

TWO SUBURBAN COLLEGES: AN HISTORICAL ANALYSIS  
USING FACTORS INFLUENCING GROWTH  
AND DEVELOPMENT

By

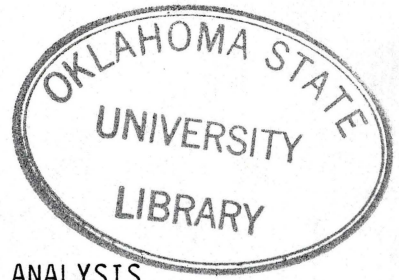
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## CHAPTER I

### INTRODUCTION

Very little information has been available in the literature of higher education about the suburban community college. That institution of higher learning has grown so rapidly that the directions of its development are not clearly understood, nor extensively studied. One knows from a sociological definition of "suburb" that a suburban community college is influenced by the central city, but to what extent? Additional factors which influence the development of the suburban college needed to be identified in order for leaders to better understand the patterns of their institutions' growth.

The suburban community came into existence in a relatively short period of time. Its rapid growth has been attributed largely to the decline of the inner or central city (Fox, 1965). Cleveland, Ohio, has suburbs which are examples of this rapid growth, demonstrated by the loss of 65,000 people (7.4% of the population) in its central city core during a single year. Philadelphia, Chicago, and New York have offered other examples (Fox, 1965). This population shift has had an effect on the establishment and development of suburban community colleges as unitary campuses or as a part of multicampus systems, such as those found in the Dallas County Community College District or in the Cuyohoga County System of Cleveland. Population migration, then, has had an impact on the development of the suburban community college.

To better understand the suburban institution, one needs to realize there is a unique population which must be served in each suburban area. It may consist of those people who live and/or work within convenient driving distance of the college, those who are located nearby, and/or those who will soon move into areas where growth is predicted.

The emphasis on service to a specific population is revealed in the definition of the suburban community college used by the American Association of Community and Junior Colleges (AACJC). That definition defined the suburban community college as an institution within the standard metropolitan statistical area but outside the central city, and serving a population of 50,000 or more (American Association of Community and Junior Colleges, 1982). The specific population to be served was thus identified. A study of the Cuyohoga Community College of Cleveland noted that the first step to understanding that institution's function was to locate the population and then identify its trends and shifts. Some states have laws that require a minimum population base for the service area in order to establish a two-year college (Fox, 1965). This revealed the states' involvement in identifying the population to be served. The suburban community college served a specific population base.

The purpose of the study--to identify factors which influenced the growth and development of the suburban community college--was accomplished by sending a mail survey to the administrators of the 258 institutions classified by the AACJC in 1982 as suburban community colleges (American Association of Community and Junior Colleges, 1982).

Identification of these factors and others would be necessary if a suburban community college were to meet the needs of its specific community and to anticipate the direction of the institution's future growth. Suburban community colleges might be able to use the information gathered as a result of this study to aid in assessing the directions of their growth and development.

There is a great need for more information about America's suburban community colleges. How will their growth and development affect higher education? Will they become a permanent part of American higher education, or are they institutions formed temporarily as a result of the decline of the urban center? Will suburban community colleges vanish as the population shifts again? Were suburban community colleges growing in ways that best served their communities' needs? These questions and many others needed to be considered if one were to better understand the unique nature of the suburban two-year college in America.

#### Statement of the Problem

The following research questions will be considered in this study:

1. What are the major factors that have influenced the growth and development of suburban two-year colleges in the United States?
2. Do these factors appear to have influenced the growth and development of two of Oklahoma's suburban community colleges--Rogers State College and El Reno Junior College?

## Definition of Terms

The following terms and definitions were significant in achieving the purposes of the study:

Growth and Development - This concept focused on the assessment of changes in enrollment, budget, and/or personnel; changes in the number of programs offered and in the expansion of these programs; and changes in the amount of money spent on the construction of new facilities. The actual percentages of increase were also a factor in the analysis.

Two-Year College - This term was used synonymously with such terms as "junior college" and "community college." In an historical perspective, the researcher referred to the early two-year college as the junior college because it was established to serve the first two years of a four-year education. The University of Chicago was one of the first institutions to use this term (Fields, 1962). The term was changed to "community college" when the two-year institution, in an historical sense of progression, became more community oriented.

Historical Analysis - This is a systematic attempt to learn about a subject, in this case a two-year college, by considering its parts and breaking them into their components. It involved the processes of synthesis, interpretation, generalization, and inference (Shafer, 1980). This method was used to respond to the second of the research questions.

Suburban Community College - An institution within standard metropolitan statistical area but outside the central city and serving a population of 50,000 or more (American Association of Community and

Junior Colleges, 1982). For purposes of this study, those institutions that were influenced in a major way by the urban center but were not part of it were considered suburban institutions.

Suburb - An area outside the central city but within the urban region. It is very diverse in population and dependent upon the central city. Its sociological definition may be stated as follows: those urbanized nuclei located outside (but within accessible range) of central cities that are politically independent but economically and psychologically linked with services and facilities provided by the metropolis. Urbanized nuclei are those areas outside the central city that have substantial population densities, a preponderance of nonrural occupations, and distinctly urban forms of recreation, family life, and education (Boskoff, 1962).

Urban Fringe - This is the area of the suburb that is experiencing growth. Usually it is found at the outer edge of the suburb. However, there can develop pocket or fringe areas within the suburb. The urban fringe is the major source of expansion for the suburb. Normally, it is considered the area from which the suburb develops (Boskoff, 1962).

Urban Community College - This term referred to those institutions located within the metropolitan area or those affected almost exclusively by the urban area. These institutions include the community college which is a part of the multicampus system, the suburban community college, those located in the inner city, and those located on the urban fringe which are influenced by the metropolitan area.

Positive - A condition of the institution, as indicated by the questionnaire, which revealed overall growth, usually in enrollment and/or funding, and an outlook for the future that was promising.

Negative - A condition of the institution, as revealed by the questionnaire, which indicated overall decline, usually in enrollment and/or funding, and outlook for the future that was not promising.

#### Limitations

There were several limitations connected with this study. First, the lack of data on the suburban community college from a sociological perspective hampered the development of a solid theoretical base for the study. Second, most of the information found regarding the suburban institution viewed it as a part of an urban complex and not as a separate element. Therefore, it was viewed as an extension of the urban center, not as a unique phenomenon. The information is thus slanted to an urban, not suburban interpretation. Third, some of the information came from unpublished studies, mostly case studies, which may or may not be applicable to suburban institutions as a whole. Fourth, the limited amount of data and the fact that a large percentage of the information was dated made the formation of generalizations somewhat precarious, since current validity of past research must be called to question.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature has been divided into four parts. First, the historical growth and development of the two-year college was described with some factors relating to this process being identified; second, a description of the suburb and its implications for the suburban community college; third, a review of the available literature on the suburban two-year college; and fourth, a review of the factors identified in the literature that affected the growth and development of the suburban community college.

#### Historical Growth and Development of the Two-Year College

There were a few privately owned two-year postsecondary schools in existence during the nineteenth century, but it was not until the twentieth century that two-year institutions began to grow and flourish. This was first evident in 1911 at Fresno, California, where one of the first junior college systems was established. In the next two decades, the states of New York, Oklahoma, and Mississippi began public junior colleges (Medsker and Tillery, 1971). From the school years 1917-18 to 1929-30, the number of two-year colleges in the United States rose from 46 to 277, and the total enrollment went from 4,504

to 55,616. Public institutions grew from 14 to 129, while the private two-year colleges went from 32 to 148 (Orr, 1978).

Rationale for the growth and development of the two-year college during the depression years varied. Medsker and Tillery (1971) correlated the growth and development of the two-year institution with the new knowledge required of a society shifting from a rural-agricultural to an urban-industrial base. They further explained that a society of this type required both a liberal education and preparation for professional training which the two-year institution could provide. The Smith-Hughes Vocational Education legislation of the 1920's was an aid to this growth and development (Medsker and Tillery (1971).

Probably the most practical and widely accepted explanation of growth and development of the two-year college was given by Fields (1962). He stated that the proposal of universities to separate the institution into upper and lower divisions or into the Academic College and the University College, as proposed by Harper of the University of Chicago, was instrumental in the establishment of the junior college (Fields, 1962). If this were the case, then universities must be considered as having a major impact on the growth and development of the junior college during this early period of its historical development.

Another explanation offered was that the junior college was a continuation of the egalitarian movement which, along with the Morrill Act and establishment of electives at Harvard University, attempted to make higher education more student oriented, relevant, and applicable to the masses (Medsker and Tillery, 1971). Monroe (1973) offered this



rationale when he stated that the community college was the best instrument for realizing the dream of universal postsecondary education. The goal to maximize educational opportunities for all, the sick and the poor, the young and the old, is manifested in the development of the public community college.

The depression years saw the two-year institution continue its growth and development. From the school years 1929-30 to 1937-38, two-year colleges in the United States grew in number from 277 to 453. Private institutions grew from 148 to 244, while the public institutions increased from 129 to 209. Total enrollment grew from 55,616 to 121,510 (Orr, 1978). An explanation for this growth and development was given by Orr (1978). He noted that the growth of the junior college during the depression years was caused by a number of economic, geographical, and vocational factors. Junior colleges were less costly, more accessible, and closely related to the educational temper of the times; junior colleges were beneficiaries of the depression. These institutions had training programs that offered either a terminal or semiprofessional curriculum that fitted the needs of students (Orr, 1978).

Another factor that had an effect on the growth and development of the two-year college during the depression was the General Education Movement. It represented an educational "New Deal" which attempted to provide for important needs of society by integrating one's educational experience into a single educational concept. The method used varied among the many institutions. It did arouse the interest of the public and therefore influenced the growth and development of the

two-year college during the depression by bringing in added, and certainly needed, income (Orr, 1978).

The decades of World War II and the 1950's were a period of slow growth for the two-year college. There were years during the War and in the latter 1940's in which an actual decline in the number of institutions developed. The rest of these years showed a very slow increase in the number of two-year colleges. From the years 1941-42 to 1959-60, there was an overall increase of approximately 50 new two-year institutions (Medsker and Tillery, 1971). This figure is somewhat misleading in that there were significant increases in enrollment each year, with the exception of the years 1942-44. From the years 1939-40 to 1959-60, there was an overall increase of over 700,000 students, with the most significant increase occurring the year after World War II ended (approximately 200,000) and after the Korean War ended (134,000) (Fields, 1962). Therefore, significant growth in enrollment did take place in two-year colleges during the 1940's and 1950's.

The growth and development of community colleges during the 1940's and 1950's had a multitude of influential factors as well as interesting developments. The influences included the variety of training for a varied job market; the passage of the G.I. Bill of Rights, which accounted for the large increase immediately after World War II and the Korean War; a general aspiration to know more about the world; and the absorption of students from the crowded four-year institutions (Medsker and Tillery, 1971). Some of the most interesting developments were an increase from 130,330 to 307,222 in the number of adult students during the years 1948 to 1958, a broadening of the

curriculum, and a more comprehensive outlook on the part of the two-year college (Fields, 1962).

The causes for the increase in the number of adult students included the increase in the need for technical education in such areas as welding, home nursing, and food preparation; the concept of continuing education or lifelong learning which brought adults to the campus; the rapidly changing job market; the changing role of women; and more leisure time (Fields, 1962).

The broadening of the curriculum was one indication of the changing nature of the evolving institution. It revealed an attempt to be more comprehensive and to turn from being a "junior" college that prepared the transfer student, to a multi-purpose institution concerned with the needs of the community. Thus, the concept of the community college emerged. This idea was brought out in 1947 by the President's Commission on Higher Education. This report presented the following definition of an emerging institution:

Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide college education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community (Fields, 1962, p. 63).

The transition from junior college to community college is outlined in greater detail by Fields (1962).

Another factor which began to affect the two-year college during the decades of the 1940's and 1950's was the tremendous growth of the suburb. During the decade of the 1940's, the suburb grew to 34.7% of

the total population of the metropolitan area. During the 1950's, it grew to 48.6% (Broom and Selznick, 1963). Suburbanization occurred so extensively that suburbs of different cities merged to form new towns.

Very limited information was available on the affect of the suburban institutions. Suburbs were populated mainly by young, married adults. This group was just beginning in the 1940's and 1950's to make their presence felt in the community college. Later, in the 1960's and 1970's, they would become a very important element in community college planning. Second, the socioeconomic status of the suburbanite was well above that of the central city dweller. There was a larger percentage of workers in professional and business occupations located in the suburb. The suburban family represented vertical mobility within society. These factors contributed to the phenomenal growth of the suburban two-year colleges during the 1960's and 1970's. Community colleges provided an avenue for upward mobility, and since the income of the suburbanite was higher than that of the central city person, he or she was more likely to take advantage of this possibility. In addition, there was a very high participation in community matters in the suburb (Fields, 1962). This greater concern for the community led to the growth of the two-year college in the American suburb.

The 1960's and 1970's were decades of incredible growth and development for the two-year college. Trends that had begun in the previous two decades such as the continuing education concept, the growth of the suburban institution, broad nonaccredited curricula, and the concept of a comprehensive institution which was community oriented became realities in the decades of the 1960's and 1970's.

Additional trends included the development of multicampus systems and an increase in the number of part-time students.

Between 1960 and 1970, there were approximately 300 new two-year colleges established. The greatest increase came during 1966<sup>1966-67</sup>-67, with 181 new institutions (Table I). From 1970-78, the growth continued with an additional 268 two-year institutions (Anderson, 1980). By 1964, the states of Illinois, New York, Florida, and California had more than 50% of all their students entering higher education at the community or junior college level (Monroe, 1973). The Carnegie Commission stated in 1972 that 30% of all higher education enrollment and over one-third of all undergraduate enrollment in the United States was in the two-year institution (Palola and Oswald, 1972). The American Council on Education illustrated an increase in enrollment from 1963 of 328,893 full-time students to 1,749,795 full-time students in 1980 (Table II) (Anderson, 1980). These facts point to the tremendous growth and development of the two-year institution during the 1960's and 1970's.

In addition to the increase in the number of institutions and the increase in the number of students within those institutions, other trends emerged during the 1960's and 1970's. The two-year colleges encouraged a wider variety of students (based on socioeconomic background) to participate in higher education than ever before. This was revealed by Medsker and Tillery (1971) in a study of 10,000 high school students. They assessed the characteristics of those who entered the community college and found that there was greater diversity among students with regard to socioeconomic background, academic ability, educational attainment of parents, educational interests,

TABLE I  
 NUMBER OF INSTITUTIONS OF HIGHER EDUCATION,  
 BY HIGHEST LEVEL OF OFFERING, SELECTED  
 YEARS, 1950-1978

Year	Number of Institutions <sup>a</sup> Offering as Highest Level					
	All Institutions	I Two but Less than Four Years beyond the Twelfth Grade	II Bachelor's and/or First Professional Degree	III Master's and beyond, but Less than Doctorate <sup>b</sup>	IV Doctor of Philosophy and Equivalent	Other <sup>c</sup>
1950-51	1,859	527	800	360	155	17
1952-53	1,851	517	768	390	163	13
1954-55	1,855	510	732	415	180	18
1955-56	1,886	525	714	426	191	30
1956-57	1,937	548	723	442	193	31
1958-59	2,011	585	718	462	205	41
1960-61	2,040	593	741	455	219	32
Fall 1962	2,100	628	766	458	223	25
Fall 1963	2,139	644	792	455	223	25
Fall 1964	2,168	656	801	464	224	23
Fall 1965	2,207	664	823	472	227	21
Fall 1966	2,252	685	828	483	235	21
Fall 1967	2,489	866	828	511	263	21
Fall 1968	2,537	867	833	509	278	12
Fall 1969	2,551	903	835	517	296	
Fall 1970	2,573	897	850	528	298	
Fall 1971	2,626	943	828	543	312	
Fall 1972	2,686	970	843	546	327	
Fall 1973	2,738	1,008	847	547	336	
Fall 1974	3,038	1,152	903	599	384	
Fall 1975	3,055	1,141	872	637	405	
Fall 1976	3,075	1,147	862	656	410	
Fall 1977	3,130	1,172	857	623	423	55
Fall 1978	3,173	1,211	858	630	431	43

Source: C. Anderson, ed., Fact Book for Academic Administrators (1980).

TABLE II  
 ENROLLMENT OF ALL STUDENTS IN TWO-YEAR  
 INSTITUTIONS, BY ATTENDANCE STATUS,  
 1963-1980

Year	Number of Students at Two-Year Institutions			Percentage	
	Total	Full-time	Part-time	Full-time	Part-time
1963 <sup>a</sup>	627,806	328,893	298,913	52	48
1964 <sup>a</sup>	713,276	398,053	315,223	56	44
1965 <sup>a</sup>	845,244	497,673	347,571	59	41
1966	1,330,856	739,880	590,976	56	44
1967	1,518,079	823,361	694,718	54	46
1968	1,796,426	978,596	817,830	54	46
1969	1,981,150	1,060,303	920,847	54	46
1970	2,227,214	1,168,900	1,058,314	52	48
1971	2,491,420	1,295,246	1,196,174	52	48
1972 <sup>b</sup>	2,670,934	1,291,350	1,379,584	48	52
1972 <sup>b</sup>	2,771,814	1,352,800	1,419,014	49	51
1973	3,033,761	1,449,668	1,584,093	48	52
1974	3,428,642	1,529,567	1,899,075	45	55
1975	4,001,970	1,788,621	2,213,349	45	55
1976	3,916,613	1,692,941	2,223,672	43	57
1977	4,078,984	1,686,145	2,392,839	41	59
1978	4,064,832	1,589,938	2,474,894	39	61
1979	4,250,027	1,620,107	2,629,920	38	62
1980 <sup>P</sup>	4,487,928	1,749,795	2,738,133	39	61

Source: C. Anderson, ed., Fact Book for Academic Administrators (1980).

type of curriculum followed in high school, and the amount of discussion with parents about anticipated college attendance (Palola and Oswald, 1972). The two-year college was increasingly meeting the needs of a diverse society.

Other trends that have been identified with the development of the two-year institution were the lowering of the financial burden for the student, making higher education more accessible, and having the two-year institution relate more closely to the community. One interesting trend was revealed in 1969 in the study of the Cuyahoga Community College System of Cleveland, Ohio. More part-time students were attending that two-year college than full-time students (Grieve and Purser, 1970). According to the American Council on Education, the enrollment of part-time students in 1972 passed that of full-time students in two-year colleges throughout the United States (Anderson, 1980). This has continued to the present time. These trends illustrated the importance of the development of the two-year college and the growing importance of this institution to our society.

#### A Description of the Suburb

In this section, the researcher attempts to explain the diversities of the suburb so that the reader might realize the complexity of the environment in which the suburban two-year college was established. This is discussed to enable the reader to understand the influence of the suburb upon the growth and development of the suburban community college.

The suburb had been recognized as one of the most important and strategic units in modern society. While it had many complex patterns



and influences, it was usually known by the name of the city that adjoined it (Boskoff, 1962).

The suburb as a human phenomenon goes back to the ancient Greeks. It was later seen as the merchants' quarter of the late medieval town. The suburb began to increase in significance with the establishment of modern metropolitan regions. An important fact which should always be kept in mind is that the suburb had been a creature of and a reaction to the development of the central city (Boskoff, 1962).

Boskoff (1962) gave an excellent account of the growth and development of the suburb. He stated that the growth of the suburb had been made possible by the following:

1. Successful expansion of a variety of commercial and industrial enterprises.
  2. The result of a rising middle class.
  3. Improvements in communication and transportation.
  4. Investments of real estate subdividers and builders.
  5. The motivations of the urbanites such as the desire for space, scenery, home ownership, proximity to social equals, and a communal identity distinct from the visible controls of the big city.
- He further stated that these urbanized nuclei, suburbs, were in an accessible range to the central city and were economically and psychologically linked to the metropolis. Also, the economic and social structure of the suburb could be seen to reflect continuing bonds of dependence on the opportunities, selected services, and values of the central city (Boskoff, 1962).

Boskoff (1962) divided suburbs into three distinct types according to function. These included the industrial suburb, the

residential suburb, and the recreational suburb (Boskoff, 1962). Of these groups, the residential suburb contained the most variation. The relative age, social class structure, and migration patterns made it important to identify subtypes for the residential suburb. These included the traditional upper class suburb, the stable middle class suburb, and the packaged suburb. The traditional upper class suburb was the long established suburb with very little turnover in population. The stable middle class suburb had a little more turnover in population and consisted of professional people such as doctors and lawyers; families were usually younger in this type. The packaged suburb had residents who were highly mobile and were younger than the stable middle class suburb (Boskoff, 1962).

The industrial suburb consisted largely of the lower class and low middle class. It has had, especially in the last two decades, a smaller population growth than the residential suburb. Boskoff (1962) added that in areas such as the south and west where the industrial suburb was newest, there was still growth, but in areas such as the northeast, there was very little growth. At this point, Boskoff made a very important statement which would be of interest to community college administrators. He noted that, in general, suburban growth depended on the expansion of residential areas rather than on employment opportunities in industrial suburbs.

There were other sociological data that had importance to the establishment of a suburban two-year college, even as a part of a multicampus urban district:

1. The suburbs have a higher rate of population increase than any other urban sector.

2. There is a higher proportion of married males and females than in the central city.
3. The median age of the suburban area is lower than the central city.
4. There is a smaller amount of non-whites and foreign born whites in the suburbs than in the central city.
5. There is a higher amount of formal education in the suburbs than in the central city.
6. There are distinct occupational distributions in the suburbs. Fewer service workers and unskilled laborers and more professional business proprietors and skilled craftsmen live in the suburbs.
7. The suburbs are definitely more of a result of migration of population than of population increase (Boskoff, 1962, p. 137).

One needs to realize that the suburb represented a selection of urban fragments and was not a complete community. This made the suburb more important to study if one were interested in learning what factors influenced the growth and development of the suburban community college. The rural and/or urban community college may have had obvious factors which dictated their existence, but the factors, as one could see from the study of the suburbs, which affect the suburban two-year college, were likely to be complex, and probably, different. Therefore, the suburban two-year college required separate study.

#### Growth and Development of the Suburban Community College

The suburban two-year college evolved in some unique ways. It had developed as part of a multicampus urban district (MUD), as a part of a four-year institution, as a suburban college established by the

state along with a community college system, or as an independent suburban institution.

In 1911, the establishment of the Chicago City College marked the beginning of one of the oldest multicampus districts. The earliest campuses were considered urban, with the later campuses, beginning in the 1950's, being suburban (Reed, 1969). The establishment of the urban centered campus and then the suburban campus had become the most frequent method of development for the suburban institution. The Los Angeles system developed in a similar manner. It began in 1923, and, in 1929, became the Los Angeles Junior College. The latter 1940's and early 1950's saw suburban campuses established (Reed, 1969). Tulsa Junior College District was also formed in this manner.

Other types of suburban community colleges developed as a result of their association with four-year institutions. One of the oldest of these was City College of San Francisco, founded in 1935. This urban institution was part of the University of California system and began to establish suburban campuses in 1947 (Reed, 1969).

Not all suburban community colleges began as urban institutions, however. Some were established as suburban community colleges from their beginnings. Most of these suburban institutions were not created until the 1960's. The Community College System of Minnesota, established in 1965, was an example of this type of institution. It was administered by a state board, and the institutions within the system were each designated as a "State Junior College." The Arapahoe Junior College of Denver, Colorado, was also a suburban community college of this type (Reed, 1969).

Some suburban two-year colleges were formed in a small city adjacent to the large urban area. Thus, an institution was located in a small community, but heavily dependent upon the urban area. These often evolved as independent two-year institutions, not as a part of a multicampus district. One example was Hudson Valley Community College in Troy, New York. This institution drew a large percentage of its students from the city of Albany, which adjoined the city of Troy (Kirby, 1982). Other examples included Council Bluff, Iowa, and Camden, New Jersey (Boskoff, 1962). In Oklahoma, El Reno Junior College and Rogers State College were also examples of this type of institutional development.

Numerous explanations have been given for suburban community college development. Mensel (1968-69) did an excellent job of showing that urban campuses (first step of the multicampus systems) were established to aid in the Civil Rights Movement by attempting to give blacks an equal educational opportunity. Gleazer (1969) continued this rationale when he stated that these institutions were especially significant in aiding the disadvantaged of the inner city area. These were the explanations that were offered for the establishment of institutions in the inner city which led to the development of the suburban community college. What other reasons could be suggested for the rise of the suburban community college?

Other explanations given by Jensen (1965) included the following:

1. To compensate for district geographical size.
2. To equalize educational opportunity through effective accessibility.
3. To meet the differing educational needs of the various community within the district.

4. To accommodate applicants after the district's only campus had reached its maximum capacity.
5. To keep each campus at reasonable and functional size (p. 8).

Reed (1969) and a team of community college educators also investigated the development of the community college in the urban area and visited 25 major cities with inner and suburban community colleges. They established three trends of development which summarized the evolution of the suburban community college. They were as follows:

1. The older districts started downtown and grew outward into multicampus development. This was due partly to a limited demand and consequently the need for only a single location in the early years of the junior college movement. Partly also, the central location was often determined by an available facility, such as an old, empty school in which many junior colleges began.
2. The middle-aged districts generally started with suburban campuses but have recently established operations in the downtown area.
3. The newer districts have usually established simultaneous multicampus plans, often with priority on the downtown unit (Reed, 1969, p. 9).

In 1967, a conference concerning the location of the community college took place at the Community College Planning Center of Stanford University. Mayhew (1964) summarized the results of the meeting, which involved architects, urban planners, community college presidents, and educational theorists. The conference members reached several conclusions. First, they proposed that an urban two-year institution should be established before any suburban two-year college in order that a sense of identity could be established for the entire college district. Second, they proposed that suburban colleges should be established as the need arose. This would be more flexible, and

since there is some evidence indicating a migration of the population from the suburb back to the central city, this concern would be addressed. Another conclusion was that the urban centers would encourage the establishment of diverse communities. Without zoning, more integrated communities were established within the urban setting. The community college thus served a specific population base. Brooklyn Heights was cited as an example (Mayhew, 1964). This resulted in the development of more suburban two-year colleges. One important conclusion was that the two-year college was located near a residential area. A major reason for this development was the large increase in adult education. From 1964 to 1967, there was an increase of over 12 million students in adult education. In addition, the conference leaders emphasized that most suburban areas wanted a community college because it would attract shoppers into the area (Mayhew, 1964).

Additional insight regarding the development of the suburban community college was found in a paper by Martorana (1967). The paper identified the diverse groups of the urban area and explained that it was more important for the community college in the urban area (therefore suburban community college) to know the community than any other institution in higher education. Martorana noted that to know the community not only meant to be aware of its geographical area and its characteristics, but also to be conscious of the history, attitude, and values of the community in addition to the cultural, political, and social trends within it. Martorana's reasoning for this was that the community college located in the urban area was "Democracy's

College." This attitude was of great importance in the development of the community college located in the urban area.

While there has been very little research information available on the suburban two-year college, it remained one of the fastest growing segments of the American two-year college sector to the current time. Therefore, research on the suburban two-year college was very much needed.

#### Factors Which Affect Growth and Development of the Suburban Community College

The rest of this chapter contains an identification and discussion of the factors which were believed to affect the growth and development of the suburban community college. It consisted of the factors mentioned earlier and additional factors proposed by the different authors.

The factors affecting the growth and development of the suburban community college included the following:

1. Broadening of the curriculum as the two-year institution went from a junior college to a community college.
2. Structure of the suburb.
3. Providing of upward mobility by the community college.
4. A greater concern for the community by the suburbanite compared with the other urban dwellers.
5. Appeal of the community college to the masses.
6. Expansion of the residential area of the suburb.
7. A belief in the power of education.
8. Expanded job market.



9. Increases in industrial technology and the need for skilled manpower.
10. Government inducements such as the G. I. Bill.
11. Acquisition of new knowledge.
12. General Education Movement.
13. National economy.
14. Population movement from the inner city to the suburbs.
15. Lowering of financial burden for the student.
16. Making higher education more accessible.
17. The Civil Rights Movement and attempts to aid the disadvantaged of the urban area.
18. The four-year institution.

A review of factors revealed both diversity and consistency. The diversity was well illustrated in the list of factors previously mentioned; consistency was shown by the repeated listing of certain factors in the literature. Aspects of the population, economic conditions, and the institution were consistently proposed as factors affecting the growth and development of the community colleges. These traits were revealed in the following sources.

One of the more interesting analysis of factors affecting the development of higher education was published by the Carnegie Commission on Higher Education (Trow, 1973). The work was concerned with social and cultural factors that have affected growth in American higher education. The report listed the following factors as affecting that growth and therefore that of the suburban community college:

1. Young people and their parents want the best and most highly rewarding jobs in society.

2. The obtaining of a higher education degree has become a standard of living like an automobile. It has developed into a symbol of affluence.
3. The economic needs of the society demand a higher education.
4. Greater acceptance of the idea that higher education is for the masses and not the elite.
5. The old traditional institutions of higher education could only expand horizontally and vertically so much. Therefore, the non-elite institutions (suburban community colleges) grew and developed due to the elite institutions' inability to contain the growth.
6. The greater democratization of society has increased growth of higher education.
7. The increased accessibility of the institution aided number six and thereby affected the growth and development.
8. The inflation of job requirements has also redefined requiring a college education and thereby affected its growth.
9. Manual labor jobs have decreased as the technology of the society has increased. This resulted in greater demand on higher education.
10. The increased efficiency of the secondary schools have further encouraged the college education.
11. The increase in diversification has affected the growth and development of higher education. It is due primarily to the variety of needs of students and the greater amount of knowledge (p. 23).

Site location studies proposed some factors which affected the growth and development of the suburban community college. One such study was done by Hobbs and Hayes (1969). Their report stated that a very important factor in the growth and development of the community college was the rise of the non-farm family. This required training for people, and therefore a need for the community college. It stated: "The suburban campuses would be the most advantageous for

this. . . . Because of the continued shift of population and industry to the metropolitan suburban areas, there is a need for a suburban community college" (p. 30). Other factors which the report listed as affecting the growth and development of the suburban community college included: location, accessibility, size and configuration of the institution, availability of the utilities and service, topography and soils, and cost.

Another site location study which emphasized accessibility was that of the Kansas City Community Junior College (Educational Resources Information Center, 1968). That study disclosed by a survey of college aged students that good parking facilities was one of the most important factors in determining whether students would attend. An adequate highway system was also identified as a factor.

Fox's (1965) site location study proposed several factors for growth. The study revealed the following data:

1. The opening of the institution provides places for which a demand already exists; however, a further demand is created by the institution. Attendance becomes contagious; as more students attend, more desire to attend. The study cited the Miami-Dade Junior College which revealed a 16% increase in students proposing to attend college due to the opportunity offered by the junior college. It also stated that an expansion of facilities encouraged enrollment growth.
2. The population the institution is to secure should be studied thoroughly. The population movements should be studied, but equally important is the composition of that population. What percent is school age--kindergarten through high school? What percent is the high school students and what percent is the remainder of the population? The suburban community college provides low cost, commuter education that is directed primarily for the low-middle class. Therefore, the population of the service area should be studied to see what percentage is composed of that socio-economic level.

3. The study considered making the classes available at different times (primarily providing night classes) as very important for the growth of the institution.
4. The study pointed out the importance of the knowledge of state laws governing the community college by revealing an Ohio law which stipulates that there cannot be a population of less than 100,000 for a community college to be established.
5. The study stated that having an open-door policy, providing a variety of programs, and providing student aid were also factors which affected the growth and development of the institution (p. 3).

A third site location study that indicated factors which affected the growth and development of the suburban community college was a study by the University of Toronto (1969). The authors concluded that an institution must be ready for change. It is difficult, no matter how well planned, to predict the precise outcome of an institutional plan. The institution must be ready to adapt to academic changes, social changes, and technological changes if it intends to maintain growth. It must be flexible and yet retain an overall plan for the college as a coherent entity. Other factors the Toronto study listed as affecting the institution included: population changes within the service area, changing social standards and employment needs, and a transportation system which makes the campus easily accessible.

Another source which was especially significant in determining economic factors was one by Watkins (1982b). Her article revealed a four percent increase in enrollment in public two-year colleges for the fall semester. The following reasons were proposed:

1. Expansion of occupational programs.
2. Unemployment results in fewer students having the choice of working or studying.

3. Competition for available jobs increases the pressure on people to acquire new skills.
4. Students were switching from four-year institutions to local two-year institutions to save money on both tuition and living costs (p. 3).

Watkins (1982c), for many years, has examined the effect of the economic situation upon higher education. For example, the September 8, 1982, report noted that more and more community colleges were seeking financial assistance from private sources due to increased cut-backs in funding. These donors included business, industry, and individual private sources. Another indication of the institution's attempt to obtain private monies was that 60% of the two-year colleges had established nonprofit foundations to receive gifts and grants. Approximately 40% of those foundations were formed within the last five years (Watkins, 1982c). The October 27, 1982, issue elaborated further by reporting that community colleges, in an attempt to combat the economic conditions, were making alliances with business and industry to provide customized education for workers who needed to be trained or retrained for technical jobs. Companies such as the Bell System, General Motors, and Telecommunications companies were examples of those taking part in the alliance (Watkins, 1982a).

The importance of economics as a factor on the suburban community college was further emphasized by a study completed at Long Beach City College by Watkins (1983a). That institution had calculated the economic impact of the college on the local community and found that for each dollar received from the community, it returned \$19 in personal income.

Watkins (1983b) also revealed a very important factor affecting the suburban community college: the increasing amount of dependency of the community colleges upon the state government. Martorana and Broomall (1981) stated that, in many instances, the institution received as much as 50% of its income from the state. This resulted in a great dependency upon the state by an institution which is supposed to be community oriented. Some institutions had increased tuition rather than becoming too dependent upon the state. This factor has also affected the growth and development of the institution. Watkin's article concluded by stating: "Legislators are more concerned with community college finances than with the students" (p. 3).

Another account of economics as a factor was related by the Chancellor of Higher Education for the State of Oklahoma (as cited by Killackey, 1982). He reported that the unemployment curve and enrollment curve often parallel each other. The explanation was that people are concerned about job security and that going back to school tends to insure their position. This may be observed in the increasing number of liberal arts graduates going to graduate school because of the scarcity of jobs. Both the economy and unemployment have contributed to increases in enrollment (Smith, 1982).

Martorana and Broomall (1981) gave an excellent account of factors and trends enacted by state legislators during the mid-seventies and early eighties which affected the growth and development of the suburban community college. The following is a summary of those factors and trends:

1. From 1974 through 1979, there was an average increase in state appropriations of from 12 to 14% each year. This revealed a greater dependency upon the state by the community college.
2. Some states called for a change in the funding formula with the state required to take less of the financial burden.
3. The large decrease in the capital funds revealed that "the golden age of brick and mortar appear to be over" (Martorana and Broomall, 1981, p. 18).
4. Some states passed specific legislation to restrict growth of the community college. An example is the 1980 bill passed in Virginia which required absorption of enrollment increases without increased staffing in postsecondary institutions.
5. All states saw a significant drop in state appropriation for academic programs.
6. Some states, such as Tennessee, increased their fees to non-resident students during this time.
7. There was a trend to view (during appropriation) the community college as a part of the entire postsecondary academic enterprise and less as a special institution. This resulted in legislation addressing topics rather than the needs and interests of the community college alone. The administrator must therefore monitor a wide range of legislation to determine in what areas his institution was affected.
8. The ambiguity regarding the definition, mission, and identity of the community college continues to reign and has affected legislation for that institution.

9. There has been more academic affairs legislation focusing on occupational programs than any other part of the curriculum of the community college.

10. A trend among many state legislatures is to provide tuition waivers to certain groups to permit financing of their education. Some examples were the waiving of tuition requirements for National Guard members, senior citizen groups, the academically gifted, and children of firemen or policemen killed in the line of duty.

Some authors proposed factors which result from trends of society over a period of time. An example of this was given by Orr (1978). He identified three variables which he believed continually influenced higher education during any decade. Those variables were: income, student enrollment, and economic inflation. Orr further indicated that the amount of state and federal government involvement in higher education has increased during and since the Depression. This resulted in great influence on higher education.

Orr (1978) concluded that institutions were affected by a general lack of planning. They displayed a general lack of consideration regarding the methods that educational institutions follow in lean years. In times of economic growth, there is a necessity to control growth, to expand carefully, and to establish priorities. However, all too often the growth became opportunistic rather than the result of intelligent planning.

Another author who identified factors that affected the growth of institutions was Dressel (1969). He stated that the primary factors affecting and precipitating change tended to be of essentially the same character throughout the history of higher education in America.



These factors included:

1. Rapid growth of knowledge.
2. Social and economic pressures of the total society with its technological needs for manpower, and the demands of students.

#### Summary

The review of the literature revealed several facts. The suburban community college is an institution which developed rapidly and with different missions during different periods of time. During the twentieth century, the large urban areas developed urban institutions. This transformation produced the suburban institution with its diverse setting and multitude of goals. The sixties and seventies saw a further expansion in numbers and purposes for the suburban community college. Few authors identified concrete evidence for why the suburban institution had become a very important aspect of American higher education. Today, in an environment which is not as conducive to growth, which direction is the suburban institution going to take? Perhaps with a greater understanding of what caused the institution to arrive at its present position, the future might become more clear.

## CHAPTER III

### METHODOLOGY

In responding to the first research question, a review of the available literature on suburbs and the suburban two-year college was conducted. This revealed a limited amount of information regarding the factors affecting the growth and development of the suburban community college. Next, a survey was developed (Appendix B) and sent to administrators for identification of factors influencing the growth and development of their institutions.

The survey was designed with all questions being open-ended. Question I, which asked the administrators to identify the perceived factors, was open-ended because the factors were not known and therefore had to be identified on the basis of the opinions, judgments, and/or attitudes of the respondents (Koos, 1928). In all five questions, the open-ended approach allowed the researcher to become more aware of the different conditions existing in the institution and to provide more personal insight into the situation than would have been otherwise possible (Good, Barr, and Scates, 1938). Kerlinger (1964) emphasized this point when he stated that open-ended questions enabled respondents to be flexible with their answers, go into greater depth, put a minimum of restraint on answers, and include items which might possibly have been overlooked. According to Jones (1973), the open-ended question tended to avoid superficial replies.

Another important reason for using the open-ended question was given by Shafer (1980) in his discussion of individuals and institutions. Shafer stated that they (institutions and individuals) be conceived of as interacting, but with the power of the individual much inhibited by the organized and established strength of the ideas and interests of people grouped in institutions. This was an especially important purpose of questions II through V.

Other reasons for using open-ended questions included the following: to detect ambiguity (by comparing questions II through V with question I); to better understand the respondent's true intentions, beliefs, and attitudes; and to provide the opportunity to capture any unexpected answers of the respondent (Kerlinger, 1964).

The open-ended question has been criticized for two reasons. First, it calls for an opinion that was subjective and could not be used; and second, it was difficult to tabulate. Good et al. (1938) addressed the first criticism when they stated:

Opinions, attitudes, and judgments are responses which are considered facts, facts of opinion. They represent the learnings of the group in this case, suburban community college administrators, tendencies which may be either right or wrong, helpful or detrimental to society, generally good or generally bad, but they are facts. Facts of opinion are different from opinions about facts, which are normally untrustworthy (p. 330).

Shafer (1980, p. 74) added that: ". . . ideas in the life of men and women are facts as surely as are atomic bombs and chocolate souffles."

Concerning the second criticism, the survey was designed so the respondent needed to state the factors, facts of opinion, in as specific a manner as possible. This encouraged straightforward responses with little or no ambiguity, which were easier to tabulate. In

addition, questions II through V called for facts that were used to aid in the tabulation of question I by making the interpretation of the factors listed in question I more clear. These facts tended to either substantiate the opinions presented in question I or cast doubt on their meaning and therefore call for further investigation (Sudman and Bradburn, 1982). In these instances, the administrators were contacted by telephone to clarify their response.

The factors listed in question I were first tabulated exactly as they had been listed (Appendix C) and then grouped according to common subject (Appendix C). The results from questions II through V were tabulated and listed in (Appendix D), and the results of question IV (growth or no growth) were compared with the results of question V.

The validity of the survey was established by having it reviewed by the administrators of four two-year community colleges before it was mailed (Good et al., 1938). One of the administrators was from a large urban institution, another from a rural community college, and the other two were from suburban community colleges. This was done because the definition of "suburb" must include both urban and rural influences. These administrators examined the survey, resulting in several helpful alterations, as well as establishing its face validity (Jones, 1973). The administrators were asked to evaluate the practicality and usefulness of the instrument (Good et al., 1938). The fact that 87% of the actual respondents requested a copy of the results of the survey indicated the usefulness and practicality of the instrument.

The reliability of the survey was determined by the test-retest method (Hendrick, 1981). The survey was administered to the same group of subjects twice. These two administrations were separated by

two weeks (Gay, 1976). The results of the first administration were correlated with the results from the second to determine whether subjects had maintained the same relative position or stance on each question (Hendrick, 1981). Although some members of the group had responded to the survey differently, none had changed their basic position.

Once the survey had been examined and tested, it was distributed to the presidents of 258 suburban two-year colleges as identified by the AACJC (1982). This was an attempt to isolate the most important factors that influenced the growth and development of this institutional type. The instrument was sent to the administrators of the suburban community college because, as Good et al. (1938, p. 341) stated: "There was good reason for believing that the people receiving the questionnaire were in a position to give the information desired." A follow-up letter (Appendix A) and survey were later sent to those who did not respond to the original letter (Kerlinger, 1964). This would respond to the first research question.

The second research question was answered through an in-depth historical analysis of two of Oklahoma's suburban community colleges. This involved a systematic study of these institutions through an historical analysis of their components. Processes of synthesis, comparison, selection, interpretation, generalization, and inference were involved (Shafer, 1980). Another important aspect of the historical inquiry included an examination of immediate and remote environments and their relationships with institutions.

Finally, there was an assessment of the factors proposed in the review of the literature and an examination of the impact of the factors identified in the national survey on the growth and development of these two institutions. Thus, the list of factors determined in the national survey was tested via historical analysis for two of Oklahoma's suburban colleges.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter was divided into two parts. The first part responded to the first research question listed in the statement of the problem. This section focused on a discussion of the research instrument and the results of the survey, as well as on an analysis of the information provided by the survey. The second part consisted of an historical overview of two of Oklahoma's suburban community colleges: Rogers State College and El Reno Junior College, with an examination of the factors, as identified by the survey, to determine if they had influenced the growth and development of these two institutions.

The survey (Appendix B) consisted of five sections:

1. Identification of the five most important factors affecting the growth and development of the suburban community college by the chief administrator of each institution.
2. Assessment of the institution's response to these factors.
3. Classification of each of these factors as to local, state, or national emphasis by the chief administrator.
4. Assessment of effect of these factors on the institution.

5. Identification of the methods used by the institution to isolate and better understand the emergence of factors which may affect the growth and development of the college.

The cover letter and survey (Appendixes A and B) were sent during November of 1982 to each of the 258 suburban community colleges identified by the AACJC. In January of 1983, a questionnaire and follow-up letter (Appendix A) were sent to the institutions which had not responded to the original call for information. One hundred and fifty-six people replied to the calls for information. Sixteen of the responses stated that the study was not applicable to their situation, and four others stated that they could not respond.

The analysis of returns with regard to question I (Appendix C) revolved around three factors which chief administrators perceived as affecting the growth and development of their institutions. The factors were as follows: (1) institution, (2) economics, and (3) community. These three categories of factors were extrapolated from 668 factors identified by survey returns.

The effect of each of the three factors on the suburban community college was somewhat unbalanced. There was a substantial difference (165) from the factor category most commonly mentioned (319 responses for the institution) to the one mentioned least (154 for the community). There was a difference of 41 from the smallest to the second (economics listed 195 responses) of the three factors listed. This finding revealed that the effects of the largest group of factors (programs offered, faculty quality, facilities, government regulations, acceptance of the community college concept, accessibility, student-oriented services, and administration) were greater, with the



effects of the other two being somewhat balanced, as perceived by college administrators. The effects of the three categories were more apparent when percentages were considered: more than 24% difference from the highest to the lowest percentage, and only a 6.3% difference in the percentage of the second and third category.

The largest category of factors was directed toward the institution itself (Table III). This area was the most diverse of the three, with eight factors constituting the category related to the institution. The largest amount of factors within this category, 114 (more than three times larger than any other group of factors concerning the institution), concerned the programs offered. These factors consisted of such listings as increased enrollment due to the offering of more career programs, vocationally-oriented programs, retraining programs, and programs which gave the students the quickest opportunity for employment. Some respondents indicated an increased emphasis upon these types of programs while they were simultaneously cutting traditional transfer programs. This emphasis, however, was not universal, as four responses did state a greater emphasis on transfer programs. Offering the programs at the appropriate time was indicated as important in affecting the growth and development of the institution.

The second largest group of factors (41) within this category dealt with the quality of the faculty. Many respondents believed that the quality of the instruction accounted for a greater regard for the institution by students, and thus larger enrollments resulted.

The third largest group (33) within the institution category concerned the facilities of the institution. This category included factors such as condition of the buildings, adequate size of classrooms,

and proper facilities for a specific course. A frequent example mentioned by the respondents as indicative of the problem was the lack of equipment for high-technology courses.

TABLE III  
FACTORS AFFECTING THE GROWTH AND DEVELOPMENT  
OF THE SUBURBAN COMMUNITY COLLEGE  
BY CATEGORY

Factors Listed	No. of Times Listed
<u>The Institution</u>	
1. Programs Offered	114
2. Faculty Quality	41
3. Facilities	33
4. Government Regulations	31
5. Acceptance of Community College Concept	30
6. Accessibility	29
7. Student-Oriented Services	27
8. Administration	14
<u>Economics</u>	
1. Funding	94
2. The Economy	68
3. Cost for the Student	33
<u>Community</u>	
1. Community Involvement	54
2. Population Growth and Movement	51
3. Business and Industry	19
4. Changing Demographics	19

The fourth largest group (31) of factors was government regulations. This area pertained to state regulations such as the Virginia law which required absorption of enrollment increases without corresponding increased staffing in postsecondary institutions. No respondent indicated that government regulations led to positive results.

The reputation of the suburban community college was the fifth largest group (30) of factors pertaining to the institution. The chief administrators who listed this factor believed that the idea of attending a community college had become more accepted in the last decade or that the public was beginning to accept it as a quality institution of higher education. Examples included such responses as: "More acceptance of community college concept and the enhanced reputation of the community college as a fine academic institution."

The sixth group (29) of factors relating to the institution was accessibility. If the institution was near a major highway or in a residential area, some respondents considered it more accessible. Some respondents also suggested that the beauty of the campus enhanced the environment and therefore aided in attracting students to the institution.

Services for students (27) were composed of such listings as the offering of scholarships, counseling for the students, and financial aid for the students. Comments in these areas were not always positive, as some respondents indicated that the offering of such services was being reduced as a result of reduced state funding.

The least significant aspect (14) of the institution category affecting the growth and development was the administration. The majority of responses referred to the leadership of the president and

its positive effect on growth and development, while only one response pointed to the negative influence of the administration.

The second largest category of factors (195) was economics. This category consisted of factors which affected the institution economically. The largest number of factors (94) listed within this category was concerned with funding the institution. This category included funding from the state and federal level and was largely listed as affecting the institution negatively, as a result of cutbacks or increases that were inadequate with regard to institutional growth. The responses from California indicated that they were affected in this manner. The second largest group in this category (68) was concerned with the economy, referring to trends such as increased unemployment, declining business and industrial output, and, in general, a depressed economy. The responses to this factor were not all negative. Most indicated that the increased unemployment had resulted in students coming back to higher education to be retrained or to qualify for a better employment opportunity. The third list of factors (33) regarding economics was cost for the students. Some institutions indicated that they had increased tuition and services to students in order to make up for reduced funding, while others pointed to the increased expense of commuting. Nevertheless, it was widely agreed that it was still less expensive to attend a suburban community college than it was to attend a four-year institution.

The third category of factors concerned the community (154). It consisted of four groups--community involvement (54), population growth and movement (51), business and industry within the community (30), and changing demographics (19). Community involvement included such

factors as the support of the community for the institution and the increasing concern of the institution for the needs of the community as a result of reduced funding by the state. Two respondents indicated their institutions' success came from focusing on the community, with little regard for the state. Factors related to the growth and movement of the population (51) dealt with the spread of the population into or out of the area of the institution. Factors listed in the business and industry group were identified as meeting the needs of that group, binding the suburban community college closer to business and industry.

The last group of this category was changing demographics (19). Factors within this group included the amount of high school graduates in the area, the average age of the population, the sex ratio of the population, and the birth and death rate of the population. There were both positive and negative effects listed concerning the population.

As previously mentioned, an examination of questions II through V is necessary in order to provide additional insights with regard to the factors identified in question I. These responses supplied factual information about the institutions which lend credibility to the factors identified. In addition, the answers provide an opportunity for comparison among responses and thereby offered a more objective perspective from which the institutions appeared to view these factors.

Question II (Appendix D) asked for the institution's response to the factors listed in question I. Some institutions offered a response to each factor; others listed two or three responses; still others listed only a single response. The percentages noted,

therefore, pertain to the number of responses and not the number of institutions. The largest proportion of responses (22%) reacted to the influence of the factors by adding academic programs. The majority of these programs were vocational or career-oriented or concerned with high-technology. They emphasized diversity and offered close ties with business and industry.

Twenty percent of the responses were related to changes within the institution. For example, providing new facilities for the classroom, equipping for high-technology instruction, and changing curricula to accommodate nontraditional students and the increased enrollment of women were mentioned. Some respondents indicated that negative changes such as increased class size resulted from cutbacks in funding. Cutbacks were mentioned in the areas of programs, services, and enrollment (i.e., turning away students). Some factors resulted in the retraining of staff to teach in areas where the demand was greater. Several respondents noted changes in teaching methods to accommodate the nontraditional student; most responses pertaining to changes within the institution were perceived negatively.

The third largest group of responses (17%) to question II centered around students, with the most frequently listed item being a greater emphasis upon the recruitment of students. Listed second was a greater effort by the institution to provide quality instruction. This effort was regarded by some respondents as necessary for the recruitment of students. The third most often cited response was devising a schedule that would be more acceptable and convenient for the students. Most responses were positive in that they implied growth as a result of their implementations. Some respondents, however,

mentioned that their institutions reacted to the economic conditions by passing the costs on to the students in the form of higher tuition and service costs.

Another group (17%) reported a greater emphasis upon informing the public about their institutions' activities as a reaction to the factors listed in question I. Some noted a greater effort to make the state legislature aware of their conditions, and two of these responses revealed that they had hired lobbyists for this specific purpose. Advertising in the various media was also emphasized by a portion of the respondents. Administrators noted purchasing time on radio and television in addition to taking out newspaper advertisements to make the public more aware of their offerings and the benefits of these offerings. Similarly, some institutions identified a greater effort in public relations in an attempt to inform the service area of the role and need for their institution in the community; others wanted the community to be aware of their financial situation. Those who reported a greater emphasis on informing the public were uniformly positive about the results of their efforts.

The fifth category of responses (15%) stated that they reacted to the various factors by attempting to become identified even closer with the community. This category was epitomized by such responses as "Greater efforts to meet the needs of the community," "Working closer with business and industry," and "Attempting to involve the community in the institution."

The last category of responses (9%) noted attempts at obtaining alternate sources of incoming revenue as a reaction to question I. These attempts consisted largely of the institution's efforts to

obtain gifts of equipment from business and industry or to acquire greater funding from private sectors. It was indicated by most respondents that this new emphasis on alternative methods of funding was in response to increased cutbacks in state funding.

Responses to question III revealed the percentage of factors listed in question I that were coming from the local, state, national, or international level as the respondents perceived them. Each administrator identified the level (local, state, etc.) for each factor. Some factors were listed as originating from different levels at the same time. Therefore, it should be noted that the percentages coming from different levels did not correspond with the number of factors listed in question I, nor with the number of institutions involved in the survey.

Most factors (48%) which affected the growth and development of the suburban community college (Appendix D) were identified as emanating from the local level. This level referred to the community or service area of the institution. The list of factors coming from the local level was extremely diverse and therefore could be found in each of the three categories listed earlier in this chapter.

The respondents listed 31% of the factors as coming from the state level. These factors were somewhat diverse but were found largely in the economics category, or when funding was mentioned. Cutting back programs and costs for the students were often listed as emanating from the state.

Nineteen percent of the factors were said to derive from the national level. Factors listed as economic trends, increased population,



and program offerings were the ones most often listed as coming from the national level.

A very small percentage (2%) of the factors were listed as coming from the international level. These were found primarily when programs, economics, or the population was listed as a factor. Further analysis revealed that this level was identified largely by institutions from coastal areas such as Texas, Florida, or New York.

There were two aspects of the responses to question IV. First was the effect of the factors considered positive or negative by the respondents. Most responses stated whether the institutions had been affected positively or negatively; those which did not were considered positive if they mentioned an overall growth and negative if the effect was decline or reduction of responses. The second part of question IV contained an explanation of how the respondents viewed, as a whole, the overall effect on their institutions of the factors listed in question I. Some respondents listed more than one overall effect, so that percentage pertained to the number of responses and not to the number of institutions.

A majority of institutions (68%) indicated a positive effect from the factors. One of the most common statements made by the respondents was "Our institution has had slow (or steady) growth, but due to cutbacks in state funding . . ." Even though cutbacks were discussed, the overall effect was growth and was therefore regarded as positive. Many institutions indicated growth, but conversely, a turning away of students or a freeze on hiring of staff because of insufficient funds. A small group of institutions disclosed growth in all areas.

Thirty-two percent of the institutions listed the overall effect as negative. Some of the effects given were reduction in enrollment (two stated that their enrollment was reduced as much as 30%), releasing of staff, and cutback of programs because of constricted support. Two respondents indicated the possibility of closing their institutions. The majority of negative responses came from the factors concerning economics.

The second result displayed in question IV (Appendix D) was the effects of the factors and not just whether they were positive or negative. Forty-seven percent of the responses to question IV indicated that the overall effect of the factors resulted in cutbacks. These were revealed in such statements as "We have a declining enrollment because of cutbacks in funding," or "Reduced funding has resulted in cutbacks of services." Other responses revealed institutions not able to offer the programs the community needed due to cutbacks. Cutbacks did not always affect the institutions negatively, however. Some cutbacks were said to cause greater emphasis on quality in the institution, while others resulted in finding alternate sources of funding and in coming closer to the community.

The rest of the percentage (22%) was cutbacks from the state. The effects were similar to those previously listed. Some stated that state cutbacks had caused a rise in tuition; others revealed its effects to be severe enough to damage the institution and threaten its survival. One respondent claimed that the community colleges in his state had moved to an almost total financial dependency on the state's tax structure, and when the cutbacks came, they were devastating to every aspect of the institution. Other responses revealed a turning

away from the state and return to the community for support and involvement, which some believed to be a positive sign.

The most positive responses given were those which pertained to the growth of enrollment (22%). A small number indicated an increase in enrollment in transfer programs. The majority of growth, however, was in high-technology programs, career programs, and vocationally-oriented courses. Most of the positive responses emanated from these areas.

One of the more positive replies to question IV stated that the overall effect of the factors was a growth of the institution (18%). Some revealed a virtual absence of effects from the depressed economy, but the majority of respondents noted a growth trend despite damages brought about by the economy and changing demographics. Most included construction of new facilities or increasing enrollments in spite of the economy or the declining amount of high school graduates in the service area.

Thirteen percent of the respondents described a change of mission for the suburban community college as an overall effect of the factors. A proportion of administrators disclosed that their institutions, because of economic conditions, were changing from being a transfer institution to one which emphasized occupational or career education. Others stated that they would capitalize on community needs by training the people in new fields and thereby make their institutions more comprehensive. From all indications, this group sincerely intended to change the directions of their institutions.

Question V (Appendix D) called for the identification of some type of organized effort on the part of the institution to isolate and

understand these factors and their changing influences on the college. This reaction was not simply to the factors as indicated in question two, but a conscious effort on the part of the institution to isolate and understand the factors affecting its growth and development. Some respondents listed more than one method, which meant that the percentage represented the responses and not the number of institutions.

The largest group of responses (45.5%) indicated that they carried on studies to determine factors which might affect the growth and development of their institutions. Approximately 75% of this group revealed the type of studies they commissioned; the other 25% stated only that they carried out studies without identifying type.

The studies mentioned consisted of analysis of the community, demographics, students, and faculty. Of these, the largest group involved studies of the community. This category included studies of the needs of the business and industry of the community, studies of courses desired by particular groups (women, ethnic, etc.), convenient times for those groups, and studies of institutional involvement in the community. Demographic studies were used. Studies of student populations either focused on follow-up, student retention, or student attrition. The study of faculty focused on faculty in general or faculty productivity.

The second group (23%) noted that they had used long-range planning to determine which factors might emerge to affect the growth and development of their institutions. Long-range planning included listings such as the establishment of a long-range planning program, the formation of a long-range planning committee, extensive planning by the president, or simply long-range planning.

Twelve percent of the responses revealed faculty involvement as an important technique to use in dealing with the factors. This group contended that the faculty needed to be made aware of the factors and their effects and to be involved in reaction to the factors. Some of the respondents indicated that this involvement would be accomplished by forming faculty advisory committees, encouraging faculty to be more active within the community, and suggesting to faculty that they stay current within their subject areas.

Institutional research was used by 11% of the responses. Some of these respondents indicated that this research had just begun by stating that a director of institutional research had been hired or that the committee for institutional research had not had an opportunity to collect sufficient data.

Eight and one-half percent of the responses listed the use of program review as a method used to isolate and better understand the emergence of factors which might affect the growth and development of their institution. Enrollment and cost were identified as important criteria in program review. Most respondents noted that they had used program review or that there was constant examination of the need for the program.

In addition to the intended results of questions IV and V, other facts were revealed (Appendix D). These findings included the following: most institutions (102) had a method to isolate and better understand the emergence of factors which were thought to affect the growth and development of their institution; the majority (92) of the institutions reported growth, and more than half (76) indicated growth and a method to isolate and better understand the emergence of factors.

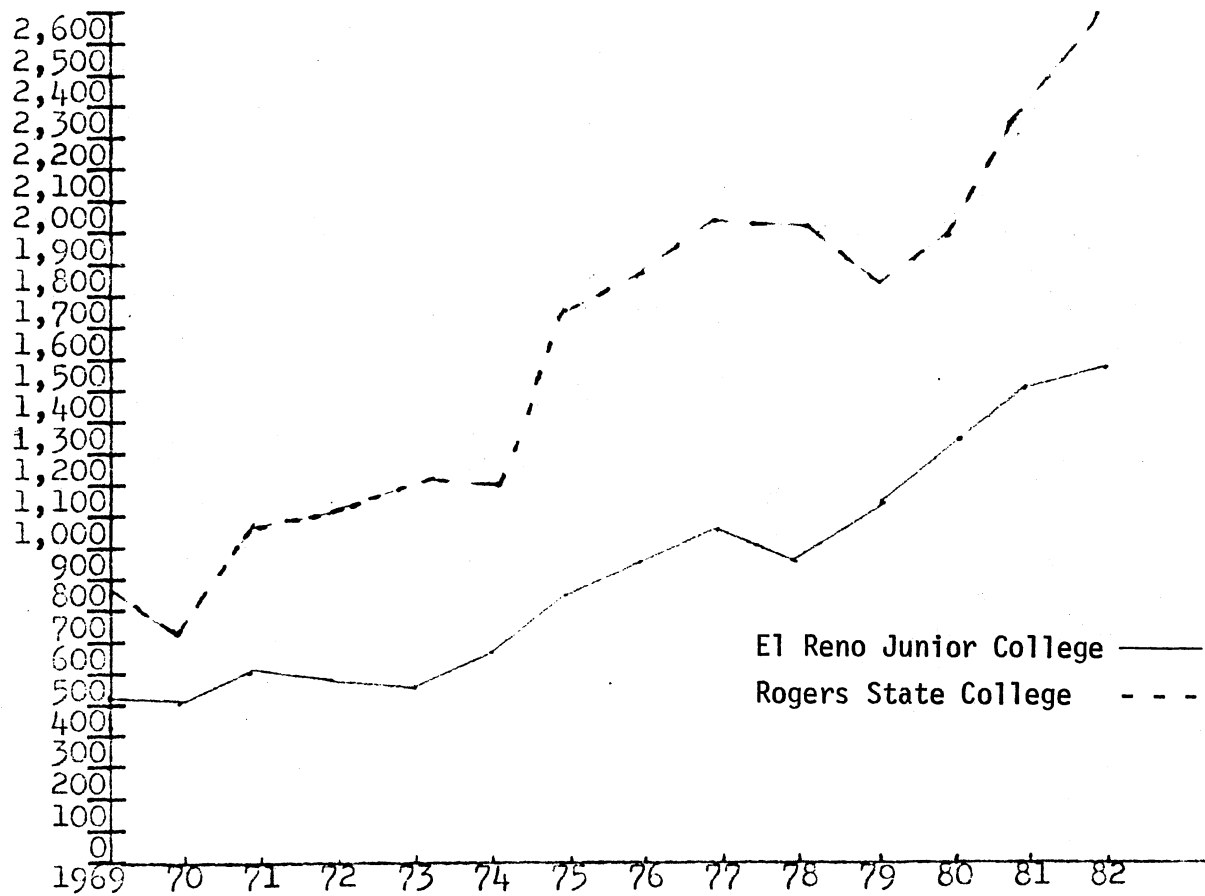
## Historical Overview

### Introduction

In an attempt to answer the second research question, an historical overview of two of Oklahoma's suburban community colleges was necessary. The development of El Reno Junior College and Rogers State College (formerly Claremore Junior College) from the fall of 1971 through the 1981-82 year was reviewed in order to see if the factors, which were determined by responses of the first research question, affected the growth and development of these two institutions. The growth of these institutions were shown in Figures 1 through 5.

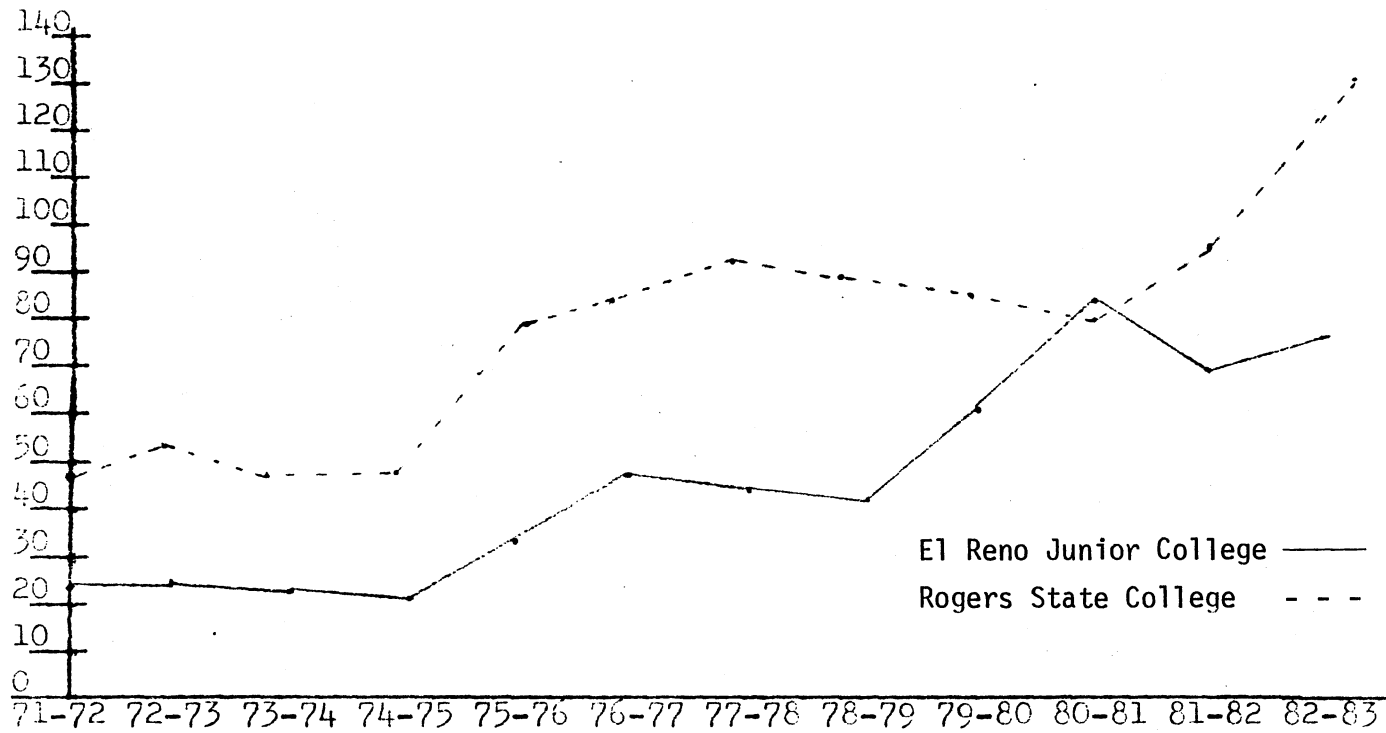
El Reno Junior College had a gradual progression into the period of history on which this study was focused. In 1971, the electorate of the El Reno school district voted to create a junior college district. Before this time, the institution had been primarily a transfer institution and was administered by the local school district. The adult evening classes began in 1959 and were the first permanent expansion away from the transfer curriculum. Facilities were the next area to expand when the institution moved to the post office building in 1965. The third step came in 1971 with the enrollment of the students in the new 31,000 square foot facility on the outer edge of the city of El Reno and next to the interstate highway 40 (El Reno Junior College, 1971).

Claremore Junior College (now Rogers State College) underwent somewhat similar development prior to 1971. It was known as Oklahoma Military Academy from 1919 to 1971, when the Oklahoma Board of Regents for Higher Education changed the function of the



Source: Oklahoma State Board of Regents, Biennial Reports (1972-1982).

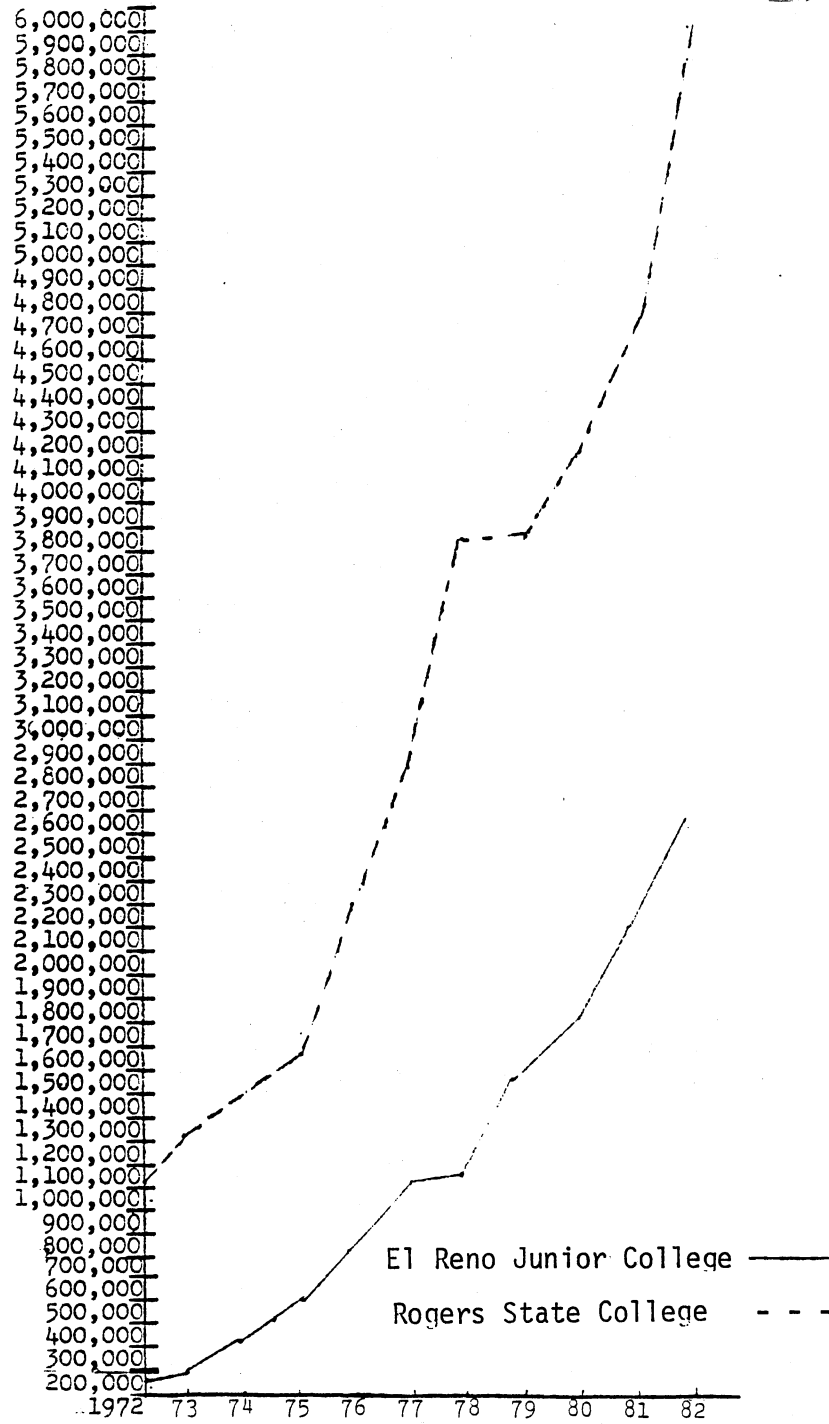
Figure 1. Fall Enrollments



Source: Oklahoma State Board of Regents, Biennial Reports (1972-1982).

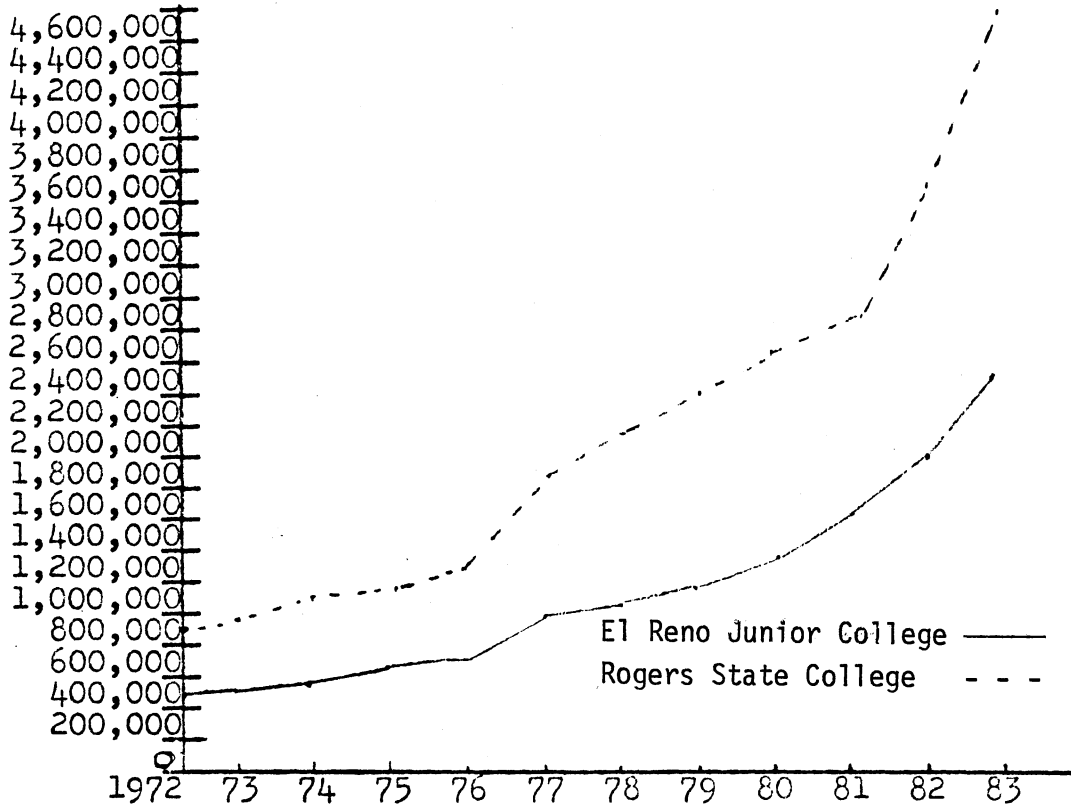
Figure 2. Faculty Numbers (Full-Time and Part-Time)





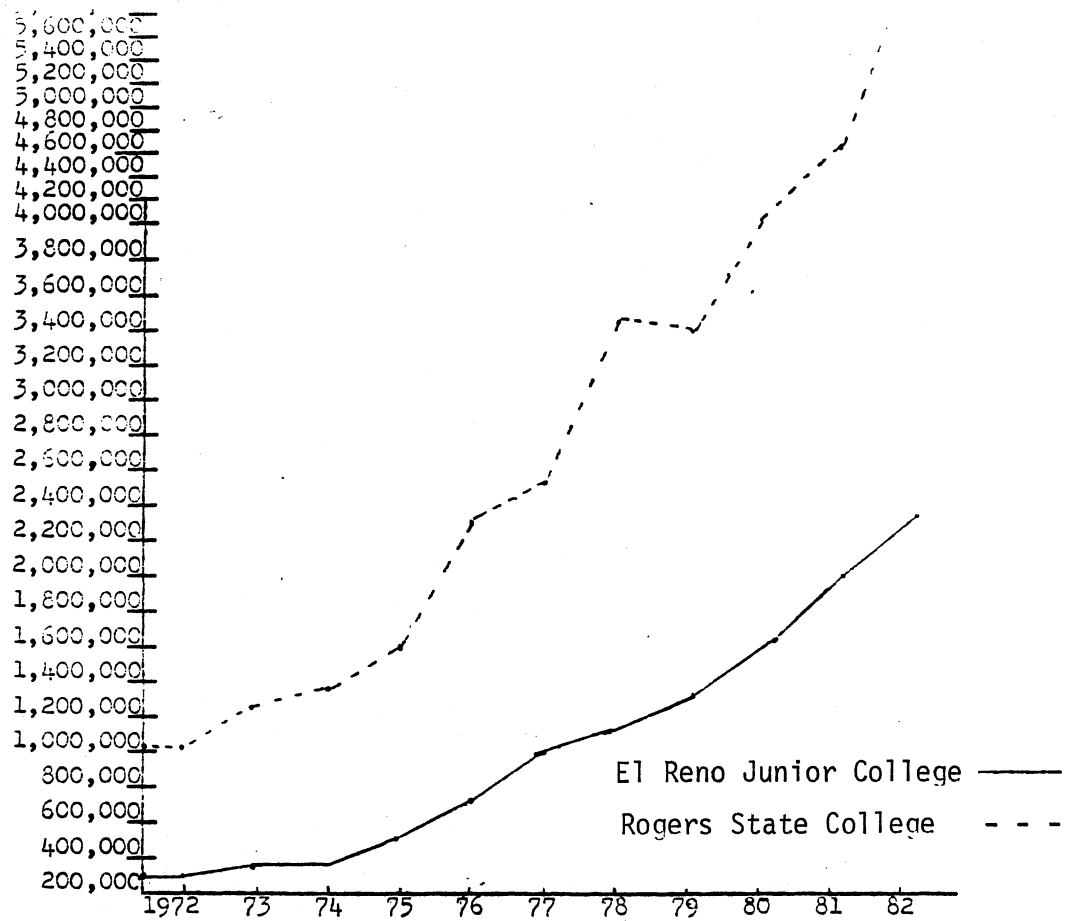
Source: Oklahoma State Board of Regents (1972-1982).

Figure 3. Total Income Per Year



Source: Oklahoma State Board of Regents (1972-1982).

Figure 4. Funds for Operating Budget



Source: Oklahoma State Board of Regents (1972-1982).

Figure 5. Total Expenditure Per Year

institution to that of a comprehensive junior college, and the state legislature changed the name to Claremore Junior College. The institution had begun a coeducational night school program in 1957, a summer school program in 1966, and women were admitted to the regular day session programs in 1968 (Claremore Junior College, 1971). These two institutions did not become comprehensive community colleges until the early seventies. This historical analysis of these two institutions was therefore confined to the period of time from the early 1970's to the early 1980's. This limitation allowed the study to concentrate on the institutions in similar ways to those contacted for the national survey. In addition, neither institution could be classified as a community college by virtue of having comprehensive programming until 1971.

#### El Reno Junior College

The superintendent of the El Reno school system, Leslie Roblyer, was originally appointed as president of the municipal college. This status changed on August 15, 1971, when Dr. A R. Harrison became president of El Reno Junior College. The following month, classes started in the new facilities, and a new community college had begun. These facilities encouraged an increase in enrollment of 77 students over the previous year (Appendix E, Table XI).

The following two years produced a small decline in the enrollment. Growth was still indicated for these years in a small, but steady, increase in funding of the operating budget (Appendix E, Table XIII, total income Appendix E, Table XV , and total expenditures Appendix E, Table XVI ). There were four possible factors, as identified

by the survey, aiding this small decline in enrollment: one, there was a slight reduction in the number of high school graduates from the feeder counties (Appendix E, Table XVIII); second, even though the institution was in new facilities, there was not a substantial increase in programs offered (Appendix E, Table XVII) until the 1973-74 school year; third, a part of one feeder county, Western Oklahoma county, had a reduction in population (U.S. Bureau of Census, 1982); and fourth, there were no state funds for capital construction. This minor setback in growth was also revealed in the reduction of number of faculty (Appendix E, Table XII).

The development of El Reno Junior College took a giant step forward in 1974. At that time it joined the State System of Higher Education with the passage of House Bill 1497 of the 1974 State Legislature (El Reno Junior College, 1971). In addition, enrollment increased by nearly 100 students; the funds for operating budget increased over \$100,000; over \$170,000 was allotted for capital construction; and the total income increased over \$200,000. This year was significant in that it encouraged the serving of a greater variety of students, because of the initiation of such programs as the Corrections and Law Enforcement. Also, plans were made for implementing a nursing program and an Associate Arts Degree at the El Reno Federal Reformatory for the inmates (1975). These programs accounted for a substantial percentage of the enrollment.

Factors contributing to this growth included the addition of six new programs during 1973-74, and five programs are added during the 1974-75 academic year. There was also an increase in the amount of high school graduates from Canadian County, which added 62 new students

from that county to the institution's student body (Appendix E, Table XIX). Programs offered and changing demographics were both factors indicated by the survey.

The next three years pointed to a steady growth and development rate for the institution. By the fall semester of 1977, there were 229 addition students. Growth was also indicated by an increase in the number of faculty--10 new faculty members in 1975 and 14 in 1976. The yearly funding for the operating budget was both an indicator of growth and an important factor influencing growth during this time. It increased only \$470,000 from the 1974 budget to the 1977 budget. Over \$450,000 were allotted for capital construction during this period. The total income per year increased from \$515,713 to \$1,242,900. Expenditure increase was approximately the same for this period.

Factors helping the growth during this period, as revealed by the survey, included the following: (1) seven new programs, (2) a steady increase in high school graduates from Canadian County, and (3) the accessibility of the institution. The new programs included non-credit short courses, enrolling 750 students the first full year of operation (1976-77). The number of high school graduates in Canadian County went up from 566 in 1974 to 688 in 1977. The proximity of the institution to Highway 40 and Oklahoma County was shown to aid in the growth of the institution in that 30 students were enrolled from Oklahoma County in 1975, but by 1977, Oklahoma County had contributed 124 students. Another possible contributing factor was the increasing trend toward unemployment in the nation, exemplified by a seven percent increase from 1973 to 1975 for the 16-19 age group. On the local

level, Canadian County had 3.9% of its work force unemployed (Dikeman, Jr., 1980). In addition, increased funding aided the growth during this period (Appendix E, Tables XIV and XV). Finally, the expansion of programs such as athletic programs (adding women's competitive sports) and student services (financial aids and work study programs) influenced growth and development.

In 1975-76, administrative changes took place. Dr. Bill Cole became president in January of 1976 after Dr. Harrison had announced his retirement during the fall of 1975 (Oklahoma State Board of Regents, 1972-82). Dr. Harrison had been the leader of the institution during its critical transition from a predominantly municipal-oriented organization that concentrated on its transfer program to one which primarily concerned itself with the needs of the community. This transition was evident by the expansion of programs and facilities (El Reno Junior College, 1978).

The 1978-79 year was one of contrast for El Reno Junior College. In July, it received North Central accreditation, which seemingly did not help the enrollment, as it dropped by 101 students (Appendix E, Table XI), even though there was an increase in the number of high school graduates in Canadian and Oklahoma Counties. There were no students enrolled from Oklahoma County and a drop of 54 students in the enrollment from Canadian County; however, there was an increase in the budget, total income, and expenditures, and there was a gain in full-time faculty, with a loss of four part-time instructors.

The drop in enrollment in 1978-79 followed a national trend which involved a 2% drop in the number of full-time students attending two-year institutions (Anderson, 1980). This change coincided with another

national statistic which showed that almost 2% more people between the ages of 16-19 were working (Anderson, 1980). In the Oklahoma City area, 1.3% more people were working, and the unemployment rate went down almost 1% in Canadian County from 1977-78 (Dikeman, 1980).

The years from 1978-79 through 1981-82 were years of phenomenal growth for El Reno Junior College. By the spring of 1982, the enrollment gained over 500 students, and the number of faculty increased by 23 from the 1978-79 year. The largest increase in students came during the period from the fall of 1979 to the fall of 1980, with 240 new students being enrolled. From the 1978-79 year through the 1981-82 year, the funds for the operating budget increased more than \$700,000, and the institution received \$2,027,483 for capital construction. The total income per year went up from \$1,407,390 to \$2,455,039, which included an increase in state funding of \$837,818, while total expenditures went from \$1,378,235 to \$2,389,988 (Oklahoma State Board of Regents, 1972-1982).

Factors which influenced the growth and development of the institution varied. First, the number of high school graduates in Canadian County increased from 752 to 859 during this period. Second, the overall population of Canadian County increased from 32,245 in 1970 to 56,452 in 1980, which had an impact on the growth development of the institution (U.S. Bureau of Census, 1982). Third, the large growth of business and industry in Canadian County had begun to aid the growth of the institution. From 1974 to 1977 Canadian County gained 95 business establishments (Dikeman, 1980). This growth was illustrated by the increased emphasis upon occupational and technical education and the implementation of a building and construction technology



program by the institution. The institution further aided this growth by organizing a staff development program to encourage quality instruction. Student activity groups such as the Rodeo Club and the El Reno Junior College Entertainers, which alone had made over 60 public appearances, grew in number and promoted growth in enrollment during this period. Six new programs and many new courses were added during this period. The nursing program in the 1979-80 year was added, along with an expansion of the community service program, fine arts program, and student activities program. The following year, three new programs were added, along with an expansion of the athletic program, music program, and student activities program. The third year saw two new programs and an expansion of courses in three areas. The national unemployment rate for 16-19 year olds began to go up during this period, a trend which had already been shown to aid increased enrollment in higher education (Anderson, 1980). It should be stated that by the 1979-80 academic year, the community had not only accepted the community college concept, but was also involved in the institution itself, a fact that was evident by the local community's raising of \$171,000 for the construction of the Community Culture and Education Center, by the construction of a 2,400 square foot Baptist Student Union by the community, by the involvement of several local industries in training institutional employees, and by the participation of business and industry in yearly institutional seminars (Oklahoma State Board of Regents, 1972-82). Finally, the expansion of facilities was a contributing factor to growth and development during this period. This expansion included the establishment of a Physical Education Center, Learning Resource Center, Modular Housing Units, and the El

Reno Community Culture and Education Center (El Reno Junior College, 1980).

#### Rogers State College

On July 1, 1971, Oklahoma Military Academy ceased to exist, and Claremore Junior College was created (Oklahoma State Board of Regents, 1972-82). This transition required a tremendous amount of change, not only on the part of the institution, but also on the part of the faculty, students, and the community. The changes which the faculty underwent included a change in function, in educational philosophy, and in methods of viewing the environment. The students' changes basically involved a reorientation of goals. Changes for the community itself came much slower in that it took time to realize the sources and benefits which the new institution provided.

The change to a community college contributed to the growth of the institution in its first year and to progressive growth for the next two years (Figures 1-5). The enrollment went from 662 in 1970 (the last year as Oklahoma Military Academy) to 950 in 1971 (the first year as Claremore Junior College) (Appendix E, Table XI). The next two years saw the enrollment increase by over 100 students. The funds available for the operating budget increased over \$229,000 during this time, and total income increased from \$1,096,927 in 1971-72 to \$1,423,164 in 1973-74 (Appendix E, Tables XIII and XV). Total expenditures increased by approximately \$239,000 (Appendix E, Table XVI). Allotments for capital construction increased \$24,000 (Appendix E, Table XIV).

There was a decline in the number of faculty during this period (Appendix E, Table XII), because of the reorienting of the institution rather than for reasons of declining growth. Along with the faculty change came the change in administration. Colonel John Horne resigned as president in the fall of 1971, and Dr. Richard M. Mosier became president on July 1, 1972. The atmosphere of the changing situation was noted in Dr. Mosier's first report to the Oklahoma State Regents for Higher Education, when he stated, "The 1971-72 year was characterized by many and often painful adjustments to the new role and function. The roots of the college were deep in the military academy tradition" (Oklahoma State Board of Regents, 1972-82, p. 38). This transformation was intensified by the fact that President Horne had been a leader of the opposition to changing Oklahoma Military Academy to Claremore Junior College. Further indications of the transformation were given in the same report when it stated that new faculty members were chosen with an emphasis upon their interest in the highest development of the individual, academic preparation, and demonstrated teaching ability (Oklahoma State Board of Regents, 1972-82).

The factors identified by the survey were numerous during this changing period. First, a great amount of effort took place during the 1970-71 year to encourage community involvement in the new institution, including a senior day in which 600 high school seniors visited the campus and the faculty visiting high schools within commuting distance of the institution. Almost 400 of the students invited to the campus and visited by faculty enrolled in the fall semester. Second, the increase of 82 high school graduates in Rogers County added to the growth and was revealed by an increase of 34 students

attending Claremore Junior College from Rogers County. Third, the addition of seven new programs encouraged an increase in the enrollment during this period. Fourth, population increases in Tulsa County, which supplied students for the institution, were also a spur to the growth which was evident via an increase of 112 students from Tulsa County (U.S. Bureau of Census, 1982).

Several other factors affected the development of the institution during this three year period. First, there was a persistent emphasis upon quality of instruction and strengthening of the entire staff. In every report to the State Regents during this period, Dr. Mosier emphasized improving instruction. However, it became apparent that inadequate facilities were going to be a major problem for the development of the institution. They were a factor limiting the institution from reaching its capabilities. This limitation pointed to a need for increased capital funds in order to keep the institution from spending too much for the operation of the facilities and thereby not adequately meeting its instructional needs. A very important factor was the greater acceptance of the institution by the community. This was made evident by the increased community support of scholarships and developmental programs.

From 1974 through the academic years of 1977-78, Claremore Junior College had its period of greatest growth and development. It gained almost 1,000 students in enrollment, and the funds available for the operating budget increased by more than one million dollars. The number of faculty doubled, and the institution received more than \$635,000 in funds for capital construction (Appendix E, Table XIV).

The total income per year increased by over two million dollars, as did the total expenses for the year.

The factors identified in the survey were presented in this growth and development. An increase of unemployment, especially in 1974 and 1975, tended to support the growth of higher education. Nationally, the increase in unemployment among 16-19 year olds was almost 5% (Anderson, 1980). In Rogers County, unemployment increased 3/10 of 1% (Dikeman, 1980). Business and industry in the area affected the growth with the addition of seven new businesses and industries in the city of Claremore, which employed over 450 individuals and increased the annual income of the community (Claremore Chamber of Commerce, 1982). Next, the amount of high school graduates from Rogers County increased from 523 to 626 during this period. The significance of this increase was exposed by seeing that Rogers County had 473 students enrolled in Claremore Junior College in the fall of 1974 and 820 enrolled in the fall of 1977.

The accessibility of the location was an incentive for growth. Being located near U.S. Highway 66, State Highway 20, and Interstate Highway 44 also encouraged the commuter student, which became evident from the increased number of students from Tulsa County: there were 227 more students from Tulsa County enrolled in the fall of 1977 than in the fall of 1974. The largest annual gain in students from Tulsa County came in 1975, with a gain of 312. In addition, the appearance of capital construction funds enabled the institution to repair and expand facilities and thereby contributed to its growth. Finally, the establishment and expansion of programs stimulated growth. Expansion took place in the student scholarship program, the community services

program, the financial aids program, the athletic program, and the construction and building technology program. The establishment of the cooperative education program, along with three other programs, were additional factors affecting the growth and development of the institution during these years.

The academic years of 1978, 1979, and 1980 were not so encouraging for the institution as the last three had been. The enrollment dropped from 2001 in 1977 to 1704 in 1979, although it did return to the upward swing in 1980 with an enrollment of 1872. Correspondingly, the number of part-time faculty members dropped from 92 in 1977 to 77 in 1980.

The institution revealed growth during this period. The yearly funding for the operating budget increased over \$730,000, the total yearly income increased more than \$951,000, and the yearly expenditures increased \$1,135,212. Furthermore, the institution received \$783,099 in funds for capital construction during this period.

The question was raised regarding the cause of the tremendous drop in enrollment. An indication of the cause was revealed with the examination of student enrollments from Tulsa and Rogers Counties. Tulsa County had 571 students enrolled at Claremore Junior College in 1977, and 281 were enrolled in 1980. There was a drop of 24 students from Rogers County for the same period, with a greater drop of 88 students from 1977 to 1979. A review of the number of students enrolled at Tulsa Junior College from Rogers County further enlightened the situation. In 1977-78, there were 84 students enrolled at Tulsa Junior College from Rogers County, and by 1981-82, this number had jumped to 232 students (Oklahoma State Board of Regents, 1972-82).

Tulsa Junior College opened its Northeast Campus in the spring of 1978, resulting in increased accessibility for students in Tulsa County and some students in Rogers County.

In his 1978 report to the State Regents, Dr. Mosier indicated that his institution would have to combine staff positions and put forth a greater effort to serve the varied needs of the community as a result of declining enrollment (Oklahoma State Board of Regents, 1972-82). Consequently, the number of faculty went from 92 in 1978 to 77 in 1980, including a loss of two full-time faculty positions. A greater effort to serve the varied needs of the community was displayed by the addition of 14 new programs during this time period. This expansion of programs was part of the explanation for enrollment not declining further and for the other indicators of growth being positive.

Other factors which contributed to the decline in enrollment during this period included the following: the national economy was such that more of the 16-19 year olds were going back to work (Anderson, 1980), there was a decline in the high school graduates in Tulsa County, the lack of capital funding continued to discourage growth, and cost for the student was shown to escalate by an increase in enrollment fees from \$7.75 to \$8.50 per semester hour (Oklahoma State Board of Regents, 1972-82) and by an increase of 57 cents per gallon in the price of gasoline during the three year period (U.S. Department of Energy, 1982).

Factors which encouraged growth during this three year period included the admission of international students, the increase in the number of high school graduates from Rogers County, the quality of

instruction (as indicated by the extension of full accreditation from the North Central Association of Schools and Colleges) (Oklahoma State Board of Regents, 1972-82), the large increase in population in the county (37,700 in 1978 to 46,336 in 1980) (U.S. Bureau of Census, 1982), the institution becoming more closely tied to business and industry (as demonstrated by the Mining Safety Training Program being established jointly by the mining industry and the institution (Oklahoma State Board of Regents, 1972-82), and the increased industrialization of the community (exemplified by three industries moving into the community and employing 638 individuals) (Claremore Chamber of Commerce, 1982).

In 1981 and 1982, the institution experienced great encouragement. The enrollment rose from 1,872 in 1980 to 2,558 in the fall of 1982, which was the highest in the history of the institution. Faculty increased by 38, including nine full-time faculty members. Funding for capital construction for the 1981 year was \$655,880, which was an increase of \$255,880 from the 1980-81 year to the 1981-82 year. The funding for the operating budget rose from \$2,723,055 for the 1980-81 year to \$4,553,657 for the 1982-83 year. It is worthy of note that a factor aiding growth as well as being an indication of growth was the increasing amount of state funding for the operating budget in the latter 1970's and early 1980's. From the end of the academic year in 1979 to the end of the year in 1982, Claremore Junior College had received an increase in state funding per year of \$2,130,973 (Oklahoma State Board of Regents, 1972-82).

The phenomenal growth of Claremore Junior College appeared to be the result of a combination of factors. There was an increase of over



400 students from Rogers County from the fall of 1980 to the fall of 1982. At the same time, there was only an increase of four high school graduates from Rogers County and a decrease of students from Tulsa County. Some of the increases were therefore a result of increases of high school graduates from other counties in the service area (Mayes County, for example, had an increase of 37 high school graduates) (Oklahoma State Board of Regents, 1972-82). A large portion of increase had come from the community, which was the result of a greater involvement in the institution by the community as revealed by the record high in external funding from individuals and agencies of the community, petitions from the citizenry for specific programs, the establishment of an alumni association, and huge increases in enrollment for the credit-free programs (Oklahoma State Board of Regents 1972-82).

Other contributing factors included the addition of five new programs; huge increases in population in the surrounding service counties (Tulsa increased over 70,000 during the previous 10 year period, and Mayes County increased over 9,000 for the same period); increases in business and industry in the area (six new businesses and industries in the area, with 161 employees); increased funding (Appendix E, Tables XII, XIV, and XV); greater expansion of programs such as computer science, accounting, engineering, mathematics, the sciences and technologies; more concern for services (i.e., counseling, academic advisement, aid in learning tasks); increased quality of instruction (50% increase in library circulation and more emphasis upon individual learning); and a greater concern for a larger geographical area. This growth was also reflected in an increase in the number of

members of the Board of Regents and the changing of the name of the institution to Rogers State College.

### Summary

As revealed in Figures 1 through 5, both institutions had a steady growth during the period studied. This growth and development was related positively to factors similar to those revealed by the survey. The following outline summarized the factors affecting each institution, identified the academic year or years the institution was affected, and gave the effects of the factors on the institution.

#### El Reno Junior College

1971-72. An increase in funding and programs offered encouraged growth at the institution by enabling its enrollment to increase, facilities to expand, and faculty to enlarge.

1971-73. Demographics (a reduction of high school graduates from the feeder counties), a minimal increase in programs offered, no funding for capital construction, and an insufficient population growth influenced the institution to lose enrollment and to reduce the number of its faculty. A small increase in the operating budget was also supportive of growth.

1974-75. The addition of new programs, demographics (increase in high school graduates in the county), increased funding for the operating budget, and funding for capital construction affected the institution, it would appear, by encouraging an increase in the enrollment, serving a greater variety of students, and expansion of facilities.

1975-77. The additions to programs offered, increased funding for the operating budget, demographics (increase in high school graduates within the county), increased accessibility, more funding for capital construction, the economy (increased unemployment), and greater emphasis on student services, affected the growth and development of the institution by promoting an increase in enrollment, an expansion of facilities, an increase in the number of faculty, and the meeting of the needs of the students more effectively.

1978-79. Deleting some programs, no funding for capital construction, and the economy (more 16-19 year olds going back to work and the decline of the unemployment rate), were factors which encouraged a decline in enrollment and in the number of faculty at the institution.

1979-81. The increase in capital funds, demographics (increase in high school graduates in the county), population increases, a greater involvement of business and industry in the institution, more emphasis on quality instruction, increased funds for the operating budget, more programs offered, greater involvement of the community in the institution, and the economy (increased unemployment), were all factors influencing the institution. This influence was revealed by larger enrollment, an expansion of facilities, an increase in occupational programs, more activities involving the students, the establishment of staff development programs, increased funding from the community, and an increased number of faculty.

Rogers State College

1971-73. Increased funding for capital construction and for the operating budget, greater involvement in the institution by the community, the addition of new programs, demographics (more high school graduates in the county), population increases, and more acceptance of the institution by the community were some of the factors that appeared to affect the growth and development of the institution. This effect was revealed by an increased enrollment from surrounding high schools, renovation of facilities, and an increase in total expenditures.

1974-77. The economy (increased unemployment), increased funding for capital construction and operating budget, increased business and industry in the community, demographics (increased number of high school graduates in the feeder counties), greater accessibility, and expansion of programs offered fostered growth of the institution. Growth was revealed by such indicators as a larger faculty, an expansion of facilities, and an increased enrollment.

1978-80. The opening of the Northeast Campus of Tulsa Junior College, the economy (more people going back to work), increased cost for students, and demographics (a decline in the high school graduates from Tulsa County) were factors which affected the institution by encouraging a dip in enrollment and a reduction in the size of faculty.

1981-82. An increase in capital funding and funding for the operating budget, demographics (more high school graduates from the feeder counties), greater involvement of the community, addition of new programs, population increase, a larger number of businesses and

industries in the area, and more emphasis on quality of instruction, were factors which affected institutional growth. These effects were revealed by an increase in enrollment and the number of faculty, as well as an expansion of the facilities.

Two factors identified by the survey, government regulations and the administration, were seemingly of minimal consequence to the two institutions. Government regulations were not indicated by any source to have been a factor influencing the growth and development of either institution. The administrations of both institutions underwent changes during the period studied, and a change of direction for both institutions was noted, but to what degree the institutions were influenced by the administration was not revealed.

## CHAPTER V

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The study was concerned with an identification of factors which affected the growth and development of the suburban community college and whether these factors appeared to influence the growth and development of Rogers State College and El Reno Junior College. The researcher proceeded by sending the research instrument to 258 suburban two-year college presidents in the United States who were asked to identify the factors they most perceived of affecting growth. The second research question was answered by examining the histories of the two institutions to determine whether these factors had affected their growth and development.

#### Findings From the Review of Literature

Factors were identified for each section of the review of literature which appeared to parallel the survey returns very closely. The literature corresponded closely to the findings of the survey. The review provided background information with which to gain greater insight regarding the factors. Findings were compared for the following sections of the review of literature:

1. Historical growth and development of the two-year college.

2. Description of the suburb.
3. Review of the available literature on the suburban two-year college.
4. Summary of the possible factors that affected the growth and development of the suburban community college.

The first section of the review of literature, historical growth and development of the two-year college, disclosed the formation of the suburban community college with its varying stages of development. The developmental stages usually began with an institution being viewed as an extension of the high school and concerned largely with the transfer program. This stage illustrated the original purposes of El Reno Junior College and some of the initial functions of Rogers State College. The next stage concerned an expansion of the institution to meet the varied needs of the community. Both of the institutions had reached this stage--though they both were diverse to various degrees in purpose and in programs offered--and were attempting further expansion. The development of both institutions during the mid 1970's and 1980's corresponded to the literature's description of the rapid community college development in the 1960's. Their rapid growth was indicated by increases in students at both institutions from 1970-82--El Reno had an average per year increase of 83 students, while Rogers State increased an average of 158 per year for the same period. Neither institution, however, reached the stage of multicampus development identified in the literature (Figures 1-5 illustrated this growth).

Both institutions evolved on the basis of their own actions as well as via external forces of the environment working upon them. The

addition of programs and the flexibility of the institutions were just two such actions taken by the institution to aid growth. The literature appeared to parallel these ideas when it was pointed out that the institutions were changing from a junior college to a community oriented institution. For example, the institution began offering courses as the student needed them rather than at the convenience of the institution (Fields, 1962). The results of the survey appeared to indicate that the actions concerning the institution were the most important factor (47.7%), and were thereby in accordance with both the literature and the studies. The external forces (i.e., those outside of the institution) and their impact were emphasized by the literature, while the studies identified the forces but were not able to reveal widespread implications. The most emphasized of the external forces in the literature was economic, particularly in Orr's (1978) research efforts. Economic forces were illustrated in the studies more in the form of funding in the operating budget and capital construction than in the national economy and cost for the student, as was indicated in the literature (Orr, 1978). Survey results placed some significance on the economy (10.2%) and cost for the student (5%), but revealed funding (14.1%) as being perceived as the most important external force. Funding, especially capital funding, the movement of the population, and the business and industry of the community were external forces emphasized by the survey, the literature, and the studies.

In a general comparison of the three accounts (historical, growth, and development section of the literature, the survey instrument, and the historical review), a striking point was uncovered: the



literature showed a uniqueness of the community college--that it was a product of its culture, specifically its community, and that it wanted to stay that way. This idea was reinforced by the survey (especially questions III and IV), and somewhat by the studies of the two institutions, but not in so broad a manner as in the literature. The literature portrayed the institution as clinging to its community but being tossed to and fro by external influences (state funding, the vocational movement, greater emphasis on general education, etc.). The survey gave the respondent an opportunity to disclose the effect of these factors, and to give some indication of their significance to his or her institution. The studies revealed that, with the possible exception of state funding, influence was largely related to the community's impact on the institution. The literature disclosed a more complete spectrum of the situation existing at the institution.

The secondary nature of the suburb, as discussed in the literature, was supported in the historical overview in the influence of Tulsa County on Rogers State College and Oklahoma County on El Reno Junior College. This was apparent when, in 1978, the data indicated a drop in enrollment at Rogers State College because of a decline in students from Tulsa County and in a similar situation for El Reno Junior College because of a decline in enrollment from Oklahoma County. The literature had revealed a dependency of institutions of this type (i.e., small city suburban community colleges) on aspects of the larger urban area in such ways as the number of high school graduates in the area, extent of industrialization in the area, and movement of the population.

Basic traits of the suburb, as presented in the literature, gave meaning to the growth and development patterns derived from the survey and historical overview. Both studies and the survey indicated an involvement of the community in the institution. The literature revealed a trait to be particularly suburban when the income of the suburbanite and level of participation in community matters by the suburbanite were higher than that of the central city dweller (Broom and Selznick, 1963). A main ingredient for the growth of the suburb, according to the literature, was increased industrialization. The survey and the historical overview of both institutions (especially Rogers State College) disclosed that industrialization was a part of the development of the suburban community college. The fact, as presented by the literature, that the growth of the suburb was more a result of migration of population than of population increase, coincided with the results of the questionnaire and the historical overview. The growth of the non-farm family in the suburb, as discussed in the literature, was of greater significance in the study of Rogers State College than in El Reno Junior College (Medsker and Tillery, 1971). This difference was evident on the basis of the fact that fewer agriculturally-oriented courses were consistently offered by Rogers State College than at El Reno Junior College. The effect of the increase of the non-farm family was revealed by the survey as a part of population growth and movement.

The section of the review of the literature that dealt with the growth and development of the suburban community college had two areas that were relevant to the historical overview and one that was related to the survey analysis. The discussion of the suburban institutions

which developed as small cities adjacent to the large urban areas and the reasoning that the suburban community college should know the elements located in its area were both significant in the historical overview. The small city suburban community college was applicable to both institutions and gave insight into how they developed. Both institutions indicated they were aware of the elements within their area by their programs offered. The portion of the survey which revealed the importance of changing demographics paralleled the information presented in the suburban community colleges section of the review of the literature. Both the survey and the literature indicated a dependency of the suburban community on the changing demographics.

#### Findings From the Survey

The factors proposed by the review of the literature coincided very closely with those produced by the survey and the historical overview. The factors from the literature, however, were from a much wider chronological scope than those of the survey, and those factors on the survey, with the exception of administration and government regulations, found application in the historical overview. For this reason, the factors identified in the survey must be considered most significant. These included the following: programs offered, funding, the economy, community involvement, population growth and movement, faculty quality, facilities, cost for the students, businesses and industries, acceptance of the community college concept, accessibility, student-oriented services, and changing demographics.

### Programs Offered

This factor was found to be one of the most important affecting the growth and development of the institution. It was used to indicate growth as well as being a factor causing it, which may account for the fact that the respondents placed it almost three times higher in importance as any other activity of the institution. It was identified by all three sources as one of the most important factors. The survey data indicated that it was a factor that determined the flexibility of an institution.

### Funding

This factor was one of the more important ones. The survey emphasized an absence or reduction in funding, especially state funding, and its consequences. The literature noted the necessity of funding for growth and development, while the two studies accentuated its importance for capital construction. It should be noted that the economy of the state of Oklahoma during this time was healthy, so that the emphasis placed on funding was less than at the present time.

### The Economy

The economy was noted more in the literature and the survey than it was in the historical overview. The economy of different states, especially California, was of great significance to the national survey. Though there was some national concern, the literature tended to place greater emphasis on the state effort. The local economy was of concern in the two studies, which was possibly due to the fact that

the economy of Oklahoma was in better shape than other states during the period studies, and therefore less emphasis was placed on it by the institutions studied.

#### Community Involvement

The respondents to the survey identified this area as being of great importance. The studies emphasized communities' participation in programs, financial contributions, and cooperation as signs of community involvement. The literature pointed to the increased amount of adult education as a part of the community involvement effort.

#### Population Growth and Movement

The literature on the suburb identified this factor, showing it to be a basic component affecting the suburban community college (Boskoff, 1962). The results of the survey indicated that the study of the population was of constant concern to many administrators whereas in the historical overview it was mentioned primarily as a direct cause of enrollment growth or decline.

#### Faculty Quality

Faculty Quality was revealed in the studies via efforts taken to maintain quality, shown in the survey results to account for a large percentage of the respect the suburban community college received, and shown in the literature as essential to the education of the masses. Quality instruction assisted in obtaining greater acceptance of the community college concept by the community at large.

### Facilities

Adequate facilities were of great importance to the two institutions in the historical overview. One institution needed facilities established; the other needed them rebuilt. This issue was not as consistently emphasized by the literature and the survey, but it was shown to be significant in encouraging growth of the institution.

### Cost for the Students

This area was of lesser concern in the historical overview because of the rise in enrollment fees, which was not significant, nor were commuter cost increases. Survey results indicated an increase in concern because of the need to pass costs on to the student as a result of cutbacks in funding. The literature pointed to the positive aspect by emphasizing the greater accessibility of the community college--resulting in lesser costs to the student.

### Businesses and Industries

The literature and historical overview both indicated the necessity of business and industrial ties for the growth of the suburban community college. The increasing amount of business and industry was directly correlated with the increase in enrollment at Rogers State College. The survey viewed business and industry as an aid to growth in their enrollment of employee education.

### Acceptance of the Community College Concept

Acceptance was shown to take time and was manifested in increased

enrollments, larger financial support from individuals and agencies, and increased concern by educators. Acceptance was needed before a large amount of growth could take place and was closely associated with community involvement because of the belief that the college was a quality institution.

### Accessibility

In the site location studies, accessibility was greatly emphasized. The historical documents of El Reno Junior College, identified in the historical overview, also emphasized accessibility, although the questionnaire revealed the factor to draw only 4.3% of the responses. The findings implied that it was more important for increasing enrollment from more distant areas (commuter students) than from immediate areas.

### Student Oriented Services

These services were very important for the community college in carrying out its democratization process. They were also important in the literature, since the community college focused on the middle class which was in greater need of services such as financial aid and scholarships. The literature also emphasized its significance in the development of the student. Some services have been reduced as a result of reduced funding.

### Changing Demographics

The two institutions were very concerned about the number of high school graduates in the area, the amount of births in the area, and

the number of deaths. The survey noted the average age of people in the area, as did the literature.

Questions II-V of the survey (Appendix B) correlated with question I of the survey and with the literature. Responses to these questions presented factual information to lend insight to responses to question I. Answers to question II revealed that the largest number of institutional responses to question I was the broadening of the curriculum, revealing that programs offered were both a factor affecting growth and the most frequent response of the institution to growth. The rest of the responses to question II and their discussion in the literature were as follows:

2. Changing structure of the institution--Orr (1978) and Fields (1962) indicated how the institution had adapted to change in history.

3. Increased concern for students--Palola and Oswald (1972) emphasized the concern of the institution for meeting the diverse needs of students.

4. Greater emphasis on informing the public--Monroe (1973) examined this in his discussion of the community college as an attempt at universal postsecondary education.

5. Become closer to the community--Martorana and Broomall (1981) stated that there was a need to come closer to the community due to cutbacks in state funding.

6. Alternate forms of funding--Watkins (1983b) and Martorana and Broomall (1981) both explained that there was a need to find other financial sources if they were to meet the needs of the community.

The other responses to the survey were also supported by the literature. The factors from local, state, and national levels were



indicated by the literature, but no order of significance was given. No international factors were disclosed by the literature, nor was there any proposal of an overall effect of factors on the institution.

#### Findings From the Historical Overview

Both of the institutions had beginnings somewhat different from the usual establishment of the suburban community college. Rogers State College had difficulty in changing from a military-oriented institution to a comprehensive community college, while El Reno Junior College's hindrance involved its transformation from a public school with an emphasis on transfer courses, to a broader community college orientation. For this reason, the period studied should be considered a time of transition for both institutions. Both were in the process of changing from one direction to another, but both grew significantly in size and support as suburban community colleges. Two of the gravest difficulties for Rogers State College during this transition period were the inadequate facilities and the opening of the Northeast Campus of Tulsa Junior College. Both factors slowed the development of that institution. El Reno Junior College's difficulty lay in attempting to obtain consistent enrollment from Oklahoma County and the more populated eastern section of Canadian County. Although transformations were anything but smooth, both exhibited steady growth.

This steady growth was the result of many factors of which funding was among the most important. Funding usually referred to funds for the operating budget; however, capital funding was also significant, especially in the latter part of the period studied. Funding

for the operating budget was increased each year of the study (increases became larger as the period progressed). These increases corresponded with the growth of the institutions. When the period studied, 1971 through the spring of 1982, is viewed in its entirety, it can be seen that the consistent yearly increases in funding were one of the most important factors affecting the growth and development of both of the institutions. This funding was received by both institutions according to a formula from the State Board of Regents for Higher Education. The formula included the number of full-time equivalent students multiplied by the cost of the particular program (Oklahoma State Board of Regents, 1982). It might be noted that the economy of Oklahoma was sufficiently healthy during this time that the state was able to increase funding at regular intervals.

A second significant factor influencing institutional growth and development was programs offered. During one year, 1978-79, at El Reno Junior College there was an addition of new programs, coupled with a decline in enrollment; and only two years, 1977-78 and 1978-79, at Rogers State College were these additional programs added with a decline in enrollment. In the first instance, there had been a deletion of programs; in the second instance, Rogers State College was suffering from the impact of the establishment of the Northeast Campus of Tulsa Junior College.

The local economy was mentioned as influencing both of the institutions and was indicated to be more important than the literature or survey had implied. It was listed as affecting El Reno Junior College from 1975 through 1977 and from 1979 through the spring of 1982, while local economy influenced Rogers State College mostly from 1974 through

1977, and from 1978 through 1980. The economy referred primarily to the local economy; however, the economy of the state encouraged yearly increases in funding for both institutions.

Changing demographics were of great concern for both of the institutions studied. This was usually evident in the number of high school graduates in the service area, but was considered with regard to the number of births and deaths in the area. Changing demographics were believed to have a significant influence during each year of the study for both institutions. For this reason, it was considered one of the more important factors affecting the growth and development of both institutions.

The expansion of facilities was emphasized more in the institutional analysis than in the review of literature or the survey. The lack of adequate facilities was mentioned annually as a factor inhibiting growth at Rogers State College and identified at El Reno Junior College as a factor affecting growth during every year except 1973, 1978, and 1979.

Other factors indicated by the historical overview as affecting the growth and development of the two institutions were: community involvement, population growth and movement, faculty quality, cost for the student, businesses' and industries' acceptance of the community college concept, accessibility, and student-oriented services. The most common effects of these factors concerned enrollment, faculty, and facilities.

### Conclusions

It seemed appropriate to conclude from the findings of the

present study that:

1. The attempt to meet the varied needs of the community had contributed to the suburban community college being diverse in composition and function.

2. Because of their special significance to the suburban community college, there is a need to give regular attention to the population studies, population movements, and demographics within the service area. This was indicated by the historical overview and the survey.

3. Community involvement in the suburban community college is an important prerequisite for its growth and development and may be precipitated by institutions' knowledge of the community.

4. Steady growth was a dominant trait of Rogers State College and El Reno Junior College for the period studied.

5. Accessibility is an encouragement to the expanding growth of the suburban community college and a prerequisite to the location of some institutions.

6. The significance of the student-oriented services was viewed as an aid to the democratization process, to the development of the student, and to the growth and development of the institution.

7. The importance of the programs offered by an institution included its use as an indicator of growth, a factor aiding growth, and a factor determining flexibility.

8. Acceptance of the community college concept was closely linked to the belief in a quality institution and may be manifested in larger enrollments and larger financial support from individuals and agencies.

9. Adequate funding is essential for the growth and development of the suburban community college.

#### Recommendations

After considering the conclusions of the study, the following recommendations were proposed:

1. It is recommended that the suburban community place an emphasis, to the best of its ability, on serving the diverse needs of the community. The research data have indicated that this has been its orientation.

2. It is recommended that the suburban community college establish planning procedures and personnel, if financially possible, to consider those factors which could possibly affect the institution in the future. These procedures would allow the institution to be more flexible and responsive with regard to changing needs and directions.

3. It is recommended that the institution, on a regular basis, study the population, population movements, and demographics of the service area.

4. It is recommended that the suburban community college know the community it serves. Research has shown that the institution could serve better if it not only knew the community socially, culturally, and politically, but was aware of the history, general values, and attitudes of the community. This knowledge could enable the institution to further involve the community.

5. It is recommended that if an institution were being established, it should be located near an important highway. Research has revealed that this proximity was significant to the more distant

student and that the suburban community college was, in fact, a commuter institution.

6. It is recommended that, if financially possible, the institution should maintain its student oriented services. This was due to the fact that those students on whom the suburban community college focused needed these programs to develop as well-rounded individuals.

7. It is recommended that the suburban community college spend considerable time and effort in determining which programs should be offered. The research data indicated that the programs offered by the institution were very important in determining the future of the institution.

8. It is recommended that the suburban community college attempt to obtain many sources of funding.

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## APPENDIXES

APPENDIX A

CORRESPONDENCE

November 1, 1983

Richard H. Mosier, President  
Claremore Junior College  
College Hill  
Claremore, OK 74017

Dear President Mosier:

The suburban community college has undergone tremendous growth and development during the past two decades. As a result, several questions need to be considered. Will the growth of the suburban colleges continue? Is that growth superficial or will it last? Are administrators doing anything to identify the factors causing this growth and development? These are questions that need to be considered if the suburban community college administrator is to help his or her institution establish a secure and meaningful future.

This letter and the enclosed survey are part of a national study attempting to identify the factors affecting the growth and development of suburban community colleges. We believe this will aid administrators in orienting the directions of the growth and development of their institution. Your assistance is needed in helping to identify these factors via the perspective of your position as an institutional leader.

The research is a part of a dissertation study that will present results in aggregate. No institution will be identified by name in presenting the results of the study. The study maintains the confidentiality of each participating institution. Your institution was identified as a suburban community college by the AACJC. A copy of my research findings will be mailed to you upon request.

Completing the survey should take 15-20 minutes and will aid greatly in identifying the factors that influence the growth and development of the suburban community college in America. Thank you for completing the questionnaire and returning it to me in the self-addressed envelope.

Thank you again for your assistance in my doctoral study.

Sincerely,

Joseph Frazier  
Doctoral Candidate  
Higher Education Administration

December 3, 1982

Mr. Joseph Frazier  
Dept. of Educational Administration  
and Higher Education  
309 Gunderson Hall  
Oklahoma State University  
Stillwater, OK 74078

Dear Mr. Frazier:

Thank you for the questionnaire which you sent us supporting your doctoral dissertation. Your statements about suburban community colleges are very true ones, and I have worked at several suburban community colleges. However, Hudson Valley Community College is not a suburban community college and should not be so designated.

Hudson Valley Community College is in the city of Troy and draws much of its student population from the city of Albany, across the river in another county, which lacks a community college. The three cities of Troy, Albany, and Schenectady are the main population centers of the Capital District. There are no suburbs. There are cities and areas that would be described as rural. Despite this, I will identify some answers to your questions.

An important factor affecting the growth and development of our institution is quality. We have always been a high-quality institution, originally emphasizing the technologies and pre-engineering; then moving into health sciences and business and, finally, adding community services. We have a liberal arts division which supports the other four and provides transfer credentials to students wishing to continue in the humanities and liberal arts.

A second factor that has aided the growth of our school is proximity. We are close to many of the students, and they are able to attend on a full-time basis and continue their employment should they wish.

The third factor is cooperation and responsiveness to our community.

The fourth factor would have to be economic conditions. We are a great bargain since we offer quality instruction and services at a reasonable cost.

I cannot think of a fifth.

Our stance is that we respond to the needs of the community, and each of the answers can be seen in that light.

Regarding question III, since we are a county-sponsored institution that is under the program of the State University of New York, local and State factors are important and national factors have become more so recently during the economic crunch.

Concerning number IV, the factors viewed as a whole have had a positive effect on the growth and development of our institution, which continues to grow, develop, and diversify.

To answer question V, our staff includes institutional research, which is tackling the factors that you asked about. However, institutional research has only been at our school for a short time, and the results are not yet in on the questions that you asked. We do evaluate each academic program, and make new course corrections.

Yes, I am interested in receiving a copy of your research and am sending you under separate cover a catalog of our programs.

Good luck with your dissertation.

Sincerely,

Emily B. Kirby, Ph.D.  
Vice-President for Faculty and  
Academic Affairs  
Hudson Valley Community College  
Vandenburg Avenue  
Troy, New York 12180

January 7, 1983

John F. McKenzie, President  
Massachusetts Bay Community College  
50 Oakland Street  
Wellesley, MA 02181

Dear President McKenzie:

Several weeks ago we contacted you and some three hundred other suburban institutions to participate in a national study of the factors affecting the growth and development of the community college. A large percentage has responded, but we still need more participants to complete the study. We hope you will take a few minutes to complete the enclosed survey.

Your cooperation in completing the survey will aid administrators in recognizing these factors of growth and development more readily and in orienting the direction of growth for their respective institutions. Please complete the enclosed survey and return it in the self-addressed envelope. All information is confidential, and only group data will be analyzed at the conclusion of the study.

We hope to hear from you soon. The information you can provide is valuable to the suburban community college.

Sincerely,

Joseph Frazier  
Doctoral Candidate  
Higher Education Administration



June 15, 1983

Mr. Joseph Frazier  
Box 344  
Perkins, OK 74059

Dear Mr. Frazier:

I am pleased to grant you permission to quote pages 84-86 and 104-106 from the 1981-82 FACT BOOK for your dissertation.

I am sure the source of the publication will be appropriately footnoted.

It will be necessary for you to request additional permission if your dissertation should be published.

Good luck in your continuing graduate work.

Sincerely,

James J. Murray, III  
Managing Consultant  
American Council on Education  
Publications Department  
One Dupont Circle  
Washington, D.C. 20036

APPENDIX B

SURVEY

SURVEY ON THE GROWTH AND DEVELOPMENT  
OF SUBURBAN COMMUNITY COLLEGES

- I. Please identify, to the best of your ability, the five most important factors affecting the growth and development of your institution:
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- II. Briefly, what have been your college's responses to these factors?
- III. Of the factors, would you classify any as emanating primarily from the local, the state, the national, and/or the international levels? Which factors? From which levels?
- IV. How have these factors, viewed as a whole, affected the overall growth and development of your institution?
- V. Are methods consciously used by your staff to isolate and better understand the emergence of factors which may affect the growth and development of your institution? If so, what are they?

I am interested in receiving a copy of the research findings.  
Please check one:     \_\_\_ Yes     \_\_\_ No

If yes, please note name and address below:

Thank you for completing this questionnaire.

APPENDIX C

SURVEY RESULTS (QUESTION I)

TABLE IV  
 FACTORS IDENTIFIED AS AFFECTING GROWTH  
 AND DEVELOPMENT OF THE SUBURBAN  
 COMMUNITY COLLEGE

Factors	No. of Times Listed	Percentage of Total Factors Listed
1. Programs Offered	114	17.1
2. Funding	94	14.1
3. The Economy	68	10.2
4. Community Involvement	54	8.1
5. Population Growth and Movement	51	7.6
6. Faculty Quality	41	6.1
7. Facilities	33	5.0
8. Cost for the Student	33	5.0
9. Government Regulation	31	4.6
10. Business and Industry	30	4.5
11. Acceptance of the Community College Concept	30	4.5
12. Accessibility	29	4.3
13. Student-Oriented Services	27	4.0
14. Changing Demographics	19	2.8
15. Administration	14	2.1

TABLE V  
 CATEGORIES OF FACTORS FOUND TO AFFECT  
 GROWTH AND DEVELOPMENT OF THE  
 SUBURBAN COMMUNITY COLLEGE

Factors	No. of Times Listed	Percentage of Total Factors Listed
<u>The Institution</u>		
1. Programs Offered	114	17.1
2. Faculty Quality	41	6.1
3. Facilities	33	5.0
4. Government Regulations	31	4.6
5. Acceptance of Community College Concept	30	4.5
6. Accessibility	29	4.3
7. Student-Oriented Services	27	4.0
8. Administration	14	2.1
Totals	319	47.7
<u>Economics</u>		
1. Funding	94	14.1
2. The Economy	68	10.2
3. Cost for the Student	33	5.0
Totals	195	29.3
<u>The Community</u>		
1. Community Involvement	54	8.1
2. Population Growth and Movement	51	7.6
3. Business and Industry	30	4.5
4. Changing Demographics	19	2.8
Totals	154	23.0

APPENDIX D

SURVEY RESULTS (QUESTIONS II - V)

TABLE VI  
 INSTITUTIONAL RESPONSES TO QUESTION II

Type of Responses of Institution	Percentage of Responses
Adding Programs	22.0
Changing the Structure of the Institution	20.0
Increasing Concern for Students	17.0
Informing Public More Actively	17.0
Becoming Closer to Community	15.0
Obtaining Alternate Forms of Funding	9.0

TABLE VII  
 LEVELS OF FACTOR ORIGIN

Question III - Level of Factors	Percentage of Responses
Local	48.0
State	31.0
National	19.0
International	2.0



TABLE VIII  
EFFECTS OF FACTORS

Question IV - Effects of Factors	Percentage of Responses
Cutbacks	47.0
Growth of Enrollment	22.0
Growth of Institution	18.0
Changing the Mission	13.0

TABLE IX  
METHODS USED TO DETERMINE FACTORS WHICH MIGHT  
AFFECT GROWTH AND DEVELOPMENT OF THE  
INSTITUTION

Method Used to Determine Factors	Percentage of Responses
Studies	45.5
Long-Range Planning	23.0
Faculty Involvement	12.0
Institutional Research	11.0
Program Review	8.5

TABLE X  
FACTS DERIVED FROM RESPONSES TO  
QUESTIONS IV AND V

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No. of Institutions	Facts Revealed
102	Institutions that had a method
92	Institutions that had growth
76	Institutions that had growth and a method
16	Institutions that had growth and no method
26	Institutions that had no growth and a method
18	Institutions that had no growth and no method
34	Institutions that had no method
44	Institutions that had no growth

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APPENDIX E

HISTORICAL OVERVIEW RESULTS

TABLE XI  
FALL SEMESTER ENROLLMENTS IN TWO OKLAHOMA COLLEGES

Institution	Number of Enrollments													
	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
El Reno Junior College	437	425	502	494	481	572	730	825	959	858	1,015	1,255	1,399	1,425
Rogers State College	777	662	950	1,049	1,079	1,069	1,641	1,759	2,001	1,918	1,704	1,872	2,178	2,558

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

TABLE XII  
NUMBER OF FULL-TIME AND PART-TIME FACULTY

Institution	Number of Faculty																							
	1971-72		1972-73		1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82		1982-83	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
El Reno Junior College	12	12	14	10	12	11	12	11	15	16	22	23	22	20	25	16	28	30	33	46	32	32	35	37
Totals	24		24		23		23		31		45		42		41		58		79		64		72	
Rogers State College	37	11	45	7	35	11	35	11	36	43	42	41	46	46	49	41	49	35	47	30	55	38	64	67
Totals	48		52		46		46		79		83		92		90		84		77		93		131	

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

Note: FT = Full-Time; PT = Part-Time.

TABLE XIII  
FUNDING FOR OPERATING BUDGET

Year	El Reno Junior College	Rogers State College
1971-72	\$ 276,376*	\$ 724,186*
1972-73	287,981	796,396
1973-74	306,596	878,196
1974-75	445,818	982,915
1975-76	541,426	1,162,563
1976-77	824,241	1,622,543
1977-78	917,827	1,992,613
1978-79	1,089,890	2,267,764
1979-80	1,251,206	2,583,904
1980-81	1,563,456	2,723,055
1981-82	1,812,899	3,517,231
1982-83	2,348,300	4,553,657

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

\*These budget figures supplied by the institution itself, as the information was not a part of the state system of higher education.

TABLE XIV  
FUNDING FOR CAPITAL CONSTRUCTION

Year	El Reno Junior College	Rogers State College
1970-71	\$ 100,000	\$ *
1971-72	---	23,859
1972-73	---	1,141
1973-74	---	---
1974-75	170,876	645,543
1975-76	59,975	124,015
1976-77	4,253	105,000
1977-78	400,000	500,000
1978-79	---	250,000
1979-80	652,300	383,090
1980-81	652,504	400,000
1981-82	722,680	655,800

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

\*No funding was listed; however, \$82,532 was given for operation and maintenance of physical plant along with \$25,000 for extra budget support.

TABLE XV  
TOTAL INCOME

Year	El Reno Junior College	Rogers State College
1971-72*	\$ 276,377	\$1,096,927
1972-73*	287,981	1,244,305
1973-74*	306,597	1,423,264
1974-75	517,713	1,572,003
1975-76	762,987	2,204,104
1976-77	1,028,257	2,772,066
1977-78	1,242,900	3,769,376
1978-79	1,407,390	3,795,898
1979-80	1,670,044	4,142,711
1980-81	2,019,003	4,720,358
1981-82	2,455,039	5,956,270

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

\*These figures were furnished by the institution.

Note: This table shows total income, excluding capital funds.



TABLE XVI  
TOTAL EXPENDITURES

Year	El Reno Junior College	Rogers State College
1971-72*	\$ 284,151	\$1,057,156
1972-73*	293,705	1,229,237
1973-74*	313,034	1,296,902
1974-75	506,535	1,500,592
1975-76	765,230	2,256,399
1976-77	1,004,279	2,567,625
1977-78	1,193,611	3,530,534
1978-79	1,378,235	3,508,908
1979-80	1,654,866	4,016,001
1980-81	2,068,686	4,665,746
1981-82	2,389,988	5,888,641

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-82).

\*These figures were furnished by the institution.

TABLE XVII  
PROGRAMS ADDED\*

Year	El Reno Junior College	Rogers State College
1970-71	1	6
1971-72	2	2
1972-73	1	2
1973-74	6	3
1974-75	5	0
1975-76	5	1
1976-77	1	1
1977-78	1	2
1978-79	2	5
1979-80	1	5
1980-81	3	4
1981-82	3	1

Sources: El Reno Junior College, Five Year Report: 1975-1980 (1980); Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-1982).

\*This does not take into account expansion of existing programs.

TABLE XVIII  
COUNTY HIGH SCHOOL GRADUATES

Year/County	El Reno Junior College	Rogers State College
<u>1971</u>		
Canadian	449	
Oklahoma	7,394	
Rogers		447
Tulsa		6,177
<u>1972</u>		
Canadian	507	
Oklahoma	7,586	
Rogers		473
Tulsa		6,423
<u>1973</u>		
Canadian	504	
Oklahoma	7,150	
Rogers		529
Tulsa		5,944
<u>1974</u>		
Canadian	566	
Oklahoma	6,941	
Rogers		523
Tulsa		5,671
<u>1975</u>		
Canadian	597	
Oklahoma	7,055	
Rogers		578
Tulsa		6,092
<u>1976</u>		
Canadian	613	
Oklahoma	6,933	
Rogers		620
Tulsa		5,981
<u>1977</u>		
Canadian	688	
Oklahoma	7,026	
Rogers		626
Tulsa		6,230
<u>1978</u>		
Canadian	716	
Oklahoma	7,278	
Rogers		687
Tulsa		6,182

TABLE XVIII (Continued)

Year/County	El Reno Junior College	Rogers State College
<u>1979</u>		
Canadian	752	
Oklahoma	6,924	
Rogers		649
Tulsa		6,096
<u>1980</u>		
Canadian	845	
Oklahoma	6,654	
Rogers		745
Tulsa		6,138
<u>1981</u>		
Canadian	795	
Oklahoma	6,601	
Rogers		797
Tulsa		6,099
<u>1982</u>		
Canadian	859	
Oklahoma	6,307	
Rogers		749
Tulsa		6,022

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-1982).

TABLE XIX  
FALL ENROLLMENT BY COUNTY

Year/County	El Reno Junior College	Rogers State College
<u>1971</u>		
Canadian	N/A	
Oklahoma	N/A	
Rogers		421
Tulsa		351
<u>1972</u>		
Canadian	411	
Oklahoma	29	
Rogers		449
Tulsa		414
<u>1973</u>		
Canadian	361	
Oklahoma	23	
Rogers		455
Tulsa		463
<u>1974</u>		
Canadian	423	
Oklahoma	33	
Rogers		473
Tulsa		344
<u>1975</u>		
Canadian	554	
Oklahoma	30	
Rogers		692
Tulsa		656
<u>1976</u>		
Canadian	626	
Oklahoma	58	
Rogers		694
Tulsa		563
<u>1977</u>		
Canadian	668	
Oklahoma	124	
Rogers		820
Tulsa		571
<u>1978</u>		
Canadian	614	
Oklahoma	0	
Rogers		810
Tulsa		484

TABLE XIX (Continued)

Year/County	El Reno Junior College	Rogers State College
<u>1979</u>		
Canadian	709	
Oklahoma	44	
Rogers		732
Tulsa		294
<u>1980</u>		
Canadian	1,119	
Oklahoma	60	
Rogers		796
Tulsa		281
<u>1981</u>		
Canadian	973	
Oklahoma	54	
Rogers		802
Tulsa		331
<u>1982</u>		
Canadian	1,195	
Oklahoma	65	
Rogers		1,205
Tulsa		396

Source: Oklahoma State Board of Regents, Biennial Reports, 1972-1982 (1972-1982).

2  
VITA

Joseph Michael Frazier

Candidate for the Degree of

Doctor of Education

Thesis: TWO SUBURBAN COLLEGES: AN HISTORICAL ANALYSIS USING FACTORS  
INFLUENCING GROWTH AND DEVELOPMENT

Major Field: Higher Education

Biographical:

Personal Data: Born in Woodward, Oklahoma, December 28, 1945,  
the son of O. L. and Effie McQueen.

Education: Graduated from Arnett High School, Hollis, Oklahoma,  
in 1963; received Bachelor of Arts Degree with a major in  
Social Studies, from Southwestern Oklahoma State University  
in 1968; received Master of Education degree, with a major  
in History, from Southwestern Oklahoma State University in  
1972; completed requirements for the Doctor of Education  
degree from Oklahoma State University in May, 1984.

Professional Experience: junior and senior high school science  
and history teacher, Gotebo, Oklahoma, 1968-76; high school  
history and chemistry teacher, Elk City, Oklahoma, 1976-80;  
currently history and chemistry teacher, Perkins-Tryon High  
School.