings are used to guard against purposive focus (Siegfried et al., 2007). If studies are used in the right manner, the information gleaned can be of immense value. While an economic impact study provides a broad vision of a specific topic with a multitude of details, it should not be the only avenue used to measure value. In relation to community colleges, "it is vitally important that policymakers at all levels understand fully the economic prowess of our community and technical colleges" (Brown, 2012, p. 1). An economic impact study should be a valuable part of understanding the importance that community colleges play

in the economic growth and stability of the local, state, and national economy. Dr. Andrea Mayfield, Executive Director of the Mississippi Community College Board states, "Without the services provided by our community colleges, the state would not be able to collect the revenue that funds the services necessary across our state" (Mayfield, 2017, p. 1). It is imperative in understanding the value of community colleges to the nation in general, and to Mississippi specifically, that economic impact studies are conducted and shared.

Summary of What the Previous Research Means and How It Relates To the Current Study

The junior college movement, which was influenced by the Morrill Act and its emphasis on access to all in education, was started by William Rainey Harper and the founding of Joliet Junior College in 1901-02 (Cohen & Brawer, 2008). His influence led to a synthesis of the junior college idea that had been developing for a while. As the movement grew and more colleges in more states were established, it seemed that a new section of higher education was developing. When the AAJC was established in 1920, the movement had national organization and leadership (Vaughan, 2006).

Life in 19th and early 20th Century in rural Mississippi was much like rural life anywhere else in the South, if not the entire United States. Society was made up of communal relationships established through church, as well as agricultural, industrial and social interactions, which grew and evolved along with the circumstances they faced (Broom, 1954). Legislation passed in 1908 and 1910 gave counties the authority to establish residential agricultural high schools to meet the needs of the rural communities.

Many of these schools achieved their goals and soon began looking for ways to enhance the education they provided to the community (Young & Ewing, 1978).

The same is certainly true in the rural Mississippi town of Wesson. The town was founded with the purpose of producing cotton fabric, grew to industrial prominence with the Mississippi Mills, and became the envy of major urban areas. The prominent leaders established a new school to serve the rural community, and it eventually grew into an agricultural high school and later a junior college offering two years of college credit beyond the high school level (Walker & Higgs, 1995). The present study sought to describe the factors that led to the establishment of that rural agricultural high school and junior college, along with evaluating the implementation of the mission of each, in order to describe how the needs of the rural community were met. Also, the continuing economic impact of the college was included in the study to help solidify the understanding of the overall importance of the school to its local community. The researcher planned for the end result to add to the limited historiography available on the development of community colleges in general and to assist Mississippi community colleges in gaining the attention of policy makers and legislators to the important role the colleges play in their local community in particular.

CHAPTER III

METHODOLOGY

Description of the Research Design and General Methodology

Qualitative research is a way to explore and understand the meaning of particular individuals or groups in relation to a social or human problem. In this type of study, the researcher plays an important role as the key instrument in collecting and analyzing data, as well as drawing conclusions and identifying emerging trends to contribute to the development of theory (Creswell, 2009). The case study approach in qualitative research is a strategy used by the researcher to explore in depth a specific program, event, activity, or process. Case studies have been used in research since the late 19th Century and have become accepted methods in the social sciences field (Starman, 2013). Three types of single case studies were delineated by Thomas (2011) as retrospective case studies, snapshot case studies, and diachronic case studies, regarding time dimensions. The retrospective case study is defined as "the collection of data relating to a past phenomenon of any kind. The researcher is looking back on a phenomenon, situation, person, or event and studying it in its historical integrity" (Starman, 2013, p. 33). As applied to this study, the researcher will employ an historical case study approach to examine the social, political, and economic climate of rural Mississippi in the early 20th Century to address the research questions.

The Research Questions

The present study described the factors that led to the development of Co-Lin AHS, Co-Lin JC, and Co-Lin CC to provide a better understanding of how community colleges in Mississippi are connected to their local community. In this study, the researcher attempted to answer the following research questions:

1. What local factors led to the establishment of Co-Lin AHS and Co-Lin JC?
2. What was the original mission or purpose of Co-Lin JC and how has it evolved during the 100 year history of the institution?
3. In what ways does the economic influence of Co-Lin CC today solidify or alter the original mission?

The Research Context or Site

The researcher requested and received approval from the Institutional Review Board of Mississippi State University and the president of Co-Lin CC to conduct this study. The context or site of the study was Co-Lin CC located in Southwest Mississippi. This site was chosen by the researcher because it has been part of the researcher's career in education for 23 years. It was founded as an agricultural high school in 1915 serving two counties in this region of the state. In 1928 it added college-level courses and became an agricultural high school and junior college. The high school remained part of the curriculum until 1979 when the county school district assumed responsibility. In 1988 the junior college replaced the word "junior" in its name with "community" as part of a national trend to more aptly identify 2-year colleges and community service. Today, the college plays a prominent role in the seven-county district it serves in southwest Mississippi.

The Subjects or Participants

Besides the researcher, the study included four participants. The participants represent leadership at this rural Mississippi community college for 50 of its 100 year existence. Their extensive knowledge and experience in the culture of community college leadership and implementing the mission of the college, both at the local and state levels, was invaluable to this study. The interviews are maintained by the researcher as oral histories housed in the college library.

The researcher used purposive sampling, which means the participants are chosen purposefully because of their experience or personal knowledge of the research topic, to determine participants in the study (Patton, 2002). Rudestam and Newton (2015) state that "the qualitative researcher is deliberate and purposeful in seeking participants who are likely to contribute to a deeper understanding of the questions or topics posed by the study" (p. 123).

The Instruments and Materials Used

Qualitative research is a way to explore and understand the meaning of particular individuals or groups in relation to a social or human problem. In this type of study, the historical researcher plays an important role as the key instrument in collecting and analyzing data, as well as drawing conclusions and identifying emerging trends to contribute to the development of theory (Creswell, 2009). In this qualitative study, an historical case study approach was used to address the research questions.

The present study is composed of three distinct parts; first, a brief examination of the historiography of the 2-year college and the present study's place in that; second, an historical analysis of the founding of an agricultural high school that developed into a 2-

year college in a rural Mississippi town; and third, the continuing educational and economic impact the school has on the community it serves after 100 years. The historical analysis was conducted from data mined from documents, school records, legislation, board meeting minutes, letters, images, and pertinent secondary sources. Also, oral histories from four former or current leaders, who represent half of the school's existence, were collected and allowed the researcher to triangulate date from pertinent primary and secondary sources to identify emerging trends. The economic impact was described through existing data collected by the researcher in 2014 using IMPLAN software to conduct an economic impact study of Co-Lin CC. Finally, triangulation of data and emerging trends was used to show the continuing importance of the 2-year college to the local community it serves.

The Procedures Followed For Data Collection

Being a part of the administrative team of the college that is the subject of the study, the researcher had maximum access, as limited by the Institutional Review Board (IRB), to all of the records, historical documents, images, board meeting minutes, and letters that are possessed by the college. Interviews were conducted with four present and past leaders of the college in the study. The questions were formulated to give a general structure to guide the thought process from the perspective of the interviewee, but were not restrictive, as to allow the honest inclusion of all pertinent information to be analyzed by the researcher (Rudestam & Newton, 2015). The questions were centered on their perception of the original missions of the agricultural high school and junior college, and how they perceived the mission of the college to change during their tenure as a leader. Also, there were questions about their involvement in state and national issues

facing community colleges. A journal was kept by the researcher to maintain thoughts and impressions during data collection (Ortlipp, 2008). The interviews were one hour in length, conducted individually and as a group to facilitate more discussion. The interviews were taped and then transcribed by the researcher and maintained as oral histories.

The Procedures Followed For Data Analysis

The researcher used the following procedures for data analysis. Notes from the gathered data and oral histories were transcribed and organized by topic using open coding to determine categories. This process allowed the researcher to identify a variety of different categories during analysis (Blair, 2015). In this study, single words such as barriers, access, and opportunity were used as open codes. Selective coding was used to look for categories related to the main theme. This allowed the researcher to combine and reduce the number of codes by grouping themes into categories (Blair, 2015). From this point, the researcher read and re-read the notes to the point of saturation in order to triangulate the data and identify emerging trends.

When analysis of data began, the researcher guarded against *researcher bias*, which means allowing one's personal views and perspectives to influence how data are interpreted and how the research is conducted. The strategy to avoid this is called *reflexivity*, which refers to active critical self-reflection about potential biases. This allows the researcher to become more self-aware and attempt to control the influence of bias (Johnson, 1997). The researcher used this strategy by periodically pausing during data analysis to reflect and guard against bias. When triangulation of data began, this became more important and the researcher increased periods of reflection. This strategy

was imperative in order to avoid a hagiographical influence during data triangulation to maintain the descriptive validity of the study.

A Summary of the Methodology

This chapter is a detailed description of the methodology that was used in this study. It gives insight into the type and organization of the study that was conducted on a rural community college in Southwest Mississippi. It was divided into sections to provide information about the procedures that were used to choose participants, the instruments that were used for data collection, and the procedures that were used for data analysis.

CHAPTER IV

RESULTS

The purpose of this study was to place one institution into the larger historical narrative about community colleges. This study attempted to describe the factors that led to the establishment of an agricultural high school in the rural Mississippi town of Wesson, and in turn, the factors that contributed to the ultimate development of a junior college. The study also attempted to describe the continuing impact of the college on the local community 100 years later. An argument will be made in this chapter that although needs may have changed from agricultural and dairy to mechanical and technical over a century, the college continues to meet the needs of the local community after 100 years of existence.

Qualitative research is a way to explore and understand the meaning of particular individuals or groups in relation to a social or human problem. In this type of study, the historical researcher plays an important role as the key instrument in collecting and analyzing data, as well as drawing conclusions and identifying emerging trends to contribute to the development of theory (Creswell, 2009). In this qualitative study, a case study approach was used to address the research questions.

This chapter presents the analysis of data collected in this study. The chapter is divided into three main sections. First is a description of the documents mined for data.

Second is a description of the interview participants. And third is a description of the data analysis used to address each of the research questions.

Historical analysis was conducted from data mined from high school catalogs, junior college catalogs, community college catalogs, school records, legislation, board meeting minutes, letters, images, and pertinent secondary sources. Table 5 includes a complete list of documents reviewed for this study.

Table 5

List of Documents Reviewed for This Study

Document Type	**Source**
Articles	Related Literature
Books	Primary Sources, Secondary Sources
Board Minutes	Copiah-Lincoln Agriculture High School
Board Minutes	Copiah-Lincoln Community College
Catalogues	Copiah-Lincoln Agriculture High School, Junior College, Community College
Brochures	Copiah-Lincoln Community College
Enrollment Statistics	Mississippi Board for Community Colleges
Population Statistics	United States Census
Pamphlets	Copiah-Lincoln Community College 50, 75, 100 year Anniversary
Images	Various pictures of Early High School & College Life
Letters	Archives of High School, Junior College, and Community College
Legislation	Mississippi Code 1972
School Records	Archives of High School , Junior College, and Community College

Also, interviews were conducted with four former or current presidents of the college in this study, representing 50 of the school's 100 year existence, which allowed

the researcher to triangulate data from pertinent primary and secondary sources to identify emerging trends. Each of the participants has at least 30 years of experience in higher education and practical experience in local, state, and national issues facing community colleges. Dr. Billy Thames was a student at Co-Lin CC from 1952-54 and was president of the college from 1968-1996. Dr. Howell Garner served in a variety of leadership positions at Co-Lin CC beginning as Assistant Dean and Dean of Natchez Campus from 1974-1985, Dean of the College from 1987-1997, and as President from 1997-2008. Dr. Ronnie Nettles served as Director Community and Economic Development on the Wesson Campus from 1994-1997, Dean of the Natchez Campus from 1997-2004, Executive Vice-President of the College from 2004-2008, and as President from 2008-2018. Dr. Jane Hulon served as Director of Planning and Research at Co-Lin CC from 1999-2002, Dean of Academics at East Mississippi Community College from 2002-2004, returned to Co-Lin CC as Dean of Academic Instruction from 2004-2008, Vice-President of Instructional Services from 2008-2017, Vice-President of the Wesson Campus from 2017-2018, and became President of Copiah-Lincoln Community College July 1, 2018.

Research Findings

In order to provide a better understanding of how community colleges in Mississippi are connected to their local community, documents were collected and interviews were conducted. Data collected were analyzed and results were used to answer the following research questions.

Research Question One

What local factors led to the establishment of Copiah-Lincoln Agricultural High School and Copiah-Lincoln Junior College?

This question was designed to describe factors leading to the establishment of an agricultural high school and then ultimately a junior college in a rural Mississippi community. The data show that the establishment of both Co-Lin AHS and Co-Lin JC was the result of access, affordability, and quality of education. Garner (personal communication, November 15, 2018) says, "three things that led to the establishment of the agricultural high schools and junior colleges are access, affordability, and quality of instruction that they received."

Copiah-Lincoln Agricultural High School. ***Access.*** In 1910, the population of Mississippi was 88.5% rural and made up mostly of small farms (United States Census, 1910). Across the country, many states were able to address the need for more and better schools (Tyack, as cited in Fincher et al., 2018). While some towns in Mississippi were able to provide minimal educational opportunities through adequate high schools, most rural areas in the state had 1-room schools with one or two teachers for all the children that met only four months a year, in between the planting and harvesting seasons (Fincher et al., 2018). Also, the lack of roads and adequate transportation hindered the development of rural high schools (Broom, 1954).

These issues were addressed with the establishment of agricultural high schools with legislation in 1908 that was later overturned and legislation in 1910 detailing specific requirements that the schools must meet (Roland, 1925). Under the provision of the act in 1910, "county school boards may establish agricultural high schools in each

county. Any community can bid for a school but must provide a minimum of twenty acres of land for a site; also a school building and dormitory facilities for at least forty boarders before the school can be accepted by the State Superintendent for state support. Two counties may cooperate and locate the school at or near the county line" (Roland, 1925, p. 329).

This was the case with Co-Lin AHS. The Board of Trustees met for the first time on December 9, 1914, elected officers and began conducting business for Co-Lin AHS. The first order of business was to accept the deed to the land where the school would be located and a cash donation of $8,000 from the city of Wesson (Co-Lin AHS, 1914). In March 1915, the Trustees awarded a contract for the building of two dormitory buildings for sum of $6,806 (Co-Lin AHS, 1915). On September 6, 1915, the school began classes but did not have all the necessary equipment and other items to run the school. So, the Trustees approved a request for the school the borrow $2,000 from the Bank of Wesson "to purchase animals, implements, and other necessary equipment until the county taxes which have been levied are collected" (Co-Lin AHS, 1915.)

Affordability. Each of these agricultural high schools was required by the legislation to own not less than 20 acres of land, and to include studies of farm crops, livestock, and poultry. Because of poor road quality and the difficulty of transportation, most students lived in school-maintained dormitories. Many of these students paid their fees with produce and livestock from their farms sold to the boarding department (Broom, 1954). All were expected to work a few hours per week, boys on the school farm and girls in the dining hall or home science department as part of their school

requirements. Others worked extra to pay their board fees and medical fees which ranged from $4.60 to $5.75 per month the first year the schools opened (Young & Ewing, 1978).

Quality of Education. The success of the Mississippi Mills and the growth of the town made education important to the people of Wesson. It started in a 2-room schoolhouse in 1875. From there, the school moved to a new brick building, that would later burn, and then to an even larger brick building in 1891 that was built specifically as a school. The high school was supported by the mills, and there was no need for a tax levy. Because of the funding received by the mills, the school was able to attract well-credentialed teachers which led to a prominent scholastic reputation state-wide (Wesson Chamber of Commerce, 1983).

The success of the local high school would suffer with the closing of the last mill in 1910 as workers moved and took their children with them. This led to a decrease in funding when the mills shut down, decreased student enrollment when workers relocated to find jobs, and in turn decreased offerings at the school as downsizing was done to combat funding issues. Soon, it would lose its accreditation (Walker & Higgs, 1995).

In part to find an economic replacement for recently closed mills and in part to restore the educational opportunities of the community, leaders in Wesson along with a booster club formed by the Wesson Garden Club, began campaigning to build support for establishing an agricultural high school (Frazier, 1968). A picnic was held in 1913 to promote the idea and was attended by educational leaders from both Copiah and Lincoln Counties. Those in attendance voted to petition the state for an agricultural high school to be located in Wesson, on the county line with Copiah County, and to provide the school with $8,000 to begin operations (Hodges, 1998).

While many of the new schools had only one teacher and operated six months of the year because of family farm obligations of the students (Fincher et al., 2018), Co-Lin AHS began classes September 9, 1915, with a faculty of eight and an established structure because of the legacy of the high ranking high school during the mill years. It held a special summer session in August, and the regular session began in September and ended in May. Curriculum included study in Agriculture, Domestic Art, English, Orthography, Arithmetic, Latin, and Drill Work. To be accepted, a student provided an eighth grade certificate, a letter of good character, and signed a school pledge of good behavior (Co-Lin AHS, 1917).

Copiah-Lincoln Junior College. ***Access.*** By 1920, the roads and access to transportation had somewhat improved in Mississippi and the need for boarding high schools was diminished. However, the need for access to education for a rural community had not. Educational leaders realized that these same students as high school graduates did not have access to local higher education and could not, because of economic hardship or family obligations, go off to a 4-year college (Broom, 1954).

The vision of early leaders in the development of community colleges in Mississippi helped create this access to higher education. "There was a need there…and that need was met. But there has to be a vision of change for it to take place. Zeller was instrumental in establishing the high schools and the junior colleges. He was influenced by Harper and Joliet Junior College and had a vision to make it happen in Mississippi. He sponsored the legislation in the Senate to make this possible. He also influenced early leaders in the development of the junior colleges" (Garner, 2018). Dr. Julius C. Zeller, an educator and Mississippi Senator from Bolivar County who was influenced by Harper,

envisioned a system of public 2-year schools. He was moved to introduce the legislation in 1922, giving the agricultural high schools authority to offer college-level classes; the legislation in 1924, which broadened the school's ability to offer college-level classes; and the legislation in 1928 establishing the Mississippi Public Junior Colleges (Broom, 1954; Laws of the State of Mississippi, 1922, 1924, 1928). W. F. Bond, the State Superintendent of Education, and Horace Ivy, the State Superintendent of High Schools, who had been exposed the Rainey's ideas on a visit to Joliet Junior College a few years earlier, worked with Zeller to the get junior college legislation passed (Scaggs, 2012). These leaders "questioned why the promising students of Mississippi should not have an effective access to college" (Fincher et al., 2018, p. 3) Other visionaries included Andrew Huff from Pearl River Junior College and Robert Sullivan from Hinds Junior College who were the first to offer freshmen-level college classes in 1921 and 1922 respectively (Young & Ewing, 1978). Broom (1954) put it more succinctly.

> The purpose of the public junior college is to provide opportunities nearer home, under closer supervision, and at a lower cost to the grass-root citizenry for a better understanding of facts concerning changing conditions in a troubled world, to aid both youth and adults in their adjustments and adaptations to these changes, and to see that this is done within the framework of a wholesome 'way of life.' (p. 12)

In 1928, the Co-Lin AHS began offering freshman-level college courses as Co-Lin JC. In 1929, the school would add the sophomore-level classes (Broom, 1954). At the beginning of the 1930 catalogue, an excerpt from a letter written to the college by M. Lattimer, the Chairman of the College Commission on Junior Colleges, stated, "Your

school was put on the list of approved Junior Colleges. May I be permitted to say that I think you have a splendid plant there now" (Co-Lin JC, 1930, p. 1).

Affordability. The hardships facing the college students were similar to the ones facing the high school students. Most had family obligations on the farm and/or could not afford to go away to an expensive 4-year college (Broom, 1954; Fatheree, 2010; Young & Ewing, 1978). Students were still required to work as part of their school requirements which helped with college expenses. The 1929 catalogue states, "All boys are required to work a limited number of hours each week on the farm and in return secure better board from vegetables produced. The girls are required to serve the meals in the dining hall (Co-Lin JC, 1929, p. 8). Table 6 shows the expenses student would incur at Co-Lin JC in 1930.

Table 6

Expenses for Co-Lin JC, 1929-1930

For a Boy	
Registration and Athletic Fee	$5.00
Board per Month	$10.00
Medical Fee per Month	$0.35
Laundry per Month (Required)	$1.40
Science Fee per Year	$2.00
Breakage Fee per Year	$3.00
Total for Entire Session	$115.75
Amount due on September 2nd	$21.75
Amount due for Board, Medical, and Laundry each month thereafter	$11.75
For a Girl	
Registration and Athletic Fee	$5.00
Board per Month	$10.00
Medical Fee per Month	$0.35
Laundry per Month (Required)	$1.40
Science Fee per Year	$2.00
Home Science Fee per Year	$3.00
Breakage Fee per Year	$3.00
Totals	
Total for Entire Session	$117.75
Amount due on September 2nd	$23.75
Amount due for Board, Medical, and Laundry each month thereafter	$11.75
Fees for Special Departments	
Piano and Practice Fee per Month	$5.35
Voice per Month	$4.00
Expression per Month	$4.00
Stenography per Month	$4.00
Bookkeeping per Month	$4.00
Typewriting per Month	$2.00

Note: A breakage fee of $3 will be charged each student. This fee will be refunded at the end of the session provided no damage has been done to the property. Students who fail to withdraw properly will forfeit their right to the balance of this fee. There will be no refund of fees on withdrawal of a student, except that of Breakage Fee as stated above. The board is furnished at the lowest

cost possible. In case a student is absent for one week no refund is made. Unavoidable absences for a longer time will be satisfactorily adjusted.

TUITION

An extra fee of $5.00 a month will be charged to students living outside Copiah and Lincoln counties. All bills are due on the first day of the school month.

ROOM RESERVATIONS

Many reservations have already been made. We hope to be able to make arrangement to take care of all who apply. Students are urged to attend to this matter at once. A room will be reserved for you by sending one dollar to Superintendent L. Russell Ellzey, Wesson, Miss.

(Co-Lin JC, 1929)

The legislation that granted authority for the agricultural high schools to offer college-level courses in 1922 made no appropriations for this to take place (Laws of the State of Mississippi 1922, 1922). The first state funding came with the third junior college law in 1928 that appropriated $85,000 specifically for junior colleges from the total of $475,000 given to the agricultural high schools (Laws of the State of Mississippi 1928, 1928; Broom, 1954). With the support of Governor Theodore Bilbo, that amount rose to $170,000 by 1930 (Young & Ewing, 1978) and had clearly established a tradition of state support for the new community college system (Fincher et al., 2018).

Quality of Education. The tradition of providing a quality education to the students of Co-Lin AHS continued when the freshmen-level college classes were added in 1928. The 1928 catalogue states, “A strong faculty is being employed for the college

work. Several teachers with M. A. Degree will appear in our faculty. Hence, every effort will be made to make this work very efficient" (p. 3).

During the 1929-30 session, the sophomore level of college classes was added to the curriculum. The faculty was made up of 26 members and administrators (Co-Lin JC, 1929). Starting with an enrollment of 91 in 1928, the junior college grew to over 200 by 1930 (Broom, 1954). Co-Lin JC received its first regional accreditation in in 1936 from the Southern Association of Colleges and Schools and has been reaffirmed in each of the succeeding affirmation cycles (Chapman & Cowen, 2011).

Nettles (personal communication, November 15, 2018) says, "It is interesting to see how the counties recognized the success of the junior college and how they slowly joined the district to support the college." The two county district began expanding in 1934 with the first addition of Simpson County; more supporting counties added to the district to include Franklin County in 1948, Lawrence County in 1965, Jefferson County in 1967, and Adams County in 1971 (Co-Lin CC, 2018). Thames (personal communication, November 15, 2018) remembers that these additions were not always an eager county wanting to join with an existing college. He says in the case of Adams County, "When we met with Adams County about becoming part of our district they wanted an entirely separate college in Natchez…after many discussions and negotiations, we ended up agreeing to add a campus."

Research Question Two

What was the original mission or purpose of Copiah-Lincoln Junior College and how has it evolved during the 100 year history of the institution?

This question was designed to describe the original mission of Co-Lin AHS and Co-Lin JC including how it has changed or remained the same through challenges during the 100 year history of the institution. The mission of the typical community college is to try and "be all things to all people" (Bailey & Averianova, 2000, p. 1). What this means is that community colleges serve those who make up the communities. This includes not only traditional academic classes, but also the needs of business and industry and other aspects of the local community they serve. Because of the diverse nature of communities, the curriculum of the typical community college is also diverse (Cohen & Brawer, 2008; Vaughn, 2006). The same is true with Copiah-Lincoln Community College.

Co-Lin AHS opened on September 6, 1915, as an agricultural high school serving the students of the Copiah and Lincoln county area. It offered a 4-year academic curriculum with an emphasis on agriculture. The original mission of the school, stated earlier, promoted its desire to prepare young people for the next phases of their lives, whether it be in the workforce or in college. These two sentences from that mission bear repeating because they show the school creating a connection with the community.

> It is desired that the school be the educational center of the community. Citizens of the counties and of the State are invited to call upon the school for any assistance pertaining to school, farm or home life that it may be possible for the school to render. (Co-Lin AHS, 1917, p. 7)

In 1928, the school began offering freshman-level college courses as Co-Lin Junior College and Agricultural High School. In 1929, the school would add the sophomore-level classes (Broom, 1954). In 1930, initial accreditation was awarded by

the Mississippi Junior College Accrediting Commission (Broom, 1954; Co-Lin JC, 1930).

While there is no clear mission put forth in the first catalogue, the 1933 Catalogue gives a bit more detail about the growing mission.

> Co-Lin JC not only serves as an adjusting institution, connecting high school and senior college, but it also prepares young men and women for life service. Students are much better prepared to meet the problem of living after two years at Co-Lin JC. In preparing themselves for service the young people of this college are constantly rendering Christian service throughout this section of Mississippi (Co-Lin JC, 1933, p. 14)

The original mission of both the agricultural high school and the junior college are focused on addressing the needs of students in the local community. Whether they struggled from the barrier of access, affordability, or quality of education, the school sought to address that need. Thames (personal communication, November 15, 2018) gives a unique perspective on the mission because of his experiences as a student in the 1950s before becoming president of the college in 1968.

> Early on there was not much going on in Mississippi….picking cotton and plowing a mule… I didn't know what I wanted to do, but I did know what I didn't want to do. The curriculum then was focused on farming and dairy, but now the needs of the communities have changed and how we meet those needs have changed, but the mission itself has not changed.

If the goal of the college is to meet the needs of the community, then the college must change with the community. The definition of 'community' is quite different now

than it was 100 years ago. In 1900, Mississippi had an overwhelming majority of its population living in rural areas on small farms (United States Census, 1900). Most of those students did not have an opportunity at even a complete high school education because of economic and family barriers. In 2010, the rural population had changed dramatically to make up only 44% of the total (United States Census, 2010). This does not necessarily mean that the majority of Mississippians live in large cities; it means that most live in areas that have connected access to urban areas (United States Census, 2010). Many of these college-age students still struggle with the same barriers for higher education (access, affordability, and quality of education) as students did 100 years ago. In order to continue to serve the local community, the colleges must continue to change how the mission is implemented (Annual Report, 2017).

Throughout the history of the institution attention had to be paid to the needs of the local community and challenges to the mission that those changes caused. Nettles (personal communication, November 15, 2018) states that there have been and will continue to be challenges the college must address with implementing the mission.

> The mission of serving the local community remains but we do it in different ways now….online education, dual enrollment, career tech programs like vet tech or pharmacy tech have enormous startup costs, and the constraints of how many students you can put in those programs are major challenges.

One of those challenges was growth of career and technical education during the mid-twentieth century. In 1942, Co-Lin JC offered vocational-technical programs of study in 1946, and by 1953 offered credentials in auto mechanics, cabinet making, farm machinery repair, and terminal business education (Brown, 1954; Co-Lin JC, 1953).

Advances in technology and the booming industrial sector of the economy led the college to invest in many more programs in the 1960s and build several new structures on campus to house these technical programs (Chapman & Cowen, 2011).

Another major challenge to implementation of the mission came in 1968 with the closing of the school farm. Thames (personal communication, November 15, 2018) remembers, "When I first came to Co-Lin we had 50 head of cattle and 60-75 head of hogs that they fed out of the cafeteria. The first thing I did was get rid of the farm. We needed to move in a more modern direction." Another important change took place a few years later when President Thames and the Copiah County School District negotiated to move the high school away from the college and establish it at a new independent site. The last high school class graduated from Co-Lin JC in May, 1979 (Chapman & Cowen, 2011).

Another change I thought was necessary was separating the high school from the college. When I first became president, we still had a large number of high school students that stayed in the dorms. The numbers reduced over the years, but I never felt comfortable with high school girls and college boys staying on the same campus. So, I worked with Dale Sullivan when he became superintendent in Copiah County and we got it done.

In 1988, another significant change to the implementation of the mission took place. Because of the changes to population that was served and the establishment of urban branches by many of the colleges, all public junior colleges in the state changed the word 'junior' in their name to 'community.' The lone holdout was Jones Junior College

(Chapman & Cowen, 2001). Copiah Lincoln Junior College became Copiah-Lincoln Community College in July, 1988 (Co-Lin CC, 1988).

A relatively new challenge to implementing the mission of the college came with the development of online education in the late 1990s. Another way to address the barriers to higher education of rural students in Mississippi is by developing alternative teaching methods. Sponsored by the Mississippi Community College Board, a committee of state community college leaders developed the Mississippi Virtual Community College (MSVCC), a consortium of all the public community colleges in the state to offer online education to its students. This enabled students with jobs or children easy access to higher education without spending a lot of time on a college campus. Garner (personal communication, November 15, 2018), a member of that committee, states:

> The development of the online learning process was the biggest change I saw during my presidency. I was on the statewide committee to develop online education and it was really fascinating to see how it developed and continues to evolve to meet the needs of the students. This is great example of how the missions doesn't change, but how we implement it does. Access to education is the main focus of our mission.

During the spring 2018 semester, the MSVCC offered over 3,000 courses with a seat enrollment of over 79,000 (Annual Report, 2018).

The final example of challenges to implementing the mission of the college has been a continuing challenge not just for Co-Lin CC, but also for all community colleges in Mississippi and across the nation. The issue of finance impacts every area of how a

college functions. Community colleges educate the students with the greatest needs, on average, yet spend far less per pupil than 4-year institutions (Kahkenberg, 2015). Even when you remove the research expenditures from the university totals, there remains a large gap in funding between 2-year and 4-year colleges (Bridging the Higher Education Divide, 2013).

Community colleges in Mississippi have traditionally faced the same challenge. Thames (personal communication, November 15, 2018) believes that there has always been an issue with how state appropriations were awarded by the legislature and from the supporting counties in the college district.

> That has always been there. The legislature has always had to fund the K-12. They would often tell us that we were getting money from the local counties and didn't need as much. This is simply untrue. What we get from counties is not enough to make up the differences in what we get from the state.

Nettles (personal communication, November 15, 2018) adds to this with the belief that the supporting counties use state appropriations as a reason not to give full millage to the college.

> The other side of the situation is that counties will say that we get funding from the state and don't need as much money from them. Also, all counties are not the same, there are natural economic inequities in counties depending on size and economic power. The legislature has always looked at community colleges differently in regards to funding and it has not been very fair.

Community colleges have even seen budget cuts in state appropriations during the budget year that not only effect the ability of the college to fund programs, maintenance,

and equipment; but also impacts the students and employees. Thames (personal communication, November 15, 2018) says the most difficult situation that he faced as President took place in 1986. "There was a time we had to let 19 people go. Very difficult to live with….they were good workers, and we didn't have a reason to let them go, other than we didn't have the money to pay them."

Nettles (personal communication, November 15, 2018) remembers a similar situation during his Presidency.

> Finance is the most important challenge I faced as president. I became president in 2008 and we faced five different cuts in the budget from the governor in that one year. During my 10 years as president, we never gave a faculty/staff raise that was dependent on state money. Any upgrades or step increase we made were always out of increased tuition or somewhere else, but not state appropriations. Also, during that recession, enrollment went up. We were challenged with providing services to more students with less and less state funds to do it with. Very challenging.

Garner (personal communication, November 15, 2018) believes that the issue of finance and funding will always be an important factor in enabling colleges to implement their mission because money impacts everything. "The key to any improvements in legislation is the 15 community college presidents working together to promote the system as a whole." Hulon (personal communication, November 16, 2018), the current President, adds "we, as a system, must continue to work together to insure stable funding, comparable pay for employees, improvements in infrastructure, facilities upgrades and maintenance."

Challenges to implementing the mission of community colleges do not end with funding. There are two major challenges at present that will impact how community colleges serve their local communities now and in the future. Advances in technology and the development of social media has impacted how students today learn, communicate, and relate to people (Benson & Morgan, 2014). Garner (personal communication, November 15, 2018) believes that this, which has already impacted how instructors interact with students, will continue to cause problems for administrators because of how fast information now spreads, both good and bad.

> College presidents must be aware that social media can be a problem, and be prepare to understand how in just a few minutes or an hour, information can spread across the world. My major concern is that instead of a college leaders thinking about nuts of bolts of what needs to happen for the mission to be met, they are going to be concentrating and challenged with these issues of dealing with social media to the point that the big picture is going to be neglected. We must remain focused on meeting the needs of the community and educating the public.

The other major challenge facing community colleges in Mississippi today is the growth of dual enrollment. This is defined as a student that has not graduated from high school but meets legislative requirements to enroll in college-level classes. This has been around in some form since the 1970s, but only recently has it become a major issue to the mission of the colleges. Since 2002, the number of dual enrollment/dual credit students taking classes at one of Mississippi's public community colleges has risen from 590 to 14,085 in 2018, which is 14.5% of the total student population (Fletes, 2019).

Recently, the Mississippi Department of Education (MDE) has included dual enrollment credit in the accountability model and gives points to secondary schools that have students dually enrolled. Also, they have developed new high school diploma options that include using dual enrollment credit to meet graduation requirements (MDE, 2018). In the past, community colleges, in serving the needs of the community, provided dual enrollment opportunities to district high schools at a very low rate. Co-Lin CC CC charges dual enrollment students a fee of $125 per course, hence not collecting the tuition charge of $480 per course (Co-Lin CC, 2018). This has become an issue recently because of the increase in the number of dual enrollment students, the number of hours they take, and the end result of many not staying two years or coming to the community college at all (Hulon, personal communication, November 16, 2018). Nettles (personal communication, November 15, 2018) feels strongly about this issue: "Dual enrollment is another major issue facing community colleges. From my standpoint, community colleges were not involved in the development of the concept, and issues of enrollment, tuition, and other costs to the colleges must be addressed."

These challenges and others that have yet to be recognized are facing community colleges in the future. However, meeting the needs of the changing local community has been a part of the evolution of community college education from the beginning. Hulon (personal communication, November 16, 2018) believes,

> The mission has not changed, but how we implement it has changed. Our programs and services have evolved to meet the needs of today's student-distance learning, dual enrollment, a reduction in state appropriations that led to a focus on external funding, and keeping up with the technological demands of today's

programs will keep us evaluating what we do and how we carry out our mission. Over the 100 year history of the institution, the mission has not changed, how we implement it has changed.

Research Question Three

In what ways does the economic influence of Copiah-Lincoln Community College today solidify or alter the original mission?

This question was designed to describe the economic influence of Co-Lin CC today and how that impacts the original mission. Much has been researched and written about the importance of community colleges and their role in providing workforce training, career and technical credentials, and traditional academic transfer courses to nearly half of all college students in the country. Many of those students, without community colleges, would have little chance at improving their skills and their ability to better provide for their families. What has not always been recognized is the economic impact that community colleges have on the communities they serve, both from a budget and payroll effect to a potential student earnings effect. In a 2014 study, EMSI reports that in the past year alone community colleges and their students contributed $809 billion to the income of the United States (EMSI, 2014). In Mississippi, the total revenue generated by the 15 public community colleges for 2013 was $566,633,796. This alone shows the economic importance of community colleges. The present study deals with the economic impact of a small rural Mississippi community college on the local community it serves.

In 1915, Co-Lin AHS was established with an $8,000 donation from the city of Wesson. The boarding school grew and produced many graduates who needed access to

higher education. So, as part of the evolution of the education process in Mississippi, the high school began offering freshmen-level college classes in 1928, and became accredited by the state in 1930 as Co-Lin Junior College and Agricultural High School (Chapman & Cowen, 2011).

In 2014, Co-Lin CC has an annual operating budget of over $45 million, with payroll making up the largest segment of expenditures followed closely by scholarships, physical plant, instructional support, and student services. The college serves over 3,000 students per semester through academic and technical degree programs, and a variety of vocational, certificate, or workforce programs that are closely tied to the local community and allow the students to obtain the credentials necessary to improve their lives and the lives of their families. The college district is made up of seven counties in Southwest Mississippi: Adams, Copiah, Franklin, Jefferson, Lawrence, Lincoln, and Simpson (Co-Lin CC, 2018).

The present study used the results of a 2014 study that used Minnesota IMPLAN Group software to conduct an input/output analysis of the economic effects of the college. The software creates an input/output model that uses regional data sets to calculate effects. The analysis results provide an industry wide report that demonstrates both detailed and summary information related to job creation, income, production, and taxes. One of the most important aspects of using IMPLAN software is that the model uses up to date regional data that will provide accurate regional projections not derived from national data sets. It is designed so that researchers from all levels of interest can gain important information and make calculated assumptions based on the results of the

model (IMPLAN Methodology, n. d.). The three terms defined below must be understood to gain full appreciation for the impact of this model.

1. Direct Effect-The set of expenditures applied to the predictive model (i.e., I/O multipliers) for impact analysis. It is a series (or single) of production changes or expenditures made by producers/consumers as a result of an activity or policy. These initial changes are determined by an analyst to be a result of this activity or policy. Applying these initial changes to the multipliers in an IMPLAN model will then display how the region will respond, economically to these initial changes. (IMPLAN Methodology, n. d.)
2. Indirect Effect-The impact of local industries buying goods and services from other local industries. The cycle of spending works its way backward through the supply chain until all money leaks from the local economy, either through imports or by payments to value added. The impacts are calculated by applying Direct Effects to the Type I Multipliers. (IMPLAN Methodology, n. d.)
3. Induced Effect-The response by an economy to an initial change (direct effect) that occurs through re-spending of income received by a component of value added. IMPLAN's default multiplier recognizes that labor income (employee compensation and proprietor income components of value added) is not a leakage to the regional economy. This money is recirculated through the household spending patterns causing further local economic activity. (IMPLAN Methodology, n. d.)

The data in this study included an Operating Budget of $45,443,284.28 and Student Financial Aid Refunds of $4,931,086.50 from FY 2013 for Copiah-Lincoln Community College (Warren, 2014).

For the purpose of this study, it was assumed that the students at Co-Lin CC lived on campus or at home, so the financial aid refunds would not include spending on rent. Also, money spent for school supplies was excluded because it was assumed that all those costs would be satisfied before the school issued the refund (Bailey, et. al., 2014).

The summary of the effects on the economy in the seven-county college district according to each of the three study parameters, shown in Tables 7, 8, and 9, is an impact by all three. The indirect effect of the $13,031,131 operating budget, which is the impact on the economy through goods and services purchased by the college, along with the indirect effect, which is the impact on the economy through goods and services as a result of the direct effect, generates an additional 139.8 jobs and over $2 million worth of total output. The summary of the payroll effects, which has no indirect effect because the employees are paid by the college, generates through the induced effect another 59.7 jobs and $6.5 million worth of total output. The summary of the student FA refund effects, which includes direct, indirect, and induced effects, generates an additional 96 jobs and $4.6 million worth of total output. All total, because of the existence of the college, the seven county district sees an addition almost 300 jobs and more than $13 million worth of total economic output above and beyond the operating budget of the college.

Table 7

Summary of Effects of Operating Budget

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	0	$0	$0	$0
Indirect Effect	120.5	$4,181,963	$6,829,563	$13,031,131
Induced Effect	19.3	$617,715	$1,269,562	$2,081,526
Total Effect	139.8	$4,799,678	$8,099,125	$15,112,657

(Warren, 2014)

Table 8

Summary of Payroll Effects

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	385	$13,074,172	$13,074,172	$13,074,172
Indirect Effect	0	$0	$0	$0
Induced Effect	59.7	$1,916,309	$3,935,639	$6,454,354
Total Effect	444.7	$14,990,481	$17,009,811	$19,528,526

(Warren, 2014)

Table 9

Summary of Student FA Refund Effects

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	83.3	$1,843,102	$3,227,458	$3,246,455
Indirect Effect	3.7	$122,601	$239,407	$459,790
Induced Effect	9	$289,041	$593,841	$973,761
Total Effect	96	$2,254,743	$4,060,706	$4,680,006

(Warren, 2014)

The IMPLAN model uses a matrix of 440 industries to detail which will be impacted by the jobs created through indirect or induced effects. The operating budget has the greatest impact on the support services, transportation, and engineering services

industries; while payroll and student FA refunds has the greatest impact on food, beverage and health services and food, beverage and retail services respectively.

The tax impact on the seven-county district generated by the indirect and induced effects creates additional tax funds at the state and local levels. These funds, which can be used for economic and community development through a variety of different government funded programs, from infrastructure to entrepreneurship, are in addition to the effects generated by the direct effect of the college's existence (Warren, 2014).

Along with the educational impact, the economic impact is an integral part of the effect that Co-Lin CC has on the local communities it serves. It is fairly easy to understand the overall direct impact of a $30 million operating budget, a $13 million payroll, and $4 million in student FA refunds on the seven counties in the college district. This is money that is added to the communities that would not be present if the college did not exist. The results of an input/output economic impact model that measures the direct effect along with the indirect and induced effect is somewhat more difficult to understand; however, it is a detailed projection of what specific sectors of industry will be affected by this impact. Nettles (personal communication, November 15, 2018) believes that these jobs would not exist in the local community if the college was not present.

> Training workers….apprenticeship programs, training existing workers certainly has an impact, but the impact that the school employees has on the community is very important. In our area there are not a lot of those types of jobs that provide salaries to people to spend in the local community.

Another consideration of the economic impact of Co-Lin CC on the local community it serves is how that impacts the implementation of the mission. Garner (personal communication, November 15, 2018) says that the economic impact creates a closer connection with the community.

> Another point that many people don't realize is that Mississippi's retirement system is one of the most stable in the nation, and many college employees that retire from community colleges will remain in the community and continue to impact the economy.

Hulon (personal communication, November 15, 2018) also believes that the economic impact of college on the community strengthens the relationship between the college and the community and enhances the mission of the college.

> The college is charged to support local business and industry and promote growth through placement of our graduates as well as workforce training. This partnership is mutually beneficial since the business community provides advisement to modifying the programs to insure timeliness and appropriateness.

Summary

Beginning with the investment of $8,000 in the development of Co-Lin AHS in 1914, there has been a connection between the school and the local community (Chapman & Cowen, 2011). As the school grew and needs changed, the college met every challenge to incorporate change into the implementation of its mission. As discussed earlier in this chapter, whether it was getting rid of the pig farm, buying expensive industrial equipment, developing new alternative teaching methods, incorporating distance education, working with industry to determine how best to prepare

future employees, or work with K-12 to determine how best to prepare younger students for college work, all while dealing with funding issues, Co-Lin CC has from its inception strived to implement a mission centered on access, affordability, and quality of education.

CHAPTER V

SUMMARY, DISCUSSION AND CONCLUSIONS, RECOMMENDATIONS

This chapter is a summation of the research study describing the founding of a rural Mississippi community college, the evolution of its mission, and its continuing economic impact after 100 years of existence. The chapter begins with a summary of the results organized by finding, along with discussion of the findings in relation to reviewed literature, including conclusions. The limitations of the study will be addressed, and recommendations will be made for practitioners and policy makers as well as for future research.

Summary of Results

The purpose of this study was to place one institution into the larger historical narrative about community colleges. This study attempted to describe the factors that led to the establishment of an agricultural high school in the rural Mississippi town of Wesson, and in turn, the factors that contributed to the ultimate development of a junior college. The study also attempted to describe the evolution of the mission of the college and its continuing impact on the local community 100 years later. An argument was made in this study that although needs may have changed from agricultural and dairy to mechanical and technical over a century, the college continues to meet the needs of the local community after 100 years of existence.

Since the beginning of the community college movement in the early 20th Century, 2-year colleges have evolved along a variety of paths with diverse missions. Although very different, each mission has at its core, goals to provide an opportunity for education and the development of skills necessary for students to improve their quality of life (Cohen et al., 2014). In Mississippi, 2-year colleges grew out of rural agricultural high schools in the early 20th Century, which provided educational opportunities to those who might not have any other option due to socioeconomic status, and/or cultural ties to their family and community (Broom, 1954).

The present study described the factors that led to the development of Co-Lin AHS, Co-Lin JC, and Co-Lin CC, the evolution of the mission, and the continuing economic impact, to provide a better understanding of how community colleges in Mississippi are connected to their local community, and attempted to show its place in state and national community college historiography. The researcher attempted to answer the following research questions:

1. What local factors led to the establishment of Co-Lin AHS and Cop-Lin JC?
2. What was the original mission or purpose of Co-Lin JC and how has it evolved during the 100 year history of the institution?
3. In what ways does the economic influence of Co-Lin CC today solidify or alter the original mission?

Qualitative research is a way to explore and understand the meaning of particular individuals or groups in relation to a social or human problem. In this type of study, the historical researcher plays an important role as the key instrument in collecting and analyzing data, as well as drawing conclusions and identifying emerging trends to

contribute to the development of theory (Creswell, 2009). In this qualitative study, a case study approach was used to address the research questions. Besides the researcher, an additional instrument of interviews was used to gather and analyze data. Triangulation of the data was used to identify emerging trends, and address the research questions.

The findings of the study include three major factors that contributed to the establishment of Co-Lin AHS and Co-Lin JC: access, affordability, and quality of education. The original mission of Copiah-Lincoln was established to address these factors. Throughout its 100-year existence, the wording of the mission changed, how the mission was implemented changed, but the mission itself did not change. In addition to these factors, since its establishment, the economic impact of Copiah-Lincoln in the town of Wesson, then in the region, has been connected to the mission and has grown more substantial.

Access

Agricultural high schools established beginning in 1910 provided access to area students. They were boarding schools that allowed students from rural communities with no access to high schools to have an opportunity to attend high school an overcome the barrier of poor roads and transportation. Co-Lin AHS was established in 1915 for the same purpose. This provided students in the Copiah and Lincoln county areas access to high school education that may not have otherwise been available.

By the 1920's, roads and transportation had improved making boarding at the school not a necessity; therefore, the agricultural high schools were producing numerous graduates. Many agricultural high schools began offering freshmen and sophomore level

college classes to students who could not attend 4-year universities because of economic hardship or family farm obligations.

Affordability

In the early 20th Century, most students, whether high school aged or college aged, could not afford to go away to an expensive 4-year college as they had family farm obligations and needed an affordable alternative. Beginning with Co-Lin AHS and continuing with Co-Lin JC, students worked a limited number of hours to help defray their cost of their education. Throughout its 100-year existence, affordability has been a part of the mission of the college. Presently, Co-Lin CC's tuition per year is only $2800, which is the forth lowest of any public community college in Mississippi and significantly lower than the average tuition cost per year at Mississippi's eight public universities, which stands at $7,729 for the 2018-2019 school year (Perryman, 2019).

Quality of Instruction

Co-Lin AHS employed qualified teachers and received state accreditation. As it grew into Co-Lin JC, its tradition of quality continued. The college received its first regional accreditation in 1936 from the Southern Association of Colleges and Schools and has been reaffirmed in each of the succeeding affirmation cycles.

Implementation of the Mission

The mission of the typical community college is to try and "be all things to all people" (Bailey & Averianova, 2000, p. 1). What this means is that the community colleges serve those who make up the communities. Because of the diverse nature of

communities, the curriculum of the typical community college is also diverse (Vaughn, 2006).

Since its establishment as an agricultural high school, and then into a junior college, the mission of Co-Lin CC has been to provide access, affordability, and a quality education to those in the communities they serve who have logistical limitations of going elsewhere. The definition of "community" is quite different now than it was 100 years ago. Most students did not have an opportunity at a high school/college education because of economic and family barriers. Students today still struggle with barriers for higher education as students did 100 years ago. Although there have been many challenges to implementing the mission, including the growth of Career and Technical Education, the separation of the High School from the Junior College, the development of online education, the expansion of dual enrollment, budgetary concerns, and the impact of social media, the mission remains the same but how it is implemented has changed

Economic Impact

Beginning with the investment of $8,000 by the town of Wesson for the development of Co-Lin AHS in 1914, there has been an economic connection between the school and the local community. As the high school grew and developed into a junior college, that economic connection grew. In 2014, Co-Lin CC had an annual operating budget of over $45 million and served over 3,000 students per semester through academic and technical degree programs and a variety of vocational, certificate, or workforce programs that are closely tied to the local community and allow the students to obtain credentials necessary to improve their lives and earn a family sustaining wage. The college district started with Copiah and Lincoln counties and has expanded to include

five others counties in Southwest Mississippi; including Adams, Franklin, Jefferson, Lawrence, and Simpson.

The results of this study show a more detailed economic impact. It is fairly easy to understand the overall direct impact of a $30 million operating budget, a $13 million payroll, and $4 million in student financial aid refunds on the seven counties in the college district. This is money that is added to the communities that would not be present if the college did not exist. The results of an input/output economic impact model that measures the direct effect along with the indirect and induced effect are somewhat more difficult to understand. However, the following is a detailed projection of which specific sectors of industry will be affected by this impact.

The direct effect of the $13,031,131 operating budget, which is the impact on the economy through goods and services purchased by the college, along with the indirect effect, which is the impact on the economy through goods and services as a result of the direct effect, generates and additional 139.8 jobs and over $2 million worth of total output. The payroll effects, which has no indirect effect because of the employees are paid by the college, generates through the induced effect another 59.7 jobs and $6.5 million worth of total output. The student financial aid refund effects, which includes direct, indirect, and induced effects, generates an additional 96 jobs and $4.6 million worth of total output. All total, because of the existence of the college, the seven-county district sees an addition of close to 300 jobs and more than $13 million worth of total economic output above and beyond the operating budget of the college.

Also, the tax impact on the seven-county district generated by the indirect and induced effects creates additional tax funds at the state and local levels. These funds,

which can be used for economic and community development through a variety of different governmentally-funded programs, from infrastructure to entrepreneurship, are in addition to the indirect and induced effects generated by the direct effect of the college's existence.

Discussion and Conclusions

The grounded theory approach was used in this study to build on the existing historiography of community colleges. The results of this study add to the research available on this topic.

This study aligns with the classic and contemporary works discussed in the literature review. While Koos (1925) and Eells (1931) examined in detail the development of the 2-year college movement from its beginnings, Cohen and Brawer (2008) sought to give a comprehensive overview of the 2-year college with a brief history and then a detailed explanation of each aspect that makes up a 2-year college. Along the same conceptual lines were the works of Young and Ewing (1978) and Broom (1954) who focused their historical analysis on the 2-year college movement in Mississippi. Where the present study differs is in the focus on the development of one specific rural Mississippi community college in that same context.

The findings of this study also align with more contemporary research on Mississippi community colleges. Fatheree (2010) and Fincher et al. (2018) had similar findings in the development of the Mississippi community college system from its roots in the early 20th Century in agricultural high schools to its expanding role in higher education in the 21st Century. The economic impact of community colleges and their role in economic development is supported by other studies. Carnevale (2002) and Lancaster

(2002) found community colleges are in a better position now than ever before for contributing to the economic development of the communities they serve. Harris (2016), in a study of the influence of Co-Lin CC on economic growth in its service area, found that the perception of business owners, local elected officials, economic development planners, the Mississippi Development Authority, and the President and other administrators from the college, was that the contributions to the overall economic development were significant.

The findings in this study led to the following conclusions.

Conclusion 1. Access to higher education is just as important now as it has been throughout the 100 year history of the college. Students whom the college serves still struggle from the same economic or distance barriers to higher education as in the past even though those barriers have changed with time. Improved transportation and availability of the internet solved some of the barriers faced by students in the past, but many in rural areas still have little or no access to home internet or dependable transportation. Also, access to higher education is expanding to those students who have not yet completed high school. Co-Lin CC offers access to these students through the dual enrollment or MIBEST programs.

Conclusion 2. Affordability continues to be a barrier to students seeking higher education. As tuition and fees increase, greater hardships are placed on students. The average cost of tuition, fees, room and board at Mississippi's public universities in 2018 is $16,347 per year. The mission of affordability for Co-Lin CC remains as that same cost is $6,680 (Perryman, 2019).

Conclusion 3. The quality of education has always been an emphasis of the college in implementing its mission. It has been continually accredited by SACS since 1936. In 2016, Co-Lin CC was named one of the top 150 community colleges eligible to compete for the Aspen Institute Prize for Community College Excellence (Jarboe, 2016). Co-Lin CC was the only community college in the state in 2016 to be selected to receive the Mississippi Career Preparedness Award for the ACT College and Career Readiness Campaign (President's Report, 2016).

Conclusion 4. Throughout its 100-year existence, Co-Lin CC faced many challenges implementing its mission to meet the changing needs of the community. As changes in industry, technology, and economic development effect the community, the college continues to adapt how it implements the mission to provide access, affordability, and quality education. It could be argued that the mission has changed as the college evolved to meet the changing needs of its students. However, whether you are teaching crop production, home economics, or automation and control and industrial maintenance, the needs of the students have changed and how you meet those needs has changed, but the mission of providing educational opportunities to students in the local community has not.

Conclusion 5. The economic impact on the local community of Co-Lin CC has been a factor since its establishment as an agricultural high school 100 years ago. Today, that economic impact is more significant, not only because of the revenue generated in the economy by the general expenditures, salaries, and taxes produced by the college, but also the role the college plays in collaborating with local industry on needed programs or workforce training. In addition, the college continues to participate in persistent

economic development opportunities by working to attract new industry to the community.

Limitations of the Study

1. The study used historical data from a specific period of years at the beginning of the 20th Century, and is limited to the data that survived.
2. The study was limited by the researcher's ability to avoid researcher bias.
3. The study was limited geographically.
4. The study was limited to the available economic data chosen by the researcher.
5. The study was limited to the content of the oral histories recorded by the researcher.

Recommendations for Practitioners and Policy Makers

This research has many implications for college leaders and policy makers. This research contributes to the existing related research on the history of community colleges in Mississippi and provides policy makers and practitioners more knowledge in making future decisions concerning this sector of education.

In order to remain focused on the importance of carrying out the mission of Mississippi community colleges in general and Co-Lin CC in particular, there must be a continual reminder of the rich history of Mississippi's community colleges system, as the first organized system in the nation, and the mission of Co-Lin CC. Educational leaders, policy makers, and legislators, when making difficult policy decisions, must not lose sight of the purpose of the rural Mississippi community college. Hulon (personal

communication, November 16, 2018) says, “it is more important now than ever to let people know what we do.”

Recommendations for Future Research

After an analysis of data in this study and a review of related literature, the researcher makes the following recommendations for future research:

1. Study the development of the Mississippi community college system, focusing on how the districts of the different colleges evolved.
2. Study the intricacies of the funding of community colleges in Mississippi to determine how and why disparages in education funding developed and continue.
3. Study the desegregation era as it pertains to Mississippi community colleges.
4. Study the Mississippi community college system compared to the development of other state-wide systems in the nation.

Chapter Summary

This chapter included a summary of the results of this study discussed in Chapter 5 organized by findings. A discussion of the findings in relation to reviewed literature, including conclusions, was presented. The limitations of the study were acknowledged. A discussion of the general recommendations for practitioners and policy makers, along with recommendations for future research was also included.

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APPENDIX A

IRB APPROVAL

MISSISSIPPI STATE UNIVERSITY

Office of Research Compliance

Institutional Review Board for the Protection of Human Subjects in Research
P.O. Box 6223
53 Morgan Avenue
Mississippi State, MS 39762
P. 662.325.3294

www.orc.msstate.edu

NOTICE OF DETERMINATION FROM THE HUMAN RESEARCH PROTECTION PROGRAM

DATE: November 07, 2018

TO: Stephanie King, Educational Leadership, Eric Moyen;Linda Coats;Mark Fincher

PROTOCOL TITLE: The founding of a rural Mississippi community college and its continuing economic impact 100 years later

PROTOCOL NUMBER: IRB-18-454

Approval Date: November 07, 2018 Expiration Date: November 06, 2023

EXEMPTION DETERMINATION

The review of your research study referenced above has been completed. The HRPP had made an Exemption Determination as defined by 45 CFR 46.101(b)2, 4. Based on this determination, and in accordance with Federal Regulations, your research does not require further oversight by the HRPP.

Employing best practices for Exempt studies are strongly encouraged such as adherence to the ethical principles articulated in the Belmont Report, found at www.hhs.gov/ohrp/regulations-and-policy/belmont-report/# as well as the MSU IRPP Operations Manual, found at www.orc.msstate.edu/humansubjects. Additionally, to protect the confidentiality of research participants, we encourage you to destroy private information which can be linked to the identities of individuals as soon as it is reasonable to do so.

Based on this determination, this study has been inactivated in our system. This means that recruitment, enrollment, data collection, and/or data analysis **CAN** continue, yet personnel and procedural amendments to this study are no longer required. **If at any point, however, the risk to participants increases, you must contact the HRPP immediately. If you are unsure if your proposed change would increase the risk, please call the HRPP office and they can guide you.**

If this research is for a thesis or dissertation, this notification is your official documentation that the HRPP has made this determination.

If you have any questions relating to the protection of human research participants, please contact the HRPP Office at irb@research.msstate.edu. We wish you success in carrying out your research project.

Review Type: EXEMPT

IRB Number: IORG0000467

APPENDIX B

PERMISSION TO CONDUCT RESEARCH

COPIAH LINCOLN
COMMUNITY COLLEGE

October 25, 2018

Christopher I. Warren
1332 Auburn Drive SW
Bogue Chitto, MS 39629

Dear Mr. Warren:

Please accept this correspondence as approval to conduct your doctoral research through Mississippi State University by examining historical documents possessed by Copiah-Lincoln Community College. Your point of contact for coordinating your efforts will be Mrs. Tiffany Perryman, our Director of Institutional Research and Planning. She can be contacted at 601-643-8411 or tiffany.perryman@colin.edu.

Good luck in your research and pursuit of the Ph.D. in Community College Leadership. Please feel free to contact me at 601-643-8300 for any assistance that I can provide.

Sincerely,

Jane G. Hulon

Jane G. Hulon, Ph.D.
President

JGH:bjp

APPENDIX C

INFORMED CONSENT FORM FOR PARTICIPATION

Informed Consent Form for Participation in Research for Exempt Research*

IRB Approval Number: IRB-18-454

Title of Research Study: The founding of a rural Mississippi community college and its continued economic impact 100 years later

Researcher(s): Christopher I. Warren, Ph. D. Candidate, Mississippi State University. Dr. Stephanie King, Advisor, Mississippi State University

Procedures: If you choose to participate, I will conduct one interview with you that will last approximately one hour.

Questions: If you have any questions about this research project, please feel free to contact Christopher I. Warren at 601-754-0895 or chris.warren@colin.edu

Voluntary Participation: Please understand that your participation is voluntary. **Your** refusal to participate will involve no penalty or loss **of benefits to which you are otherwise entitled. You** may discontinue your participation **at any time without penalty or loss of benefits.**

Use this section if signed consent will be obtained and delete the box below.
Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

Participant Signature — Date: 11/15/18

Investigator Signature — Date: 11/15/18

*The MSU HRPP has granted an exemption for this research. Therefore, a formal review of this consent document was not required.

Informed Consent Form for Participation in Research for Exempt Research*

IRB Approval Number: IRB-18-454

Title of Research Study: The founding of a rural Mississippi community college and its continued economic impact 100 years later

Researcher(s): Christopher I. Warren, Ph. D. Candidate, Mississippi State University. Dr. Stephanie King, Advisor, Mississippi State University

Procedures: If you choose to participate, I will conduct one interview with you that will last approximately one hour.

Questions: If you have any questions about this research project, please feel free to contact Christopher I. Warren at 601-754-0895 or chris.warren@colin.edu

Voluntary Participation: Please understand that your participation is voluntary. **Your** refusal to participate will involve no penalty or loss **of benefits to which you are otherwise entitled. You** may discontinue your participation **at any time without penalty or loss of benefits.**

Use this section if signed consent will be obtained and delete the box below.
Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

Howell C Jarnes — Participant Signature — 11-15-18 — Date

Christopher I Warren — Investigator Signature — 11/15/18 — Date

*The MSU HRPP has granted an exemption for this research. Therefore, a formal review of this consent document was not required.

Informed Consent Form for Participation in Research for Exempt Research*

IRB Approval Number: IRB-18-454

Title of Research Study: The founding of a rural Mississippi community college and its continued economic impact 100 years later

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Procedures: If you choose to participate, I will conduct one interview with you that will last approximately one hour.

Questions: If you have any questions about this research project, please feel free to contact Christopher I. Warren at 601-754-0895 or chris.warren@colin.edu

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Investigator Signature — Date: 11/15/18

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Informed Consent Form for Participation in Research for Exempt Research*

IRB Approval Number: IRB-18-454

Title of Research Study: The founding of a rural Mississippi community college and its continued economic impact 100 years later

Researcher(s): Christopher I. Warren, Ph. D. Candidate, Mississippi State University. Dr. Stephanie King, Advisor, Mississippi State University

Procedures: If you choose to participate, I will conduct one interview with you that will last approximately one hour.

Questions: If you have any questions about this research project, please feel free to contact Christopher I. Warren at 601-754-0895 or chris.warren@colin.edu

Voluntary Participation: Please understand that your participation is voluntary. **Your** refusal to participate will involve no penalty or loss **of benefits to which you are otherwise entitled. You** may discontinue your participation **at any time without penalty or loss of benefits.**

Use this section if signed consent will be obtained and delete the box below.
Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you agree to participate in this research study, please sign below. You will be given a copy of this form for your records.

Participant Signature — Date: 11-16-18

Investigator Signature — Date: 11/16/18

*The MSU HRPP has granted an exemption for this research. Therefore, a formal review of this consent document was not required.

APPENDIX D

INTERVIEW QUESTIONS

Researcher:
Christopher I. Warren
Ph.D. candidate in Community College Leadership at Mississippi State University

Title of the Study: The founding of a rural Mississippi community college and its continuing economic impact 100 years later

Interview participants: The current president and three former presidents of Copiah-Lincoln Community College

Interview Questions:

1. What do you believe led to the establishment of Copiah-Lincoln Agricultural High School in 1915, and what is your perception of its original mission?

2. What do you believe led to the establishment of Copiah-Lincoln Junior College in 1928, and what is your perception of its original mission?

3. How did you see the mission of the college change during your time as leader?

4. What were some of the challenges you faced as a community college president in implementing the mission of the Copiah-Lincoln Community College?

5. Can you give a specific example of one of these challenges?

6. What were some of the challenges facing community colleges state-wide or nation-wide during your time as a leader at the college?

7. Do you think the mission of Copiah-Lincoln Community College is different now that when it was established and/or during your time as a leader? Specifically how?

8. What is your perception of the economic impact that Copiah-Lincoln Community College has on the community it serves? How do you believe it has changed during the life of the college?

9. What challenges do you believe will face community colleges going forward?

10. Name one of your most memorable moments from your time as a leader at Copiah-Lincoln Community College?

APPENDIX E

THE ECONOMIC IMPACT OF CO-LIN CC

Table E1 *Copiah-Lincoln community college FY 2013*

COPIAH-LINCOLN COMMUNITY COLLEGE FY 2013								
	ADAMS	**COPIAH**	**FRANKLIN**	**JEFFERSON**	**LAWRENCE**	**LINCOLN**	**SIMPSON**	**TOTAL**
1	772	675	145	95	341	855	601	3484
2	455	461	97	60	210	569	409	2261
3	2,082,299.55	1,987,618.81	418,484.23	282,406.42	921,843.71	2,328,844.56	1,866,671.67	9,888,168.95
4	1,224,807.76	1,001,816.42	106,363.60	161,714.97	473,468.21	1,065,861.64	897,053.90	4,931,086.50
5	353,874.33	6,134,446.55	30,865.68	360,097.55	42,428.66	1,416,012.02	150,745.95	8,488,470.74
6	2,110,513.87	4,507,947.55	147,266.12	293,646.45	581,928.66	4,780,158.02	652,711.08	13,074,171.75
7	1,442,374.42	2,969,577.61	90,727.03	216,092.97	451,829.49	3,190,380.61	464,257.23	8,825,239.36

1. Total unduplicated student count by county
2. Total unduplicated student count by county--receiving scholarship funds (including Pell)
3. Total scholarship funds by county
4. Total student accounts payable by county (financial aid refunds)
5. Total accounts payable by county
6. Gross payroll by county
7. Net payroll by county

Total revenue funds 8/1/2012-7/31/2013 FY 2013 $45,443,284.28

Warren, 2014

Table E2 *Summary of Student Financial Aid Refund*

Refund Total	**$4,931,086.50**

IMPLAN Sector	**Spending Category**	**Percentage of Spending**	
410	Recreation	28.92%	$1,426,284
329	Stores (includes food)	23.17%	$1,142,569
413	Food	14.63%	$721,622
351	Telecommunications	6.10%	$300,676
326	Gasoline	9.76%	$481,082
330	Miscellaneous	8.54%	$420,946
416	Computer services	1.22%	$60,135
414	Auto repair	3.66%	$180,406
394	Doctors and dentists	2.44%	$120,270
423	Religious organization	1.22%	$60,135

Warren, 2014

Table E3 *Summary of Effects of Operating Budget*

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	0	$0	$0	$0
Indirect Effect	120.5	$4,181,963	$6,829,563	$13,031,131
Induced Effect	19.3	$617,715	$1,269,562	$2,081,526
Total Effect	139.8	$4,799,678	$8,099,125	$15,112,657

Warren, 2014

Table E4 *Summary of Payroll Effects*

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	385	$13,074,172	$13,074,172	$13,074,172
Indirect Effect	0	$0	$0	$0
Induced Effect	59.7	$1,916,309	$3,935,639	$6,454,354
Total Effect	444.7	$14,990,481	$17,009,811	$19,528,526

Warren, 2014

Table E5 *Summary of Student Financial Aid Refund Effects*

Impact Type	Employment	Labor Income	Value Added	Output
Direct Effect	83.3	$1,843,102	$3,227,458	$3,246,455
Indirect Effect	3.7	$122,601	$239,407	$459,790
Induced Effect	9	$289,041	$593,841	$973,761
Total Effect	96	$2,254,743	$4,060,706	$4,680,006

Warren, 2014

Table E6 *Top Ten Industries-Payroll*

Sector	Description	Employment	Labor Income	Value Added	Output
438	*Employment and payroll only (state & local govt, education)	385	$13,074,172	$13,074,172	$13,074,172
413	Food services and drinking places	8.6	$154,787	$232,660	$451,337
398	Nursing and residential care facilities	4	$263,223	$270,924	$440,886
394	Offices of physicians, dentists, and other health practitioners	3.2	$158,948	$180,392	$376,368
397	Private hospitals	2.8	$15,063	$15,063	$15,107
329	Retail Stores - General merchandise	2.7	$77,696	$92,020	$144,671
426	Private household operations	2.7	$74,811	$131,084	$161,977
324	Retail Stores - Food and beverage	2.1	$54,437	$80,551	$114,620
425	Civic, social, professional, and similar organizations	1.9	$76,821	$104,437	$154,256
320	Retail Stores - Motor vehicle and parts	1.9	$101,218	$207,881	$339,622

Warren, 2014

Table E7 *Top Ten Industries-Student FA Refunds*

Sector	Description	Employment	Labor Income	Value Added	Output
410	Other amusement and recreation industries	28.8	$487,559	$951,014	$1,427,634
329	Retail Stores - General merchandise	20.1	$539,593	$945,469	$341,073
413	Food services and drinking places	15.6	$276,607	$415,767	$806,548
330	Retail Stores - Miscellaneous	10.1	$177,978	$336,996	$195,476
326	Retail Stores - Gasoline stations	7.3	$231,086	$361,199	$62,522
425	Civic, social, professional, and similar organizations	1.9	$45,817	$34,665	$68,794
394	Offices of physicians, dentists, and other health practitioners	1.7	$111,381	$114,640	$186,559
351	Telecommunications	0.7	$45,382	$187,111	$368,449
397	Private hospitals	0.5	$23,903	$27,128	$56,600
416	Electronic and precision equipment repair and maintenance	0.5	$31,495	$39,608	$63,082

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Table E8 *Tax Impact-Operating Budget*

State/Local Tax Impacts					
Description	**Employee Compensation**	**Proprietor Income**	**Tax on Production & Imports**	**Households**	**Corporations**
Social Ins Tax-Employee Contribution	$3,472	$0			
Social Ins Tax-Employer Contribution	$6,826				
Tax on Production and Imports: Sales Tax			$412,114		
Tax on Production and Imports: Property Tax			$233,132		
Tax on Production and Imports: Motor Vehicle Lic			$5,682		
Corporate Profits Tax					$26,172
Personal Tax: Income Tax				$58,860	
Total State and Local Tax	$10,297	$0	$703,001	$76,063	$27,578

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Table E9 *Tax Impact-Operating Budget*

Federal Tax Impacts					
Description	**Employee Compensation**	**Proprietor Income**	**Tax on Production & Imports**	**Households**	**Corporations**
Social Ins Tax-Employee Contribution	$183,386	$45,466			
Social Ins Tax-Employer Contribution	$239,015				
Tax on Production and Imports: Excise Taxes			$51,275		
Tax on Production and Imports: Custom Duty			$20,328		
Tax on Production and Imports: Fed Non-Taxes			$5,825		
Corporate Profits Tax					$169,806
Personal Tax: Income Tax				$228,637	
Total Federal Tax	$422,400	$45,466	$77,428	$228,637	$169,806

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Table E10 *Tax Impact-Payroll*

Description	Employee Compensation	Proprietor Income	Tax on Production & Imports	Households	Corporations
Dividends					$860
Social Ins Tax-Employee Contribution	$14,279	$0			
Social Ins Tax-Employer Contribution	$28,074				
Tax on Production and Imports: Sales Tax			$252,781		
Tax on Production and Imports: Property Tax			$142,997		
Tax on Production and Imports: Motor Vehicle Lic			$3,485		
Tax on Production and Imports: Severance Tax			$6,931		
Tax on Production and Imports: Other Taxes			$21,516		
Tax on Production and Imports: S/L Non-Taxes			$3,494		
Corporate Profits Tax					$16,007
Personal Tax: Income Tax				$179,762	
Personal Tax: Non-Taxes (Fines-Fees)				$28,425	
Personal Tax: Motor Vehicle License				$12,743	
Personal Tax: Property Taxes				$4,950	
Personal Tax: Other Tax (Fish/Hunt)				$6,421	
Total State and Local Tax	$42,353	$0	$431,203	$232,301	$16,867

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Table E11 *Tax Impact-Payroll*

Description	Employee Compensation	Proprietor Income	Tax on Production & Imports	Households	Corporations
Social Ins Tax-Employee Contribution	$754,260	$12,569			
Social Ins Tax-Employer Contribution	$983,061				
Tax on Production and Imports: Excise Taxes			$31,451		
Tax on Production and Imports: Custom Duty			$12,469		
Tax on Production and Imports: Fed Non-Taxes			$3,573		
Corporate Profits Tax					$103,853
Personal Tax: Income Tax				$698,275	
Total Federal Tax	$1,737,321	$12,569	$47,493	$698,275	$103,853

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Table E12 *Tax Impact-Student Financial Aid Refund*

State/Local Tax Impacts					
Description	**Employee Compensation**	**Proprietor Income**	**Tax on Production & Imports**	**Households**	**Corporations**
Dividends					$559
Social Ins Tax-Employee Contribution	$1,889	$0			
Social Ins Tax-Employer Contribution	$3,713				
Tax on Production and Imports: Sales Tax			$424,908		
Tax on Production and Imports: Property Tax			$240,369		
Tax on Production and Imports: Motor Vehicle Lic			$5,858		
Tax on Production and Imports: Severance Tax			$11,650		
Tax on Production and Imports: Other Taxes			$36,167		
Tax on Production and Imports: S/L Non-Taxes			$5,872		
Corporate Profits Tax					$10,403
Personal Tax: Income Tax				$27,345	
Personal Tax: Non-Taxes (Fines-Fees)				$4,324	
Personal Tax: Motor Vehicle License				$1,939	
Personal Tax: Property Taxes				$753	
Personal Tax: Other Tax (Fish/Hunt)				$977	
Total State and Local Tax	$5,602	$0	$724,824	$35,337	$10,962

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Table E13 *Tax Impact-Student Financial Aid Refund*

Federal Tax Impacts					
Description	**Employee Compensation**	**Proprietor Income**	**Tax on Production & Imports**	**Households**	**Corporations**
Social Ins Tax-Employee Contribution	$99,764	$11,650			
Social Ins Tax-Employer Contribution	$130,026				
Tax on Production and Imports: Excise Taxes			$52,867		
Tax on Production and Imports: Custom Duty			$20,959		
Tax on Production and Imports: Fed Non-Taxes			$6,006		
Corporate Profits Tax					$67,498
Personal Tax: Income Tax				$106,221	
Total Federal Tax	$229,790	$11,650	$79,832	$106,221	$67,498

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