

THE ROLE AND FUNCTION OF PUBLIC JUNIOR
COLLEGES IN OKLAHOMA AS PERCEIVED
BY CITIZENS, STUDENTS, FACULTY,
ADMINISTRATORS, AND TRUSTEES

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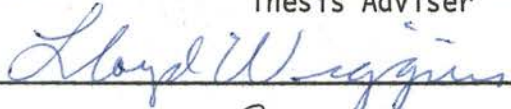
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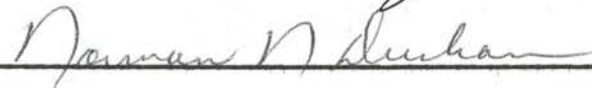
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Dean of the Graduate College

PREFACE

The major purpose of this study was to determine the extent to which the publics disagree on the various functions of the 14 public junior colleges in Oklahoma. The publics studied were local citizens, students with an occupational major, students with a liberal arts or pre-professional (transfer) major, teachers of occupational subjects, teachers of the liberal arts and general education, administrators, and trustees of each college. The functions studied were community services, transfer education, occupational education, guidance and counseling, remedial education, and general education.

The study synthesized 47,790 pieces of data furnished by 1,394 respondents. The difficult task of collecting the data was made possible by the cooperation of the respondents and the special assistance of the junior college presidents and others too numerous to mention, for which I am most grateful.

Sincere appreciation is extended to Dr. Donald S. Phillips for the interest, support, and encouragement which he continually gave to me throughout the graduate program and dissertation study.

Appreciation and thanks are extended to the members of my advisory committee, Dr. Donald S. Phillips, Chairman; and to Dr. Norman N. Durham; Dr. William D. Frazier; and Dr. Lloyd L. Wiggins.

Special gratitude is expressed to my wife, Diane, who has been a constant source of encouragement, assistance, and inspiration; and to our children, Angie and Jeff, who have sacrificed much and to whom this study is dedicated.

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CHAPTER I

THE PROBLEM

Introduction

The most phenomenal recent development in higher education in this country has been the striking growth of an uniquely American institution, the junior college. The growth of these colleges for the entire decade of the sixties approximated one per week with an equally exciting growth in student enrollment.

The developments of the junior college within the State of Oklahoma have reflected the general development of the junior colleges across the country. Since 1965, Oklahoma has seen one state-owned junior college, located in Lawton, grow to become the seventh state-owned, four-year college; the development of a new state-owned metropolitan junior college located in Tulsa; the development of two new community junior colleges in the Oklahoma City metropolitan area, one in Midwest City and one in south Oklahoma City; the converting of one community (municipal) junior college at Altus to a state-owned (supported) junior college; and the converting of a military academy at Claremore to a state-owned junior college.

The state now has eight state-owned junior colleges (supported by student fees and state aid) located in Altus, Claremore, Miami, Tishomingo, Tonkawa, Tulsa, Warner, and Wilburton; and six community junior colleges (supported by student fees, local ad valorem taxes, and

supplemental state aid) located in El Reno, Midwest City, south Oklahoma City, Poteau, Sayre, and Seminole. These institutions enroll approximately one in three lower division (freshmen and sophomores) students in the Oklahoma State System of Higher Education. And, if these institutions assume the responsibility for absorbing the bulk of the new student growth between now and 1980, they may by the end of the decade enroll almost one-half of all lower division undergraduate students in the state system of higher education.

Statement of the Problem

In recent history, the junior colleges in Oklahoma have evolved at a rapid pace. They have assumed new responsibilities. They are diverse and ever changing. To arrive at a contemporary definition of this dynamic educational phenomenon would be most difficult. A survey of the current voluminous literature on the subject would give one a general definition. An examination of the courses, programs, and services described in the institutions' catalogs would provide a more literal definition. The most useful and interesting definition of all would be derived from knowing what they would be like tomorrow; but this, of course, is impossible. The junior colleges of tomorrow, however, will be shaped by the people who work and study in and around them today. These peoples' perceptions of the appropriate education services of their institutions will guide them in making the many decisions which steer today's institutions into the future.

To gain some understanding of what these colleges may become and of what the obstacles in achieving their goals may be, the perceptions of those involved in the decision-making process must be determined. Little,

however, is known of these peoples' perceptions of the junior college movement and of the functions and goals of the institutions.

Purpose of the Study

The primary purpose of this study was to investigate the functions of public junior colleges in Oklahoma as perceived by selected publics. The selected publics were local citizens (lay public) in each institution's community; junior college students with a major in an occupational area; junior college students with a major in a liberal arts, pre-professional, or university parallel (transfer) area; junior college instructors of occupational subjects; junior college instructors of the liberal arts and pre-professional subjects; junior college administrators; and junior college trustees (administrative board members and regents).

Need for the Study

Oklahoma junior colleges are in a state of transition. In ten years, the enrollments in these colleges have doubled. At the beginning of the decade of the sixties, these institutions offered predominantly academic programs in the liberal arts and pre-professional fields. During the sixties, they began implementing programs which exhibited a new awareness for the educational needs of the people in their respective service communities. Today, almost all of these colleges offer some technical and occupational programs, remedial courses, student counseling, special evening courses for working adults, community services, and programs of a cultural nature. In short, the junior colleges in Oklahoma have taken great steps toward becoming comprehensive community

colleges.

The transition from a two-year liberal arts college to a comprehensive community college may be hampered by various obstacles. First, there tends to be a reluctance on the part of some faculty and staff to involve themselves and their institutions in something that is other than academic. Secondly, it is recognized that there is a need for both remedial courses and a student counseling program, but often the staffs are unsure of how remedial the courses should be (from remedial mathematics and English to adult basic education) and what kind of counseling activities are needed to provide the necessary services to their students. Thirdly, there sometimes appears to be a conflict in what certain state policies and funding procedures will allow in the area of community services and what the institutions may be expected to deliver. Finally, the comprehensive community college is supposed to be the democratizing agent of higher education in that it provides the opportunity through its "open door" for what may become universal two-year, post-secondary education. Yet most junior colleges are not able to cope with the diverse abilities of all the students who can come through the "open door." The junior colleges in a sincere effort to become a comprehensive community college may, in fact, be offering many students a "revolving door."

If these junior colleges are to be successful in attaining their goal of comprehensiveness; i.e., complete post-secondary educational services to all people in their communities who want, need, and can benefit from such services, then the obstacles to success, transition, and effectiveness must be identified. The basic assumption of this study is that the people who live, work, and study in and around these

colleges largely determine what their respective institutions shall be and are wholly responsible for their development. These people then, may themselves, be the major obstacles in attaining comprehensiveness. The need of this study, therefore, was to determine the attitudes and perceptions of the people who affect the decision-making process regarding programs, curricula, degrees, courses, personnel, long- and short-range plans, facilities, financing, and allocation of resources.

The utility of this knowledge is that if the perceptions of the selected publics regarding the functions of the institutions and the general priorities of those functions are found to be diverse and opposing then an obstacle in attaining comprehensiveness has been discovered. The size of the obstacle is, of course, dependent upon the degree to which the selected publics' attitudes and perceptions differ and oppose one another. The leadership in the institutions, cognizant of these differences, can seek to resolve them so that those concerned may have a similar philosophy and can work toward the achievement of common goals.

This knowledge can also be helpful in understanding why and how certain existing institutional phenomena (programs, administrative structure, allocation of resources, personnel, etc.) came about and how they are likely to change in the near future.

Description of Selected Publics

The following is a description of and the selection rationale for the groups of people who were chosen to furnish the data for this study:

1. Local Citizens. Local citizens who reside in the service community of each junior college possess a set of ideas of what their

community is doing and whom it is serving. They have read about it in the newspapers; they may know some of the staff or students; they have seen it; they may have been on its campus; and may have, through their property tax, paid for its support. These citizens, through their general understanding and acceptance of the institution, determine to some extent what the junior college will be. This is particularly true in communities where the local junior college receives support through ad valorem taxes.

2. and 3. Junior College Students. Junior college students are playing an ever-increasing role in the institutional decision-making process. These students feel that this so-called comprehensive open-door institution must offer them more than an opportunity for failure and misdirection. And, when policies, rules, and traditions begin to violate their sense of justice and fair play, they will demand as citizens, as voters, and as human beings that their voices be heard and changes be made. Since the students have had experience with the institution, they will have definite ideas of what it is doing, what it should be doing, and what it should not be doing. Students with a major in an occupational area form the second public and students with a major in a liberal arts or pre-professional major (transfer major) form the third public. It was felt that the two groups might have different attitudes and perceptions.

4. and 5. Junior College Faculty. The junior college faculty will have their own ideas of what their institution is, should, and/or should not be doing. The faculty because of their unique backgrounds, values, and experiences will tend to favor certain types of programs, activities, and students and will work for their emphasis and expansion. Teachers

of occupational subjects comprised the fourth public, and teachers of liberal arts and pre-professional subjects comprised the fifth public. Since these two groups were primarily involved with separate institutional functions, it was felt that they might have different attitudes and perceptions.

6. Junior College Administrators. The most important and influential person in a junior college is its top administrator. In the final analysis, the most significant determinant of institutional success and quality (or failure and mediocrity) is the competence of the president or the top administrator by any other title. There are also other very influential administrators on the campus, and these are the presidential assistants, the vice-presidents, the deans, the directors, and the coordinators. And, these too by their attitudes and perceptions reflected in their day-to-day decisions shape their respective institutions. The determination of the attitudes and perceptions of all these administrators would be important indicators of what the junior college might become.

7. Junior College Trustees. The junior colleges' boards of trustees function as the administrative governing boards for the institutions and have the power and duty to supervise, manage, control and otherwise set the policies for the operation of their institutions. The attitudes and perceptions of the functions and goals of junior colleges held by the individual trustees would have direct bearing on what their respective institutions are and ultimately become. And since the trustees directly affect the present and future status of their respective junior colleges, their attitudes and perceptions should also be determined.

For the purpose of this study, these seven groups were considered

the publics of Oklahoma Junior Colleges. Although there may be other groups that affect the status of these institutions; e.g., Oklahoma State Regents for Higher Education, the State Legislature, the Oklahoma Commission on Education, etc.; these non-local groups were felt to be beyond the scope of this study. The seven local publics were felt to be more influential than others in determining the shape of their respective institutions.

Hypotheses

Generally, the results from the study will determine the degree of differences, if any, among the publics' perceptions of the appropriate extent of the colleges' involvement in the various functions. The hypotheses were proposed to guide the study and to identify the specific areas of inquiry this descriptive research was to embrace. The data for the study were obtained in two forms. The first form represented the publics' perceptions of the appropriate extent of the junior colleges' involvement in the various functions. The research hypotheses for this first portion of the study stated in the null form were:

1. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in community services.
2. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in transfer programs.
3. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in occupational programs.

4. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in guidance and counseling services.
5. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in remedial programs.
6. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in general education.

The second form of the data for the study was the percentages of institutional resources the publics assigned to the various functions. The research hypotheses for this portion of the study stated in the null form were:

7. There are no differences among the percentages of institutional resources the publics would assign or distribute to community services.
8. There are no differences among the percentages of institutional resources the publics would assign or distribute to the transfer programs.
9. There are no differences among the percentages of institutional resources the publics would assign or distribute to the occupational programs.
10. There are no differences among the percentages of institutional resources the publics would assign or distribute to guidance and counseling services.
11. There are no differences among the percentages of institutional resources the publics would assign or

distribute to remedial programs.

12. There are no differences among the percentages of institutional resources the publics would assign or distribute to general education.

Since the data were analyzed by institution, the hypotheses were tested for each of the 14 public junior colleges.

Definition of Terms

"Public junior colleges" refer to those types of institutions called community colleges or junior colleges. For the purpose of this study they were the two-year colleges supported in part by state funds and are a part of the Oklahoma State System of Higher Education. Excluded from this group are the private denominational junior colleges.

The junior colleges included in this study were:

1. Altus Junior College, Altus, Oklahoma.
2. Carl Albert Junior College, Poteau, Oklahoma.
3. Claremore Junior College, Claremore, Oklahoma.
4. Connors State College, Warner, Oklahoma.
5. Eastern Oklahoma State College, Wilburton, Oklahoma.
6. El Reno Junior College, El Reno, Oklahoma.
7. Murray State College, Tishomingo, Oklahoma.
8. Northeastern Oklahoma A&M College, Miami, Oklahoma.
9. Northern Oklahoma College, Tonkawa, Oklahoma.
10. Oscar Rose Junior College, Midwest City, Oklahoma.
11. South Oklahoma City Junior College, Oklahoma City, Oklahoma.
12. Sayre Junior College, Sayre, Oklahoma.

13. Seminole Junior College, Seminole, Oklahoma.

14. Tulsa Junior College, Tulsa, Oklahoma.

To insure the anonymity of these institutions, the letter names A through N were incidentally assigned to them. Throughout the balance of this report, the institutions will be referred to by their letter names.

"Function," the function of an institution refers to the purpose(s) for which it was intended. It implies an allocation or assumption of responsibility which the institution ultimately defines as programs. For the purpose of this study, the terms "role" and "function" are used synonymously.

"Community services function" refers to those programs or courses especially tailored to meet the needs of adults and part-time students. This also refers to the type of services the institutions may provide to local businesses or industries and professional services provided to all types of community enterprises and organizations. The courses are usually non-credit and the programs may be of the cultural variety and include art exhibits, concerts, plays, and miscellaneous entertainment.

"Transfer function" refers to those programs the institution offers for students who want the first two years of a baccalaureate program, and who intend to transfer to a senior college or university for its completion. It also includes the liberal arts and pre-professional programs. The terms "transfer education" and "transfer programs" are used synonymously.

"Occupational function" refers to those programs for students who want the knowledge and skill which makes for competence in some field of endeavor for the purpose of immediate employment. Although they may

have slightly different meanings, the terms "vocational education," "technical education," "career education," and "occupational education" are used synonymously.

"Guidance and counseling function" refers to those organized services or programs whereby students obtain advice, guidance, encouragement, direction, and counseling from trained counselors and the regular instructional staff on their academic, vocational and personal problems. This often includes personality, vocational interest, psychological, and academic achievement testing.

"Remedial function" refers to programs of basic education, usually English, mathematics, and reading, for students whose aptitudes and achievement in these areas are less than that which would normally be expected of entering college freshmen and who could not successfully handle collegiate level work in these areas. The terms "compensatory," "remedial," and "developmental" are often used synonymously. This may also include a program for adults to complete the equivalent of a high school diploma or pass the General Education Development (G.E.D.) Test.

"General education function" refers to an organized and structured sequence of experiences to impart a common body of knowledge to all students for the purpose of perpetuating the culture, helping them to function efficiently in society and becoming a "well-rounded citizen."

"Institutional resources" refers to those basic ingredients the institutions have at their disposal to carry out their functions and which include physical facilities, personnel, and capital (funds or monies).

"Local citizen" refers to those people who resided in the same community or city in which each of the public junior colleges is located.

Since those who completed the instrument were selected from telephone directories, this group may be more exactly defined as those people in each of the fourteen communities who had a listing in the telephone directory which also contained the listing for the local junior college. The "local citizens" of Oscar Rose Junior College were selected from the Midwest City portion of the Greater Oklahoma City Telephone Directory, and the "local citizens" of the South Oklahoma City Junior College were selected from the same directory using only those numbers with the prefixes indicating a southwest Oklahoma City residence. The terms "local citizen," "general public," and "citizens" are used synonymously.

"Occupational students" refers to those students at each of the fourteen public junior colleges who were majoring in an occupational area. They were selected from student rosters furnished by each college which listed the name and major, among other things, of every student enrolled. Selection was based on the student's major only and data regarding the student's sex, age, year of study, and whether or not she or he was a full-time student was ignored.

"Transfer students" refers to those students at each institution who were majoring in a liberal arts or pre-professional area. Generally, students in these programs intend to complete the first two years of a baccalaureate degree at the junior college and then transfer to a senior college or university for its completion. These students were selected from student rosters furnished by each college which listed the name and major, among other things, of every student enrolled. Selection was based on the student's major only and data regarding the student's sex, age, year of study, and whether or not she or he was a full-time student was ignored. Students listed on the rosters with undeclared

majors were included in this group since the courses they are usually enrolled in are more akin to the liberal arts than to the occupational subjects.

"Occupational teachers" are those faculty members at each junior college who teach courses related to an occupational major and those who are members of a department or division within a junior college whose exclusive business is occupational education even though some of the members may teach only courses of a general or supportive nature.

"Liberal arts teachers" are those faculty members at each junior college who teach liberal arts or general education courses or courses related to a pre-professional major.

"Administrators" refers to those professional staff members at each junior college who have administrative and supervisory responsibilities. Administrators include presidents, vice-presidents, deans, coordinators, and department or division chairmen. The department or divisional chairmen were not considered administrators at those colleges where they taught almost a full course load and where their administrative responsibilities were limited.

"Trustees" refers to those members of the general administrative and policy-making group for each of the junior colleges. The groups are called boards of regents or boards of trustees and the members called regents or trustees, respectively. The two words are used synonymously in this study even though the names of the groups are officially and legally specified.

CHAPTER II

REVIEW OF LITERATURE

A study dealing with the functions of junior colleges merits a clarification of terminology so the reader can gain some perspective and understanding of the general subject matter. Those who devote attention to the functions of educational institutions often fail to offer some definition of the term "functions." Before the author embarks upon a narrative of junior college functions, it seems appropriate to provide a definition at the outset.

The word "function" implies a purpose or reason for existence. It is the action for which a thing is specially fitted or used. The term "functions," as it pertains to higher education institutions, refers to an allocation or assumption of responsibility which commits an institution over a broad sphere of activity for a considerable length of time.¹

The Oklahoma State Regents for Higher Education indicate that functions would encompass such objects as:

1. The level at which an institution shall operate;
2. The broad kinds of educational programs to be undertaken;
3. The geographic area for which the institution is to be responsible; and,
4. The extent to which it is to engage in research, public service, extension activities, and the like.²

Monroe offers a definition of functions which is interpretable for

local level operations. In discussing a detailed set of functions for a specific institution or for a specific type of institution he says:

(They) become the immediate blueprint for the guidance of the faculty and administration in formulating the operating practices, the curriculums, the various services and activities, and the rules and regulations which the college attempts to put into practice.³

In reviewing the literature related to the role and function of junior colleges, it appears that the pertinent information can be categorized into four general groups. These four general groups which form the structure of this chapter are: (1) the role and function of the junior college as perceived by the notable, learned, and published experts in the field; (2) the role and function of Oklahoma junior colleges as defined by the Oklahoma State Regents for Higher Education; (3) the role and function of the Oklahoma junior colleges as defined by the junior colleges themselves; and, (4) the role and function of junior colleges as perceived by noneducators and the public.

The Experts' Perceptions of Junior College Functions

Many texts or monographs dealing with the junior college will include in their early chapters an extensive elaboration of its roles, objectives, or functions. The authors feel a need to provide some definition of the junior college's distinctive character before they particularize the other aspects of these institutions. The following paragraphs are representative of what the many writers in the field feel the functions to be.

Thornton offers six junior college functions under two headings. The first four functions come under the heading of the developmental

function which are those dealing with the cultivation of the humane qualities of the student and include (1) improvement of learning skills for disadvantaged students; (2) general education for all students; (3) part-time education and community service for the entire post-high school population; and, (4) counseling and guidance of students. Under the heading of preparatory functions which are defined as those concerned with occupational or professional competence come (5) technical and vocational education of post-high school level; and, (6) education for transfer to professional study.⁴

Monroe's list of functions of the junior college are lengthy and to some extent unique. His list includes (1) transfer curriculums; (2) citizenship and general education; (3) occupational training; (4) remedial programs; (5) general studies; (6) adult and continuing education; (7) counseling and guidance; (8) salvage function; (9) screening function; (10) goal-finding or cooling-out function; (11) custodial function; and, (12) co-curriculums or student-activity function.⁵

Monroe's general studies function refers to a body of study for students who are unable to decide what major to pursue. They are similar to the liberal arts and general education courses but are geared to less rigorous standards of academic achievement. The completion of a general studies program is recognized by an associate in general studies degree rather than an associate of arts degree.⁶ His salvage function is related to both the remedial and counseling functions and is intended to help the low-level students as well as the non-motivated but intellectually-able student.⁷ The screening function has the objective of maintaining a status-oriented society. Since college was meant to serve the elite, the leadership class, and the ruling element; it naturally screens

out the poor, the minority groups, and the depressed classes.⁸ The goal-finding or cooling-out function helps to solve the problems caused by permitting free choice of curriculums and courses. This function helps those students who have no serious educational goals or plans when they enter or have plans that are so unrealistic that they are not attainable.⁹ The custodial function refers to the safekeeping of certain students until they grow up. It is felt that many students in college, even in the so-called prestige colleges and universities, have no particular motivation or purpose for being there other than that attending college is better than loafing on the streets, going to work, or joining the military.¹⁰

Landrith offered the usual list of functions but also included the function of popularizing higher education. His idea was that since junior colleges are mostly attended by students who live within commuting distance and since the college caters to the part-time adult student, the net effect is to bring people to the college that would have otherwise never attended, thus it popularizes higher education.¹¹

The Carnegie Commission report on junior colleges indicated that junior colleges often assume many functions but felt that the most important ones were:

1. The function of providing transfer programs;
2. The function of providing occupational programs;
3. The function of guidance and counseling; and,
4. The function of remedial education.¹²

The Higher Regents' Functions
for the Junior Colleges

The Oklahoma State Regents for Higher Education are directed by the Constitution of Oklahoma to "determine the functions and courses of study" of institutions in the state system.

Oklahoma State System of Higher Education. All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as 'The Oklahoma State System of Higher Education.'¹³

Oklahoma State Regents for Higher Education - Establishment - Membership - Appointment - Terms - Vacancy - Powers as coordinating board of control. There is hereby established the Oklahoma State Regents for Higher Education, consisting of nine (9) members, whose qualifications may be prescribed by law.

The Regents shall constitute a co-ordinating board of control for all state institutions described in Section 1 hereof, with the following specific powers: (1) it shall describe standards of higher education applicable to each institution; (2) it shall determine the functions and courses of study in each of the institutions to conform to the standards prescribed; (3) it shall grant degrees and other forms of academic recognition for completion of the prescribed courses in all of such institutions; (4) it shall recommend to the State Legislature the budget allocations to each institution, and; (5) it shall have the power to recommend to the legislature proposed fees for all of such institutions, and any such fees shall be effective only within the limits prescribed by the legislature.¹⁴

In analyzing various publications of the Oklahoma State Regents for Higher Education, it is evident that the functions the Regents assign to the state's junior colleges have been changing slightly in recent times which again confirms the dynamism of the institutions. In the 1970 publication on the role and scope of Oklahoma Higher Education, the Regents report the functions of the junior colleges as follows:

These . . . colleges have similar functions in that they provide undergraduate, lower-division study with emphasis on programs to achieve these purposes: (1) provide general education for all students, (2) provide education in several basic fields of study for the freshman and sophomore years for students who plan to transfer to senior colleges and complete requirements for the bachelor's degree, (3) provide terminal education in several fields of vocational and technical study, and (4) provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity.¹⁵

The identical wording is used to describe the junior college functions in the Regents' report on the system's budget needs for the 1972 fiscal year.¹⁶

The Regents' 1970 report on junior college education in Oklahoma outlines the functions of the junior colleges as follows:

Functions of junior colleges related to kinds of education at the lower division or level normally include academic courses designed to:

1. Provide basic general education;
2. Provide for transfer credit to institutions offering advanced programs;
3. Provide technical-vocational education; to prepare students for entry into employment after completing the junior college programs; and,
4. Provide compensatory instruction for the student whose high school preparation has not qualified him for college-level work.¹⁷

This junior college report which was published at approximately the same time as the role and scope report drops adult and continuing education and adds compensatory education as the fourth function.

Finally, in the Regents' State Plan for the 1970's a fifth function is added to the list and the report suggests that the responsibilities

of these institutions may become broader in the future.

Functions of junior colleges related to kinds of education at the lower division or level normally include academic courses designed to:

1. Provide basic general education;
2. Provide for transfer credit to institutions offering advanced programs;
3. Provide technical-vocational education to prepare students for entry into employment after completing the junior college programs;
4. Provide compensatory instruction for the student whose high school preparation has not qualified him for college-level work; and,
5. Provide guidance and counseling.

Most state-supported junior colleges and some of the community junior colleges provide all five functions relating to kinds of education, to some degree. It is probable in the future, however, that these institutions will need to assume a greater share of responsibility for providing adult education, counseling services for both young persons and adults to enable them to make wise vocational choices, programs of community services to improve the cultural, economic and technical-vocational education of a post-secondary level to meet the needs of an industrialized economy.¹⁸

The Functions Reported by the Junior Colleges

The author examined the catalogs of all 14 of the public junior colleges in Oklahoma. The number of functions listed by each institution ranged from a single statement to nine. Generally, four major functions were listed by the colleges. The following paragraphs describe typical listings of the schools.

The philosophy and functions of the Tulsa Junior College were described in one statement.

Tulsa Junior College is a comprehensive two-year college designed to serve the needs of the Tulsa metropolitan area, as well as the surrounding area. The college is concerned with providing a wide range of educational opportunities for its students, covering university-parallel programs in pre-professional and general education, occupational and technical programs, and community service programs. The college also provides counseling and advising services to help students find the area of study best suited to their interests and abilities. Tulsa Junior College operates on a continuous program schedule from early morning through late evening and seeks to provide balanced educational opportunity for both day and evening students. The college is concerned with producing quality graduates from every program it offers; people who can efficiently use the knowledge they have gained whether it be university transfer or direct applied skills.¹⁹

The functions delineated in the Murray State College catalog were the most detailed although not the most numerous.

In keeping with the needs and backgrounds of its students, the changing community which the college serves, and the requirements of our society for its members, the faculty and administration of Murray State College are dedicated to the accomplishment of the following purposes:

1. To provide a general education for all students which will prepare them for effective living:
Many courses contribute to the general education objective, but certain courses chosen because of their special contributions to general education are required of all candidates for the degree granted by the college. These courses are designed to develop the attitudes, skills, and knowledge which are necessary for effective living in our society.

A diversified program of student activities and student personnel services outside the classroom contributes to general education by enriching classwork, by providing avenues for the expression and development of special interests and abilities, and by providing opportunities for the development of spiritual, social and civic skills, and values.

2. To prepare students for advanced standing in other colleges or universities: The transfer

function is achieved by offering courses which are equivalent to lower division courses in the four-year colleges in the liberal arts and in the professions such as business, engineering, and law.

3. To prepare students for employment in certain vocations: The vocational function is accomplished through courses that provide the information, skills, and attitudes which make for vocational competence in agriculture, business, homemaking, and technology.
4. To provide continuing education for adults: Both credit and non-credit classes in liberal arts, vocations and general education are scheduled during the day or evening for adults who either cannot or do not desire to pursue studies on a full-time basis.
5. To provide certain special services for the betterment of the community of which the college is a part: The college makes its physical plant available for the use of community organizations and supplies the special talents, leadership, and influence of its professional staff for promoting the economic, civic, and cultural life of the community.²⁰

The Seminole Junior College, one of the six municipal community colleges, listed the most functions.

1. To provide a comprehensive, two-year, post-high school program of education for the citizens of the junior college area.
2. To provide a two-year program of education in the liberal arts and sciences, culminating in the awarding of the Associate in Arts and Associate in Science degrees.
3. To provide a limited number of vocational and technical programs for students who will terminate their formal study at the end of two years or less to seek employment in the various job fields.
4. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing such a course to transfer to a four-year college and pursue

his major to the completion of a baccalaureate or professional degree.

5. To provide continuing education in the community - to serve the needs of the young and older adults to improve themselves on the job, to advance in their positions and for self-satisfaction in further education.
6. To provide a program of remedial education for those whose previous educational experiences have not fitted them to achieve at collegiate levels.
7. To provide a balanced program of student activities for the development of personality, social living, and effective citizenship.
8. To provide a program of services designed to improve the cultural, economic, and social environment of the community.
9. To provide a general education to all students having as its goal to make the individual a happier and more useful citizen in society.²¹

These examples of functions which have been reported by the junior colleges themselves are very typical of the functions reported by all the junior colleges in the state. The smaller institutions tend to offer the longer more detailed lists than do the larger ones.

One notable item had been omitted from all the lists. None of the junior colleges included counseling and guidance as one of their specific functions even though the Regents had, since 1971, indicated that this was one of the functions of the state's junior colleges. Although counseling and guidance appeared on the Regents' lists of the junior college functions in the 1971 Plan for the 1970's, most of the catalogs which the author examined had been printed since that date.

The Publics' Perceptions of the Junior College Functions

The author found no research dealing with the publics' perceptions of specific functions of the junior college. However, two studies were found which dealt with the publics' attitudes toward the junior college in general.

Howitt's 1969 study of non-education professional peoples' perceptions of two Nebraska junior colleges found general agreement regarding the junior colleges' purposes although the perceptions of the respondents tended to parallel the traditional liberal arts and pre-professional programs of four-year colleges. The respondents generally agreed that (1) the programs of their local junior college contributed to the total welfare of the community, (2) that the junior college was a viable constituent of higher education, (3) the junior college had weaknesses in the areas of teaching, staff, curriculum, and selected aspects of student life, and (4) occupational and technical education was not an accepted part of the instructional program.²²

Snyder and others in their 1971 study of community attitudes toward a community college sought the view of high school students, educators, black adults, self-employed professionals, business and industrial executives, school board members, parents of junior college students, and labor union members. Overall, there was a high degree of awareness among adults about the college and its operation. Best informed were school board members and parents of junior college students. Least informed were the blacks, the executives, and the union members. Students had a fair degree of awareness about the college but less knowledge than the parental group. More than half of all the respondents had seen the

campus. All groups overestimated the cost of tuition and fees and underestimated the school's enrollment. A majority of the respondents rated the college quite favorably. Eighty-six percent (86%) estimated the value of the college to the taxpayer as excellent or good. Among the adults, the parental group was the most favorable in their ratings. The students were somewhat less favorable in their ratings. Over 80 percent of the adults and 60 percent of the high school students rated the college as having a unique value, rather than being just another college to which admission is easy.²³

Summary

In summary, the writers in the field of junior college education generally agree on six functions although some lists may include more than this number. The six most generally accepted functions of the junior college are:

1. The function of providing transfer programs for students who intend to pursue an advanced degree after junior college;
2. The function of providing occupational programs for students who plan to go to work after junior college;
3. The function of guidance and counseling for students who have not developed clear education or vocational goals and/or who are vulnerable to interrelated financial, academic, and personal pressures;
4. The function of remedial education for students whose academic achievement is less than that which is normally expected for an entering college freshman;
5. The function of general education to afford all students more effective preparation for the responsibilities that they share in common

as citizens in a free society and for wholesome and creative participation in a wide range of life activities; and,

6. The function of continuing education and community service whereby the college provides for the continuing education of the people of the community regardless of age or employment status and provides both human and physical resources to the community for its development.

The Oklahoma State Regents for Higher Education by the Authority of the Oklahoma Constitution have determined the following functions for the Oklahoma Junior Colleges:

1. Provide basic general education;
2. Provide transfer programs;
3. Provide occupational and technical programs;
4. Provide remedial and compensatory programs; and,
5. Provide a program of counseling and guidance.

The 14 public junior colleges in the state officially report the acceptance of these functions except the last one dealing with counseling and guidance. Even though all the colleges provide some counseling and guidance services, they do not list it as a specific function.

The research dealing with community attitudes toward junior colleges revealed that the various publics generally agree with the institutions' functions, purposes, and programs with the exception of occupational and technical education. All the publics rated the junior colleges favorably and felt that they had a unique value.

FOOTNOTES

¹Oklahoma State Regents for Higher Education, Oklahoma Higher Education - A State Plan for the 1970's (Oklahoma City, 1971), p. 64.

²Ibid.

³Charles R. Monroe, Profile of the Community College (San Francisco, 1972), p. 32.

⁴James W. Thornton, The Community Junior College (New York, 1972), p. 63.

⁵Monroe, p. 32.

⁶Ibid., p. 34.

⁷Ibid., p. 36.

⁸Ibid., p. 37.

⁹Ibid., p. 39.

¹⁰Ibid., p. 40.

¹¹Harold F. Landrith, Introduction to the Community (Danville, Ill., 1971), p. 61.

¹²Clark Kerr, The Open-Door Colleges: Policies for Community Colleges - A Report from the Carnegie Commission on Higher Education (New York, 1970), p. 16.

¹³Oklahoma Constitution, Article XIII-A, Section 1.

¹⁴Oklahoma Constitution, Article XIII-A, Section 2.

¹⁵Oklahoma State Regents for Higher Education, The Role and Scope of Oklahoma Higher Education (Oklahoma City, 1970), p. 47.

¹⁶Oklahoma State Regents for Higher Education, Operating Budget Needs of the Oklahoma State System of Higher Education for the 1971-72 Fiscal Year (Oklahoma City, 1971), p. 7.

¹⁷Oklahoma State Regents for Higher Education, Junior College Education in Oklahoma (Oklahoma City, 1970), p. 19.

¹⁸Oklahoma Higher Education - A State Plan for the 1970's p. 64.

¹⁹Tulsa Junior College, 1972-74 Catalog, Tulsa Junior College (Tulsa, 1972), p. 3.

²⁰Murray State College Catalog, 1967-69, Murray State College (Tishomingo, 1969), p. 9.

²¹Seminole Junior College Catalog, 1972-74, Seminole Junior College (Seminole, 1972), pp. 13-14.

²²Doyle Howitt, "Perceptions of the Community Junior College as Held by Non-Education Professional People" (unpublished report, 1969), pp. 1-9.

²³Fred Snyder, Clyde Blocher, and Corwin Hale, Community Attitudes Toward the Community College (Harrisburg, PA: Harrisburg Area Community College, 1971).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to investigate the functions of the public junior colleges in Oklahoma as perceived by the selected publics and to determine the degree of differences, if any, among the publics' perceptions of the appropriate extent of the colleges' involvement in the various functions. This chapter is devoted to reporting the methodology used to accomplish the purpose of the study and is divided into the following sections: (1) Design, (2) Instrumentation, (3) Population and Data Collection, and (4) Statistical Treatment.

Design

The design of this study is considered to be descriptive research of the survey type. Descriptive research attempts to describe the characteristics of individuals, groups, or situations by drawing inference from data primarily with an informative rather than heuristic purpose. The purpose of a survey is to collect detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practices or to make more intelligent plans for improving them. In this case, the purpose was to determine the degree of differences existing among the publics' perceptions of the appropriate extent of the junior colleges' involvement in the various functions to aid in

the explanation of current institutional phenomena to help understand how these phenomena may change in the near future, and to determine if existing differences in the publics' perceptions of those functions at any of the institutions may be so large as to constitute an obstacle in the attainment of comprehensiveness.

Instrumentation

Since the study required information from a large number of people, a questionnaire was deemed to be the most practical instrument for obtaining the relevant data. The closed-form or structured questionnaire where specific questions, or situations, or activities are isolated for consideration tend to objectify, intensify, and standardize the observations that respondents make.¹ The fact that the data was standardized made it feasible to use electronic data processing to aid in the tabulation and analysis of the data.

The instrument used in this study was a 40 item, closed-questionnaire including a respondent categorical identification form developed by the investigator (see Appendix A). The questionnaire is essentially divided into four parts. The first part, Items 2 through 27 (Item 1 is an example), is composed of a series of described activities or programs with which a junior college might involve itself. The respondent is asked to respond to the activity or program by indicating the degree to which he feels this activity or program is appropriate for his junior college to involve itself.

The second part of the instrument is a single item, not numbered in the instrument, which lists the six normally accepted functions of a comprehensive junior college. The respondent was asked to assign a

percentage to each of the functions so that the sum is equal to 100 and which would indicate the manner in which he feels the available institutional resources should be allocated to each of the functions.

The third part of the instrument, Items 28 through 39, is composed of a list of situations relative to the type of students to be admitted, the sources of operational revenues, and the methods of administration. Since it was felt that data obtained from this part of the instrument would not be helpful in understanding the selected publics' perceptions of the junior college functions, it was omitted from the analysis.

The fourth and final part of the instrument, Item 40, is a categorical identification form for the respondent to indicate to which public he belongs and to which institution he is related.

The items in the instrument evolved from a massive list of every type of junior college program or activity the writer had ever read or heard about. The items in the list were categorized into the six functional areas. With the assistance of the writer's graduate advisory committee and others knowledgeable of junior college activities, the number of items was reduced. The reduction was accomplished by combining similar items and rewriting some items to eliminate unnecessary words, phrases, or duplications that may have existed.

The instrument was administered to a small group of upper division university students for the purpose of checking its readability. It was determined after this test that the instrument's reading level was too high to be easily read and understood by junior college students and the lay public. After repeated rewritings and with the help of curriculum specialists at the Oklahoma State Department of Vocational and Technical Education, the reading level was lowered to a 10.6 grade level. The

reading grade level analysis was done by State Department personnel using a technique which bases the test on a ratio of the number of sentences to syllables in a given size passage. Every effort was made to develop an instrument which was brief, straightforward, and to the point.

Each of the items for the first part of the instrument, that dealing with the public's perceptions of the appropriateness of the functions, was structured so the response could be made with a check to indicate, on a scale of A to E, the degree to which the respondent felt the activity was appropriate for the junior college to involve itself. An A response would indicate a proper and expected activity and an E response would indicate a wrong or improper activity with the remaining response, B, C, and D, indicating intermediate degrees between the two. To convert these lettered responses into data suitable for statistical analysis, the letters were assigned numerical values on a scale of five to one; i.e., A=5, B=4, C=3, D=2, E=1; and the raw data for the statistical test was the sum of the numerical values of the items dealing with each of the functions.

To prevent the respondent from having to deal with consecutive items relating to a single function and to encourage him to analyze each based on its own merit and not its relationship with a specific function, the items dealing with each of the functions were randomly assigned numbers and distributed evenly throughout the first part of the instrument. For the community service function, the raw data was the sum of Items 2, 3, 8, 9, 15, 16, and 21. For the transfer function, the raw data was the sum of Items 17 and 22. For the occupational education function, the raw data was the sum of Items 4, 10, 11, 18, and 26. For the guidance and counseling function, the raw data was the sum of Items 5, 12,

19, and 24. For the remedial education function, the raw data was the sum of Items 6, 13, and 27. For the general education function, the raw data was the sum of Items 7, 14, and 20. Since each of the functions was analyzed separately, it made no difference that the number of items for each function were unequal or that the sums of the raw data were not averaged or equalized. Since over 95 percent of all the respondents reacted to Items 23 and 25 in an extremely negative fashion, a decision was made to eliminate them from the analysis. This was the only decision relating to the statistical design of the study which was made ex post facto.

The raw data for the second part of the instrument, that dealing with the percentage of resources the publics would assign to the various functions, was simply the assigned percentage.

Population and Data Collection

The population of the study was the seven selected publics. These were: (1) citizens or lay public, (2) students with an occupational major, (3) students with a transfer major, (4) teachers of occupational subjects, (5) teachers of the liberal arts or transfer subjects, (6) administrators, and (7) trustees or members of boards of regents.

An attempt was made to get 25 respondents for each public for each institution on a random basis. For some publics, where the total possible population was less than 25, an attempt was made to get all those in the public to respond. This situation occurred every time for the trustees which have a total size of 5, 7, or 9; and for administrators; and it frequently occurred for teachers of occupational subjects.

The method of collecting the data was as follows:

1. The investigator personally visited with the president of each of the colleges, explained the nature and purpose of the study, and

requested his permission to administer the instrument to selected members of his staff. The president was also requested to forward copies of the instrument to his board for completion. Generally, the requests were granted and in most cases the president enthusiastically volunteered to aid in the administration of the instrument.

2. At each institution, the investigator obtained a list of the student body which included each student's major. He also obtained a list of the faculty which included their teaching responsibility. From a table of random numbers, the investigator selected from these lists 25 students with an occupational major, 25 students with a liberal arts or transfer major, 25 instructors of occupational subjects, and 25 instructors of the liberal arts, general education, or transfer subjects. At each institution, the president or someone on his staff saw to it that all those who had been selected received the instrument with instructions on where and when to return the completed form. The president, trustees, and all administrators at each institution also received the instrument. The completed instruments were returned to the president or his designate who in turn forwarded them to the investigator.

3. The investigator obtained a telephone book for each of the cities with a junior college. From a table of random numbers, the investigator selected from each of the telephone books residential listings and made personal calls to these residents. The purpose of the call was to request cooperation in completing the instrument after the nature and purpose of the study was explained. The investigator made repeated calls until 25 residents in each of the cities had agreed to complete the instrument. The investigator mailed to each of the residents the instrument and a stamped, self-addressed envelope. No follow-up

procedure was used to increase the number of respondents.

All samples, where the population size was greater than 25, were selected using Kendall and Smith's Table of Random Numbers from Popham.² The first three digits of all the columns in the first, second, and third thousand tables were used. Where the population size was less than 25, the total population was used as the sample.

Statistical Treatment

The data obtained from the first and second parts of the instrument was analyzed using the Kruskal-Wallis H One Way Analysis of Variance by Ranks. The statistic is a non-parametric which tests k independent samples under the null hypothesis. The test assumes that the variable under study has an underlying continuous distribution, and it requires at least ordinal measurement.³ A Mann-Whitney Z Follow-Up Test was used to further isolate differences in the samples if the null hypothesis was rejected by the Kruskal-Wallis Test.⁴

The H values relating to each function at each institution for both the first and second parts of the data are presented in tabular form later in the text. The $\alpha = .05$ level of statistical significance was used as the basis for rejecting the null hypothesis. Since the degrees of freedom for all the tests were the same; i.e., the data from the seven publics was analyzed each time, reference to the chi-square table indicates that any value of H larger than 12.6, $df = 6$, is $p \leq .05$ for every table. The decision was to reject the null hypothesis each time the H score was 12.6 or greater. For the information of the reader, the chi-square table in Bruning and Kintz discloses the following H scores and the related probability levels with $df = 6$:⁵

<u>H Score</u>	<u>Probability</u>
12.6	p = .05
14.4	p = .025
16.8	p = .01
18.5	p = .005
22.5	p = .001

The Mann-Whitney Z Table is presented each time the Kruskal-Wallis Test indicated a significant H. The Z scores in the table can be used to determine between which groups the differences lie. Again, the Z values will have the same meaning from table to table. Reference to the Z table in Bruning and Kintz discloses the following Z scores and their related probability levels:⁶

<u>Z Score</u>	<u>Probability</u>
1.96	p = .05
2.24	p = .025
2.57	p = .01
2.81	p = .005
3.30	p = .001

In addition to the values of the Kruskal-Wallis H Scores and the Mann-Whitney Z Scores, there have also been computed the mean response of each institution's publics with regard to the appropriateness of the functions and the mean percentage of institutional resources each institution's publics assigned to the functions. These means are presented in tabular form in Chapter IV.

FOOTNOTES

¹D. B. Dolen and W. J. Meyer, Understanding Educational Research (New York, 1966), p. 302.

²W. James Popham, Educational Statistics (New York, 1967), p. 381.

³Sidney Siegel, Non-Parametric Statistics for the Behavioral Sciences (New York, 1956), p. 184.

⁴Gary Folkers, "Kruskal-Wallis Computer Program Software Manual" (Oklahoma State University, 1967), p. 3-4.

⁵James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois, 1968), p. 221.

⁶Ibid., p. 217.

CHAPTER IV
ANALYSIS OF DATA

Introduction

The data relating to the research questions and the hypotheses are analyzed and presented in this chapter. The first part of the chapter consists of a brief description of the sizes of and responses from the selected publics. The second part is the description of the data relating to the differences among the publics' perceptions of the appropriate extent of the junior colleges' involvement in the various functions. The final part of the chapter is the description of the data relating to the differences among the percentage of institutional resources the publics would assign or distribute to the various functions.

The Selected Publics - Sizes and Responses

The sizes of the seven selected publics at each of the institutions are presented in TABLE I. The table reveals that responses were sought from 1,804 people and that the sizes of the groups ranged from 5 to 25. As indicated in Chapter III, the sizes of all the samples were set at 25 except for those groups where the total population itself was less than 25 and in these cases the samples were the total population.

TABLE II presents the summary of responses from the selected publics. A total of 1,394 responses were received which represents 77.5 percent of the total number of persons composing the selected publics.

TABLE I
SUMMARY OF THE SIZES OF THE SELECTED PUBLICS

Institution	(1) Citizens	(2) Students Occupnl	(3) Students Lib.Arts	(4) Teachers Occupnl	(5) Teachers Lib.Arts	(6) Adminis- trators	(7) Trustees	Total
A	25	25	25	11	19	8	7	120
B	25	25	25	10	13	5	5	108
C	25	25	25	12	25	5	7	124
D	25	25	25	14	25	6	9	129
E	25	25	25	25	25	6	7	138
F	25	25	25	18	18	5	5	121
G	25	25	25	15	25	7	7	129
H	25	25	25	25	25	11	9	145
I	25	25	25	25	25	7	7	139
J	25	25	25	25	25	17	7	149
K	25	25	25	15	25	8	7	130
L	25	25	25	12	16	6	7	116
M	25	25	25	10	17	5	7	114
N	25	25	25	25	25	10	7	142
TOTAL	350	350	350	242	308	106	98	1804

TABLE II
SUMMARY OF RESPONSES

Institution	(1) Citizens	(2) Students Occupn1	(3) Students Lib.Arts	(4) Teachers Occupn1	(5) Teachers Lib.Arts	(6) Adminis- trators	(7) Trustees	Total
A	17	20	13	11	18	8	4	91
B	18	29	17	10	11	5	4	94
C	14	26	18	12	15	5	6	96
D	16	28	15	14	17	6	9	85
E	16	13	10	18	16	6	6	85
F	11	15	16	18	13	6	5	84
G	11	27	20	12	9	7	6	92
H	14	37	22	20	14	11	9	127
I	14	28	18	16	20	7	5	108
J	12	25	20	18	13	17	7	112
K	12	12	16	15	15	8	6	84
L	14	24	22	12	14	6	4	96
M	18	27	31	10	14	5	7	112
N	18	24	26	12	12	10	6	108
TOTAL	205	335	264	198	201	107	84	1394

The number of students responding from institutions H and M totaled more than the originally set sample size of 50 (25 from each group) because extra instruments were left at these schools for replacements in the event that some students lost or misplaced theirs, and the persons coordinating the return of the instruments at these schools misunderstood the purpose of the extra instruments and had additional students complete them. These additional students were selected from the original list of students who had been randomly selected from total population of each group. The extra students were selected because students often drop out, become ill, skip classes, or otherwise become difficult to locate. Even though the size of the groups responding at these institutions was larger than 25, they nonetheless had been randomly sampled from the total population and the data they provided was felt to be valid and useful.

One of the two student groups at institutions B. C. D. G. I, and N was also larger than 25 but for a different reason than cited above. The difference was the result of an interesting phenomenon. Some of the student respondents who were majoring in one area (occupational or general education, liberal arts or pre-professional) representative of the group they were selected from, indicated that they were majoring in the other area; i.e., some liberal arts, general education, or pre-professional majors indicated in the instrument that they were occupational students and vice versa. The fact that many more occupational students than liberal arts, general education, or pre-professional students responded can be explained by this phenomenon. TABLE II reveals that the occupational student group was larger at 10 of the 14 institutions and that their total number for all the institutions exceeded the others by 71, an average of five per institution.

The Differences Among the Publics' Perceptions
of the Appropriate Extent of the
Junior Colleges' Involvement
in the Various Functions

The data relating to the differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in the various functions is in two forms. The first form is the data analyzed by the Kruskal-Wallis One Way Analysis of Variance by Ranks statistical test and is represented by an H score for each of the six hypotheses at each of the 14 institutions. When the H score is significant (any value of H equal to or larger than 12.6 represents a probability which is equal to or less than .05; the $\alpha = .05$ level of statistical significance was used as the basis for rejecting the null hypothesis), it is accompanied by a table of Z values which were computed by the Mann-Whitney Z Follow-Up Test for the purpose of further isolating the differences in the samples. The H values and their accompanying Z tables, where appropriate, are presented in APPENDIX B, TABLE VII.

The summary of the probabilities related to the H scores is presented in TABLE III. TABLE III is structured so that the functions across the top of the table represent the first six hypotheses of the study. The table clearly reveals which hypothesis at each of the institutions was accepted or rejected. Any value of p in the table which is equal to or less than .05 indicates that the perceptions of all the publics with regard to the appropriate extent of a junior college's involvement in a specific function are significantly different. When an H score was insignificant, the letters NS were entered in the table to indicate that the value was "not significant."

TABLE III

SUMMARY OF PROBABILITIES (p) RELATED TO THE SIGNIFICANT DIFFERENCES AMONG THE PUBLICS ON THE APPROPRIATENESS OF THE FUNCTIONS TO THE INSTITUTION

Institution	Commun Service	Transfer	Occupnl Education	Guid and Counseling	Remedial Education	General Education	Total H ₀ Rejections
A	<.005	<.005	<.005	NS	<.05	NS	4
B	<.001	<.025	NS	<.001	NS	<.01	4
C	<.001	<.025	<.001	<.005	NS	<.025	5
D	<.01	<.05	NS	NS	NS	NS	2
E	<.01	NS	<.01	<.001	NS	NS	3
F	<.001	<.005	<.01	NS	NS	NS	3
G	<.025	NS	NS	NS	NS	NS	1
H	<.001	NS	<.025	<.025	NS	<.05	4
I	<.005	NS	<.05	NS	NS	NS	2
J	<.01	<.001	NS	<.001	NS	<.05	4
K	<.001	<.001	<.01	<.001	NS	<.001	5
L	<.001	<.05	<.001	NS	<.005	NS	4
M	<.001	<.001	<.005	<.001	<.01	<.001	6
N	<.001	NS	<.01	NS	NS	NS	2
Total H Rejections	14	9	10	7	3	6	49

Note: The null hypothesis (H₀) is rejected when $p \leq .05$. The sign "<" means "less than."
NS means "not significant."

The second form of the data is the mean responses of each of seven publics for each of the six functions of each of the 14 institutions. These data are presented in TABLE IV. The data in the table reveal, in simple terms, the intensities with which the publics responded to the functions and the relative differences among those responses. These data are presented for the information of the reader. The data in this form had no bearing on the decisions to accept or reject the hypotheses.

It is interesting to note that all publics agreed all functions were appropriate to all 14 institutions. The lowest mean was a 3.3 by trustees in Institution I toward the remedial education function which is well above the mid-point on the appropriateness continuum.

The Differences Among the Percentage of Institutional Resources the Publics' Assigned to the Various Functions

The data relating to the differences among the percentage of institutional resources the publics' assigned to the various functions is in two forms. The first form is the data analyzed by the Kruskal-Wallis One Way Analysis of Variance by Ranks statistical test and is represented by an H score for each of the six functions at each of the 14 institutions. Where the H score is significant (equal to or larger than 12.6), it is accompanied by a table of Z values which were computed by the Mann-Whitney Z Follow-Up test for the purpose of further isolating the differences in the samples. The H values for this part of the data and their accompanying Z tables, where appropriate, are presented in APPENDIX C, TABLE VIII. The summary of probabilities related to those H scores is presented in TABLE V. The functions which are listed across the top of

TABLE IV

THE MEAN RESPONSE* OF EACH INSTITUTION'S PUBLICS WITH REGARD TO THE APPROPRIATENESS OF THE FUNCTIONS

INSTITUTION	FUNCTION	PUBLICS						
		Citizens	Students Occupnl	Students Lib.Arts	Teachers Occupnl	Teachers Lib.Arts	Admin.	Trustees
A	Com Serv	3.6	3.9	4.0	4.4	3.8	4.0	4.1
	Transfer	4.7	4.6	4.7	5.0	4.9	5.0	4.7
	Occup Ed	4.4	4.2	4.4	4.7	4.6	4.6	4.7
	Guid & Cou	4.6	4.7	4.7	4.6	4.6	4.7	4.2
	Rem Ed	3.9	3.8	4.2	3.8	3.6	3.6	3.9
	Gen Ed	4.3	4.4	4.5	4.3	4.6	4.4	4.0
B	Com Serv	3.8	3.7	3.8	4.6	4.0	4.6	4.3
	Transfer	4.2	4.6	4.6	4.9	4.8	4.9	4.5
	Occup Ed	4.3	4.1	3.9	4.3	4.4	4.6	4.4
	Guid & Cou	4.4	4.5	4.4	4.8	4.8	4.7	3.8
	Rem Ed	4.0	4.2	3.8	4.1	4.5	4.3	4.3
	Gen Ed	4.4	4.3	4.1	4.9	4.5	4.4	4.5
C	Com Serv	3.8	3.9	4.0	4.7	4.4	4.8	4.5
	Transfer	4.4	4.6	5.0	4.5	4.7	5.0	4.5
	Occup Ed	4.2	4.3	4.0	4.9	4.2	4.2	4.8
	Guid & Cou	4.5	4.4	4.6	4.7	4.4	4.9	4.9
	Rem Ed	4.0	4.1	3.6	4.3	4.2	4.9	4.3
	Gen Ed	4.5	4.1	4.2	4.8	4.4	4.7	4.4

*Based on a 5 point continuum where 5 equals most appropriate and 1 equals least appropriate.

TABLE IV (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupnl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupnl	Teachers Lib.Arts		
D	Com Serv	4.1	3.9	3.9	3.9	4.3	4.5	3.6
	Transfer	4.7	4.3	4.7	4.8	4.7	5.0	4.5
	Occup Ed	4.3	3.9	4.1	4.2	4.2	4.4	3.8
	Guid & Cou	4.6	4.5	4.4	4.6	4.5	4.5	4.6
	Rem Ed	4.1	3.9	4.3	3.9	4.0	4.0	3.5
	Gen Ed	4.5	4.4	4.3	4.2	4.4	4.5	4.4
E	Com Serv	3.9	3.7	3.9	4.2	4.2	4.7	4.0
	Transfer	4.6	4.6	4.5	4.8	4.9	5.0	4.9
	Occup Ed	4.0	4.3	4.3	4.5	4.3	4.6	4.6
	Guid & Cou	4.2	4.3	4.8	4.5	4.8	5.0	4.5
	Rem Ed	4.3	3.5	4.3	4.1	3.6	4.2	4.1
	Gen Ed	4.2	3.9	4.2	4.6	4.5	4.6	4.3
F	Com Serv	3.4	3.7	4.2	4.1	4.2	4.1	4.0
	Transfer	4.0	4.1	4.9	4.7	4.8	5.0	4.6
	Occup Ed	3.7	3.6	4.2	4.4	4.0	4.4	3.8
	Guid & Cou	4.2	4.6	4.6	4.5	4.6	4.7	4.6
	Rem Ed	3.8	4.0	4.2	4.1	4.6	4.7	3.9
	Gen Ed	3.7	4.3	4.5	4.3	4.4	4.6	4.5
G	Com Serv	4.0	3.9	4.0	4.1	4.4	4.5	4.2
	Transfer	4.4	4.5	4.7	4.8	4.8	4.8	4.5
	Occup Ed	4.3	4.3	4.2	4.2	4.4	4.5	4.1
	Guid & Cou	4.3	4.4	4.6	4.4	4.8	4.8	4.5
	Rem Ed	3.8	4.1	4.2	3.8	4.3	4.5	3.5
	Gen Ed	4.1	4.1	4.3	3.8	4.6	4.0	4.2

TABLE IV (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupntl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupntl	Teachers Lib.Arts		
H	Com. Serv	3.8	3.9	3.9	4.1	4.3	4.4	3.6
	Transfer	4.3	4.5	4.9	4.7	4.9	4.8	4.6
	Occup Ed	4.3	4.3	4.3	4.5	4.5	4.6	3.7
	Guid & Cou	4.3	4.5	4.6	4.5	4.6	4.8	4.6
	Rem Ed	4.5	4.1	4.1	4.0	4.3	4.2	3.5
	Gen Ed	4.0	4.1	4.1	4.2	4.7	4.6	4.4
I	Com Serv	4.1	3.8	4.0	4.0	4.2	4.6	3.8
	Transfer	4.8	4.6	4.9	4.5	4.9	4.9	4.7
	Occup Ed	4.3	4.2	4.2	4.5	4.3	4.8	4.2
	Guid & Cou	4.3	4.5	4.3	4.4	4.6	4.8	4.4
	Rem Ed	4.0	3.9	4.0	4.1	3.8	4.2	3.3
	Gen Ed	4.2	4.3	4.3	4.0	4.2	4.6	4.1
J	Com Serv	4.0	3.7	4.1	4.2	4.4	4.0	4.2
	Transfer	4.8	4.5	4.9	4.7	4.9	5.0	4.2
	Occup Ed	3.9	4.3	4.4	4.3	4.3	4.3	4.2
	Guid & Cou	4.5	4.2	4.5	4.5	4.7	4.3	4.7
	Rem Ed	4.4	4.0	4.3	4.1	4.3	3.9	3.6
	Gen Ed	4.2	4.1	4.5	4.3	4.6	4.5	4.4
K	Com Serv	4.0	4.0	3.8	4.5	4.3	4.5	3.7
	Transfer	3.9	4.9	4.9	5.0	4.7	4.8	4.8
	Occup Ed	4.2	4.5	4.6	4.3	4.4	4.8	4.1
	Guid & Cou	4.5	4.7	4.5	5.0	4.9	4.6	4.5
	Rem Ed	3.8	4.4	4.1	4.3	4.3	4.1	4.0
	Gen Ed	4.2	4.2	4.7	4.7	4.8	4.4	3.7

TABLE IV (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupntl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupntl	Teachers Lib.Arts		
L	Com Serv	4.0	4.0	3.8	4.4	4.3	4.3	4.5
	Transfer	4.7	4.7	4.9	4.9	5.0	5.0	5.0
	Occup Ed	4.2	4.3	4.2	4.9	4.8	4.5	4.5
	Guid & Cou	4.5	4.4	4.4	4.5	4.5	4.6	4.7
	Rem Ed	4.3	4.3	4.7	4.7	4.2	4.4	4.4
	Gen Ed	4.3	4.4	4.4	4.5	4.8	4.6	4.7
M	Com Serv	4.3	3.8	3.9	4.6	4.5	4.4	4.4
	Transfer	3.6	4.6	4.5	4.6	5.0	4.9	4.9
	Occup Ed	3.9	4.2	4.2	4.5	4.4	4.5	4.8
	Guid & Cou	4.2	4.4	4.6	4.8	4.8	5.0	4.9
	Rem Ed	3.7	4.1	4.4	4.5	4.4	4.5	4.4
	Gen Ed	3.9	4.2	4.4	4.7	4.8	4.9	4.8
N	Com Serv	3.8	3.7	3.9	4.3	4.3	4.3	3.8
	Transfer	4.5	4.6	4.8	4.8	4.7	5.0	4.7
	Occup Ed	4.1	4.2	4.0	4.6	4.6	4.7	4.3
	Guid & Cou	4.3	4.5	4.5	4.4	4.7	4.8	4.3
	Rem Ed	4.0	4.2	3.8	3.9	3.9	3.5	3.8
	Gen Ed	4.2	4.2	4.4	4.4	4.3	4.1	4.2

the table correspond to Hypotheses 7 through 12 which deal with the same functions.

TABLE V clearly reveals which hypotheses at each institution were accepted or rejected. Any value of p in the table which is equal to or less than .05 indicates that the percentages of institutional resources the publics assigned to the various functions are significantly different. When an H score was insignificant, the letters NS were entered in the table to indicate that the value was "not significant."

The second form of the data is the mean percentage of institutional resources each of the institutions' publics assigned to each of the six functions. These means are presented in TABLE VI. Even though the total of the percentages each respondent assigned to the functions totaled 100, the figures in this table are averages of those percentages; and, therefore, may not always total 100. The data in the table reveals the average distribution of the percentages the publics assigned to the functions and the relative differences among both those distributions and the percentages themselves.

TABLE V

SUMMARY OF PROBABILITIES (p) RELATED TO THE SIGNIFICANT DIFFERENCES AMONG THE PERCENTAGES OF INSTITUTIONAL RESOURCES ASSIGNED TO THE FUNCTIONS

Institution	Commun Service	Transfer	Occupnti Education	Guid and Counseling	Remedial Education	General Education	Total H ₀ Rejections
A	<.001	<.001	<.01	<.001	<.05	<.001	6
B	NS	<.005	<.005	NS	<.005	<.005	4
C	NS	<.01	<.001	NS	<.01	<.005	4
D	NS	<.001	<.025	NS	NS	NS	2
E	NS	<.005	<.001	NS	<.05	<.001	4
F	NS	NS	<.001	NS	NS	NS	1
G	NS	NS	<.05	NS	NS	NS	1
H	NS	<.001	<.025	NS	NS	NS	2
I	<.05	<.025	<.005	<.005	NS	NS	4
J	NS	<.005	<.025	NS	NS	NS	2
K	<.05	<.001	<.001	NS	<.05	<.001	4
L	<.001	<.001	<.005	NS	NS	NS	3
M	NS	NS	<.001	<.025	NS	NS	2
N	NS	<.001	<.05	<.001	<.05	<.001	5
Total H Rejections	3	11	14	4	6	6	44

Note: The null hypothesis (H₀) is rejected when $p \leq .05$. The sign "<" means "less than."
 NS means "not significant."

TABLE VI

THE MEAN PERCENTAGE OF INSTITUTIONAL RESOURCES EACH
INSTITUTION'S PUBLICS ASSIGNED TO THE FUNCTIONS

INSTITUTION	FUNCTION	Citizens	Students Occupntl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupntl	Teachers Lib.Arts		
A	Com Serv	4.9	7.7	10.0	20.0	6.7	9.3	11.3
	Transfer	13.9	14.7	21.0	20.0	28.9	21.3	36.3
	Occup Ed	16.2	29.0	18.6	22.7	23.9	18.5	21.2
	Guid & Cou	18.5	13.0	13.8	14.5	6.7	6.8	11.3
	Rem Ed	6.6	10.7	9.2	7.3	7.2	5.8	9.3
	Gen Ed	37.9	24.9	27.3	15.5	27.8	36.3	9.5
B	Com Serv	7.8	7.8	10.4	6.0	7.5	6.0	8.8
	Transfer	24.4	16.5	21.2	28.5	34.5	34.0	33.7
	Occup Ed	23.9	17.9	14.9	29.5	20.9	27.0	27.5
	Guid & Cou	9.4	13.3	15.1	15.0	12.7	13.0	7.5
	Rem Ed	7.8	10.9	18.7	6.0	8.5	6.0	3.8
	Gen Ed	26.7	32.2	29.1	15.0	15.9	14.0	18.8
C	Com Serv	10.0	10.6	9.1	11.7	10.8	14.8	6.7
	Transfer	17.2	21.6	29.9	24.2	29.7	35.2	25.0
	Occup Ed	19.3	18.1	15.8	40.0	17.5	13.8	38.3
	Guid & Cou	13.6	12.7	13.0	6.7	12.7	11.2	10.0
	Rem Ed	13.6	11.1	10.8	6.7	9.1	6.6	6.7
	Gen Ed	26.4	25.1	20.9	10.0	19.8	17.2	13.3

TABLE VI (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupntl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupntl	Teachers Lib.Arts		
D	Com Serv	8.1	10.4	8.4	8.3	8.4	7.0	7.0
	Transfer	19.0	14.3	19.3	15.3	31.2	21.4	33.4
	Occup Ed	24.1	26.0	15.7	21.4	18.4	25.9	24.7
	Guid & Cou	13.8	13.5	12.1	12.9	10.2	10.0	8.9
	Rem Ed	10.6	10.4	12.7	10.7	8.7	11.7	7.7
	Gen Ed	23.8	24.4	31.7	30.0	22.9	24.2	18.3
E	Com Serv	8.8	7.4	6.1	8.6	7.8	12.7	9.2
	Transfer	13.1	15.4	30.2	21.8	29.4	26.7	19.2
	Occup Ed	15.6	35.0	20.5	39.3	25.5	41.7	29.2
	Guid & Cou	13.1	12.8	11.2	8.9	13.3	10.0	12.5
	Rem Ed	6.9	9.5	8.5	7.5	6.8	4.0	10.8
	Gen Ed	42.5	19.9	23.5	15.0	17.3	5.0	19.2
F	Com Serv	10.9	8.1	10.3	9.1	15.8	12.5	7.0
	Transfer	17.3	22.0	25.2	25.5	24.6	30.8	29.0
	Occup Ed	15.9	16.5	14.3	25.0	14.2	17.5	31.0
	Guid & Cou	13.2	15.0	15.3	11.0	9.2	12.0	9.0
	Rem Ed	11.8	10.7	8.3	7.3	10.0	8.8	7.0
	Gen Ed	30.9	27.7	26.8	22.2	26.2	18.3	17.0
G	Com Serv	9.7	10.7	8.7	11.1	8.6	7.4	6.7
	Transfer	20.4	17.0	18.9	13.3	25.6	27.2	23.4
	Occup Ed	26.8	29.3	28.2	28.4	25.6	28.6	36.7
	Guid & Cou	9.8	13.6	12.7	12.2	10.9	11.7	9.2
	Rem Ed	9.6	11.0	8.6	8.	8.1	8.2	10.8
	Gen Ed	23.6	18.4	23.5	16.7	21.4	17.0	13.3

TABLE VI (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupn1	Students Lib.Arts	PUBLICS			
					Teachers Occupn1	Teachers Lib.Arts	Admin.	Trustees
H	Com Serv	8.3	6.5	8.2	10.9	10.7	7.5	7.0
	Transfer	18.3	19.4	24.7	22.5	30.3	30.9	33.4
	Occup Ed	22.0	32.0	22.2	33.5	23.9	26.8	24.7
	Guid & Cou	12.8	10.8	11.1	8.6	7.1	8.0	8.9
	Rem Ed	10.7	9.7	9.0	7.7	7.9	8.5	7.7
	Gen Ed	27.9	21.2	24.8	16.3	20.0	18.4	18.3
I	Com Serv	11.1	6.6	8.2	9.5	12.5	11.4	6.0
	Transfer	20.7	19.8	30.1	20.2	25.0	27.9	12.6
	Occup Ed	22.2	24.3	19.4	33.3	22.5	27.9	23.4
	Guid & Cou	14.7	14.3	10.0	10.2	9.9	10.0	16.0
	Rem Ed	11.1	10.7	9.3	9.8	11.4	7.9	5.0
	Gen Ed	20.4	23.2	23.2	17.1	18.8	15.0	37.0
J	Com Serv	6.3	9.2	10.3	9.1	12.0	10.5	8.1
	Transfer	34.2	15.2	19.1	25.2	27.6	23.8	28.3
	Occup Ed	19.2	32.1	17.3	25.0	21.1	19.3	23.6
	Guid & Cou	10.4	9.8	12.9	11.0	9.3	13.1	12.1
	Rem Ed	6.7	9.6	8.2	7.3	10.4	9.7	6.1
	Gen Ed	23.3	24.4	32.2	22.2	20.0	23.5	22.2
K	Com Serv	10.8	9.6	12.1	8.3	10.0	8.5	7.5
	Transfer	9.2	17.5	20.4	26.7	31.0	24.6	35.0
	Occup Ed	30.0	26.7	15.3	33.3	23.0	26.5	30.0
	Guid & Cou	11.7	13.1	9.3	13.3	10.0	14.3	12.5
	Rem Ed	13.3	11.5	10.0	10.0	10.0	10.7	3.5
	Gen Ed	25.8	21.7	34.3	8.3	16.0	14.1	11.5

TABLE VI (Continued)

INSTITUTION	FUNCTION	Citizens	Students Occupntl	Students Lib.Arts	PUBLICS		Admin.	Trustees
					Teachers Occupntl	Teachers Lib.Arts		
L	Com Serv	9.5	7.9	8.2	12.2	5.8	4.0	5.0
	Transfer	22.8	13.9	24.9	12.2	20.0	25.0	25.0
	Occup Ed	20.9	34.2	20.9	32.2	25.8	30.0	25.8
	Guid & Cou	12.1	11.9	12.6	8.8	9.2	9.0	7.0
	Rem Ed	9.8	7.9	8.4	13.5	9.2	5.3	5.3
	Gen Ed	25.0	24.1	24.6	21.0	30.0	25.0	32.0
M	Com Serv	9.8	10.0	8.0	11.0	12.9	11.6	10.7
	Transfer	15.4	20.6	25.6	16.0	25.7	28.0	21.4
	Occup Ed	17.2	25.6	18.9	36.0	12.9	17.0	22.2
	Guid & Cou	15.6	10.7	12.1	7.6	9.3	12.0	12.9
	Rem Ed	10.9	12.1	12.0	17.0	9.3	11.4	11.4
	Gen Ed	31.1	20.7	22.0	12.4	29.3	20.0	21.4
N	Com Serv	7.8	9.5	8.2	11.0	10.0	13.9	10.0
	Transfer	20.5	13.3	30.6	28.0	27.4	33.9	40.0
	Occup Ed	27.8	25.6	19.0	33.5	27.9	32.8	30.0
	Guid & Cou	13.9	15.5	12.8	7.5	8.6	7.3	5.0
	Rem Ed	8.9	10.6	10.6	7.2	12.0	7.4	5.0
	Gen Ed	21.1	25.5	18.8	12.8	13.9	4.7	10.0

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction and Review

This final chapter of the study reviews the purpose and hypotheses of the study, summarizes the major findings, presents the subjective implications resulting from the study in general, and finally presents the conclusions and recommendations.

The purpose of this study was to investigate the functions of the public junior colleges in Oklahoma as perceived by the selected publics and to determine the degree of differences, if any, among the publics' perceptions of the appropriate extent of the colleges' involvement in each of the various functions. This information can be used to aid in the explanation of current institutional phenomena, to help understand how these phenomena may change in the near future, and to determine if existing differences in the publics' perceptions of these functions at any of the institutions may be so large as to constitute an obstacle in the attainment of comprehensiveness.

The selected publics were (1) local citizens (lay public) residing in each institution's community, (2) junior college students with a major in an occupational area, (3) junior college students with a major in a liberal arts or pre-professional (transfer) area, (4) junior college instructors of occupational subjects, (5) junior college instructors of liberal arts or pre-professional subjects, (6) junior college

administrators, and (7) junior college trustees (administrative board members and regents). The six most readily accepted functions of the junior colleges with which this study has been concerned were (1) community services, (2) transfer education, (3) occupational education, (4) guidance and counseling services, (5) remedial education, and (6) general education.

Data for the study was obtained in two forms. The first form represents the publics' perceptions of the appropriate extent of the junior colleges' involvement in the various functions. The research hypotheses for this first portion of the study stated in the null form are:

1. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in community services.
2. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in transfer programs.
3. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in occupational education.
4. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in guidance and counseling services.
5. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges' involvement in remedial programs.
6. There are no differences among the publics' perceptions of the appropriate extent of the public junior colleges'

involvement in general education.

The second form of the data for the study was the percentages of institutional resources the publics assigned to the various functions. The research hypotheses for this portion of the study stated in the null form are:

7. There are no differences among the percentages of institutional resources the publics would assign or distribute to community services.
8. There are no differences among the percentages of institutional resources the publics would assign or distribute to the transfer programs.
9. There are no differences among the percentages of institutional resources the publics would assign or distribute to the occupational programs.
10. There are no differences among the percentages of institutional resources the publics would assign or distribute to the guidance and counseling services.
11. There are no differences among the percentages of institutional resources the publics would assign or distribute to the remedial programs.
12. There are no differences among the percentages of institutional resources the publics would assign or distribute to general education.

Since the data was analyzed by institution, the 12 hypotheses were tested for each of the 14 public junior colleges.

The data was analyzed using the Kruskal-Wallis H One Way Analysis of Variance by Ranks and the Mann-Whitney Z follow-up test to isolate

the differences in the samples if the null hypothesis was rejected by the first test. The $\alpha = .05$ level of statistical significance was used as the basis for rejecting the null hypothesis, and since the degrees of freedom for all the tests were constant, any H value that was equal to or larger than 12.6, $df = 6$, was $p \leq .05$.

The data was also analyzed by computing the mean response of each institution's publics with regard to the appropriateness of the functions and the mean percentage of institutional resources each institution's publics assigned to the functions.

Summary of Major Findings

This study involved collecting and analyzing data provided by 1,394 persons who were termed publics of the 14 state-supported junior colleges in Oklahoma of which 205 were local citizens, 335 were occupational students, 264 were transfer students, 198 were teachers of occupational subjects, 201 were teachers of liberal arts, 107 were junior college administrators, and 84 were junior college trustees. The total number of respondents represented 77.5 percent of the total number of persons composing the selected publics; i.e., a 77.5 percent return was realized.

Of the 84 hypotheses that were tested relating to the publics' perceptions of the appropriate extent of the junior colleges' involvement in the various functions, 49 were rejected. The following is a summary of those rejections:

1. Institution A. Hypotheses 1, 2, 3, and 5 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, occupational programs, and remedial programs.

2. Institution B. Hypotheses 1, 2, 4, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, counseling and guidance, and general education.

3. Institution C. Hypotheses 1, 2, 3, 4, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, occupational programs, guidance and counseling services, and general education.

4. Institution D. Hypotheses 1 and 2 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services and transfer programs.

5. Institution E. Hypotheses 1, 3, and 4 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, occupational programs, and guidance and counseling services.

6. Institution F. Hypotheses 1, 2, and 3 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, and occupational programs.

7. Institution G. Hypothesis 1 was rejected; i.e., there was a significant difference among the publics' perceptions of the appropriate extent of the colleges' involvement in community services.

8. Institution H. Hypotheses 1, 3, 4, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services,

occupational programs, guidance and counseling services, and general education.

9. Institution I. Hypotheses 1 and 3 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services and occupational programs.

10. Institution J. Hypotheses 1, 2, 4, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, guidance and counseling services, and general education.

11. Institution K. Hypotheses 1, 2, 3, 4, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, occupational programs, guidance and counseling services, and general education.

12. Institution L. Hypotheses 1, 2, 3, and 5 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services, transfer programs, occupational programs, and remedial programs.

13. Institution M. Hypotheses 1, 2, 3, 4, 5, and 6 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in all six of the functions.

14. Institution N. Hypotheses 1 and 3 were rejected; i.e., there were significant differences among the publics' perceptions of the appropriate extent of the colleges' involvement in community services and

occupational programs.

Of the 84 hypotheses which were tested related to the differences among the percentages of institutional resources that the publics assigned or distributed to the various functions, 44 were rejected. The following is a summary of these rejections:

1. Institution A. Hypotheses 7, 8, 9, 10, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to all six of the functions.

2. Institution B. Hypotheses 8, 9, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the transfer programs, occupational programs, remedial programs, and general education.

3. Institution C. Hypotheses 8, 9, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the transfer programs, occupational programs, remedial programs, and general education.

4. Institution D. Hypotheses 8 and 9 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the transfer programs and occupational programs.

5. Institution E. Hypotheses 8, 9, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the transfer programs, occupational programs, remedial programs, and general education.

6. Institution F. Hypothesis 9 was rejected; i.e., there was a significant difference among the percentages of institutional resources

the publics would have assigned to occupational programs.

7. Institution G. Hypothesis 9 was rejected; i.e., there was a significant difference among the percentages of institutional resources the publics would have assigned to occupational programs.

8. Institution H. Hypotheses 8 and 9 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to transfer programs and occupational programs.

9. Institution I. Hypotheses 7, 8, 9, and 10 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the community services, transfer programs, occupational programs, and guidance and counseling services.

10. Institution J. Hypotheses 8 and 9 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to transfer programs and occupational programs.

11. Institution K. Hypotheses 8, 9, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to the transfer programs, occupational programs, remedial programs, and general education.

12. Institution L. Hypotheses 7, 8, and 9 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to community services, transfer programs, and occupational programs.

13. Institution M. Hypotheses 9 and 10 were rejected; i.e., there were significant differences among the percentages of institutional

resources the publics would have assigned to occupational programs and guidance and counseling services.

14. Institution N. Hypotheses 8, 9, 10, 11, and 12 were rejected; i.e., there were significant differences among the percentages of institutional resources the publics would have assigned to transfer programs, occupational programs, guidance and counseling services, remedial programs, and general education.

To further summarize the extent to which the publics disagreed among themselves with regard to their perceptions of the functions, the hypotheses dealing with the community service function were rejected 17 out of 28 times; the hypotheses dealing with the transfer function were rejected 20 out of 28 times; the hypotheses dealing with the occupational education function were rejected 24 out of 28 times; the hypotheses dealing with the guidance and counseling function were rejected 11 out of 28 times; the hypotheses dealing with the remedial education function were rejected 9 out of 28 times; and the hypotheses dealing with the general education function were rejected 12 out of 28 times.

Finally, to summarize by institution, of the 12 hypotheses that were tested for each school, ten were rejected at Institution A; eight were rejected at Institution B; nine were rejected at Institution C; four were rejected at Institution D; seven were rejected at Institution E; four were rejected at Institution F; two were rejected at Institution G; six were rejected at Institution H; six were rejected at Institution I; six were rejected at Institution J; nine were rejected at Institution K; seven were rejected at Institution L; eight were rejected at Institution M; and seven were rejected at Institution N.

Subjective Implications

It seems appropriate to point out the seemingly questionable aspects of the analysis and to offer explanations for them. First, while the two data forms were not unrelated, some of the results did not correlate well. In fact, an inspection of TABLES III and V shows that in the case of the hypotheses related to the community services function, there appears to be a high negative correlation in the rejection pattern. It is felt that the analysis and findings from the second data form (the percentage of institutional resources the publics assigned to the functions) may, in some cases, be more valid than the first (the publics' perceptions of the appropriateness of the functions) because it did not rely upon fragmented, institutional-activity types of definitions of the functions. If the items in the first section of the instrument did not effectively define the function, then the analysis of the data from the second form may be more meaningful. If the functions were effectively defined, then the respondents may have held poor concepts of them.

Second, the implications of the analysis for the second part of the data which involved the assignment of institutional resources to the functions may not be very broad. It should be remembered that just because the respondents may have assigned a function a relatively small percentage of the resources, it does not necessarily hold that they feel that the function is less important. It is possible that they felt this function was very important but that it simply required fewer resources to be handled effectively. On the other hand, the respondents were asked to assign the resources to the functions based on the value, priority, or emphasis they would give each.

And third, the implications of the results are restricted by the

limitations of the statistics which were used for the analysis. It should be remembered that the $\alpha = .05$ level of statistical significance was used as the basis for rejecting the null hypotheses. In simple terms, this means that for any one of the 168 tests (Kruskal-Wallis H) the probability that the data for a specific test was distributed as it was purely by chance was 5 percent or less. In other words, in one out of twenty or more times, the distribution of the data for a given test could possibly have occurred the way it did purely by chance. And since 168 tests were run, it is possible that eight or nine of the H values which were found to be significant may have been that way by chance occurrences. However, TABLES III and V reveal that many of the H values were significant at levels beyond the .05 level; i.e., .025, .01, .005, and .001 levels of significance were found; and these levels, of course, diminished the probabilities of chance occurrences.

In spite of the questions which may arise, the findings are valuable. They are interesting and informative, and they could be used as the bases for change or further investigation.

The question must be asked, What is the difference between Institution G whose publics held perceptions of the functions which were so congruent that only two of the twelve hypotheses tested for that institution were rejected, and Institution A whose publics held perceptions of the functions that were so diverse that only two of the twelve hypotheses were not rejected? What is the uncommon denominator? How can the perceptions of six groups of people toward the functions and activities of one institution (G) be so similar and congruent? Perhaps, the answers to these questions were at the heart of the inquiry.

It can certainly be said that the publics of Institution G had a

better understanding of the goals, objectives, functions, and priorities of their institution than did the publics of Institution A or the publics of the other institutions. This is not a judgment statement of the appropriateness of the functions and activities of the institutions but a judgment statement of that which constitutes the objective reality of them - identity.

This study asked the question of the publics of each institution, What should the institution be doing and what are the priorities? It was felt that the answers to this question revealed two things about the institutions. First, the answers provided one type of definition of the institution. If the answers from the six publics of Institution X indicate that they agree on the activities which are felt to be appropriate for their institution and further agree on their priorities, then it is known what this institution is about. It is known where this institution is going. This agreement, sameness, congruence, unity, and persistence reveal the substance of the institution. If, however, the answers from the six publics are all different or substantially different, what is known of the institution? If the trustees disagree with the administrators who disagree with the faculty who disagree with the students who all disagree with the local citizenry with regard to the priorities of the institution's functions, does anyone know what this institution is about? Even though a set of functions for this institution may be printed in the catalog, no one can be sure which ones are being carried out or likely to be carried out.

Secondly, the answers provide some indication of the success potential an institution may have in achieving its objectives and functions. If the publics agree on the functions and objectives of the institution,

the likelihood of attaining their cooperation to achieve the objectives and to carry out the functions are great. If, however, no agreement exists on the functions or their priorities, little can be achieved beyond the maintenance of the status quo. An institution can achieve few objectives or make few changes unless those comprising the institution can agree upon the objectives to be achieved and upon the changes which should be made. Any measure of institutional success without the cooperation and commitment of its publics will most likely be superficial. And further, a step beyond success is an institutional condition which most junior college educators, worth their salt, dream grandiose dreams about - excellence. The fundamental question here is, Can an institution attain excellence unless its publics accept a common purpose and cooperate towards its achievement? If the answer to this question is no, or even perhaps not, then the findings of this study are worth pondering.

With regard to comprehensiveness, this too is an institutional condition but one which is almost beyond definition. Certainly no generic definition exists which could be used to measure the activities of each of the more than 1,000 junior colleges in operation today in the United States. What comprehensiveness may be in California would be different in Missouri, Texas, New York, Florida, or Oklahoma. What comprehensiveness may be for the Tulsa Junior College may be different for the Altus Junior College, the Northern Oklahoma College, or the Claremore Junior College.

If comprehensiveness is defined by the educational needs of the people served by a given junior college, then the definition may be broad and comprehensive in and of itself. If comprehensiveness is

defined by a political entity such as the Higher Regents, then the definition may be narrow and subject to convenient interpretations. And, since an institution can little afford to ignore the needs of its publics or certain political realities, each institution's definition will be different and the result of a combination of the two.

In addition to the problem of defining comprehensiveness, there is the problem of measuring it. If the administration of an institution says, "We are comprehensive because we are multi-functional and the programs and activities we conduct are such and such," are they really comprehensive? Or if it is said, "The Higher Regents define our functions (the usual); and we have 23 liberal arts and transfer programs (they were initially a liberal arts institution), one program to train secretaries (whose graduates usually transfer and major in business), a counselor to student ratio of 1 to 500 (they only have one counselor and she teaches two courses of introductory psychology), and we offer remedial English and social studies on Monday evenings for adults," are they really comprehensive? Comprehensiveness may be multi-functionalism or the offering of a little bit of everything in the book. But if this is so, then excellence or even success in junior college education is totally and completely unrelated to the concept of comprehensiveness. And excellence, the most noble of institutional endeavors, can never be attained by the assumption of responsibilities simply for the sake of comprehensiveness.

Many junior colleges try to do too much with too little. They have taken on new programs and activities more in the name of comprehensiveness than in the name of excellence. This problem came about primarily because for years their leaders and proponents sought the status that

rightfully should have gone to a part of higher education. But in an attempt to dispel their image as a "high school with ashtrays" they eagerly assumed almost everything. They were like a new pledge, eager to do whatever the older members asked in an attempt to become a part of the group. However, an institution, like a man, must have a self-concept, an identity, and a sense of purpose if it is to be successful. Until the junior colleges gain a distinct identity, their effectiveness and success will be unclear. It is not conceivable that the interest of taxpayers, parents, students, faculty, administrators, trustees, and legislators will be sustained without a clear concept of the institution.

These institutions need to decide what they can do better than anything else and set about it in the name of excellence publicly demonstrating their achievements and successes all along the way. To do this they must openly account to themselves and to their publics for student learning. They must dispel the illusion that there are no educational problems so long as the doors are open and all people are allowed to attend even though this is all they ever really promised.

Conclusions and Recommendations

The results of the study indicate that the publics of the junior colleges disagreed a great deal on which activities were appropriate and on the priorities of the functions. The publics' perceptions of the appropriate activities and the priorities of the functions were so diverse at some of the schools that over 83 percent of the hypotheses were rejected. While a majority of the rejections occurred because the perceptions of the citizens and students differed with those of the other publics, differences were found between all the publics, even between

administrators and trustees. And, the differences between the citizens and students and those in-house are just as critical to the harmonious operation and development of an institution as the differences between the administrators and trustees.

It was hoped that the results of the study could aid in the determination of the obstacles to the achievement of comprehensiveness. The discovery of many large differences among the publics' perceptions would, it was felt, constitute such obstacles. Since all of the public junior colleges now claim comprehensiveness, to say that they are not by saying that there are obstacles in the attainment of such a condition, would be to misconstrue the findings of this study. However, it is not conjecture to say that evident differences among the publics' perceptions of the appropriate activities and function priorities of their respective institutions constitute an obstacle in the achievement of educational goals, particularly the goal of excellence.

The results of this study were such that it is felt that the perceptions of the appropriate activities and function priorities of the institutions held by the publics of all the colleges with the possible exception of one were so divergent as to constitute an obstacle in the achievement of educational excellence.

Recommendation 1. To improve the identities of the public junior colleges in Oklahoma, the leadership of these institutions should seek to de-emphasize their functional orientation, emphasize educational excellence, become instructional oriented and primarily concerned with the student learning, and implement systems to account to their publics for their products not their processes.

Recommendation 2. To reduce the disparities between the perceptions

held by students and citizens and those held by instructors, administrators, and trustees regarding the goals of the colleges, comprehensive public information programs and expanded student orientation programs should be implemented to communicate the roles, purposes, functions, and objectives of the institutions.

Recommendation 3. To reduce perceptual disparities between instructors and administrators, the leadership should implement continuous inservice orientation programs for the entire staff, new, tenured, and administrative staff alike. The major objective of such programs would be to assist all those concerned in developing a similar philosophy of junior college education so that cooperation for the achievement of common purposes can be gained and maintained.

Recommendation 4. To reduce perceptual disparities between staff and trustees, some mechanism to provide for communication between the two should be implemented. Closed-door institutional forums or get-acquainted sessions might suffice. Although most junior college presidents adhere to an administrative philosophy which divorces the staff from the trustees, it seems that some activity of this nature would be healthy and worth trying.

Recommendation 5. To reduce the very critical perceptual disparities between the administrators and the trustees, the president, as the middle man, must be cognizant of any differences and seek to resolve them so the essential philosophical agreement between these groups is achieved and maintained.

Recommendation 6. To gain more detailed information of what the publics really understand about the junior colleges, the staffs at each of the institutions should undertake a project as a continuous and

routine part of their institutional research activities to assess their publics' knowledge, understanding, and perceptions of the schools' activities, functions, goals, and successes. This effort should be used to design a system to obtain input from all publics to the institutional philosophy goals and functions.

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APPENDIX A

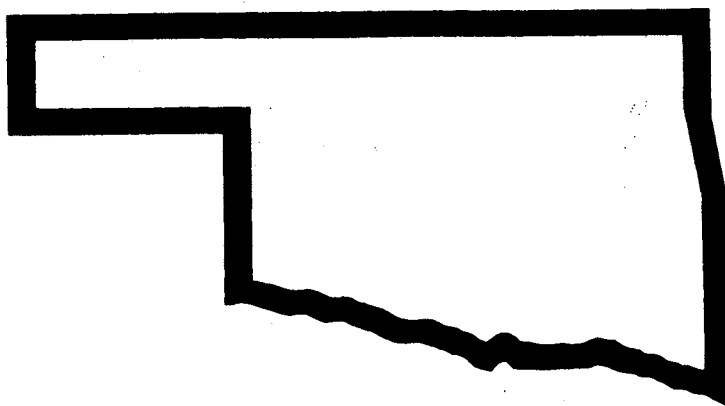
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The Role and
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junior colleges**



A Questionnaire by J. Barry Ballard 1972

To whom it may concern:

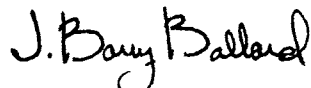
This brief questionnaire is the basis of a study of the public junior/community colleges in Oklahoma. It has been designed to survey attitudes and opinions of citizens, students, faculty members, administrators, and members of boards of regents or trustees.

The intent of the items in this survey is to obtain your point of view of what the features of the public junior/community colleges ought to be. I think you will find the items both interesting and thought provoking. Space has been provided on the last page for any additional comments you may wish to make. Such comments are a welcome addition to a survey of this nature.

Please do not place your name on this document. The information requested will be published only in the form of statistical summaries.

Your cooperation in this survey is deeply appreciated.

Sincerely,



J. Barry Ballard

The following is a list of statements, situations, and activities related to public junior/community colleges. Please read each item and respond to it by expressing your personal feelings.

	A.	B.	C.	D.	E.
	Proper and expected	Seems proper or OK	Optional or no opinion	Questionable or doubtful	Wrong or improper
1. (Example) Provide classrooms and competent instructors for the students.	A. <input checked="" type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
2. Loan, at no or small charge, college facilities to public service and civic groups.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
3. Sponsor cultural events such as art exhibits, concerts, and plays.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
4. Provide two-year associate degree programs in various occupational areas at the technician, mid-management, or semi-professional level.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
5. Offer students a complete guidance service which would include testing facilities and a full-time counseling staff.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
6. Provide special courses such as reading, composition, and mathematics for students whose aptitude and achievement in these areas is less than that which would normally be expected of entering college freshmen.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>
7. Provide for all students a general education program consisting of courses such as U.S. history and government, humanities, English, science, mathematics, and physical education in addition to courses in their major.	A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>	D. <input type="checkbox"/>	E. <input type="checkbox"/>

	A.	B.	C.	D.	E.
	<i>Proper and expected</i>				
	<i>Seems proper or OK</i>				
	<i>Optional or no opinion</i>				
	<i>Questionable or doubtful</i>				
	<i>Wrong or improper</i>				
8.					
	A. ___	B. ___	C. ___	D. ___	E. ___
9.					
	A. ___	B. ___	C. ___	D. ___	E. ___
10.					
	A. ___	B. ___	C. ___	D. ___	E. ___
11.					
	A. ___	B. ___	C. ___	D. ___	E. ___
12.					
	A. ___	B. ___	C. ___	D. ___	E. ___
13.					
	A. ___	B. ___	C. ___	D. ___	E. ___

	A.	B.	C.	D.	E.
	Proper and expected	Seems proper or OK	Optional or no opinion	Questionable or doubtful	Wrong or improper
14. Provide all students with a sequence of learning activities directed by special teachers who provide students with a knowledge, an understanding, and an appreciation for our culture, past and present; for the various means of our communications, graphical, written, and spoken; and for the physical, social, and political world in which we live.	A. _	B. _	C. _	D. _	E. _
15. Operate art and/or historical museums on campus for the cultural development of students and community alike.	A. _	B. _	C. _	D. _	E. _
16. Offer the services of the college library to students and general public alike.	A. _	B. _	C. _	D. _	E. _
17. Provide the first two years of a four-year college degree for students who plan to transfer.	A. _	B. _	C. _	D. _	E. _
18. Provide associate degree programs in cooperation with business and industry to train students for various occupations and which would include a good deal of work experience for college credit combined with classroom work and acquiring up to three years of study.	A. _	B. _	C. _	D. _	E. _
19. Use the talents of both a professional counseling staff and the entire faculty to provide the counseling and guidance services.	A. _	B. _	C. _	D. _	E. _

	A.	B.	C.	D.	E.
	Proper and expected	Seems proper or OK	Optional or no opinion	Questionable or doubtful	Wrong or improper
20. Offer several general education programs with different objectives to meet the specific needs of adults, occupational students, or liberal arts-transfer students.	A. _	B. _	C. _	D. _	E. _
21. Provide extensive course offerings in the evening especially tailored to fit the needs of part-time and adult students.	A. _	B. _	C. _	D. _	E. _
22. Provide two-year liberal arts, general education, and pre-professional programs for each student who plans to transfer.	A. _	B. _	C. _	D. _	E. _
23. Provide programs to train highly skilled technologists in medicine, engineering, business, agriculture, etc., and which would require three years of full-time study.	A. _	B. _	C. _	D. _	E. _
24. Provide counseling services to evening and part-time students as well as for full-time day students.	A. _	B. _	C. _	D. _	E. _
25. Offer only courses which will transfer and meet the requirements for a bachelor's degree.	A. _	B. _	C. _	D. _	E. _
26. Offer technical and occupational programs in the evening for adults to upgrade their skills or to train for new jobs.	A. _	B. _	C. _	D. _	E. _
27. Provide a special program for adults to complete a high school diploma.	A. _	B. _	C. _	D. _	E. _

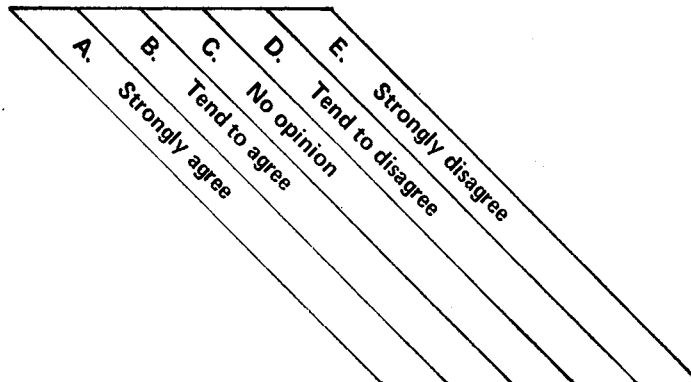
The following is a list of six typical functions of a comprehensive junior/community college. In your opinion, how should the available resources (money and/or staff) be assigned or distributed to these functions? It is realized that there may be some overlap or duplication between some of the functions. The idea is to determine what your general priorities would be or what weight, value, or emphasis you would give each. Please assign a percentage to each of the functions so that they will total 100.

- _____ % Community Services
- _____ % Liberal Arts, Transfer, and University Parallel Programs
- _____ % Technical, Vocational, and Occupational Programs
- _____ % Guidance and Counseling Services
- _____ % Developmental or Remedial Programs
- _____ % General Education
- 100% Total

For the following items please respond by indicating the extent to which you agree or disagree with the idea as it relates to public junior/community colleges.

	A.	B.	C.	D.	E.
	Strongly agree	Tend to agree	No opinion	Tend to disagree	Strongly disagree
28. "Open Door" (unrestricted) student admission policy should be in operation. No person who desires admission should be denied.	A. ___	B. ___	C. ___	D. ___	E. ___
29. Out-of-State students should pay higher tuition rates than do the residents.	A. ___	B. ___	C. ___	D. ___	E. ___

	A.	B.	C.	D.	E.
	Strongly agree	Tend to agree	No opinion	Tend to disagree	Strongly disagree
30. A public junior college should be run by its own board or trustee group who resides in the college's community or service area.	A. _	B. _	C. _	D. _	E. _
31. Junior/community colleges should admit only those students whom they can serve and provide a chance for success. The college should realize that it cannot serve the needs, abilities, and interests of all people and should not admit those that it cannot serve.	A. _	B. _	C. _	D. _	E. _
32. Junior college tuition and fees should be zero or very minimal especially for residents.	A. _	B. _	C. _	D. _	E. _
33. Any adult, regardless of previous scholastic achievement, should be permitted to enroll.	A. _	B. _	C. _	D. _	E. _
34. Qualified students should not be denied admission to a public junior college because he or his family cannot afford it.	A. _	B. _	C. _	D. _	E. _
35. The current system of administering junior colleges with the State Higher Regents coordinating the functions, activities, and funds of each school through lesser boards of trustees is the best system considering other options.	A. _	B. _	C. _	D. _	E. _
36. Public junior colleges should be supported totally from state funds.	A. _	B. _	C. _	D. _	E. _



- 37. The local administration and trustee group with the advice from students, faculty, and local citizens are best prepared to determine the services, programs, and course offerings for their junior college. A. ___ B. ___ C. ___ D. ___ E. ___
- 38. A public junior college should receive some local funding. A. ___ B. ___ C. ___ D. ___ E. ___
- 39. All public junior colleges in the state should be administered from a single, common state junior college board or trustee group. A. ___ B. ___ C. ___ D. ___ E. ___

40. Please check one of the following which most accurately describes your status and complete the two items below:

- _____ Local citizen
- _____ Student with an occupational major
- _____ Student with a liberal arts or general education major
- _____ Teacher of occupational subjects
- _____ Teacher of liberal arts or general education subjects
- _____ Administrator
- _____ Member, Board of Regents or Trustees

City of Residence _____

Name of Junior College _____

APPENDIX B

STATISTICAL TABLES ON THE APPROPRIATENESS OF THE FUNCTIONS

The Z tables are easily interpreted. As an example, the data in the transfer function at Institution A reveals an H value of 20.607 which means that there were significant differences among the publics' perceptions of the appropriate extent of this institution's involvement in the transfer function. The two-dimensional matrix of Z values which follows the H score reveals the degrees of differences which may have existed between specific groups. A Z value equal to or greater than 1.96 represents a probability of a real difference equal to or less than .05. The numbers at the top and left-hand side of the matrix correspond to the population group identities as in TABLES I AND II, with group 1 being local citizens, group 2 being occupational students, and so forth. The Z matrix in this table reveals, for instance, that a Z value of 3.229 at the top of the fifth column indicated a significant difference between the local citizens (group 1) and the administrators (group 6).

TABLE VII

THE KRUSKAL-WALLIS H SCORE AND THE MANN-WHITNEY Z TABLE ON THE
APPROPRIATENESS OF SELECTED FUNCTIONS BY INSTITUTION

Community Service Function at Institution A

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	30.88			
	2SCLA	20	38.13			
	3SCLA	13	51.12			
	4SCLA	11	71.45			
	5SCLA	18	43.28			
	6SCLA	8	53.25			
	7SCLA	4	60.75			

	H=	20.303				

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	1.060	2.305	3.508	1.562	1.800	1.641
2SCLA*	0.000	1.483	3.437	0.441	1.484	1.993
3SCLA*	0.000	0.000	2.162	0.766	0.223	0.801
4SCLA*	0.000	0.000	0.000	2.918	1.644	0.631
5SCLA*	0.000	0.000	0.000	0.000	0.787	1.208
6SCLA*	0.000	0.000	0.000	0.000	0.000	0.176

Transfer Function at Institution A

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	32.12			
	2SCLA	20	38.07			
	3SCLA	13	44.50			
	4SCLA	11	60.00			
	5SCLA	18	54.28			
	6SCLA	8	60.00			
	7SCLA	4	45.75			

	H=	20.607				

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	0.248	1.203	3.620	3.023	3.229	0.976
2SCLA*	0.000	0.672	2.555	2.198	2.214	0.391
3SCLA*	0.000	0.000	1.964	1.338	1.691	0.070
4SCLA*	0.000	0.000	0.000	1.126	0.000	1.658
5SCLA*	0.000	0.000	0.000	0.000	0.962	0.856
6SCLA*	0.000	0.000	0.000	0.000	0.000	1.414

TABLE VII (Continued)
Occupational Education Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK				

1SCLA	17	33.88				
2SCLA	20	33.27				
3SCLA	13	44.19				
4SCLA	11	62.55				
5SCLA	18	58.28				
6SCLA	8	60.38				
7SCLA	4	37.50				

H=	20.025					

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	0.543	1.007	3.680	3.108	2.030	0.093
2SCLA*	0.000	1.246	2.764	2.845	1.970	0.431
3SCLA*	0.000	0.000	1.901	1.472	1.176	0.401
4SCLA*	0.000	0.000	0.000	0.385	0.903	1.968
5SCLA*	0.000	0.000	0.000	0.000	0.587	1.427
6SCLA*	0.000	0.000	0.000	0.000	0.000	1.247

Guidance and Counseling Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK

1SCLA	17	38.41
2SCLA	20	49.07
3SCLA	13	56.38
4SCLA	11	40.55
5SCLA	18	52.17
6SCLA	8	39.25
7SCLA	4	29.88

H=	7.811	

TABLE VII (Continued)
Remedial Education Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK
1SCLA	17	50.15
2SCLA	20	47.57
3SCLA	13	62.46
4SCLA	11	48.50
5SCLA	18	31.17
6SCLA	8	35.25
7SCLA	4	48.38

H=	13.143	

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA
1SCLA*	0.249	1.823	0.380	2.939	1.606	0.050
2SCLA*	0.000	1.247	0.251	1.077	0.826	0.078
3SCLA*	0.000	0.000	1.762	3.021	2.204	0.750
4SCLA*	0.000	0.000	0.000	2.501	1.388	0.071
5SCLA*	0.000	0.000	0.000	0.000	0.346	0.969
6SCLA*	0.000	0.000	0.000	0.000	0.000	0.692

General Education Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK
1SCLA	17	37.32
2SCLA	20	45.25
3SCLA	13	54.42
4SCLA	11	41.55
5SCLA	18	54.72
6SCLA	8	46.88
7SCLA	4	30.50

H=	7.127	

TABLE VII (Continued)
Occupational Education Function at Institution B

PCP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	57.72
2SCLB	29	40.91
3SCLB	17	36.09
4SCLB	10	51.55
5SCLB	11	49.45
6SCLB	5	70.80
7SCLB	4	53.13

H=	11.520	

Guidance and Counseling Function at Institution B

PCP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	39.22
2SCLB	29	42.29
3SCLB	17	41.06
4SCLB	10	65.70
5SCLB	11	77.50
6SCLB	5	56.00
7SCLB	4	11.25

H=	30.812	

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB

1SCLB*	0.514	0.202	2.485	3.740	1.292	2.077
2SCLB*	0.000	0.186	2.647	4.021	1.292	2.842
3SCLB*	0.000	0.000	2.352	3.666	1.121	2.090
4SCLB*	0.000	0.000	0.000	1.910	0.978	2.501
5SCLB*	0.000	0.000	0.000	0.000	2.746	3.692
6SCLB*	0.000	0.000	0.000	0.000	0.000	2.262

TABLE VII (Continued)

Remedial Education Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK
1SCLB	18	49.06
2SCLB	29	48.62
3SCLB	17	35.24
4SCLB	10	41.80
5SCLB	11	61.77
6SCLB	5	54.10
7SCLB	4	51.25

H= 7.606

General Education Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK
1SCLB	18	45.33
2SCLB	29	38.36
3SCLB	17	41.47
4SCLB	10	75.45
5SCLB	11	57.82
6SCLB	5	46.80
7SCLB	4	51.75

H= 17.210

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB
1SCLB*	1.233	0.514	3.482	1.537	0.079	0.356
2SCLB*	0.000	0.270	3.645	1.943	0.681	0.738
3SCLB*	0.000	0.000	2.961	1.475	0.405	0.640
4SCLB*	0.000	0.000	0.000	1.615	2.147	1.249
5SCLB*	0.000	0.000	0.000	0.000	0.765	0.138
6SCLB*	0.000	0.000	0.000	0.000	0.000	0.251

TABLE VII (Continued)
Community Service Function at Institution C

POP ID	NO OF OBS	AVERAGE RANK
1SCLC	14	31.64
2SCLC	26	36.25
3SCLC	18	39.22
4SCLC	12	78.33
5SCLC	15	54.07
6SCLC	5	82.10
7SCLC	6	67.17

H=	36.844	

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC
1SCLC*	0.571	0.883	4.372	2.098	2.856	2.733
2SCLC*	0.000	0.672	4.108	2.106	2.910	2.376
3SCLC*	0.000	0.000	4.020	1.803	2.890	2.418
4SCLC*	0.000	0.000	0.000	2.568	1.529	1.174
5SCLC*	0.000	0.000	0.000	0.000	2.080	1.186
6SCLC*	0.000	0.000	0.000	0.000	0.000	1.517

Transfer Function at Institution C

POP ID	NO OF OBS	AVERAGE RANK
1SCLC	14	39.29
2SCLC	26	44.04
3SCLC	18	63.22
4SCLC	12	36.33
5SCLC	15	51.37
6SCLC	5	67.50
7SCLC	6	46.50

H=	15.652	

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC
1SCLC*	0.579	2.880	0.217	1.254	2.075	0.532
2SCLC*	0.000	2.760	0.874	0.889	1.965	0.106
3SCLC*	0.000	0.000	3.252	1.673	0.763	1.439
4SCLC*	0.000	0.000	0.000	1.497	2.316	0.397
5SCLC*	0.000	0.000	0.000	0.000	1.439	0.465
6SCLC*	0.000	0.000	0.000	0.000	0.000	1.361

TABLE VII (Continued)
Occupational Education Function at Institution C

	PDP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	38.50			
	2SCLC	26	44.92			
	3SCLC	18	33.97			
	4SCLC	12	82.67			
	5SCLC	15	42.93			
	6SCLC	5	49.50			
	7SCLC	6	75.67			

H=	32.200					

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	0.835	0.848	4.410	0.355	0.658	2.867
2SCLC*	0.000	1.448	4.278	0.302	0.272	2.647
3SCLC*	0.000	0.000	4.305	0.985	0.789	2.839
4SCLC*	0.000	0.000	0.000	3.718	1.666	0.450
5SCLC*	0.000	0.000	0.000	0.000	0.310	2.384
6SCLC*	0.000	0.000	0.000	0.000	0.000	1.401

Guidance and Counseling Function at Institution C

	PDP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	35.71			
	2SCLC	26	41.10			
	3SCLC	18	52.86			
	4SCLC	12	56.17			
	5SCLC	15	41.20			
	6SCLC	5	75.80			
	7SCLC	6	77.50			

H=	19.438					

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	0.318	2.101	1.915	0.448	2.949	3.215
2SCLC*	0.000	1.444	1.472	0.083	2.326	2.612
3SCLC*	0.000	0.000	0.446	1.316	2.035	2.348
4SCLC*	0.000	0.000	0.000	1.399	1.351	1.609
5SCLC*	0.000	0.000	0.000	0.000	2.376	2.642
6SCLC*	0.000	0.000	0.000	0.000	0.000	0.218

TABLE VII (Continued)

Remedial Education Function at Institution C

PCP ID	NO OF OBS	AVERAGE RANK

1SCLC	14	45.00
2SCLC	26	46.60
3SCLC	18	34.39
4SCLC	12	59.67
5SCLC	15	52.43
6SCLC	5	67.00
7SCLC	6	59.67

H=	10.739	

General Education Function at Institution C

POP ID	NO OF OBS	AVERAGE RANK

1SCLC	14	53.93
2SCLC	26	36.46
3SCLC	18	41.17
4SCLC	12	69.67
5SCLC	15	50.10
6SCLC	5	62.30
7SCLC	6	52.17

H=	15.568	

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	2.144	1.452	1.943	0.363	0.692	0.0
2SCLC*	0.000	0.544	3.286	1.515	1.990	1.126
3SCLC*	0.000	0.000	2.637	0.938	1.447	0.886
4SCLC*	0.000	0.000	0.000	1.983	0.728	1.243
5SCLC*	0.000	0.000	0.000	0.000	0.946	0.0
6SCLC*	0.000	0.000	0.000	0.000	0.000	0.379

TABLE VII (Continued)
Community Service Function at Institution D

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLD	16	55.06			
	2SCLD	28	45.45			
	3SCLD	15	45.87			
	4SCLD	14	56.93			
	5SCLD	17	72.32			
	6SCLD	6	71.08			
	7SCLD	9	30.06			

	H=	17.064				

	2SCLD	3SCLD	4SCLD	5SCLD	6SCLD	7SCLD

1SCLD*	1.034	0.680	0.419	1.311	1.202	2.071
2SCLD*	0.000	0.013	1.182	3.086	1.777	1.610
3SCLD*	0.000	0.000	1.143	2.602	1.643	1.503
4SCLD*	0.000	0.000	0.000	1.763	0.917	1.900
5SCLD*	0.000	0.000	0.000	0.000	0.177	2.792
6SCLD*	0.000	0.000	0.000	0.000	0.000	2.251

Transfer Function at Institution D

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLD	16	55.69			
	2SCLD	28	39.75			
	3SCLD	15	56.97			
	4SCLD	14	64.50			
	5SCLD	17	55.12			
	6SCLD	6	74.00			
	7SCLD	9	46.94			

	H=	14.116				

	2SCLD	3SCLD	4SCLD	5SCLD	6SCLD	7SCLD

1SCLD*	1.797	0.139	1.179	0.124	1.699	0.881
2SCLD*	0.000	1.885	2.408	1.893	2.480	0.890
3SCLD*	0.000	0.000	0.931	0.219	1.564	0.906
4SCLD*	0.000	0.000	0.000	1.292	0.951	1.627
5SCLD*	0.000	0.000	0.000	0.000	1.818	0.892
6SCLD*	0.000	0.000	0.000	0.000	0.000	2.118

TABLE VII (Continued)

Occupational Education Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	57.94
2SCLD	28	43.04
3SCLD	15	50.73
4SCLD	14	66.07
5SCLD	17	57.71
6SCLD	6	66.83
7SCLD	9	40.56

H=	9.358	

Guidance and Counseling Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	57.88
2SCLD	28	42.73
3SCLD	15	54.47
4SCLD	14	54.36
5SCLD	17	64.24
6SCLD	6	53.75
7SCLD	9	50.00

H=	6.407	

TABLE VII (Continued)

Remedial Education Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	58.56
2SCLD	28	50.23
3SCLD	15	70.70
4SCLD	14	41.07
5SCLD	17	55.59
6SCLD	6	54.17
7SCLD	9	35.11

H=	11.463	

General Education Function at Institution D

PCP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	62.06
2SCLD	28	55.96
3SCLD	15	48.30
4SCLD	14	34.36
5SCLD	17	56.26
6SCLD	6	62.50
7SCLD	9	52.00

H=	8.453	

TABLE VII (Continued)
Community Service Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLE	16	36.63			
	2SCLE	13	29.19			
	3SCLE	10	34.05			
	4SCLE	18	48.31			
	5SCLE	16	49.72			
	6SCLE	6	72.17			
	7SCLE	6	41.83			

	H=	16.992				

	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	0.398	0.160	1.490	1.366	2.229	0.371
2SCLE*	0.000	0.437	2.561	2.274	3.257	1.013
3SCLE*	0.000	0.000	1.690	1.513	2.736	0.548
4SCLE*	0.000	0.000	0.000	0.452	2.693	0.472
5SCLE*	0.000	0.000	0.000	0.000	2.225	0.630
6SCLE*	0.000	0.000	0.000	0.000	0.000	2.139

Transfer Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLE	16	34.94			
	2SCLE	13	33.58			
	3SCLE	10	37.65			
	4SCLE	18	46.81			
	5SCLE	16	50.41			
	6SCLE	6	56.00			
	7SCLE	6	49.67			

	H=	12.232				

TABLE VII (Continued)
Occupational Education Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLE	16	23.88			
	2SCLE	13	38.38			
	3SCLE	10	39.60			
	4SCLE	18	56.36			
	5SCLE	16	46.00			
	6SCLE	6	52.17			
	7SCLE	6	52.42			

	H=		17.800			
	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	2.006	1.971	3.514	2.206	2.394	2.471
2SCLE*	0.000	0.127	2.298	0.911	1.163	1.170
3SCLE*	0.000	0.000	1.978	0.747	0.991	1.048
4SCLE*	0.000	0.000	0.000	1.110	0.375	0.375
5SCLE*	0.000	0.000	0.000	0.000	0.485	0.486
6SCLE*	0.000	0.000	0.000	0.000	0.000	0.0

Guidance and Counseling Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLE	16	25.50			
	2SCLE	13	28.73			
	3SCLE	10	53.40			
	4SCLE	18	45.17			
	5SCLE	16	52.41			
	6SCLE	6	66.33			
	7SCLE	6	48.33			

	H=		23.680			
	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	0.223	3.122	2.175	3.469	3.477	1.436
2SCLE*	0.000	2.714	1.706	2.905	2.919	0.949
3SCLE*	0.000	0.000	0.765	0.056	1.512	0.0
4SCLE*	0.000	0.000	0.000	0.726	1.820	0.321
5SCLE*	0.000	0.000	0.000	0.000	1.712	0.159
6SCLE*	0.000	0.000	0.000	0.000	0.000	0.841

TABLE VII (Continued)
Remedial Education Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	53.63
2SCLE	13	34.46
3SCLE	10	52.15
4SCLE	18	45.56
5SCLE	16	28.41
6SCLE	6	47.67
7SCLE	6	44.50

H=	12.161	

General Education Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	36.44
2SCLE	13	29.96
3SCLE	10	38.80
4SCLE	18	53.72
5SCLE	16	47.91
6SCLE	6	53.33
7SCLE	6	40.17

H=	10.795	

TABLE VII (Continued)
Community Service Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK
1SCLF	11	17.05
2SCLF	15	28.67
3SCLF	16	54.00
4SCLF	18	49.31
5SCLF	13	54.54
6SCLF	6	51.42
7SCLF	5	36.70

H=	26.404	

	2SCLF	3SCLF	4SCLF	5SCLF	6SCLF	7SCLF
1SCLF*	1.553	3.786	3.437	3.288	2.423	1.994
2SCLF*	0.000	3.115	2.586	2.479	1.681	1.186
3SCLF*	0.000	0.000	0.632	0.448	0.0	1.863
4SCLF*	0.000	0.000	0.000	0.769	0.303	1.282
5SCLF*	0.000	0.000	0.000	0.000	0.177	1.541
6SCLF*	0.000	0.000	0.000	0.000	0.000	1.016

Transfer Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK
1SCLF	11	23.00
2SCLF	15	33.60
3SCLF	16	50.50
4SCLF	18	44.83
5SCLF	13	49.62
6SCLF	6	60.00
7SCLF	5	38.60

H=	19.232	

	2SCLF	3SCLF	4SCLF	5SCLF	6SCLF	7SCLF
1SCLF*	0.932	3.110	2.629	2.733	2.889	1.578
2SCLF*	0.000	2.082	1.411	1.845	2.340	0.458
3SCLF*	0.000	0.000	0.877	0.059	1.316	1.287
4SCLF*	0.000	0.000	0.000	0.681	1.751	0.583
5SCLF*	0.000	0.000	0.000	0.000	1.248	1.065
6SCLF*	0.000	0.000	0.000	0.000	0.000	2.098

TABLE VII (Continued)
Occupational Education Function at Institution F

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLF	11	35.50			
	2SCLF	15	26.37			
	3SCLF	16	47.88			
	4SCLF	18	56.33			
	5SCLF	13	38.58			
	6SCLF	6	56.17			
	7SCLF	5	33.10			

	H=	17.310				

	2SCLF	3SCLF	4SCLF	5SCLF	6SCLF	7SCLF

1SCLF*	0.912	1.257	2.253	0.322	1.633	0.171
2SCLF*	0.000	2.480	3.239	1.553	2.430	0.792
3SCLF*	0.000	0.000	0.915	0.985	0.833	1.184
4SCLF*	0.000	0.000	0.000	2.196	0.169	2.113
5SCLF*	0.000	0.000	0.000	0.000	1.551	0.350
6SCLF*	0.000	0.000	0.000	0.000	0.000	1.702

Guidance and Counseling Function at Institution F

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLF	11	29.77
	2SCLF	15	43.40
	3SCLF	16	46.25
	4SCLF	18	40.64
	5SCLF	13	46.42
	6SCLF	6	48.67
	7SCLF	5	44.90

	H=	4.491	

TABLE VII (Continued)

Remedial Education Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	36.14
2SCLF	15	37.50
3SCLF	16	40.94
4SCLF	18	39.67
5SCLF	13	56.88
6SCLF	6	59.08
7SCLF	5	29.40

H=	10.794	

General Education Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	23.55
2SCLF	15	43.63
3SCLF	16	48.94
4SCLF	18	39.97
5SCLF	13	46.27
6SCLF	6	54.33
7SCLF	5	45.30

H=	10.133	

TABLE VII (Continued)
Community Service Function at Institution G

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLG	11	49.23			
	2SCLG	27	39.54			
	3SCLG	20	34.77			
	4SCLG	12	48.21			
	5SCLG	9	64.33			
	6SCLG	7	69.07			
	7SCLG	6	55.42			

	H=	15.635				

	2SCLG	3SCLG	4SCLG	5SCLG	6SCLG	7SCLG

1SCLG*	1.034	1.304	0.093	1.183	1.324	0.504
2SCLG*	0.000	0.756	0.978	2.367	2.740	1.431
3SCLG*	0.000	0.000	1.348	2.580	2.858	1.682
4SCLG*	0.000	0.000	0.000	1.285	1.697	0.614
5SCLG*	0.000	0.000	0.000	0.000	0.0	0.951
6SCLG*	0.000	0.000	0.000	0.000	0.000	1.154

Transfer Function at Institution G

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLG	11	45.68
	2SCLG	27	44.19
	3SCLG	20	49.85
	4SCLG	12	34.00
	5SCLG	9	57.22
	6SCLG	7	58.21
	7SCLG	6	42.50

	H=	7.019	

TABLE VII (Continued)
Occupational Education Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	45.73
2SCLG	27	48.63
3SCLG	20	39.63
4SCLG	12	43.13
5SCLG	9	58.61
6SCLG	7	57.50
7SCLG	6	37.00

H =	5.580	

Guidance and Counseling Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	39.86
2SCLG	27	42.04
3SCLG	20	48.65
4SCLG	12	42.92
5SCLG	9	59.00
6SCLG	7	59.50
7SCLG	6	44.83

H =	5.721	

TABLE VII (Continued)
Remedial Education Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	42.86
2SCLG	27	48.06
3SCLG	20	48.95
4SCLG	12	37.46
5SCLG	9	54.39
6SCLG	7	63.07
7SCLG	6	24.92

H=	9.473	

General Education Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	46.23
2SCLG	27	45.00
3SCLG	20	52.27
4SCLG	12	32.96
5SCLG	9	61.33
6SCLG	7	37.36
7SCLG	6	50.00

H=	8.064	

TABLE VII (Continued)
Community Service Function at Institution H

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLH	14	52.54			
	2SCLH	37	55.99			
	3SCLH	22	56.61			
	4SCLH	20	72.07			
	5SCLH	14	88.71			
	6SCLH	11	96.64			
	7SCLH	9	36.56			

	H=	25.162				

	2SCLH	3SCLH	4SCLH	5SCLH	6SCLH	7SCLH

1SCLH*	0.308	0.310	1.605	2.611	2.893	1.140
2SCLH*	0.000	0.166	1.665	2.684	2.950	1.240
3SCLH*	0.000	0.000	1.648	2.641	2.786	1.576
4SCLH*	0.000	0.000	0.000	1.720	2.394	2.760
5SCLH*	0.000	0.000	0.000	0.000	0.912	3.165
6SCLH*	0.000	0.000	0.000	0.000	0.000	3.102

Transfer Function at Institution H

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLH	14	47.93			
	2SCLH	37	57.61			
	3SCLH	22	73.50			
	4SCLH	20	65.47			
	5SCLH	14	77.86			
	6SCLH	11	75.14			
	7SCLH	9	53.61			

	H=	11.730				

TABLE VII (Continued)
Remedial Education Function at Institution H

POP ID	NO OF OBS	AVERAGE RANK

1SCLH	14	83.21
2SCLH	37	62.35
3SCLH	22	67.18
4SCLH	20	61.27
5SCLH	14	66.39
6SCLH	11	65.50
7SCLH	9	33.61

H=	10.698	

General Education Function at Institution H

POP ID	NO OF OBS	AVERAGE RANK

1SCLH	14	46.82
2SCLH	37	56.58
3SCLH	22	64.41
4SCLH	20	62.42
5SCLH	14	86.43
6SCLH	11	82.36
7SCLH	9	66.39

H=	13.028	

	2SCLH	3SCLH	4SCLH	5SCLH	6SCLH	7SCLH

1SCLH*	0.919	1.393	1.206	2.704	2.377	1.376
2SCLH*	0.000	0.780	0.551	2.613	2.132	0.814
3SCLH*	0.000	0.000	0.154	1.724	1.317	0.133
4SCLH*	0.000	0.000	0.000	1.892	1.436	0.264
5SCLH*	0.000	0.000	0.000	0.000	0.462	1.507
6SCLH*	0.000	0.000	0.000	0.000	0.000	1.136

TABLE VII (Continued)

Community Service Function at Institution I

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLI	14	59.79			
	2SCLI	28	41.05			
	3SCLI	18	49.39			
	4SCLI	16	53.63			
	5SCLI	20	65.50			
	6SCLI	7	90.43			
	7SCLI	5	41.90			

	H=	18.686				

	2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	1.809	1.031	0.607	0.510	2.323	0.975
2SCLI*	0.000	1.030	1.362	2.636	3.375	0.050
3SCLI*	0.000	0.000	0.573	1.484	3.130	0.600
4SCLI*	0.000	0.000	0.000	1.250	2.794	0.747
5SCLI*	0.000	0.000	0.000	0.000	1.837	1.607
6SCLI*	0.000	0.000	0.000	0.000	0.000	2.138

Transfer Function at Institution I

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLI	14	53.82
	2SCLI	28	53.66
	3SCLI	18	59.44
	4SCLI	16	43.19
	5SCLI	20	58.97
	6SCLI	7	62.64
	7SCLI	5	50.20

	H=	5.353	

TABLE VII (Continued)
Occupational Education Function at Institution I

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLI	14	53.07			
	2SCLI	28	46.21			
	3SCLI	18	50.00			
	4SCLI	16	65.31			
	5SCLI	20	53.35			
	6SCLI	7	87.93			
	7SCLI	5	44.30			

	H=	13.021				

	2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	0.632	0.404	1.154	0.035	2.386	0.560
2SCLI*	0.000	0.420	2.096	0.706	3.018	0.051
3SCLI*	0.000	0.000	1.416	0.237	2.742	0.304
4SCLI*	0.000	0.000	0.000	1.032	2.028	1.468
5SCLI*	0.000	0.000	0.000	0.000	2.308	0.514
6SCLI*	0.000	0.000	0.000	0.000	0.000	2.489

Guidance and Counseling Function at Institution I

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLI	14	45.29
	2SCLI	28	55.50
	3SCLI	18	46.94
	4SCLI	16	56.53
	5SCLI	20	59.63
	6SCLI	7	77.79
	7SCLI	5	42.30

	H=	7.795	

TABLE VII (Continued)
Remedial Education Function at Institution I

POP ID	NO OF OBS	AVERAGE RANK

1SCLI	14	60.25
2SCLI	28	52.63
3SCLI	18	60.08
4SCLI	16	60.50
5SCLI	20	45.80
6SCLI	7	67.79
7SCLI	5	25.80

H=	8.940	

General Education Function at Institution I

POP ID	NO OF OBS	AVERAGE RANK

1SCLI	14	50.50
2SCLI	28	52.00
3SCLI	18	67.61
4SCLI	16	44.09
5SCLI	20	51.60
6SCLI	7	73.79
7SCLI	5	50.40

H=	8.513	

TABLE VII (Continued)
Occupational Education Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	45.21
2SCLJ	25	53.36
3SCLJ	20	64.20
4SCLJ	18	57.89
5SCLJ	13	64.04
6SCLJ	17	56.76
7SCLJ	7	46.86

H=	4.230	

Guidance and Counseling Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	50.25
2SCLJ	25	55.48
3SCLJ	20	58.10
4SCLJ	18	54.97
5SCLJ	13	77.81
6SCLJ	17	76.59
7SCLJ	7	60.21

H=	27.052	

	2SCLJ	3SCLJ	4SCLJ	5SCLJ	6SCLJ	7SCLJ

1SCLJ*	1.567	0.565	0.411	2.319	2.369	0.693
2SCLJ*	0.000	2.551	2.413	3.811	4.002	2.288
3SCLJ*	0.000	0.000	0.257	1.779	1.793	0.174
4SCLJ*	0.000	0.000	0.000	2.244	2.311	0.403
5SCLJ*	0.000	0.000	0.000	0.000	0.026	1.613
6SCLJ*	0.000	0.000	0.000	0.000	0.000	1.601

TABLE VII (Continued)

Remedial Education Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	66.63
2SCLJ	25	52.48
3SCLJ	20	67.47
4SCLJ	18	55.78
5SCLJ	13	60.23
6SCLJ	17	48.12
7SCLJ	7	37.43

H=	7.765	

General Education Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	50.83
2SCLJ	25	40.22
3SCLJ	20	68.07
4SCLJ	18	52.36
5SCLJ	13	67.42
6SCLJ	17	67.35
7SCLJ	7	55.29

H=	13.366	

	2SCLJ	3SCLJ	4SCLJ	5SCLJ	6SCLJ	7SCLJ

1SCLJ*	0.640	1.247	0.260	1.115	1.226	0.301
2SCLJ*	0.000	2.892	1.149	2.635	2.744	1.303
3SCLJ*	0.000	0.000	1.398	0.211	0.158	1.088
4SCLJ*	0.000	0.000	0.000	1.331	1.436	0.309
5SCLJ*	0.000	0.000	0.000	0.000	0.022	0.939
6SCLJ*	0.000	0.000	0.000	0.000	0.000	0.948

TABLE VII (Continued)
Community Service Function at Institution K

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLK	12	39.42			
	2SCLK	12	36.21			
	3SCLK	16	26.88			
	4SCLK	15	61.83			
	5SCLK	15	51.20			
	6SCLK	8	52.50			
	7SCLK	6	19.50			

H=	25.820					

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	0.409	1.120	2.492	1.036	1.165	1.698
2SCLK*	0.000	1.172	2.974	1.559	1.555	1.713
3SCLK*	0.000	0.000	3.983	2.742	2.160	0.226
4SCLK*	0.000	0.000	0.000	0.955	0.822	3.583
5SCLK*	0.000	0.000	0.000	0.000	0.292	2.828
6SCLK*	0.000	0.000	0.000	0.000	0.000	2.379

Transfer Function at Institution K

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLK	12	22.08			
	2SCLK	12	45.83			
	3SCLK	16	46.63			
	4SCLK	15	55.50			
	5SCLK	15	39.40			
	6SCLK	8	44.88			
	7SCLK	6	37.75			

H=	20.841					

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	2.591	2.892	3.636	2.343	2.074	1.752
2SCLK*	0.000	0.123	2.012	0.878	0.102	0.849
3SCLK*	0.000	0.000	2.041	1.153	0.162	1.095
4SCLK*	0.000	0.000	0.000	2.676	1.980	2.887
5SCLK*	0.000	0.000	0.000	0.000	0.572	0.0
6SCLK*	0.000	0.000	0.000	0.000	0.000	0.687

TABLE VII (Continued)
Occupational Education Function at Institution K

	POP ID	NO OF OBS	AVERAGE RANK				

	1SCLK	12	25.92				
	2SCLK	12	45.13				
	3SCLK	16	51.88				
	4SCLK	15	37.17				
	5SCLK	15	44.30				
	6SCLK	8	63.50				
	7SCLK	6	26.25				

	H= 17.904						
		2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*		1.926	2.543	2.014	1.786	2.597	0.293
2SCLK*		0.000	0.756	0.900	0.074	1.777	1.710
3SCLK*		0.000	0.000	2.047	0.847	1.328	2.265
4SCLK*		0.000	0.000	0.000	0.978	3.104	1.249
5SCLK*		0.000	0.000	0.000	0.000	1.788	1.440
6SCLK*		0.000	0.000	0.000	0.000	0.000	2.590

Guidance and Counseling Function at Institution K

	POP ID	NO OF OBS	AVERAGE RANK				

	1SCLK	12	23.00				
	2SCLK	12	38.75				
	3SCLK	16	45.56				
	4SCLK	15	61.00				
	5SCLK	15	53.30				
	6SCLK	8	40.31				
	7SCLK	6	10.50				

	H= 36.890						
		2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*		1.260	2.711	4.864	3.604	1.752	2.348
2SCLK*		0.000	0.775	3.023	1.847	0.124	2.766
3SCLK*		0.000	0.000	2.580	1.039	0.549	2.821
4SCLK*		0.000	0.000	0.000	1.795	2.932	4.472
5SCLK*		0.000	0.000	0.000	0.000	1.429	3.944
6SCLK*		0.000	0.000	0.000	0.000	0.000	2.097

TABLE VII (Continued)
Remedial Education Function at Institution K

POP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	34.83
2SCLK	12	51.25
3SCLK	16	46.13
4SCLK	15	46.67
5SCLK	15	44.10
6SCLK	8	35.94
7SCLK	6	25.00

H=	7.644	

General Education Function at Institution K

POP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	25.33
2SCLK	12	40.50
3SCLK	16	52.88
4SCLK	15	51.00
5SCLK	15	56.10
6SCLK	8	37.19
7SCLK	6	5.00

H=	32.895	

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	1.860	3.184	2.862	3.635	0.978	3.018
2SCLK*	0.000	1.591	1.184	2.252	0.560	3.470
3SCLK*	0.000	0.000	0.233	0.409	1.619	3.770
4SCLK*	0.000	0.000	0.000	0.362	1.280	3.784
5SCLK*	0.000	0.000	0.000	0.000	1.891	3.705
6SCLK*	0.000	0.000	0.000	0.000	0.000	2.925

TABLE VII (Continued)

Community Service Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	43.86			
	2SCLL	24	42.54			
	3SCLL	22	31.32			
	4SCLL	12	61.38			
	5SCLL	14	66.14			
	6SCLL	6	63.00			
	7SCLL	4	72.88			

	H= 23.064					
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	0.0	1.093	1.401	1.855	1.412	1.554
2SCLL*	0.000	1.504	2.051	2.534	1.907	2.105
3SCLL*	0.000	0.000	3.173	3.592	2.329	2.801
4SCLL*	0.000	0.000	0.000	0.628	0.0	0.925
5SCLL*	0.000	0.000	0.000	0.000	0.501	0.430
6SCLL*	0.000	0.000	0.000	0.000	0.000	0.218

Transfer Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	41.82			
	2SCLL	24	40.17			
	3SCLL	22	48.14			
	4SCLL	12	49.63			
	5SCLL	14	60.50			
	6SCLL	6	60.50			
	7SCLL	4	60.50			

	H= 12.943					
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	0.138	0.900	0.948	2.415	1.637	1.355
2SCLL*	0.000	1.201	1.183	2.744	1.865	1.542
3SCLL*	0.000	0.000	0.211	2.106	1.411	1.162
4SCLL*	0.000	0.000	0.000	1.950	1.304	1.074
5SCLL*	0.000	0.000	0.000	0.000	0.000	0.000
6SCLL*	0.000	0.000	0.000	0.000	0.000	0.000

TABLE VII (Continued)
Occupational Education Function at Institution L

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	37.46			
	2SCLL	24	43.81			
	3SCLL	22	32.32			
	4SCLL	12	78.00			
	5SCLL	14	68.07			
	6SCLL	6	49.67			
	7SCLL	4	45.50			

H=	31.443					

	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	0.868	0.360	3.259	2.682	1.005	0.859
2SCLL*	0.000	1.497	3.699	2.831	0.367	0.100
3SCLL*	0.000	0.000	4.276	3.875	1.410	1.260
4SCLL*	0.000	0.000	0.000	1.552	2.246	2.819
5SCLL*	0.000	0.000	0.000	0.000	1.389	2.007
6SCLL*	0.000	0.000	0.000	0.000	0.000	0.0

Guidance and Counseling Function at Institution L

	PCP ID	NO OF OBS	AVERAGE RANK

	1SCLL	14	44.57
	2SCLL	24	52.98
	3SCLL	22	44.34
	4SCLL	12	45.50
	5SCLL	14	49.43
	6SCLL	6	53.00
	7SCLL	4	57.25

H=	2.211		

TABLE VII (Continued)
Remedial Education Function at Institution L

	PCP ID	NO OF OBS	AVERAGE RANK			
	1SCLL	14	50.61			
	2SCLL	24	49.90			
	3SCLL	22	30.30			
	4SCLL	12	71.00			
	5SCLL	14	50.36			
	6SCLL	6	52.50			
	7SCLL	4	52.88			

	H=	18.184				
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	0.092	2.157	1.912	0.096	0.338	0.108
2SCLL*	0.000	2.473	2.274	0.094	0.159	0.168
3SCLL*	0.000	0.000	3.769	2.177	1.765	1.810
4SCLL*	0.000	0.000	0.000	1.903	1.811	1.602
5SCLL*	0.000	0.000	0.000	0.000	0.519	0.114
6SCLL*	0.000	0.000	0.000	0.000	0.000	0.458

General Education Function at Institution L

	PCP ID	NO OF OBS	AVERAGE RANK
	1SCLL	14	39.36
	2SCLL	24	42.56
	3SCLL	22	45.84
	4SCLL	12	48.75
	5SCLL	14	67.36
	6SCLL	6	51.17
	7SCLL	4	60.00

	H=	10.580	

TABLE VII (Continued)
Occupational Education Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK				

	1SCLM	18	31.56				
	2SCLM	27	56.72				
	3SCLM	31	53.40				
	4SCLM	10	70.40				
	5SCLM	14	62.89				
	6SCLM	5	71.10				
	7SCLM	7	90.43				

	H=	22.237					
		2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	2.663	2.133	3.008	2.960	2.643	3.603	
2SCLM*	0.000	0.393	1.075	0.625	0.896	2.694	
3SCLM*	0.000	0.000	1.353	0.926	1.107	2.567	
4SCLM*	0.000	0.000	0.000	0.772	0.0	1.129	
5SCLM*	0.000	0.000	0.000	0.000	0.515	2.192	
6SCLM*	0.000	0.000	0.000	0.000	0.000	1.421	

Guidance and Counseling Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK				

	1SCLM	18	29.78				
	2SCLM	27	46.94				
	3SCLM	31	55.26				
	4SCLM	10	73.80				
	5SCLM	14	75.54				
	6SCLM	5	89.50				
	7SCLM	7	81.21				

	H=	34.064					
		2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	1.855	2.908	3.036	3.967	3.406	3.378	
2SCLM*	0.000	0.988	2.296	2.823	2.802	2.565	
3SCLM*	0.000	0.000	1.669	2.170	2.406	2.101	
4SCLM*	0.000	0.000	0.000	0.154	1.038	0.441	
5SCLM*	0.000	0.000	0.000	0.000	1.299	0.599	
6SCLM*	0.000	0.000	0.000	0.000	0.000	0.845	

TABLE VII (Continued)
Remedial Education Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLM	18	34.33			
	2SCLM	27	48.06			
	3SCLM	31	63.79			
	4SCLM	10	70.50			
	5SCLM	14	67.11			
	6SCLM	5	70.50			
	7SCLM	7	62.57			

	H= 16.882					
	2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	1.457	2.985	2.723	2.897	2.125	2.309
2SCLM*	0.000	1.914	1.845	1.760	1.398	1.173
3SCLM*	0.000	0.000	0.534	0.277	0.402	0.039
4SCLM*	0.000	0.000	0.000	0.363	0.0	0.811
5SCLM*	0.000	0.000	0.000	0.000	0.286	0.655
6SCLM*	0.000	0.000	0.000	0.000	0.000	0.680

General Education Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLM	18	32.72			
	2SCLM	27	46.52			
	3SCLM	31	51.23			
	4SCLM	10	78.20			
	5SCLM	14	78.71			
	6SCLM	5	92.00			
	7SCLM	7	78.71			

	H= 34.754					
	2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	1.390	1.944	3.318	4.267	3.338	3.395
2SCLM*	0.000	0.565	2.590	3.127	2.779	2.412
3SCLM*	0.000	0.000	2.252	2.767	2.536	2.119
4SCLM*	0.000	0.000	0.000	0.384	0.881	0.322
5SCLM*	0.000	0.000	0.000	0.000	1.444	0.0
6SCLM*	0.000	0.000	0.000	0.000	0.000	1.296

TABLE VII (Continued)
Community Service Function at Institution N

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLN	18	47.50			
	2SCLN	24	43.19			
	3SCLN	26	42.40			
	4SCLN	12	76.63			
	5SCLN	12	74.50			
	6SCLN	10	76.05			
	7SCLN	6	53.00			

	H= 23.709					
	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN

1SCLN*	0.307	0.361	2.212	2.215	2.271	0.135
2SCLN*	0.000	0.010	2.930	2.851	2.868	0.677
3SCLN*	0.000	0.000	3.112	3.062	3.144	0.730
4SCLN*	0.000	0.000	0.000	0.436	0.432	1.321
5SCLN*	0.000	0.000	0.000	0.000	0.067	1.414
6SCLN*	0.000	0.000	0.000	0.000	0.000	1.106

Transfer Function at Institution N

	POP ID	NO OF OBS	AVERAGE RANK
	1SCLN	18	46.83
	2SCLN	24	51.98
	3SCLN	26	56.15
	4SCLN	12	51.75
	5SCLN	12	54.88
	6SCLN	10	73.50
	7SCLN	6	53.50

	H= 7.059		

TABLE VII (Continued)
Occupational Education Function at Institution N

	PCP ID	NO OF OBS	AVERAGE RANK			
	1SCLN	18	41.83			
	2SCLN	24	52.40			
	3SCLN	26	42.48			
	4SCLN	12	67.58			
	5SCLN	12	68.83			
	6SCLN	10	79.10			
	7SCLN	6	57.17			

	H= 18.010					
	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN

1SCLN*	0.922	0.072	2.443	2.516	3.238	0.806
2SCLN*	0.000	0.970	1.191	1.366	2.158	0.262
3SCLN*	0.000	0.000	2.440	2.264	3.189	1.072
4SCLN*	0.000	0.000	0.000	0.358	0.888	0.670
5SCLN*	0.000	0.000	0.000	0.000	0.800	0.677
6SCLN*	0.000	0.000	0.000	0.000	0.000	1.029

Guidance and Counseling Function at Institution N

	PCP ID	NO OF OBS	AVERAGE RANK			
	1SCLN	18	44.22			
	2SCLN	24	53.63			
	3SCLN	26	54.67			
	4SCLN	12	55.71			
	5SCLN	12	62.50			
	6SCLN	10	68.60			
	7SCLN	6	46.17			

	H= 5.524					

TABLE VII (Continued)
Remedial Education Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	60.61
2SCLN	24	62.56
3SCLN	26	46.98
4SCLN	12	52.38
5SCLN	12	48.79
6SCLN	10	58.50
7SCLN	6	45.50

H=	4.982	

General Education Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	49.39
2SCLN	24	52.17
3SCLN	26	57.96
4SCLN	12	60.54
5SCLN	12	54.17
6SCLN	10	55.85
7SCLN	6	50.50

H=	1.548	

APPENDIX C

STATISTICAL TABLES ON THE PERCENTAGES OF
RESOURCES ASSIGNED TO THE FUNCTIONS

TABLE VIII

THE KRUSKAL-WALLIS H SCORE AND THE MANN-WHITNEY Z TABLE
ON THE PERCENTAGE OF RESOURCES ASSIGNED TO
SELECTED FUNCTIONS BY INSTITUTION

Community Service Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK
1SCLA	17	28.26
2SCLA	20	40.75
3SCLA	13	51.38
4SCLA	11	85.00
5SCLA	18	36.33
6SCLA	8	50.13
7SCLA	4	58.13

H=	38.518	

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA
1SCLA*	1.644	2.465	4.614	1.134	2.541	2.149
2SCLA*	0.000	1.377	4.543	0.598	0.961	1.488
3SCLA*	0.000	0.636	4.121	2.012	0.227	0.535
4SCLA*****	0.000	0.000	8.647	4.780	4.071	3.692
5SCLA*****	0.000	0.000	0.000*****	1.450	2.047	
6SCLA*****	0.000	0.000	0.000	0.0	0.0	0.719

Transfer Function at Institution A

POP ID	NO OF OBS	AVERAGE RANK
1SCLA	17	30.03
2SCLA	20	31.50
3SCLA	13	46.69
4SCLA	11	52.50
5SCLA	18	62.56
6SCLA	8	54.00
7SCLA	4	75.75

H=	26.794	

	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA
1SCLA*	0.187	1.847	3.497	2.977	2.920	2.947
2SCLA*	0.000	1.714	2.912	2.806	2.295	2.639
3SCLA*	0.000	0.636	0.713	1.740	0.670	1.890
4SCLA*****	0.000	0.000	8.647	2.558	0.0	3.080
5SCLA*****	0.000	0.000	0.000*****	1.472	0.869	
6SCLA*****	0.000	0.000	0.000	0.0	0.0	1.956

TABLE VIII (Continued)
Occupational Education Function at Institution A

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	28.12			
	2SCLA	20	53.92			
	3SCLA	13	37.04			
	4SCLA	11	54.09			
	5SCLA	18	57.83			
	6SCLA	8	40.50			
	7SCLA	4	47.00			

	H=	16.861				
	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	2.555	0.702	3.680	3.132	1.119	2.153
2SCLA*	0.000	1.662	0.149	0.0	1.192	0.475
3SCLA*	0.000	0.636	1.901	1.837	0.224	1.001
4SCLA*****	0.000	0.000	8.647	1.487	1.067	0.980
5SCLA*****	0.000	0.000	0.000	0.000	1.594	1.421
6SCLA*****	0.000	0.000	0.000	0.0	0.0	0.380

Guidance and Counseling Function at Institution A

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	67.85			
	2SCLA	20	49.02			
	3SCLA	13	51.58			
	4SCLA	11	55.86			
	5SCLA	18	22.50			
	6SCLA	8	22.75			
	7SCLA	4	45.00			

	H=	36.427				
	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	2.459	1.687	1.789	4.846	3.308	2.045
2SCLA*	0.000	0.246	0.766	3.453	2.452	0.406
3SCLA*	0.000	0.636	0.451	3.226	2.334	0.765
4SCLA*****	0.000	0.000	8.647	3.939	2.724	1.055
5SCLA*****	0.000	0.000	0.000	0.000	0.767	2.618
6SCLA*****	0.000	0.000	0.000	0.0	0.0	1.582

TABLE VIII (Continued)

Remedial Education Function at Institution A

	PDP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	33.03			
	2SCLA	20	55.42			
	3SCLA	13	54.85			
	4SCLA	11	43.86			
	5SCLA	18	45.94			
	6SCLA	8	31.50			
	7SCLA	4	60.38			

	H=	12.912				
	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	2.624	2.390	1.440	1.505	0.360	1.402
2SCLA*	0.000	0.156	1.399	1.127	2.190	0.526
3SCLA*	0.000	0.636	1.208	0.972	2.082	0.535
4SCLA*****	0.000	8.647	0.459	1.380	1.188	
5SCLA*****	0.000	0.000*****		1.221	1.535	
6SCLA*****	0.000	0.000	0.0	0.0	1.224	

General Education Function at Institution A

	PDP ID	NO OF OBS	AVERAGE RANK			

	1SCLA	17	69.03			
	2SCLA	20	40.67			
	3SCLA	13	45.96			
	4SCLA	11	24.36			
	5SCLA	18	46.44			
	6SCLA	8	55.50			
	7SCLA	4	13.38			

	H=	28.636				
	2SCLA	3SCLA	4SCLA	5SCLA	6SCLA	7SCLA

1SCLA*	2.985	3.209	4.504	2.946	0.240	3.166
2SCLA*	0.000	0.705	1.513	0.827	1.228	2.034
3SCLA*	0.000	0.636	2.384	0.202	0.729	2.341
4SCLA*****	0.000	8.647	2.735	1.866	1.712	
5SCLA*****	0.000	0.000*****		0.792	2.435	
6SCLA*****	0.000	0.000	0.0	0.0	1.713	

TABLE VIII (Continued)
Community Service Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	48.06
2SCLB	29	48.33
3SCLB	17	59.88
4SCLB	10	33.65
5SCLB	11	44.64
6SCLB	5	35.50
7SCLB	4	43.88

H=	8.487	

Transfer Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	44.17
2SCLB	29	34.69
3SCLB	17	43.06
4SCLB	10	62.25
5SCLB	11	65.91
6SCLB	5	67.70
7SCLB	4	61.50

H=	19.256	

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB

1SCLB*	0.468	0.067	1.328	1.478	1.217	0.704
2SCLB*	0.000	1.354	3.561	3.098	2.800	1.490
3SCLB*	0.000	0.636	2.188	2.422	1.949	1.360
4SCLB*****		0.000	8.647	1.298	1.100	0.976
5SCLB*****		0.000	0.000*****		0.232	0.0
6SCLB*****		0.000	0.000	0.0	0.0	0.254

TABLE VIII (Continued)
Occupational Education Function at Institution B

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLB	18	49.28			
	2SCLB	29	39.50			
	3SCLB	17	33.35			
	4SCLB	10	73.90			
	5SCLB	11	48.50			
	6SCLB	5	64.10			
	7SCLB	4	68.13			

	H=	21.353				

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB

1SCLB*	1.127	1.751	2.360	0.230	0.907	1.298
2SCLB*	0.000	0.991	3.988	0.794	1.835	2.285
3SCLB*	0.000	0.630	3.546	1.417	1.901	2.179
4SCLB*****	0.000	8.647	1.833	0.263	0.812	0.812
5SCLB*****	0.000	0.000*****	0.812	1.078		
6SCLB*****	0.000	0.000	0.0	0.0	0.437	

Guidance and Counseling Function at Institution B

	PCP ID	NO OF OBS	AVERAGE RANK

	1SCLB	18	34.94
	2SCLB	29	49.69
	3SCLB	17	54.12
	4SCLB	10	61.00
	5SCLB	11	48.32
	6SCLB	5	46.70
	7SCLB	4	25.00

	H=	10.775	

TABLE VIII (Continued)
Remedial Education Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	43.94
2SCLB	29	60.62
3SCLB	17	51.53
4SCLB	10	29.55
5SCLB	11	47.05
6SCLB	5	30.70
7SCLB	4	18.38

H=	20.166	

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB

1SCLB*	2.158	0.845	1.480	0.340	1.046	1.813
2SCLB*	0.000	1.242	3.060	1.612	2.333	2.690
3SCLB*	0.000	0.636	2.325	0.431	1.708	2.303
4SCLB*****	0.000	0.000	8.647	1.742	0.414	1.508
5SCLB*****	0.000	0.000	0.000	*****	1.302	2.024
6SCLB*****	0.000	0.000	0.000	0.0	0.0	1.342

General Education Function at Institution B

POP ID	NO OF OBS	AVERAGE RANK

1SCLB	18	51.56
2SCLB	29	59.97
3SCLB	17	53.88
4SCLB	10	29.00
5SCLB	11	28.73
6SCLB	5	27.10
7SCLB	4	35.13

H=	21.172	

	2SCLB	3SCLB	4SCLB	5SCLB	6SCLB	7SCLB

1SCLB*	1.236	0.267	2.571	2.313	1.817	1.034
2SCLB*	0.000	0.802	3.285	2.893	2.371	1.497
3SCLB*	0.000	0.636	2.608	2.377	1.821	1.129
4SCLB*****	0.000	0.000	8.647	0.764	0.731	0.0
5SCLB*****	0.000	0.000	0.000	*****	0.058	0.136
6SCLB*****	0.000	0.000	0.000	0.0	0.0	0.261

TABLE VIII (Continued)
Community Service Function at Institution C

PCP ID	NO OF OBS	AVERAGE RANK
1SCLC	14	46.14
2SCLC	26	49.21
3SCLC	18	45.14
4SCLC	12	52.50
5SCLC	15	51.27
6SCLC	5	69.00
7SCLC	6	29.00

H=	7.165	

Transfer Function at Institution C

PCP ID	NO OF OBS	AVERAGE RANK
1SCLC	14	29.29
2SCLC	26	40.60
3SCLC	18	58.42
4SCLC	12	51.83
5SCLC	15	57.97
6SCLC	5	72.70
7SCLC	6	47.33

H=	17.101	

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	1.094	3.074	2.575	2.652	2.741	1.200
2SCLC*	0.000	2.089	1.235	1.841	2.203	0.536
3SCLC*	0.000	0.636	0.617	0.055	1.171	0.810
4SCLC*****	0.000	8.647	0.897	2.071	0.395	
5SCLC*****	0.000	0.000*****	0.977	0.715		
6SCLC*****	0.000	0.000	0.0	0.0	1.314	

TABLE VIII (Continued)
Occupational Education Function at Institution C

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	43.14			
	2SCLC	26	43.56			
	3SCLC	18	37.64			
	4SCLC	12	77.67			
	5SCLC	15	41.83			
	6SCLC	5	36.90			
	7SCLC	6	83.00			

	H=	29.055				

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	0.058	0.542	3.150	0.134	0.379	2.867
2SCLC*	0.000	0.851	3.709	0.223	0.617	3.468
3SCLC*	0.000	0.636	3.706	0.478	0.152	3.368
4SCLC*****		0.000	8.647	3.362	2.401	0.0
5SCLC*****		0.000	0.000*****		0.442	3.061
6SCLC*****		0.000	0.000	0.0	0.0	2.598

Guidance and Counseling Function at Institution C

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	57.43			
	2SCLC	26	50.08			
	3SCLC	18	53.19			
	4SCLC	12	25.00			
	5SCLC	15	51.87			
	6SCLC	5	51.90			
	7SCLC	6	42.50			

	H=	11.771				

TABLE VIII (Continued)
Remedial Education Function at Institution C

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	60.93			
	2SCLC	26	56.98			
	3SCLC	18	53.08			
	4SCLC	12	28.50			
	5SCLC	15	45.40			
	6SCLC	5	34.40			
	7SCLC	6	28.50			

H=	18.221					

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	0.480	0.796	3.064	1.655	1.873	2.431
2SCLC*	0.000	0.402	3.022	1.472	1.791	2.327
3SCLC*	0.000	0.636	2.331	0.883	1.365	1.815
4SCLC*****	0.000	0.000	8.647	1.938	0.476	0.0
5SCLC*****	0.000	0.000	0.000	0.841	1.547	
6SCLC*****	0.000	0.000	0.0	0.0	0.404	

General Education Function at Institution C

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLC	14	60.07			
	2SCLC	26	56.85			
	3SCLC	18	53.47			
	4SCLC	12	20.00			
	5SCLC	15	47.57			
	6SCLC	5	47.20			
	7SCLC	6	30.83			

H=	21.142					

	2SCLC	3SCLC	4SCLC	5SCLC	6SCLC	7SCLC

1SCLC*	0.373	0.849	3.533	1.338	1.241	2.024
2SCLC*	0.000	0.302	4.100	1.123	0.684	1.853
3SCLC*	0.000	0.636	3.224	0.695	0.764	1.549
4SCLC*****	0.000	0.000	8.647	3.383	3.437	0.0
5SCLC*****	0.000	0.000	0.000	0.090	1.359	
6SCLC*****	0.000	0.000	0.0	0.0	0.758	

TABLE VIII (Continued)
Community Service Function at Institution D

PCP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	53.56
2SCLD	28	62.79
3SCLD	15	51.30
4SCLD	14	50.21
5SCLD	17	51.47
6SCLD	6	39.58
7SCLD	9	40.56

H=	6.527	

Transfer Function at Institution D

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLD	16	53.06			
	2SCLD	28	34.82			
	3SCLD	15	54.83			
	4SCLD	14	38.29			
	5SCLD	17	78.76			
	6SCLD	6	53.83			
	7SCLD	9	80.06			

	H=	33.628				
	2SCLD	3SCLD	4SCLD	5SCLD	6SCLD	7SCLD

1SCLD*	2.415	0.289	1.538	2.888	0.0	2.618
2SCLD*	0.000	2.363	0.246	4.172	1.308	3.958
3SCLD*	0.000	0.636	1.578	2.719	0.0	2.143
4SCLD*****	0.000	0.000	8.647	3.371	1.006	3.092
5SCLD*****	0.000	0.000	0.000	*****	1.598	0.327
6SCLD*****	0.000	0.000	0.000	0.0	0.0	1.493

TABLE VIII (Continued)

Occupational Education Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	57.00
2SCLD	28	64.84
3SCLD	15	31.33
4SCLD	14	50.00
5SCLD	17	43.15
6SCLD	6	60.92
7SCLD	9	63.17

H=	15.820	

	2SCLD	3SCLD	4SCLD	5SCLD	6SCLD	7SCLD

1SCLD*	0.915	2.449	0.685	1.331	0.151	0.577
2SCLD*	0.000	3.197	1.686	2.509	0.092	0.018
3SCLD*	0.000	0.636	2.046	1.477	1.694	2.010
4SCLD*****	0.000	8.647	0.744	0.767	1.227	
5SCLD*****	0.000	0.000*****	1.145	1.673		
6SCLD*****	0.000	0.000	0.0	0.0	0.119	

Guidance and Counseling Function at Institution D

PCP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	61.69
2SCLD	28	59.79
3SCLD	15	53.40
4SCLD	14	58.64
5SCLD	17	41.62
6SCLD	6	42.17
7SCLD	9	35.72

H=	10.051	

TABLE VIII (Continued)

Remedial Education Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	56.38
2SCLD	28	52.88
3SCLD	15	64.83
4SCLD	14	57.14
5SCLD	17	41.74
6SCLD	6	60.08
7SCLD	9	37.78

H=	8.777	

General Education Function at Institution D

POP ID	NO OF OBS	AVERAGE RANK

1SCLD	16	52.38
2SCLD	28	48.61
3SCLD	15	64.43
4SCLD	14	65.21
5SCLD	17	46.59
6SCLD	6	56.50
7SCLD	9	39.50

H=	7.771	

TABLE VIII (Continued)
 Community Service Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	45.50
2SCLE	13	39.54
3SCLE	10	32.15
4SCLE	18	41.53
5SCLE	16	41.41
6SCLE	6	65.50
7SCLE	6	48.08

H=	8.456	

Transfer Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	25.25
2SCLE	13	30.92
3SCLE	10	54.80
4SCLE	18	44.22
5SCLE	16	59.25
6SCLE	6	53.67
7SCLE	6	39.17

H=	22.202	

	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	0.634	2.680	2.233	3.581	2.567	2.110
2SCLE*	0.000	2.154	1.471	3.083	1.859	0.842
3SCLE*	0.000	0.636	1.109	0.134	0.220	1.205
4SCLE*****	0.000	0.000	8.647	1.815	0.809	0.574
5SCLE*****	0.000	0.000	0.000	0.599	0.599	2.557
6SCLE*****	0.000	0.000	0.000	0.0	0.0	1.169

TABLE VIII (Continued)

Occupational Education Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	18.56
2SCLE	13	52.38
3SCLE	10	27.30
4SCLE	18	59.03
5SCLE	16	40.09
6SCLE	6	70.17
7SCLE	6	46.50

H=	37.406	

	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	3.642	1.732	4.342	2.781	3.449	2.477
2SCLE*	0.000	2.465	0.773	1.185	1.245	0.666
3SCLE*	0.000	0.636	3.552	1.772	3.181	1.649
4SCLE*****		0.000	8.647	2.525	1.217	1.219
5SCLE*****		0.000	0.000*****		3.295	0.798
6SCLE*****		0.000	0.000	0.0	0.0	1.967

Guidance and Counseling Function at Institution E

POP ID	NO OF OBS	AVERAGE RANK

1SCLE	16	44.69
2SCLE	13	50.08
3SCLE	10	44.25
4SCLE	18	33.11
5SCLE	16	45.09
6SCLE	6	39.33
7SCLE	6	48.83

H=	4.937	

TABLE VIII (Continued)
Remedial Education Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLE	16	40.13			
	2SCLE	13	49.12			
	3SCLE	10	49.95			
	4SCLE	18	41.78			
	5SCLE	16	39.44			
	6SCLE	6	19.33			
	7SCLE	6	62.67			

	H=	13.050				
	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	1.078	1.262	0.149	0.085	2.428	2.297
2SCLE*	0.000	0.065	0.810	1.087	2.430	1.144
3SCLE*	0.000	0.636	0.789	1.188	2.595	1.242
4SCLE*****	0.000	0.000	8.647	0.294	1.743	1.680
5SCLE*****	0.000	0.000	0.000*****	1.932	2.149	
6SCLE*****	0.000	0.000	0.0	0.0	2.687	

General Education Function at Institution E

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLE	16	69.13			
	2SCLE	13	43.12			
	3SCLE	10	47.45			
	4SCLE	18	32.19			
	5SCLE	16	37.31			
	6SCLE	6	11.50			
	7SCLE	6	44.75			

	H=	32.857				
	2SCLE	3SCLE	4SCLE	5SCLE	6SCLE	7SCLE

1SCLE*	3.098	2.454	4.160	3.645	3.591	2.853
2SCLE*	0.000	0.409	1.312	0.729	2.416	0.180
3SCLE*	0.000	0.636	1.600	1.095	3.072	0.392
4SCLE*****	0.000	0.000	8.647	0.646	2.271	1.589
5SCLE*****	0.000	0.000*****	2.731	0.936		
6SCLE*****	0.000	0.000	0.0	0.0	3.108	

TABLE VIII (Continued)
Community Service Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	49.68
2SCLF	15	36.53
3SCLF	16	38.56
4SCLF	18	39.61
5SCLF	13	54.08
6SCLF	6	49.25
7SCLF	5	29.40

H=	8.106	

Transfer Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	29.82
2SCLF	15	36.53
3SCLF	16	43.38
4SCLF	18	47.50
5SCLF	13	43.27
6SCLF	6	53.50
7SCLF	5	52.30

H=	6.799	

TABLE VIII (Continued)

Occupational Education Function at Institution F

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLF	11	37.86			
	2SCLF	15	36.20			
	3SCLF	16	31.69			
	4SCLF	18	59.75			
	5SCLF	13	32.23			
	6SCLF	6	40.33			
	7SCLF	5	73.40			

H=	24.603					
	2SCLF	3SCLF	4SCLF	5SCLF	6SCLF	7SCLF

1SCLF*	0.316	0.652	2.528	0.561	0.154	2.633
2SCLF*	0.000	0.644	2.952	0.568	0.479	2.656
3SCLF*	0.000	0.636	3.299	0.135	0.905	2.931
4SCLF*****		0.000	8.647	3.121	1.983	1.871
5SCLF*****		0.000	0.000*****		0.818	2.962
6SCLF*****		0.000	0.000	0.0	0.0	2.347

Guidance and Counseling Function at Institution F

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLF	11	47.09
	2SCLF	15	52.10
	3SCLF	16	49.06
	4SCLF	18	37.50
	5SCLF	13	31.38
	6SCLF	6	42.25
	7SCLF	5	29.80

H=	9.666		

TABLE VIII (Continued)
Remedial Education Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	54.45
2SCLF	15	49.90
3SCLF	16	39.69
4SCLF	18	33.64
5SCLF	13	45.23
6SCLF	6	40.17
7SCLF	5	30.60

H=	8.820	

General Education Function at Institution F

POP ID	NO OF OBS	AVERAGE RANK

1SCLF	11	46.55
2SCLF	15	47.33
3SCLF	16	44.63
4SCLF	18	38.89
5SCLF	13	43.62
6SCLF	6	34.83
7SCLF	5	31.60

H=	3.086	

TABLE VIII (Continued)
Community Service Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	47.32
2SCLG	27	53.35
3SCLG	20	40.22
4SCLG	12	52.63
5SCLG	9	43.67
6SCLG	7	40.14
7SCLG	6	34.50

H=	5.745	

Transfer Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	50.27
2SCLG	27	41.48
3SCLG	20	46.20
4SCLG	12	30.46
5SCLG	9	62.17
6SCLG	7	60.57
7SCLG	6	55.33

H=	11.556	

TABLE VIII (Continued)

Occupational Education Function at Institution G

	PCP ID	NO OF OBS	AVERAGE RANK			

	1SCLG	11	38.73			
	2SCLG	27	44.89			
	3SCLG	20	38.07			
	4SCLG	12	66.46			
	5SCLG	9	41.83			
	6SCLG	7	44.57			
	7SCLG	6	65.42			

	H=	13.381				

	2SCLG	3SCLG	4SCLG	5SCLG	6SCLG	7SCLG

1SCLG*	0.704	0.146	2.393	0.311	0.6	1.884
2SCLG*	0.000	0.952	2.384	0.242	0.144	1.758
3SCLG*	0.000	0.636	2.660	0.405	2.574	2.059
4SCLG*****		0.000	8.647	2.232	2.012	0.192
5SCLG*****		0.000	0.000*****		0.164	1.855
6SCLG*****		0.000	0.000	0.0	0.0	1.600

Guidance and Counseling Function at Institution G

	PCP ID	NO OF OBS	AVERAGE RANK

	1SCLG	11	58.18
	2SCLG	27	51.96
	3SCLG	20	48.38
	4SCLG	12	48.79
	5SCLG	9	39.94
	6SCLG	7	47.00
	7SCLG	6	35.58

	H=	4.151	

TABLE VIII (Continued)

Remedial Education Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	47.00
2SCLG	27	53.57
3SCLG	20	42.38
4SCLG	12	43.00
5SCLG	9	38.11
6SCLG	7	41.86
7SCLG	6	52.50

H=	4.332	

General Education Function at Institution G

POP ID	NO OF OBS	AVERAGE RANK

1SCLG	11	54.82
2SCLG	27	43.93
3SCLG	20	54.10
4SCLG	12	40.46
5SCLG	9	49.28
6SCLG	7	40.43
7SCLG	6	32.50

H=	5.779	

TABLE VIII (Continued)

Community Service Function at Institution H

POP ID	NO OF OBS	AVERAGE RANK

1SCLH	14	66.21
2SCLH	37	50.46
3SCLH	22	65.07
4SCLH	20	74.57
5SCLH	14	82.11
6SCLH	11	64.50
7SCLH	9	61.33

H=	11.324	

Transfer Function at Institution H

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLH	14	45.25			
	2SCLH	37	48.72			
	3SCLH	22	67.66			
	4SCLH	20	63.97			
	5SCLH	14	86.61			
	6SCLH	11	88.50			
	7SCLH	9	82.00			

	H=	23.050				

	2SCLH	3SCLH	4SCLH	5SCLH	6SCLH	7SCLH
1SCLH*	0.472	1.889	1.737	2.671	2.472	2.092
2SCLH*	0.000	1.890	1.739	3.436	3.040	2.353
3SCLH*	0.000	0.636	0.357	1.495	1.547	1.057
4SCLH*****	0.000	0.000	8.647	2.051	2.056	1.545
5SCLH*****	0.000	0.000	0.000	*****	0.392	0.258
6SCLH*****	0.000	0.000	0.000	0.0	0.0	0.540

TABLE VIII (Continued)
Occupational Education Function at Institution H

	PCP ID	NO OF OBS	AVERAGE RANK			
	1SCLH	14	46.43			
	2SCLH	37	72.04			
	3SCLH	22	47.86			
	4SCLH	20	82.67			
	5SCLH	14	56.82			
	6SCLH	11	67.09			
	7SCLH	9	63.61			

	H=	15.312				
	2SCLH	3SCLH	4SCLH	5SCLH	6SCLH	7SCLH

1SCLH*	2.013	0.346	2.770	0.862	1.495	1.148
2SCLH*	0.000	2.317	0.934	1.411	0.510	0.730
3SCLH*	0.000	0.636	3.168	1.004	1.519	1.195
4SCLH*****	0.000	0.000	8.647	2.156	1.215	1.314
5SCLH*****	0.000	0.000	0.000	0.784	0.546	0.546
6SCLH*****	0.000	0.000	0.000	0.0	0.269	0.269

Guidance and Counseling Function at Institution H

	POP ID	NO OF OBS	AVERAGE RANK
	1SCLH	14	73.68
	2SCLH	37	62.81
	3SCLH	22	78.18
	4SCLH	20	61.10
	5SCLH	14	49.64
	6SCLH	11	54.82
	7SCLH	9	59.17

	H=	7.996	

TABLE VIII (Continued)

Remedial Education Function at Institution H

POP ID	NO OF OBS	AVERAGE RANK

1SCLH	14	71.00
2SCLH	37	63.81
3SCLH	22	66.82
4SCLH	20	58.17
5SCLH	14	61.50
6SCLH	11	66.09
7SCLH	9	61.28

H=	1.396	

General Education Function at Institution H

POP ID	NO OF OBS	AVERAGE RANK

1SCLH	14	71.59
2SCLH	37	61.70
3SCLH	22	77.68
4SCLH	20	53.52
5SCLH	14	64.40
6SCLH	11	55.55
7SCLH	9	61.39

H=	6.112	

TABLE VIII (Continued)
Community Service Function at Institution I

POP ID	NO OF OBS	AVERAGE RANK

1SCLI	14	60.18
2SCLI	28	40.57
3SCLI	18	50.72
4SCLI	16	60.19
5SCLI	20	68.00
6SCLI	7	68.14
7SCLI	5	38.90

H=	14.392	

	2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	1.635	0.825	0.303	0.540	0.267	1.138
2SCLI*	0.000	1.297	2.336	3.147	2.214	0.164
3SCLI*	0.000	0.636	1.104	1.856	1.367	0.834
4SCLI*****	0.000	0.000	8.647	0.920	0.835	1.568
5SCLI*****	0.000	0.000	0.000	0.000	0.029	1.870
6SCLI*****	0.000	0.000	0.000	0.0	0.0	1.603

Transfer Function at Institution I

POP ID	NO OF OBS	AVERAGE RANK

1SCLI	14	46.04
2SCLI	28	46.91
3SCLI	18	70.28
4SCLI	16	48.91
5SCLI	20	60.05
6SCLI	7	76.07
7SCLI	5	29.40

H=	15.203	

	2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	0.163	2.485	0.190	1.336	2.422	1.315
2SCLI*	0.000	2.345	0.296	1.462	2.093	1.398
3SCLI*	0.000	0.636	2.055	1.082	0.495	2.188
4SCLI*****	0.000	0.000	8.647	1.141	1.798	1.248
5SCLI*****	0.000	0.000	0.000	0.000	1.233	1.889
6SCLI*****	0.000	0.000	0.000	0.0	0.0	2.105

TABLE VIII (Continued)
Occupational Education Function at Institution I

	PCP ID	NO OF OBS	AVERAGE RANK				

	1SCLI	14	45.57				
	2SCLI	28	55.27				
	3SCLI	18	37.92				
	4SCLI	16	79.91				
	5SCLI	20	48.80				
	6SCLI	7	72.29				
	7SCLI	5	51.50				

	H=	20.231					
		2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	0.925	0.858	3.112	0.180	2.464	0.238	
2SCLI*	0.000	1.801	2.457	0.658	1.179	0.229	
3SCLI*	0.000	0.636	3.697	1.164	2.789	0.566	
4SCLI*****		0.000	8.647	3.036	1.304	1.312	
5SCLI*****		0.000	0.000*****		1.902	0.034	
6SCLI*****		0.000	0.000	0.0	0.0	0.782	

Guidance and Counseling Function at Institution I

	PCP ID	NO OF OBS	AVERAGE RANK				

	1SCLI	14	70.39				
	2SCLI	28	65.54				
	3SCLI	18	43.50				
	4SCLI	16	44.59				
	5SCLI	20	44.05				
	6SCLI	7	44.07				
	7SCLI	5	75.90				

	H=	18.500					
		2SCLI	3SCLI	4SCLI	5SCLI	6SCLI	7SCLI

1SCLI*	0.344	2.489	2.565	2.598	2.049	0.531	
2SCLI*	0.000	2.314	2.265	2.383	1.707	0.625	
3SCLI*	0.000	0.636	0.218	0.079	0.168	2.112	
4SCLI*****		0.000	8.647	0.055	0.0	2.224	
5SCLI*****		0.000	0.000*****		0.031	2.176	
6SCLI*****		0.000	0.000	0.0	0.0	1.918	

TABLE VIII (Continued)
Remedial Education Function at Institution I

PCP ID	NO OF UBS	AVERAGE RANK

1SCLI	14	62.25
2SCLI	28	56.75
3SCLI	18	52.81
4SCLI	16	53.00
5SCLI	20	60.40
6SCLI	7	42.14
7SCLI	5	24.80

H=	8.275	

General Education Function at Institution I

PCP ID	NO OF UBS	AVERAGE RANK

1SCLI	14	57.00
2SCLI	28	59.09
3SCLI	18	61.11
4SCLI	16	45.34
5SCLI	20	47.35
6SCLI	7	37.93
7SCLI	5	79.10

H=	9.172	

TABLE VIII (Continued)
Community Service Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	39.58
2SCLJ	25	57.32
3SCLJ	20	60.07
4SCLJ	18	55.14
5SCLJ	13	68.85
6SCLJ	17	61.00
7SCLJ	7	42.00

H=	7.656	

Transfer Function at Institution J

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLJ	12	68.71			
	2SCLJ	25	36.48			
	3SCLJ	20	47.15			
	4SCLJ	18	66.89			
	5SCLJ	13	64.77			
	6SCLJ	17	60.53			
	7SCLJ	7	81.93			

	H=	20.467				
	2SCLJ	3SCLJ	4SCLJ	5SCLJ	6SCLJ	7SCLJ

1SCLJ*	2.565	1.854	0.279	0.523	0.626	0.735
2SCLJ*	0.000	0.865	3.425	2.633	2.358	3.429
3SCLJ*	0.000	0.636	1.764	1.548	1.120	2.238
4SCLJ**	*****	0.000	8.647	0.163	0.503	1.361
5SCLJ*****		0.000	0.000*****	0.425		1.167
6SCLJ*****		0.000	0.000	0.0	0.0	1.238

TABLE VIII (Continued)

Occupational Education Function at Institution J

	PDP ID	NO OF OBS	AVERAGE RANK			

	1SCLJ	12	40.50			
	2SCLJ	25	71.30			
	3SCLJ	20	43.52			
	4SCLJ	18	68.06			
	5SCLJ	13	52.15			
	6SCLJ	17	47.97			
	7SCLJ	7	67.21			

	H=	16.104				

	2SCLJ	3SCLJ	4SCLJ	5SCLJ	6SCLJ	7SCLJ

1SCLJ*	2.511	0.138	2.459	0.964	1.021	1.301
2SCLJ*	0.000	2.698	0.550	1.755	2.300	0.438
3SCLJ*	0.000	0.636	2.315	0.859	0.571	1.488
4SCLJ*****		0.000	8.647	1.449	2.170	0.278
5SCLJ*****		0.000	0.000*****		0.404	1.168
6SCLJ*****		0.000	0.000	0.0	0.0	1.548

Guidance and Counseling Function at Institution J

	PDP ID	NO OF OBS	AVERAGE RANK

	1SCLJ	12	53.50
	2SCLJ	25	48.48
	3SCLJ	20	61.27
	4SCLJ	18	56.61
	5SCLJ	13	49.46
	6SCLJ	17	65.68
	7SCLJ	7	67.14

	H=	5.096	

TABLE VIII (Continued)
Remedial Education Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	41.83
2SCLJ	25	62.26
3SCLJ	20	53.57
4SCLJ	18	50.92
5SCLJ	13	69.19
6SCLJ	17	63.85
7SCLJ	7	42.36

H=	8.749	

General Education Function at Institution J

POP ID	NO OF OBS	AVERAGE RANK

1SCLJ	12	52.58
2SCLJ	25	58.90
3SCLJ	20	67.55
4SCLJ	18	51.86
5SCLJ	13	46.65
6SCLJ	17	57.21
7SCLJ	7	51.57

H=	4.441	

TABLE VIII (Continued)
Community Service Function at Institution K

PCP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	44.08
2SCLK	12	43.21
3SCLK	16	48.00
4SCLK	15	35.50
5SCLK	15	48.10
6SCLK	8	37.81
7SCLK	6	33.00

H=	4.746	

Transfer Function at Institution K

	PGP ID	NO OF OBS	AVERAGE RANK			

	1SCLK	12	15.42			
	2SCLK	12	31.17			
	3SCLK	16	33.38			
	4SCLK	15	51.67			
	5SCLK	15	60.80			
	6SCLK	8	46.63			
	7SCLK	6	69.50			

	H=	38.637				
	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	2.194	2.551	3.008	4.439	3.743	3.425
2SCLK*	0.000	0.486	1.762	3.408	2.283	2.870
3SCLK*	0.000	0.636	2.027	3.626	1.797	3.232
4SCLK*****	0.000	0.000	8.647	0.319	0.993	1.246
5SCLK*****	0.000	0.000	0.000	0.000	2.414	1.454
6SCLK*****	0.000	0.000	0.000	0.0	0.0	2.802

TABLE VIII (Continued)
Occupational Education Function at Institution K

PCP ID	NO OF OBS	AVERAGE RANK				

1SCLK	12	54.17				
2SCLK	12	42.42				
3SCLK	16	16.56				
4SCLK	15	62.67				
5SCLK	15	36.20				
6SCLK	8	44.44				
7SCLK	6	51.25				

H=	34.131					

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	1.201	3.662	0.510	2.410	1.005	0.609
2SCLK*	0.000	3.052	2.478	0.529	0.276	0.438
3SCLK*	0.000	0.636	4.859	2.902	3.136	2.533
4SCLK*****	0.000	0.000	8.647	3.730	2.408	0.639
5SCLK*****	0.000	0.000*****	0.000*****	0.795	1.080	
6SCLK*****	0.000	0.000	0.000	0.0	0.0	0.399

Guidance and Counseling Function at Institution K

POP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	43.75
2SCLK	12	46.17
3SCLK	16	29.88
4SCLK	15	50.00
5SCLK	15	37.30
6SCLK	8	53.81
7SCLK	6	45.50

H=	8.916	

TABLE VIII (Continued)
Remedial Education Function at Institution K

POP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	53.50
2SCLK	12	47.08
3SCLK	16	38.19
4SCLK	15	43.33
5SCLK	15	43.50
6SCLK	8	46.06
7SCLK	6	13.50

H=	12.789	

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	0.764	1.616	1.259	1.220	1.174	2.005
2SCLK*	0.000	1.023	0.512	0.456	0.083	2.588
3SCLK*	0.000	0.636	0.623	0.622	0.899	2.281
4SCLK*****	0.000	0.000	8.647	0.0	0.339	3.049
5SCLK*****	0.000	0.000	0.000*****	0.202	0.202	2.964
6SCLK*****	0.000	0.000	0.000	0.0	0.0	2.985

General Education Function at Institution K

POP ID	NO OF OBS	AVERAGE RANK

1SCLK	12	55.58
2SCLK	12	51.96
3SCLK	16	60.81
4SCLK	15	18.50
5SCLK	15	39.70
6SCLK	8	33.56
7SCLK	6	27.50

H=	32.931	

	2SCLK	3SCLK	4SCLK	5SCLK	6SCLK	7SCLK

1SCLK*	0.529	0.844	3.793	1.793	2.188	2.567
2SCLK*	0.000	1.801	3.917	1.448	2.050	2.720
3SCLK*	0.000	0.636	3.641	3.011	2.229	2.691
4SCLK*****	0.000	0.000	8.647	2.943	1.901	1.916
5SCLK*****	0.000	0.000	0.000*****	0.796	1.427	1.427
6SCLK*****	0.000	0.000	0.000	0.0	0.0	0.398

TABLE VIII (Continued)
Community Service Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	55.14			
	2SCLL	24	48.33			
	3SCLL	22	53.23			
	4SCLL	12	74.50			
	5SCLL	14	30.07			
	6SCLL	6	21.00			
	7SCLL	4	28.00			

	H= 29.729					
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	0.787	0.315	1.938	2.480	2.410	1.803
2SCLL*	0.000	0.660	2.871	2.135	2.348	1.441
3SCLL*	0.000	0.636	2.728	2.772	2.707	2.023
4SCLL*****	0.000	0.000	8.647	4.144	3.634	3.248
5SCLL*****	0.000	0.000	0.000*****	1.019	0.0	0.0
6SCLL*****	0.000	0.000	0.0	0.0	0.0	1.225

Transfer Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	53.46			
	2SCLL	24	34.02			
	3SCLL	22	65.66			
	4SCLL	12	25.88			
	5SCLL	14	46.29			
	6SCLL	6	69.17			
	7SCLL	4	68.25			

	H= 29.635					
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	1.993	1.187	2.634	0.607	1.106	0.885
2SCLL*	0.000	3.901	0.750	1.275	2.939	2.316
3SCLL*	0.000	0.636	4.088	1.946	0.114	0.073
4SCLL*****	0.000	0.000	8.647	1.655	3.617	3.224
5SCLL*****	0.000	0.000	0.000*****	1.523	1.302	0.0
6SCLL*****	0.000	0.000	0.0	0.0	0.0	0.0

TABLE VIII (Continued)
Occupational Education Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK			

	1SCLL	14	32.68			
	2SCLL	24	63.08			
	3SCLL	22	33.75			
	4SCLL	12	62.63			
	5SCLL	14	44.57			
	6SCLL	6	59.83			
	7SCLL	4	51.88			

H=		22.366				
	2SCLL	3SCLL	4SCLL	5SCLL	6SCLL	7SCLL

1SCLL*	2.787	0.720	2.436	1.171	2.019	1.400
2SCLL*	0.000	3.232	0.460	2.205	0.630	1.092
3SCLL*	0.000	0.636	2.813	1.735	2.734	2.118
4SCLL*****		0.000	8.647	2.211	0.594	1.508
5SCLL*****		0.000	0.000*****		1.241	0.343
6SCLL*****		0.000	0.000	0.0	0.0	0.527

Guidance and Counseling Function at Institution L

	POP ID	NO OF OBS	AVERAGE RANK

	1SCLL	14	50.57
	2SCLL	24	54.02
	3SCLL	22	56.25
	4SCLL	12	41.25
	5SCLL	14	38.14
	6SCLL	6	45.83
	7SCLL	4	27.50

H=		9.220	

TABLE VIII (Continued)
Remedial Education Function at Institution L

POP ID	NO OF OBS	AVERAGE RANK

1SCLL	14	52.68
2SCLL	24	45.58
3SCLL	22	48.45
4SCLL	12	67.63
5SCLL	14	46.07
6SCLL	6	31.33
7SCLL	4	28.50

H=	11.804	

General Education Function at Institution L

POP ID	NO OF OBS	AVERAGE RANK

1SCLL	14	50.93
2SCLL	24	43.06
3SCLL	22	48.64
4SCLL	12	37.50
5SCLL	14	53.93
6SCLL	6	54.50
7SCLL	4	76.88

H=	8.086	

TABLE VIII (Continued)
Community Service Function at Institution M

PCP ID	NO OF OBS	AVERAGE RANK

1SCLM	18	52.78
2SCLM	27	55.54
3SCLM	31	50.69
4SCLM	10	61.50
5SCLM	14	64.89
6SCLM	5	64.90
7SCLM	7	65.57

H=	3.680	

Transfer Function at Institution M

POP ID	NO OF OBS	AVERAGE RANK

1SCLM	18	41.06
2SCLM	27	53.07
3SCLM	31	63.06
4SCLM	10	43.80
5SCLM	14	67.04
6SCLM	5	73.40
7SCLM	7	65.36

H=	10.843	

TABLE VIII (Continued)
Occupational Education Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLM	18	47.11			
	2SCLM	27	68.67			
	3SCLM	31	50.47			
	4SCLM	10	92.50			
	5SCLM	14	29.75			
	6SCLM	5	48.50			
	7SCLM	7	68.21			

	H= 30.187					
	2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	2.364	0.256	3.872	2.684	0.479	2.613
2SCLM*	0.000	2.098	2.132	3.343	1.423	0.478
3SCLM*	0.000	0.636	3.466	2.107	0.046	1.454
4SCLM*****	0.000	8.647	3.757	2.644	2.533	
5SCLM*****	0.000	0.000*****	1.081	2.435		
6SCLM*****	0.000	0.000	0.0	0.0	1.415	

Guidance and Counseling Function at Institution M

	POP ID	NO OF OBS	AVERAGE RANK			
	1SCLM	18	75.44			
	2SCLM	27	52.91			
	3SCLM	31	58.06			
	4SCLM	10	33.40			
	5SCLM	14	43.75			
	6SCLM	5	62.80			
	7SCLM	7	68.71			

	H= 16.183					
	2SCLM	3SCLM	4SCLM	5SCLM	6SCLM	7SCLM

1SCLM*	2.641	1.712	3.067	2.694	1.040	0.710
2SCLM*	0.000	0.576	1.977	1.120	0.845	1.516
3SCLM*	0.000	0.636	1.997	1.265	0.236	0.622
4SCLM*****	0.000	8.647	0.854	1.781	2.239	
5SCLM*****	0.000	0.000*****	1.314	1.751		
6SCLM*****	0.000	0.000	0.0	0.0	0.561	

TABLE VIII (Continued)
Remedial Education Function at Institution M

POP ID	NO OF OBS	AVERAGE RANK

1SCLM	18	53.78
2SCLM	27	58.48
3SCLM	31	56.90
4SCLM	10	65.90
5SCLM	14	45.79
6SCLM	5	56.40
7SCLM	7	62.14

H=	3.139	

General Education Function at Institution M

POP ID	NO OF OBS	AVERAGE RANK

1SCLM	18	69.39
2SCLM	27	52.04
3SCLM	31	53.53
4SCLM	10	33.10
5SCLM	14	70.50
6SCLM	5	55.20
7SCLM	7	60.07

H=	11.684	

TABLE VIII (Continued)
Community Service Function at Institution N

PCP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	48.83
2SCLN	24	57.06
3SCLN	26	49.96
4SCLN	12	55.00
5SCLN	12	57.38
6SCLN	10	71.20
7SCLN	6	46.33

H=	5.367	

Transfer Function at Institution N

PCP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	47.67
2SCLN	24	31.44
3SCLN	26	60.60
4SCLN	12	58.08
5SCLN	12	61.50
6SCLN	10	73.60
7SCLN	6	61.83

H=	22.943	

	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN

1SCLN*	1.705	2.075	0.860	1.336	2.035	0.678
2SCLN*	0.000	4.224	2.375	3.108	3.338	1.207
3SCLN*	0.000	0.636	0.635	0.494	0.732	0.097
4SCLN*****	0.000	8.647	0.089	1.306	0.576	
5SCLN*****	0.000	0.000*****	1.307	0.480		
6SCLN*****	0.000	0.000	0.0	0.0	0.220	

TABLE VIII (Continued)
Occupational Education Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK
1SCLN	18	58.00
2SCLN	24	57.40
3SCLN	26	37.90
4SCLN	12	64.75
5SCLN	12	58.75
6SCLN	10	71.90
7SCLN	6	46.33

H=	13.039	

	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN
1SCLN*	0.026	1.884	0.385	0.086	0.872	0.956
2SCLN*	0.000	2.511	0.832	0.154	1.534	0.687
3SCLN*	0.000	0.636	2.192	2.115	3.185	0.198
4SCLN*****	0.000	0.000	8.647	0.700	0.100	0.948
5SCLN*****	0.000	0.000	0.000*****	1.103	0.672	
6SCLN*****	0.000	0.000	0.000	0.0	0.0	0.992

Guidance and Counseling Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK
1SCLN	18	59.94
2SCLN	24	75.44
3SCLN	26	59.94
4SCLN	12	34.75
5SCLN	12	45.42
6SCLN	10	37.50
7SCLN	6	16.83

H=	31.907	

	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN
1SCLN*	2.243	0.076	2.851	1.463	2.438	3.760
2SCLN*	0.000	1.343	3.701	3.064	3.371	3.585
3SCLN*	0.000	0.636	2.107	1.343	1.798	2.767
4SCLN*****	0.000	0.000	8.647	1.084	0.280	1.570
5SCLN*****	0.000	0.000	0.000*****	0.759	2.053	
6SCLN*****	0.000	0.000	0.000	0.0	0.0	1.732

TABLE VIII (Continued)
Remedial Education Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	52.72
2SCLN	24	64.25
3SCLN	26	61.38
4SCLN	12	41.42
5SCLN	12	64.25
6SCLN	10	40.30
7SCLN	6	21.33

H=	16.990	

	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN

1SCLN*	1.329	0.980	0.989	0.876	1.116	2.265
2SCLN*	0.000	0.328	2.276	0.261	2.171	3.167
3SCLN*	0.000	0.636	1.956	0.404	1.868	2.897
4SCLN*****	0.000	0.000	8.647	1.685	0.138	1.480
5SCLN*****	0.000	0.000	0.000*****	1.598	2.426	
6SCLN*****	0.000	0.000	0.000	0.0	0.0	1.321

General Education Function at Institution N

POP ID	NO OF OBS	AVERAGE RANK

1SCLN	18	66.28
2SCLN	24	73.42
3SCLN	26	60.54
4SCLN	12	38.96
5SCLN	12	44.50
6SCLN	10	18.45
7SCLN	6	28.50

H=	34.711	

	2SCLN	3SCLN	4SCLN	5SCLN	6SCLN	7SCLN

1SCLN*	0.801	0.826	2.461	1.813	3.726	2.374
2SCLN*	0.000	1.569	3.054	2.678	4.345	3.174
3SCLN*	0.000	0.636	2.097	1.633	3.655	2.502
4SCLN*****	0.000	0.000	8.647	0.352	1.720	0.684
5SCLN*****	0.000	0.000	0.000*****	2.251	1.258	
6SCLN*****	0.000	0.000	0.000	0.0	0.0	1.026

VITA

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Doctor of Education

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