

A PRESENTATION OF SEVERAL ASPECTS OF KENTUCKY TWO-YEAR COLLEGES  
WITH EMPHASIS ON FACULTY PREPARATION

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A Thesis  
Presented to  
the Faculty of the School of Education  
Morehead State University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Higher Education

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by  
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## PREFACE

During the evolution of the contemporary educational process, educators have selected specific facts for teaching. Specialized areas require specialized backgrounds, therefore, an individual's career goals will determine his selection of an appropriate educational plan. These career-specific plans have become known as programs of study, or curricula.<sup>1</sup>

Since the origin of pre-determined programs of study in higher education, college faculty (including administrators) have generally been responsible for their formulation. The curriculum planners are, in effect, saying: "You must take these courses to be eligible for this degree". The end product is assumed to be an individual adequately prepared to enter the profession he has chosen. It is my own opinion that, in some instances, the prescribed courses of study that constitute the "best" program of study are not offered. This is especially true in the two-year college programs.

This study has attempted to examine the utility of one program of study: that which is intended to prepare individuals for teaching in two-year colleges. The study is also intended to examine and report upon some other facets of the two-year college in Kentucky.

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<sup>1</sup>Although known by other names as well, I have selected these terminologies to use throughout the project. Curricula and program of study are used interchangeably.

My gratitude and appreciation is extended to those who cooperated in this study. The two-year college administrators, took time away from their busy schedules to complete and return the questionnaires and made the study possible. The faculty of Morehead State University provided advice and direction throughout the development and completion of this report, and gave it more coherence than would have otherwise been possible.

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## Statement of the Problem

The primary purpose of this study is to determine whether the supply of potential two-year college faculty members from Kentucky's graduate schools is meeting the demands of two-year colleges. Emphasis is on both quantitative and qualitative factors. Quality refers to the educational preparation offered by State graduate schools in Kentucky, compared to the stated needs of two-year college officials.

During the course of this study, other information has been gathered. These data are reported primarily for information purposes and to demonstrate the current status of two-year colleges in Kentucky.

There are four (4) objectives to the study:

1. To determine the professional staffing needs of two-year colleges in Kentucky;
2. To study the adequacy of programs offered by Kentucky's graduate schools designed to provide junior college faculty;
3. To compare the data gathered in numbers one (1) and two (2) above; and
4. To gather varied data and attempt to analyze the current status of the two-year college in Kentucky.

The above stated purpose will result in determination of the reaction of state supported graduate schools to the two-year college concept. Investigation of student and community reaction to two-year institutions will also be made.

Rationale

Since the origin of junior colleges in the early part of this century, there has been a rapid increase in their number. Intended initially to bring higher education closer to more people, the importance given to the need for the junior college in higher education is clearly evidenced by the enactment of legislation in which a few states, e. g. California and Florida, have guaranteed that every citizen in these states will be within commuting distance of a junior college. Recent data show that approximately one hundred forty six (146) new two-year colleges were opened in 1968.

Although Kentucky has offered no legislation similar to that mentioned above, there has been an impressive increase in the number of State junior colleges. About fifty five (55) percent of Kentucky's current total number of junior colleges has been added during the last decade. (Table I) The institutions developed during the past decade have all been publically supported, illustrating the positive opinion of Kentucky's legislators with respect to the increased need for two-year colleges.

The recent and rapid increase in the number of two-year institutions in the state and nation raises a question of reaction. That is: how have graduate schools, students, and communities reacted to the widespread establishment of the two-year college?

This study presents various factors related to community reaction, student reaction, and the reaction of State controlled graduate schools to the two-year college in Kentucky. By necessity, the study cannot be all inclusive in each of the above areas. Therefore, primary emphasis has been placed upon the reaction of State supported graduate schools, with secondary emphasis upon the investigation

of teacher preparation programs, specifically designed to prepare faculty  
for two-year colleges.

List of Two-Year Institutions in Kentucky  
with their Respective Organization Dates

1922	Sue Bennett College
1923	Alice Lloyd College
1923	Lindsey Wilson College
1927	Lee's Junior College
1931	Saint Catharine College
1932	Paducah Community College
1937	Ashland Community College
1944	Midway Junior College
1949	Southeastern Christian College
1959	Fort Knox Community College
1960	Henderson Community College
1960	Southeast Community College
1964	Elizabethtown Community College
1964	Northern Community College
1964	Prestonsburg Community College
1964	Somerset Community College
1965	Hopkinsville Community College
1965	Lexington Technical Institute
1968	Hazard Community College
1968	Jefferson Community College
1968	Madisonville Community College
1968	Maysville Community College

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<sup>1</sup>1969 Junior College Directory, American Association of Junior Colleges, pp. 32-34.

## Hypotheses

As a consequence of the preceding rationale, the following hypotheses are presented.

1. State controlled graduate schools in Kentucky react favorably to the junior college concept by providing graduate programs specifically intended to produce potential two-year college faculty.
2. Graduates of State controlled graduate schools in Kentucky are being produced in sufficient quantity and quality to fulfill the needs of two-year colleges in Kentucky.
3. Students demonstrate a positive reaction to the two-year college through increase in enrollment during the past three years, both in individual institutions and in total state wide two-year college enrollment.

Working with the above hypotheses, additional data have been collected. These data have been recorded as general information, to provide an overall view of the current status of the two-year college in Kentucky.

## Procedure

Data have been collected primarily by the use of a questionnaire. (Copy in Appendix.) A questionnaire and cover letter were sent to the president of each two-year college in Kentucky. Follow-up letters and questionnaires were sent again to those who did not respond to the first request.

In addition to the questionnaire, some data, especially statistical, were collected from published sources. The 1969 Junior College Directory published by the American Association of Junior Colleges; and graduate catalogues published by state universities provided much of the data.

## Sampling Description

A majority of two-year institutions in the state are represented in the sample, therefore, consistency and general agreement in responses should serve to establish validity. In some instances, reported questionnaire data will not be as abundant as other data. As a result of questionnaire misinterpretation by some respondents resulting from lack of clarity in parts of the instrument, some data have been discarded.

The initial mailing went to the president or director of public and non-public two-year institutions in Kentucky. Twelve (12) public and two (2) non-public institutions responded to the first mailing. This represented approximately eighty (80) percent of the public colleges and about thirty (30) percent of the non-public schools. The total percentage of respondents was only sixty four (64) percent. The follow-up mailing went to seven (7) institutions (two public and five non-public) and produced four (4) responses: three (3) non-public and one (1) public.

Adding these to the original numbers, some usable figures were produced. The total percentages for respondents were 86.66% for the public and 71.42% for the non-public institutions, and 81.36% overall. These data are enumerated below.

	First Mailing				
	N		Percent		Total Number
Public	12	or	80%	of	15
Non-public	2	or	30%	of	7
Total	14	or	64%	of	22

Total After Follow-up

Public	13	or	86.66%	of	15
Non-public	5	or	71.42%	of	7
Total	18	or	81.36%	of	22

Respondants to the questionnaires included thirteen (13) presidents or directors, three (3) deans, one (1) associate director, and one (1) coordinator of academic programs. The questionnaires were returned during February and March of 1970.

Local elementary and secondary systems	<u>12</u>
Other	<u>12</u>
Local Industry	<u>10</u>
Nearby four-year institutions	<u>6</u>
Not applicable	<u>0</u>

It is understandable that nearby four-year institutions would not contribute many part-time faculty to two-year institutions. In an effort to provide a greater number of people with the opportunity for higher education, junior colleges (especially State community colleges) have apparently been located where four-year institutions are not readily accessible. Exceptions to this are the Lexington Technical Institute and the Jefferson and Northern Community Colleges.

The range of the "Other" category includes housewife, physicians, lawyers, geologists, etc., and encompasses a broad spectrum of professions.

4. Do any faculty members hold dual positions? i. e. Do teachers have administrative responsibilities, or vice-versa?

Fourteen (14) respondents answered yes, four (4) answered no. One (1) respondent who answered no indicated in another part of the questionnaire that some of his teachers (4) did have dual roles, equalling about one-half of an administrative position. Therefore, figures of fifteen (15) yes responses and three (3) no responses may be more accurate.

5. If some faculty members do hold dual positions, how is their time divided between their responsibilities?

		Public	Non-Public	Total
50% Teaching:	50% other	5 (2.5)	11 (5.5)	16 (8.0)
10% Teaching:	90% other	7 (6.3)	3 (2.7)	10 (9.0)
90% Teaching:	10% other	10 (1.0)	1 (0.1)	11 (1.1)
25% Teaching:	75% other	3 (2.25)	7 (5.2)	10 (7.4)
75% Teaching:	25% other	6 (1.5)	2 (0.5)	8 (2.0)
	TOTAL	31 (13.55)	24 (14.0)	46 (25.5)

The numbers in parenthesis in the above table are full-time equivalents of "other" responsibilities converted from ratios of dual responsibilities reported in each area.<sup>1</sup> Considering the total number of respondents in each category (thirteen (13) public and five (5) non-public) it is evident that non-public institutions depend more upon dual roles for teachers than do public institutions. Comparing full-time equivalents of "other" responsibilities, public institutions fill about one (1) administrative position from a teacher with dual responsibilities; while non-public institutions use about 2.8 positions. In numbers of personnel with dual roles at each type of institution, there is also a difference. The public institutions use about 2.8 people with dual roles while the non-public use about five (5) persons per school.

6. How is your teaching staff proportioned with respect to highest earned degree?

This question was not worded properly. Therefore, six (6) respondents included part-time with full-time faculty. These responses were eliminated from the analysis. Two (2) responses to this question were ambiguous (total

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<sup>1</sup>If a college reports that ten (10) persons serve dual roles consisting of 50% teaching and 50% other (administrative), then an equivalent of five (5) persons occupy administrative positions, while an equivalent of five (5) persons also are involved in teaching.

of personnel matched neither question one, nor questions one and two combined): one (1) full-time; two (2) part-time, and were eliminated as well. The ten (10) responses used here are all from public institutions. They represent 66.7% of all state supported two-year institutions and 47.6% of all two-year institutions.

The total used for percentages (298) is the total of all staff in the ten (10) schools included in this response.

Degree	Number	Percentage of Total
A. B.	4	1.4%
B. S.	20	6.7%
M. A. (Ed.)	29	9.7%
M. A. (other)	222	74.5%
M. S.	7	2.3%
M. H. E.	0	0.0%
Ph. D.	9	3.0%
Ed. D.	2	0.7%
Educ. Specialist	2	0.7%
Less than B. S.	3	1.0%
TOTAL	<u>298</u>	<u>100%</u>

The overwhelming preference (or perhaps availability) can readily be seen for the faculty member with an M. A. degree in a specific subject area.

7. Where is the emphasis placed on the goals of your institution?

Four (4) of the five (5) non-public institutions indicated primary emphasis in the transfer curricula area. The other indicated primary emphasis in both the transfer and vocational curricula areas. No other areas were indicated as recipients of primary or secondary emphasis.

Eleven (11) of thirteen (13) public institutions indicated primary emphasis in transfer curricula; eight (8) in transfer and vocational curricula; six (6) in all three (3) areas (transfer, vocational, general); one (1) in vocational; and one (1) in general non-transfer and non-certificate curricula as their primary goals. Only one (1) institution indicated no emphasis in the general area; there were no other indications of elimination of curricular areas in other public institutions. Therefore, it appears that the public institutions are concerned with the total community, while non-public institutions are primarily concerned with providing students with the first two-years of study toward advanced degrees.

8. Where are institutions located that supply your faculty?

Figures quoted here are inclusive for all faculty members reported. As indicated earlier (Number 7 above), some respondents reported qualifications of both full and part-time personnel. Therefore, the analysis is made for full-time staff, but will of necessity include some part-time personnel.

<u>Type</u>	<u>In-state</u>		<u>Out of state</u>		Total
	N	Percent	N	Percent	
Public	116	(38.5%)	185	(61.5%)	301
Non-public	43	(53.75%)	37	(46.25%)	80
Overall	159	(41.7%)	222	(58.3%)	381

The above figures indicate that public institutions are apparently serving the function of providing post-secondary educational opportunities for generally local populations. The largest percentage (72.8%) of the student body is within 20 miles of the institution and are within commuting distance. The one hundred (100) mile limit includes all but very few students, who, perhaps, also commute to the community colleges.

<u>Non-public</u>	<u>Percent</u>	<u>N</u>
Within 20 miles of your institution	<u>51.4%</u>	561
Within 100 miles of your institution	<u>78.6%</u>	858
More than 100 miles from your institution but in Kentucky	<u>13.5%</u>	152
Out of state	<u>7.6%</u>	83
International	<u>.3%</u>	35
TOTAL		<u>1128</u>

The variations between public and non-public institutions with respect to students served are readily discernible. This may result from the inadequacy of rooming facilities at most (if not all) state supported community colleges.

11. Assume that you could choose ten (10) of your faculty members from people with the following qualifications, how many of each type would you choose? Do not consider salary limitations, consider non-technical areas only. Assume that there are no doctoral personnel available.

A.B.

B.S.

M. A. in education with  
six (6) hours outside education

M. A. in education with  
twelve (12) hours outside education

M.S. with six (6) hours in education

M.S. with 0 hours in education

M.H.E. with one-half education,  
one-half academic

Results of eight (8) public institution respondents are listed below.

The eight (8) respondents represent 53.33% of the fifteen (15) public  
community colleges.

	<u>N</u>	<u>Percent</u>
A: A.B.	10	12.5 %
B: B.S.	0	0.0 %
C: M. A. in education with six (6) hours outside education	0	0.0 %
D: M. A. in education with twelve (12) hours outside education	5	6.25 %
E: M.S. with six (6) hours in education	46	57.5 %
F: M.S. with 0 hours in education	4	5.0 %
G: M.H.E. with one-half education, one-half academic	15	18.75 %
<b>TOTAL</b>	<hr style="width: 100%; border: 0.5px solid black;"/> 80	<hr style="width: 100%; border: 0.5px solid black;"/> 100 %

Nine (9) public and four (4) non-public institutions responded to this question with numbers of personnel. One (1) respondent from a public institution selected twelve (12) rather than ten (10) people (six (6) from area F and three (3) each from areas E and G). Eliminating that response, a total of eighty (80) personnel were selected by public institutions. The four (4) who did not respond with numbers, did respond with verbal comments and indicated that a response to this question would be misleading, since several other factors enter into selection of faculty. It is unfortunate that only educational background was under consideration here. Non-public responses are not included here since only one (1) respondent selected the proper number of individuals. His selections were four (4) from area D, and three (3) each from areas C and E. Other non-public respondents selected personnel as follows: 100 in area E; one in area A, one in area D, three in area G, and five in his own area (M. S. or M. A.) outside of Education; and, one in area D.

If item E can be generally equated<sup>1</sup> with an "M. A. in a specific subject area" (item 4 in question 6), then many two-year colleges in Kentucky are apparently receiving personnel with the desired educational background.

The reasons for relatively higher percentages in items A and G are not as easily explained. The institution selecting ten (10) persons with A. B. degrees also employ three (3) persons with less than B. S. degrees. This reflects the specific goal(s) of that particular institution.

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<sup>1</sup>Differences in institutional nomenclature might very well equate the M. A. degree and M. S. degree when total hours in academic vs education courses are considered.

Master of Higher Education personnel, however, were selected by three (3) different respondents. One respondent selected ten (10), one selected five (5), and the other selected three (3). This tends to show a desire on the part of these respondents to obtain personnel with more varied (or divided) educational backgrounds than are currently available. When further compared with the results of question 6, there is a difference in the training of current faculty and desired faculty. Current faculty percentages are "top-heavy" in one area in both question 6 and 11, however, the dispersal of percentages in question 11 (that which is desired) is greater than the dispersal in question 6 (that which is available). The data show a preference for personnel with M. A. degrees with twelve (12) hours outside education and M. S. degrees with no hours in education.

12. Do you think that the graduate schools of Kentucky are supplying adequate numbers of appropriately trained two-year college faculty?

<u>Institution</u>	<u>Yes</u>	<u>No</u>	<u>Other</u>	<u>No answer</u>
Public	2	9	1	1
Non-public		3	2	
TOTALS	2	12	3	1

The "other" public institution response was "yes in some areas, no in others". Non-public "other" responses were "probably not", and "perhaps". Excluding the dual answer, the non-respondant from the public institution, and the "probably not" and "perhaps" from the non-public institutions, twelve (12) of the fourteen (14) respondents replied no to the question. This number represents 85.7% of the respondents with definite answers; 66.7% of all respondents (17); and, 54.5% of all respondents from two-year colleges

in Kentucky (22). Considering type of institution are 75% of non-public respondents and 42.9% of all Kentucky non-public and institutions answered "no"; 69.2% of public respondents or 60% of all public institutions answered "no".

The two (2) yes responses represent 14.3% of the fourteen (14) responses considered, and 9% of all two-year colleges in Kentucky. As indicated above,, both responses were from public institutions. These data represent 15.4% of public institution responses, and 13.3% of all state supported two-year colleges.

13. What positions on your faculty are generally the most difficult to fill?

List in order of decreasing difficulty. Include administrative positions.

The responses to this question are many and varied. The following table shows the frequency with which each position occurred in each level of difficulty. Non-public responses are included with public responses, since there were very few (7) responses to consider. The following table provides the rank order according to value and also the number of times each area was mentioned. Two (2) respondents indicated no difficulty in any positions, therefore, responses included in the analysis are from fifteen (15) of the seventeen (17) respondents.

TABLE II

Ranking of Positions Most Difficult to Fill in  
Order of Decreasing Frequency

Subject Areas	Level of Difficulty*						TOTAL
	1	2	3	4	5	6	
English	1	2		2		1	6
Psychology	2	1	2		1		6
Physical Science	2	2	1	1			6
Nursing	4	1					5
Math		2	2				4
Physics	2		2				4
Biology			1	2			3
Sociology		2				1	3
Languages	1	1		1			3
Librarian	1		2				3
Business Education					1	1	2
Chemistry						2	2
Economics			1		1		2
History					2		2
Physical Education, Women					1	1	2
Allied Health				1			1
Anthropology	1						1
Bible		1					1
Business Office Personnel with Ed. Background		1					1
Communications	1						1
Computer Sciences				1			1
Dental Technology			1				1
Engineering		1					1
Management Techniques					1		1
Medical Technology					1		1
Music					1		1
Personnel		1					1
Program Development	1						1
Reading Specialist		1					1
Student Personnel			1				1
TOTAL RESPONSES							61

\* Number one (1) equals most difficult position to fill.

14. If you were given the total responsibility to formulate a master's degree program that would provide courses best suited to prepare faculty for your institution, what would be the number of hours in each area that you would select for inclusion in your program? Total should be about thirty (30) hours. Consider non-technical areas.

Education	<u>5-6</u>
Academic area outside Education	<u>21-23</u>
Other	<u>2</u>

These averages were obtained by using a constant divisor of eighteen (18) (number of respondents) with the resulting total hours in each area rounded to the nearest whole number. "Other" areas include counseling courses and practicum in two-year college teaching.

These average course requirements correspond generally to the qualifications of current two-year college faculty (see discussion of question 6). The similarity of qualification is not as great, however, as in the responses provided for question 11. Respondants to question 11 desired 18.75% of their selected faculty to have qualifications equally divided between academic and education courses. That same 18.75% in the desired qualifications was taken from the "M. A., specific subject area" degreed personnel in current faculty. That is, current personnel consists of 74.5% in the "M. A. specific subject area" while in desired personnel, there were only 57.5% in the category requiring only six (6) hours in education. The 57.5% plus the 18.75% in the M. H. E. category totals 76.25%, or roughly equal to the 74.5% in the "M. A. specific subject area".

Some additional data might serve to clarify the apparent discrepancy between the results of questions 14 and 11. Considering only the two (2) areas of education and academic courses, there were six (6) respondents who desired six (6) and twenty-four (24) hours in education and academic areas respectively. Four (4) respondents desired all thirty (30) hours in the academic area. Six (6) respondents desired other variations of hours, averaging nine (9) to eleven (11) hours in education and fifteen (15) to eighteen (18) hours in an academic area. Two institutions did not answer this question.

An average of the above responses shows that the respondents desiring thirty (30) hours in one area, and those desiring more diversity in preparation, were brought toward the more frequent area of the six (6) hour and twenty-four (24) hour type course requirements. The table below puts some of the above statistics in a form more easily examined. Respondant types are based upon the number of hours desired for inclusion in the program of study.

<u>Respondant Type</u>	<u>Number</u>	<u>Percent</u>
6 hours education 24 hours academic	6	37.5
30 hours in academic	4	25.0
9-11 hours education, 15-18 hours academic	6	37.5

The previous discrepancies might be explained by analyzing causes for averages indicated. Considering these figures and those produced in questions 6 (current faculty qualifications) and question 11 (desired faculty qualifications), some of the personnel desired would have more narrower

backgrounds, and some would have more diversified backgrounds than that of the average or more frequent current two-year college faculty.

15. How do you locate new faculty members?
- |   |    |
|---|----|
| (a) by unsolicited applications               | 17 |
| (b) through four-year in-state institutions   | 18 |
| (c) from employment agencies                  | 11 |
| (d) classified advertisements in publications | 5  |
| (e) by out-of-state recruiting                | 9  |

All seventeen (17) respondents answered this question. The prevailing methods for recruitment are the review of unsolicited application and recruitment from the four-year in-state institutions. It is of interest to note that all respondents look to in-state institutions of higher education for at least part of their faculty.

16. Approximately what percent yearly turnover do you have in your faculty?

The average yearly turnover of seventeen (17) responding institutions was 15.00%. Approximations range from a low of 5% to a high of 30% with a mode of 20% given four (4) times. Public institutions averaged 15.7% while non-public institutions averaged 15.5% yearly turnover.

17. How many new positions have been added in both teaching and administration during the past five (5) years?

Nine (9) public respondents averaged sixteen (16) new positions added during the past five (5) years. One of the institutions is less than five (5) years old, hence, its entire staff is included.

The five (5) non-public institutions averaged only 2.20 positions added during the past five (5) years. These data suggest that public institutions have grown at over seven (7) times as fast as non-public institutions over the past five (5) years.

18. Graduate program curricula are usually formed by committees including various members of the educational profession. (a) Are you or any of your faculty members involved in such a committee at this time?  
( ) Yes; ( ) No: (b) If no, have you ever been on such a committee while in a position in a two-year college? ( ) Yes; ( ) No: If yes to 18-2, on which committee? \_\_\_\_\_

Eleven (11) of thirteen (13) respondents in public institutions answered no to 18-a, while two (2) answered yes. One "yes" respondent indicated his current involvement on a Mathematics/Engineering Committee, but the university name was not indicated. The other "yes" respondent gave no indication of either committee type or university.

Nine (9) of twelve (12) public institution respondents answered "no" to 18-b, and three (3) answered yes. Two (2) "yes" respondents listed out-of-state institutions (in Oklahoma and Illinois) as the location of the committee on which they formerly participated. The other "yes" response to 18-b also responded "yes" to 18-a, thus eliminating his response, since answering 18-b requires a "no" answer to 18-a.

All but one non-public institution indicated "no" to all parts of 18. The other respondent indicated participation on a "faculty hiring and curriculum committee".

19. (a) Do you know of any university in Kentucky that has included a member of the two-year college community on a curriculum committee for graduate programs which potentially affect the two-year college community on a curriculum committee for graduate programs which potentially affect the two-year college?

( ) Yes ( ) No

(b) If yes, at which university? \_\_\_\_\_

Eleven (11) of twelve (12) public respondents answered "no". One public institution responded "yes", and listed a committee at the University of Kentucky.

All non-public institutions answered "no".

### Questionnaire Summary

The questionnaire has gathered various data concerning some aspects of two-year institutions in Kentucky. Some of the data is perhaps of questionable validity. Other responses definitely indicate trends in various areas, and/or the current "state-of-being" of the two-year institutions. In a later portion of this report, parts of the responses will be more fully analyzed in relation to stated hypotheses and objectives.

## University Reaction

A desirable reaction on the part of the state universities to the two-year college concept is assumed to be the development of graduate programs to meet the needs of the institutions for whom they potentially provide faculty. The demands of elementary and secondary educational systems for properly trained personnel in various areas have been at least partially responsible for the initiation of new or improved programs at the college level. With these data it can be assumed that the enrollments of two-year institutions create new or increased demands for additional faculty. The assumption made here is that the needs of two-year colleges differ from those of elementary and secondary systems and from that of universities.<sup>3</sup> This assumption is supported by these observations: (1) age differences between secondary school and two-year college students are apparent-- this is especially true when a teenager "comes of age", or is increasingly "on his own" at age 18; (2) university student bodies are more cosmopolitan than those of two-year colleges -- responses to question 10 show that public institutions draw approximately 73% of their students from areas within 20 miles of the institution while universities draw their students from a radius of several hundred miles; and (3) dual roles played by some two-year college faculty require at least some concept of administrative organization -- this is evidenced by the maintenance and sharing of one full public institution administrative position by 2.8 people, and at non-public institutions two administrative positions are maintained by 3.5 personnel.

There are some similarities between two-year colleges and universities, especially in the actual teaching of subject matter during the first two years.

275120

Other similarities are present when university personnel assist the first or second year student in arriving at decisions concerning career or profession.

Data concerning university reaction to two-year colleges is limited to that found in graduate bulletins of the five (5) state universities. Graduate catalogues do not include plans for projected programs or of programs ready to be initiated. Therefore, the information available and reported represents only that which is publicized in the latest institutional catalogues.

The following table presents some comparative statistical information concerning program and course offerings of the five (5) state supported universities. Although higher education (H. E. ) generally concludes phases above the two-year college, courses and programs labeled higher education (H. E. ) have been included because of the frequent similarities in applications.

TABLE III

## COMPARATIVE GRADUATE SCHOOL INFORMATION

UNIVERSITY	PROGRAMS (Master's)	COURSES
Eastern	M. A. in Counseling - Emphasis Student Personnel in H. E.	<u>College Teaching</u> <u>Perspectives in H. E.</u> <u>Theories of</u> <u>College Teaching</u> <u>Curriculum in H. E.</u> <u>Seminar in College</u> <u>Teaching</u> <u>Student Personnel in H. E.</u> <u>Practicum in H. E.</u>
	TOTAL	7 courses
Morehead	Master of Higher Education	<u>Curriculum Construction</u> <u>in the Two-Year College</u> <u>The Two-Year College in H. E.</u> <u>Academic Problems in H. E.</u> <u>Student Personnel in H. E.</u> <u>Seminar in H. E.</u> <u>Independent Study in H. E.</u>
	TOTAL	6 courses
Murray	none labeled as such	none labeled as such
University of Kentucky	none labeled as such	<u>Trends in H. E.</u> <u>Teaching at the College Level</u> <u>Technique and Professional</u> <u>Work of the Registrar</u> <u>Research Problems in H. E.</u> <u>Business Education in</u> <u>College and Universities</u>
	TOTAL	5 courses
Western	Junior College Counselor - Tentative, no program description	none labeled as such

It can be readily seen from the above information that university reaction has been mixed. Two (2) universities currently offer programs especially designed for higher education. One of these programs (Morehead) is specifically intended for the two-year college; the other (Eastern) is offered for higher education in general. One institution (Western) has a tentative program which is specifically designed for the two-year college. One of the universities (University of Kentucky) has not listed a program of study, but has listed several (5) courses. This is indicative of a positive reaction, but, as yet, not a full commitment to providing programs specific to the needs of the two-year college. One school (Murray) offers neither programs nor courses in the area of higher education.

In summary, two (2) universities indicate definitely positive reactions through the offering of master's programs and courses in the area of higher education. Two (2) other universities indicate a less positive reaction to the needs of the two-year college. One offers courses specific to higher education (many concepts will directly apply to the two-year college situation), and one is planning a program especially for two-year college personnel.

### Student Reaction

The reaction of the student to two-year colleges has partially been shown through the responses received for question 17: new additions to faculty during the past five (5) years.

Public institutions have added about seven (7) times the number of new positions as have the non-public institutions. Part of this rapid growth is the result of addition of new campuses in the Community College System, but the drastic difference in faculty growth rates remains very much in evidence. The

assumption can be made than an increase in faculty at an institution will provide the opportunity for more students to enroll. Therefore, a superficial observation would indicate: (1) a marked increase in total number of students enrolled in the state; (2) a rapid increase in enrollments in public institutions; and (3) a relatively stable enrollment in the non-public institutions, at least in the past five (5) years.

Student enrollment figures will be a better indicator of student reaction than will faculty increases. The addition of administrative personnel at an institution might have little effect on enrollment if the new personnel assume no teaching duties. The following comparative enrollment table will provide a reasonably sound indicator of student reaction for the past three (3) years. Those institutions who did not respond to the questionnaire were contacted directly by telephone to find the full-time enrollment figures. The rationale here is that marked continuous growth over the past three (3) years is indicative of a positive reaction of the students to the junior college. Marked decrease in enrollment over the period may indicate a degree of dissatisfaction. Other factors, such as increase or decrease in college age students could also affect these figures. However, one source<sup>1</sup> indicates that Kentucky realized a 1.1% increase in ages 18 to 64 during the years 1966 and 67. If this same percentage holds true, a minimum of 3.3% should be realized between 1967 and 1969, (3 years times 1.1% per year).

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<sup>1</sup>Statistical Abstract of the United States, 1968, Statistical Information Division, Bureau of the Census, Washington, 1968, p. 25.

TABLE IV  
COMPARATIVE ENROLLMENT  
1967-1969

College	1967*	1969	Number Differ- ence 1967-69	Percent Differ- ence 1967-69
Alice Lloyd	292	283	- 9	- 3.08
Lee's	371	313	- 58	-15.63
Lindsey Wilson	575	367	-208	-36.16
Midway	185	246	+ 61	+32.92
S. E. Christian	180	164	- 16	- 8.88
St. Catharine	227	164	- 63	-27.75
Sue Bennett	350	271	- 79	-22.57
<u>Community Colleges:</u>				
Ashland	991	1,011	+ 20	+ 2.01
Elizabethtown	624	630	+ 6	+ .96
Fort Knox	450	433	- 17	- 4.77
Hazard		158	+158	+100.00
Henderson	511	720	+209	+40.90
Hopkinsville	413	475	+ 62	+15.01
Jefferson		1,602	+1,602	+100.00
Lexington T. I.	112	137	+ 25	+22.32
Madisonville		214	+214	+100.00
Maysville		247	+247	+100.00
Northern	1,336	817	-519	-38.84
Paducah	1,347	999	-348	-25.83
Prestonsburg	458	316	-142	-31.00
Somerset	478	552	+ 74	+15.48
Southeastern	425	455	+ 30	+ 7.05
TOTAL	9,325	10,574	+1,249	+13.39
Total Non-Public	2,180	1,808	-372	-17.06
Total Public	7,145	8,766	+1,621	+22.68

\*William A. Harper (ed.), 1969 Junior College Directory, (Washington: American Association of Junior Colleges, 1969), pp. 57-8.

There were eleven (11) public institutions in operation in 1967. Four (4) of them decreased in enrollment, an average of 25.11 % each, while the other seven (7) averaged an increase in enrollment of 14.81 %. Overall, there was an increase in enrollment of 13.39 % over the three year period. The increase, however, includes the addition of four (4) public community colleges in 1968. If the enrollments of the newly organized institutions were deducted from the original eleven (11) public institutions, there would be a decrease of approximately 8.4% in the total enrollment of public two-year institutions.

It is of interest to note that only one (1) of the seven (7) non-public institutions increased in enrollment over the three (3) year period. The other six (6) non-public institutions averaged a decrease in enrollment of 19.09 percent from 1967 through 1969, indicating a negative reaction to these institutions.

college faculty are not being supplied". The responses and collected data suggest that: (1) students cannot be motivated to teach in the respective areas where additional personnel are needed; or, (2) programs are not available to satisfy the needs of two-year colleges.

The discussion of question 14 illustrates some similarities and differences in responses of institution concerning current and desired staff. Generally, qualitative demands are being met, except for the six (6) respondents who desired more diversified educational backgrounds. Even that desire is being fulfilled partially by Eastern, University of Kentucky, and Morehead, through their programs or their available courses. Therefore, the hypothesis is at least partially supported. There is more positive than negative evidence of favorable university reaction to two-year college needs.

Question 13 indicates various areas of need for qualified two-year college faculty. There are a few areas of intense need: only three (3) areas were mentioned by six (6) of the respondents and one (1) was mentioned five (5) times. A significant percentage (25.6%) of positions were indicated only once, indicating a diversity in need rather than a few intense areas of need. The average number of "difficult to fill" positions is about 3.6 positions per institutional respondent. The average number of personnel in institutional respondents in question 6 is 29.8. Therefore, the "difficulty" is in finding about 12% of the necessary staff. Probably any institution in any educational level would experience comparative difficulties.

Considering the above discussion, hypothesis number two (2) is upheld by objective statistics, but refuted by subjective evaluation of two-year institution administrators.

Hypothesis Number Three: Students demonstrate a positive reaction to the two-year college through increase in enrollment during the past three years, both in individual institutions and in total state wide two-year college enrollment.

In the above discussion of two-year college enrollment trends during the past three (3) years, an increase of 13.39 percent in the total state wide enrollment was shown. During the same period, ten (10) institutions (six (6) non-public, and four (4) public) last enrollment with an average decrease per institution of 21.5 percent. Available data suggest that the addition of four (4) new public institutions was responsible for the final increase rather than decrease in enrollment. Therefore, the hypothesis is partially validated and partially refuted.

Recommendations

As a result of reporting and analyzing the data contained in this report, several recommendations are presented.

1. Additional graduate programs are required to provide more diversified educational backgrounds for potential two-year college faculty. These programs should probably include a requirement for a basic counseling course and requirements for courses intended to teach organizational aspects specific to the two-year college.
2. Investigations should be made to determine why approximately half of all two-year colleges in Kentucky believe that Kentucky's graduate schools are not producing adequate numbers of properly trained two-year college faculty.
3. Representatives of two-year colleges should be included on graduate program planning committees of universities when the activities of the committee relate to two-year institutions. These should be current rather than past members of the two-year college community.

## Summary

The problems investigated in the course of this study have centered around reactions of students, universities (state supported) and the community to the two-year college concept in Kentucky. There has also been an attempt to gather various data relative to the status or current state of two-year colleges in Kentucky. The primary emphasis has been an analysis of the faculty needs of two-year colleges as compared to the products of graduate schools intended to provide faculty for two-year institutions.

Data have been collected by means of a questionnaire sent to directors and presidents of two-year colleges, and by inspection of graduate bulletins from each state supported graduate school. The questionnaire is provided in the Appendix and graduate school data may be inspected in Table III.

The students have reacted to two-year colleges in two (2) ways. First, total state wide enrollment in two-year institutions has increased approximately 13.39 percent during the past three (3) years, which indicates an acceptance of the concept, or positive reaction. Second, the increase in state wide enrollment has apparently been produced only through the addition of new community colleges rather than increase in existing institutions. Enrollment decreased in ten (10) of eighteen (18) two-year colleges in operation in 1967. These data indicated negative reaction.

State supported graduate schools in Kentucky are apparently reacting positively to the faculty needs of two-year institutions in Kentucky. One (1) of the two (2) available programs of study produced by the reaction, however, is designed for higher education in general, rather than specifically for two-year colleges. The

Data concerning graduate production vs two-year college needs, suggest there is a diversity in the area of desired educational background. The programs of study currently available appear to provide the required diversity overall, but not individually, at some state universities.

The community has apparently reacted positively toward the two-year college concept, as evidenced by the initiation of four (4) additional community colleges under the present system during the past two (2) years. Kentucky now ranks twenty second (22nd) in the United States both in number of two-year colleges and in total population.

The public two-year college system is currently in a period of moderate growth. Non-public institutions, however, are apparently decreasing in enrollment, if the trend over the past three (3) years is indicative of the situation. Other evident differences and similarities between public and non-public institutions have been shown, such as (1) public institutions are increasing in number of faculty at about seven (7) times the rate of non-public institutions; (2) non-public institutions serve a more geographically cosmopolitan student body than public institutions; (3) both types are experiencing approximately the same yearly turnover in faculty (15% per year); (4) the goals of public institutions are apparently more diversified than those of non-public institutions; (5) each public institution uses approximately 2.8 faculty who have dual roles, while non-public institutions each use approximately 5.0 faculty with dual roles; and, (6) public institutions each employ approximately 25.3 faculty, while non-public institutions employ only 15.3 faculty per institution.

The above data and the additional data found in the body of this report serve to illustrate the current state of being of Kentucky two-year colleges. The data may also provide a comparative base for additional research, especially in comparing current and future statistics and/or Kentucky two-year colleges to those of other states.

The objectives of the study as listed in the preface have been accomplished. The faculty data have been gathered and analyzed and the status of two-year colleges in Kentucky is also evident from the collected data.

The problems of the two-year college related to this study are apparently not acute." One exception is the apparent lack of two-year college representation on curriculum committees which potentially effect two-year institutions. Faculty quality and numbers represent minor problems, but these apparently result from uncontrollable variables or local situations. There are apparently no wide areas of intense faculty need." Neither is there an extreme variation between the faculty quality needs of two-year colleges and the products of state controlled graduate schools.

Dear

Included with this letter is a questionnaire concerning faculty hiring practices of your institution. The purpose of the questionnaire is two fold. First, I am currently working toward a Master of Higher Education Degree at Morehead State University and I intend to complete a thesis using the results of this questionnaire as a part of the included material. Second, it is hoped that through the information obtained with this questionnaire, you and your institution will be better able to secure faculty members whose qualifications are best suited to the needs of your institution.

The major goal of the aforementioned thesis will be to determine if any discrepancy exists between the staffing needs of two-year colleges of Kentucky and the potential two-year college faculty members that are produced by the graduate schools within the state.

I would greatly appreciate your contributing a small amount of your time to complete the enclosed questionnaire and return it to me in the envelope provided.

If you feel that one of your administrators or faculty members could better answer the questions, please route the questionnaire to him. The respondent's identity as well as that of the institution will be kept anonymous.

Thanks very much for your cooperation and efforts; if you would return the questionnaire by February 20, it would be appreciated.

Respectfully,

Dwight I. Smith  
Graduate Student  
Morehead State University

P.S.

If you would like to receive a summary of the results of this study, please check the appropriate space at the end of the questionnaire.

Questionnaire for Two-Year College Deans

If any numbers or percentages are estimated, please mark "E" immediately after the estimated number.

Institution \_\_\_\_\_

Name of Respondant \_\_\_\_\_

Official title \_\_\_\_\_

- 1. What is the number of full-time faculty positions currently occupied? \_\_\_\_\_
- 2. How many part-time faculty members are employed? \_\_\_\_\_
- 3. What is the approximate full-time equivalent of the part-time faculty members? \_\_\_\_\_

From what institutions are the part-time faculty members drawn?

- ( ) (a) Local elementary and secondary systems?
- ( ) (b) Local industry?
- ( ) (c) Nearby four-year institutions?
- ( ) (d) Other? (specify) \_\_\_\_\_
- ( ) (e) Not applicable.

4. Do any faculty members hold dual positions? i. e. Do teachers also have administrative responsibilities, or vice-versa? ( ) Yes ( ) No

5. If some faculty members do hold dual positions, how is their time divided between their responsibilities?

50% teaching	50% other	_____	number of
			teachers in each
10% teaching	90% other	_____	category
90% teaching	10% other	_____	"
25% teaching	75% other	_____	"
75% teaching	25% other	_____	"

6. How is your teaching staff proportioned with respect to highest earned degree?

A.B. \_\_\_\_\_% or number \_\_\_\_\_

B.S. \_\_\_\_\_% or number \_\_\_\_\_

M.A. in Education \_\_\_\_\_% or number \_\_\_\_\_

M.A. in specific subject area \_\_\_\_\_% or number \_\_\_\_\_

M.S. in Education or general field \_\_\_\_\_% or number \_\_\_\_\_

M.H.E. (Master of Higher Education) \_\_\_\_\_% or number \_\_\_\_\_

Ph.D. \_\_\_\_\_% or number \_\_\_\_\_

Ed.D. \_\_\_\_\_% or number \_\_\_\_\_

7. Where is the emphasis placed on the goals of your institution?

Transfer Curricula \_\_\_\_\_

Vocational (Two-Year Certificate \_\_\_\_\_

General Non-Transfer, Non-Certificate Curricula \_\_\_\_\_

Rate 1, 2, or 0      2 = primary emphasis      0 = no courses in that area

8. Where are institutions located that supply your faculty?

Number of teachers from in-state institutions. \_\_\_\_\_

Number of teachers from out-of-state institutions. \_\_\_\_\_

Consider highest earned degree for above.

9. Approximately how many of your faculty were Kentucky residents before coming to your institution? \_\_\_\_\_

10. From what geographical areas are your students drawn?

Within 20 miles of your institution \_\_\_\_\_% or number \_\_\_\_\_

Within 100 miles of your institution \_\_\_\_\_% or number \_\_\_\_\_

More than 100 miles from your institution but in Kentucky

\_\_\_\_\_ % or number \_\_\_\_\_

Out of state \_\_\_\_\_ % or number \_\_\_\_\_

International \_\_\_\_\_ % or number \_\_\_\_\_

Total Enrollment \_\_\_\_\_

11. Assume that you could choose ten of your faculty members from people with the following qualifications, how many of each type would you choose? Do not consider salary limitations, consider non-technical areas only. Assume that there are no doctoral personnel available.

A.B. \_\_\_\_\_

B.S. \_\_\_\_\_

M.A. in Education with 6 hours outside Education \_\_\_\_\_

M.A. in Education with 12 hours outside Education \_\_\_\_\_

M.S. with 6 hours in Education \_\_\_\_\_

M.S. with 0 hours in Education \_\_\_\_\_

M.H.E. with one-half Education, one-half academic \_\_\_\_\_

12. Do you think that the graduate schools of Kentucky are supplying adequate numbers of appropriately trained two-year college faculty?

( ) Yes                      ( ) No

13. What positions on your faculty are generally the most difficult to fill? List in order of decreasing difficulty. Include administrative positions.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

14. If you were given the total responsibility to formulate a master's degree program that would provide courses best suited to prepare faculty for your institution, what would be the number of hours in each area that you would select for inclusion in your program?

Total should be about thirty hours. Consider non-technical areas.

Education \_\_\_\_\_ hours: Academic area outside Education \_\_\_\_\_ hours  
Other \_\_\_\_\_ hours: Specify \_\_\_\_\_

15. How do you locate new faculty members?

- (a) by unsolicited applications  Yes  No
- (b) through five or more year institutions  Yes  No
- (c) from employment agencies  Yes  No
- (d) classified advertisements in publications  Yes  No
- (e) by out-of-state recruiting  Yes  No

16. Approximately what percent yearly turnover do you have in your faculty?

\_\_\_\_\_ %

17. How many new full-time positions have been added in both teaching and administration during the past five years? \_\_\_\_\_

18. Graduate program curricula are usually formed by committees including various members of the education profession. (a) Are you or any of your faculty members involved in such a committee at this time?  yes;  no: (b) If no, have you ever been on such a committee while in a position in a two-year college?  yes;  no: (c) If yes to 18-a, on which committee: \_\_\_\_\_

19. (a) Do you know of any university in Kentucky that has included a member of the two-year college community on a curriculum committee for graduate programs which potentially effect the two-year college?  yes;  no. (b) If yes, at which university? \_\_\_\_\_

20. Would you like to receive a summary of the results of this study?  
 Yes  No

21. The space below is left for any comments you might have concerning the study.

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