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Community college finance: analysis of resource development at Mississippi's community and junior colleges

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COMMUNITY COLLEGE FINANCE: AN ANALYSIS OF RESOURCE

DEVELOPMENT AT MISSISSIPPI'S COMMUNITY

AND JUNIOR COLLEGES

By

Fredrick White

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

Mississippi State, Mississippi

May 2008

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Welch (2003) believed that one of the most significant challenges facing community colleges is generating enough revenue to promote the mission, goals, and objectives of the community college. According to Kenton (2005), community colleges thrive on revenue generated from tuition and fees, federal and state programs and endowments. Resource development is income generated activities established by community colleges (Glass & Jackson, 1998b).

This dissertation explores resource development at Mississippi's Community and Junior Colleges. Secondly, it determines whether revenue generated from fundraising serves the colleges' needs. Thirdly, it distinguishes the various types of resource development activities the colleges and junior colleges used to raise funds. Lastly, this

research explores the operation integration and organizational structure of resource development at Mississippi's Community and Junior College.

The results of this study demonstrated how the community and junior colleges in Mississippi operate their grants office while in concert with their foundation office. This study revealed the connection between grants functions and grant development at the community and junior college level. The trend has shifted from capital campaigns to cooperative funding in conjunction with community based organizations affiliated with the colleges. Community colleges have to initiate annual fund drives, capital campaigns, special events, and business partnerships in order to secure the necessary resources to survive in the competitive educational environment.

DEDICATION

This is dedicated to my beloved grandmother, Alvia White.

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I would like to acknowledge a special gratitude to my dissertation committee for guiding me along the way as I completed my doctoral work at Mississippi State. I owe a debt of gratitude to my committee chair, Dr. James Davis, for encouraging me to press on with my commitments even when I did not want to and for being available at all times. Thanks are due to Dr. Wiseman for his patience, support, and willingness to stay the course with me during this journey. We have known each other for nearly twenty years. He is my "go to person" who encouraged me to think independently and focus on my writing. Thanks are due to Dr. Stonecypher, who carefully reviewed my manuscript with enthusiasm and encouragement. His knowledge of Mississippi's Community College system was helpful in my completion of this project. Thanks are also due to Dr. Joe Adams, who inspired me to come up with this topic for my dissertation.

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Last but certainly not least, thank you God for your mercy and grace.

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CHAPTER 1

INTRODUCTION

Rural communities, as well as the colleges that support them, are facing a difficult

time with challenges such as providing quality jobs, good education and appropriate

health care which are paramount in the success and development of a strong community.

Nonetheless, rural community colleges have maintained an active role in preparing these

students with the necessary skills to enable them to support their community and create a

new economy for that community (http://srdc.msstate.edu/rcci). According to Parnell

(1985), higher education in America has been impacted by three important events which

are as follows; the creation of land grant universities in 1860; the enactment of the G. I.

Bill by policymakers; and, the formation of the community college.

Historical Overview of Mississippi Community and Junior Colleges

It is evident from Young and Ewing (1978) that Mississippi's Community and

Junior Colleges were created with the passage of Senate Bill No. 251. The bill was

introduced by Dr. Julius Christian Zeller, a Senator from Yazoo County, the Nineteenth

Senatorial District.

According to the author, Pearl River County Agricultural High School in

Popularville, Mississippi and Hinds County Agricultural High School in Raymond began

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to offer college courses in 1922-1923 academic school years. It was not until the 1925-26 academic school years that Holmes County Agriculture High School in Goodman and Harrison-Stone Agricultural High School in Perkinston began to offer college courses. Soon thereafter Sunflower County Agricultural High School, Kemper County Agricultural High School, Jones County Agricultural High School and Tate County Agricultural High School began to offer college courses.

In 1922, the Commission of Junior Colleges was established to oversee the public junior colleges in Mississippi. According to the U.S. Census, Mississippi was 86.6 % rural and 13.34 % urban. An astounding 70.9 % of Mississippians during this time lived on farmland. Early research findings show that after the enactment of the junior college legislation, the population of Mississippi changed by 3.5 percentage points to 83.1 % rural, to 16.9 % urban, and 62.7 % living on farmland (Young and Ewing, 1978).

Geographically, out of the original 11 junior colleges, 4 are located in North Mississippi. However, before the passage of the 1928 legislation, all agricultural high schools had some control over its curriculum since there was no governing organization to control these institutions. Three of Mississippi's senior level colleges along with the University of Mississippi are also located in North Mississippi. Alcorn State University in Lorman, Mississippi, the southern part of the state, was the only college that was available to African Americans (Young & Ewing, 1978).

In 1908, the first agricultural high school passed a law that gave the board of supervisors the power to levy a tax not to exceed two mills per year in support of county wide high schools. The two mills existed for a number of years until it was increased to

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three mills. The three mills tax levy holds true to all junior colleges except the Gulf

Coast Junior College District. In 1968 this district was given special authority to increase

its tax levy to a minimum of four mills for maintenance and operation (Young and

Ewing, 1978).

In 1932-1933, the public junior colleges began to see an increase in student

enrollment due to the creation of new academic programs. The enrollment reached a

high of 4,074 students during the 1939-1940 school sessions. The junior colleges

struggled during the Great Depression and the primary focus for the president's of these

institutions was to erect buildings and purchase equipment. The presidents of the junior

colleges during this time-period were:

1.	Russell Ellzey	Copiah-Lincoln	1928-1932
2.	S.L. Stringer	Pearl River	1926-1932
3.	J.S. Vandizer	Sunflower	1926-1935
4.	P.W. Berry	Northwest	1926-1935
5.	M.P. Bush	Jones County	1927-1940
6.	J.D. Wallace	East Mississippi	1927-1939
7.	M.C. McDaniels	Holmes	1928-1940
8.	R.C. Pugh	East Central	1928-1934
9.	Copper J. Darby	Perkinston	1929-1941
10.	J.M. Kenna	Southwest	1929-1947
11.	G.J. Cain	Hinds	1929-1938

From 1932 through 1942 the community and junior colleges experienced an economic hardship. This time period was coined the "The Years of Struggle" for community and junior colleges in Mississippi. As mentioned earlier, this economic hardship came as a direct result of the Great Depression. The Mississippi Junior College Association in 1936 applied for a grant through the General Education Board of New York to incorporate the study of Business and Finance in the junior college curriculum. The Mississippi Junior College Association received the grant in the amount of $75,000.00 and later appointed a committee to explore the creation of a seminar or laboratory school for Mississippi Junior College Administrators (Young and Ewing, 1978).

The Mississippi Junior College Association presented an idea to the Mississippi Vocational Education Board to launch regional centers for technical and vocational training. As a result of these efforts, 26 vocational buildings were formed with more than 65,000 square feet available for students (Young & Ewing, 1978).

From 1942-1952 the junior college system in Mississippi suffered financially as a result of World War II. There was decrease in enrollment due to the attack on Pearl Harbor which forced many of the college's students to active duty.   The presidents of the junior colleges in Mississippi realized that this was a problem and expanded course offerings that met the requirements of the armed forces, civil service commission, and the war supply factories. These expansions were as follows:

1.	Commercial departments, clerks and typists courses

2.	Mechanic, auto, radio, and aircraft shop courses

3.   Building trade and wood work shop courses

4.   Basic Science, chemistry, and economics courses

5.   Personnel and production management courses

According to Young and Ewing (1978), the junior college system in Mississippi during the fourth decade began to mature into fully functional two-year institutions. In 1942, ten out of the twelve junior colleges received accreditation through the Southern Association of Colleges and Schools during the third decade. During the fourth decade, the remaining two were accredited, and the two multi-county district's junior colleges were created and also received accreditation. Coahoma Junior College and Utica Community College did not receive accreditation during this period. The Mississippi public junior college system became active in the American Association of Junior Colleges (Young & Ewing, 1978).

In 1964, Mississippi proposed legislation to establish nursing programs in its junior and senior level colleges. In 1955, the Mississippi Junior College Association voted to eliminate girls' basketball on a competitive level. However, in 1962 the Mississippi legislature passed a resolution that acknowledged girl's basketball as being athletic and spiritual thus organizing an official girl's basketball program. The girl's basketball program was also reinstated as a competitive sport by the Mississippi Junior College Association during the 1973 and 1974 school term.

Mississippi's junior colleges experienced a decade of growth from 1962 to 1972. According to Young and Ewing (1978) the colleges experienced the following accomplishments:

1.   Increase student enrollment

2.   Freshman and Sophomore transfer credit

3.   Technical training and short-term courses

4.   Evening classes

5.   Nursing and allied health classes

New laws were created to further enhance the viability of the junior colleges in Mississippi. The passage of House Bill 215 gave way to junior colleges to function as separate units. Many lawmakers, as well as school administrators, felt that this move provided each college an opportunity define its role as well as develop its own unique identity. In 1962, House Bill 597 established a junior college district which was centered on Harrison, Stone, George, and Jackson counties. The district was named the Mississippi Gulf Coast Junior College, District of Mississippi.

On a national level, the acknowledgement of the role of the community college dates as far back as the President's 1947 Commission on Higher Education. It is important to note that two-year institutions such as Joliet Junior College were in existence prior to this time; however, Joliet did not become comprehensive until after 1947. President Truman stated, "This commission… will be charged with an examination of the functions of higher education in our democracy and of the means by which they can best be performed" (President's Commission on Higher Education, 1947, vol.1, p.v).

Congress supported and passed the 1963 Higher Education Facilities Act. This Act required educational funds to be used for community college facilities in which states

were required to provide match money (Wattenbarger & Cage, 1974). This important legislation led to the expansion of the community college.

During the 20TH century, community colleges were in the infancy stages of higher education. Joliet Junior Community College was the first community college created to offer courses beyond high school. It was an important time for community colleges because it illustrated the effective use of tax dollars and a strong commitment to postsecondary education (Vaughan, 2000).

The mission of the community college was to provide admittance to postsecondary education through open access and fair treatment to students by teaching, lifelong learning and encouraging the use of comprehensive educational programs (Vaughan, 2000) In other words, higher education would become affordable and accessible to people who may not otherwise have had an opportunity to continue their education.

The American Association of Community Colleges (1998) argued that community colleges are by nature the most diverse sector of higher education because of its open door admissions policy and its variety of academic and non-traditional programs that are geared at meeting the needs of a diverse population. Community colleges respond to the needs of their communities. The community college students, 65% work part-time and another 65% are first-generation college students.

Statement of the Problem

According to Schmidt (2002), state and local budget cuts have caused many educators to concern themselves with alternative funding to cover college expenses.

Alternative funding may consist of but are not limited to grants, tuition and fees, user fees

and alumni support. Alumni support provides a good source of revenue for community

and junior colleges (Klein, 2004).

       The lack of state and federal funding has pigeonholed community colleges in the

United States into considering eliminating academic programs and initiating other

cutbacks to maintain revenue (Kenton, 2004). Community College administrators have

begun to explore revenue options, i.e. private fundraising. Kenton (2004) also maintains

that community colleges have found it necessary to seek financial resources outside of

tuition and fees. Hence, these findings suggests to the conclusion that many community

colleges' financial stability is severely compromised when tuition and fees are increased.

       A national survey reported that community college presidents identified failed

resources as their number one problem. Of those surveyed, 72% of those surveyed had

some experience with resource development and 41% of those who answered said that

they have had some success with resource development (Glass, 1998).

       It is most important to note that resource development is a universally problem.

Rural communities cannot attract jobs without educating the workforce. Community

colleges play a significant role in assisting communities by providing access to education

and training. This research study will explore resource development at Mississippi's

Rural Community and Junior Colleges. This will attempt to determine the types of

activities that Mississippi Community and Junior Colleges use to raise funds and to

determine if the funds raised are in sync with the needs of the college.

Purpose of the Study

The purpose of this study is to explore resource development at Mississippi's Rural Community and Junior Colleges. Secondly, this research seeks to determine if the revenues generated from fundraising serve the college's immediate revenue needs. Thirdly, this research seeks to distinguish between the various types of activities that Mississippi Rural Community and Junior Colleges use to raise funds. Lastly, this research explores the operational integration and organizational structure of resource development at Mississippi Community and Junior Colleges. Research in the area of resource development is extremely important in uncovering avenues of obtaining revenue for community colleges. Hence, a comprehensive picture of this problem needs to be addressed to determine if community colleges are actively pursuing resource development opportunities or not.

Sample

The colleges and junior colleges involved in this study are: (1) Coahoma Community College, (2) Copiah-Lincoln Community College, (3) East Central Community College, (4) East Mississippi Community College, (5) Hinds Community College, (6) Holmes Community College, (7) Itawamba Community College, (8) Jones County Junior College, (9) Meridian Community College, (10) Mississippi Delta Community college, (11) Mississippi Gulf Coast Community College, (12) Northeast Mississippi Community College, (13) Northwest Community College, (14) Pearl River Community College and (15) Southwest Mississippi College.

Research Questions

In order to address the problem of this study, several research questions were developed. The research questions are guided by these policy areas that are important to the study of resource development in Mississippi Community and Junior Colleges which are: (1) resource development (private fundraising); (2) education; (3) governance and (4) politics. They are as follows:

1. What are the advancement functions reporting lines of the community colleges and junior colleges in Mississippi?

2. How do the grant functions of the community colleges and junior colleges in Mississippi interact with other college departments?

3. What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi?

4. How successful were the community colleges and junior colleges in Mississippi in their submission of grant applications?

5. How do the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program?

6. What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report?

7. How do the community colleges and junior colleges in Mississippi report the performance indicators?

8.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded?

9.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded to institutional budget?

10.   How do the community colleges and junior colleges in Mississippi report the increase in percent of grant funds awarded compared to previous year?

11.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds that support strategic goals?

12.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded relating to the number of students served?

13.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded regarding the number of faculty involved?

14.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded regarding the return on investments?

15.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded regarding achievement of grant objectives?

16.   How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded regarding indirect administrative costs?

Limitations of the Study

The proposed limitations to this study are as follows:

1.   Information and data is dependent upon the correctness of data provided

by the college personnel on the questionnaire.

2.   Data is analyzed based upon the return response received by the

researcher.

3.   This study is generalized to rural community and junior colleges in

Mississippi.

Definition of Terms

The following definition of terms will be utilized in this study.

Community College is an institution of higher learning that offers and associates

degree as its highest degree (Vaughan, 2000).

Development is the long-term fiscal support of an institution (Jackson & Keener,

2002).

External funding is money or other tangible resources acquired through public or

private grants and contracts or through private or corporate donations to support the

mission of the college (Vaughan, 2000).

Federal Appropriations are monies received by an institution through the federal

government (NCES, 1999).

Fundraising is money that has been received from private sources (Birmingham,

2002)

Grants refer to funds that are awarded by public government agencies based on proposals submitted to the agencies that outline how the requested funds are to be used. The awarding agency retains responsibility for the funds and usually requires periodic programmatic and financial reports to the grantee (Morgan (2005) as cited in Canine, 1989).

Grant Success Rate is the number of grants funded divided by the number of proposals submitted by an institution (Morgan (2002) as cited in Herbkersman & Hibbert-Jones, 2002).

Indicators are the data that objectives have been met or determine the degree to which they are attained (Morgan (1992) as cited in McLeod & Atwell, 1992).

Institutional Advancement focuses on creating, maintaining, and enhancing the relationship of the institution with the community and with the constituent groups that financially support the institution's mission (Morgan (2005) as cited in Glass & Jackson, 1998).

Measure of effectiveness are established standards or benchmarks that set the level of achievement against which an educational activity, program, or institution is compared (Morgan, 2005).

Operational integration refers to the degree of informal interaction and collaborative activity that occurs among the institutional advancement functions of an institution (Morgan, 2005).

Resource development refers to grant development and private fundraising activities initiated by community colleges to secure external funds (Glass, Jackson, & Luke, 1998).

Resource development officer is a person who is responsible for grant development and or private funding at a community college (Morgan, 2005).

Revenue Funding is all unrestricted gifts and other resources used for current operating purposes (NCES, 1999).

Return on investment is the total amount of grant revenue an institution receives during a specific time period divided by the amount of funding the institution invests in the grant procurement process (Morgan, 2005).

Sponsored research is the array of activities related to the application and management of grants and contracts at a university (Morgan, 2005).

State Appropriations are monies that are received by an institution through the state legislature (NCES, 1999).

Tuition and Fees is fees that are assessed to students for educational purposes (NCES, 1999).

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

This chapter presents a review of pertinent literature regarding resource development (fundraising), a historical development of educational philanthropy, and a discussion on the current trends of charitable giving, community college foundation setup and the need for alternative funding opportunities for community colleges. Attention will be centered on the college's mission, the staff involved in the process, as well the policy implications for resource development and future financial planning.

Resource development is a relatively new concept to community colleges. According to Glass (1998), state and local taxes, tuition and fees were the only revenue generating sources available to community colleges during the 1960s. In the 1970s, the American Association of Community and Junior Colleges (AACJC) was instrumental in encouraging its members to participate in resource development. The National Council for Resource Development (NCRD) assisted community colleges in resource development and grant writing.

Glass (1998) argued that public funding for community colleges had began to diminish while private sector donations began to experience massive growth. Only a few colleges had begun to move away from federal funds to private giving. Community colleges began to establish resource development offices and college foundation offices.

To address funding opportunities, 1,222 community colleges had established foundation by 1989 (Miller, 1994).

The relationship between state government and the community college has advanced over the last decade. Hence, during the beginning of the 20th Century, community colleges were viewed upon as expansions of secondary schools (Fonte, 1993).

Part One: Historical Overview of Educational Philanthropy

The first community college foundation was established in 1922 at Long Beach City College (Robinson, 1984). Shortly after community college foundations began to surface and became more frequent during the 1960s. However, it was the 1965 Higher Education Act that was credited for establishing external fundraising opportunities for many community colleges (Keener, 1984). The phenomenon derived from this Act brought about increased federal revenue opportunities through grants and contracts for community and junior colleges.

The National Council for Resource Development (NCRD) and the American Association of Community Colleges (AACC) surveyed 1,140 community college foundations with endowments over 1 million dollars. The study's findings suggested that the size of the college had no correlation with the amount of the endowment. Of the wealthier foundations, 10% had 20,000 or more students. They also concluded that the wealthier foundations had at least one person employed as resource personnel who relied on its revenue from non-college organizations (Adams, 1994 and Keener, 1984).

Brenner (1988) discussed educational philanthropy from an historical perspective. It was during the mid-1800's when charitable giving for educational purposes became mainstream. However, he maintains that college administrators began to complain over the control of how the gift or donation would be spent.

However, the literature suggests that during the 1980's, a shift in the role of educational philanthropy as it relates to charitable giving and social welfare began. This movement gave way to volunteerism in the United States. LaBeouf (1991) reported that the University of Kansas gave way to the changes in how foundations operate. It was not until in the late 1980's that the Miami-Dade Community College Foundation integrated its fundraising efforts into the community college. Orcutt (1999) also alluded to the success of the University of Kansas Foundation in his discussion of educational philanthropy. Brenner (1988), Orcutt (1989) as well as Cohen and Brawer (1996) set the tone for educational philanthropy at community colleges education regarding private fundraising.

Part Two: National Trends in Philanthropic Giving

There are similar implications in the findings of Anderson and Synder (1993) that community college foundations were originally set up to solicit revenue from capital campaigns. However, the trend has shifted from capital campaigns to "friendraising," a term the authors used to describe community leaders becoming involved in the fundraising activities of the college. Community colleges have begun to adapt the practices of four-year institutions. They have annual fund drives, capital campaigns, special events, grants, and business partnerships.

According to Brittingham and Pezzullo (1990) fund raising in higher education can be dated back as far as 350 years ago with several important changes to note. The changes are as follows: (1) the traditional mode of church and individual solicitation has been replaced with a more direct appeal to the organization; (2) the term charity has been replaced with philanthropy; (3) fund raising has become a central function of a community college; and (4) fund raising has become mainstream in higher education. The implication for these trends have brought about numerous studies on institutional effectiveness but very little research on how to spend effectively.

In 1998, the American Association of Community Colleges (AACC) reported on the progress and trends regarding community colleges foundations and the various factors that lead to their success. A study presented by the Association of Governing Boards (AGB) and Phelan and Associates (1977) consisted of community colleges foundations and excluded four year college foundations was in contrast to the AACC report. The study concluded with an explanation on the success and failures of the community college foundation and the trends in private giving.

The League for Innovation (2001) presented research on community colleges foundations through an on-line survey. The survey presented general statistics on how foundations raise money, how they invest money, what kind of computer program foundations use to track money, and the time foundation employees spend on fundraising activities. The survey showed that 96% of the respondents had some kind of governing board for their foundations and that its members consisted of members of their perspective college boards.

A study conducted by Duronio and Tempel (1997) provided useful insight on foundations and the issue of leadership within the foundation. They maintain that the person who heads the foundation must be a leader and be committed to the organization. They also suggest that the person be of strong character and highly educated.

Kaplan (2000) provided an interesting report on fund raising. The report was designed to show a comparison on charitable giving trends from 1969 to 2000 on fund raising activities across the nation.

Donor Behavior

Brittingham and Pezzullo (1990) also reported a correlation between donor behavior and successful fund raising. The authors attempt to explain a donor's motives as it relates to gifts and receipts of goods. They argued that alumni donors are more apt to be middle-aged, wealthier and are emotional tied to their college. Alumni donors have earned at least a bachelor's degree, and are active in alumni activities at their college.

Corporate giving, however, is different from alumni giving in the sense that corporate giving is predicated on self interest. In other words, money is donated to a college based on the company needs and their area of interest.

Policy Issues in Education

According to the Association of Governing Boards of Universities and Colleges (AGB, 2001) there are several policy issues that are paramount to higher education. The policy issues are tax cuts, the federal budget, economic downturn, public perception of higher education, conflict of interest, incentive compensation, donor information and

enforcement. The above policy issues have had a profound impact on how foundations capitalize on private fundraising at community colleges. In a previous discussion, Jackson and Conrad (2000) emphasize four important issues regarding fundraising. They are (1) president must serve as chief fundraiser; (2) college must be committed to fundraising; (3) entrepreneurial leadership; and (4) the commitment of the chief development officer to fundraising. From the community college vantage point, the question of decreased state funding has placed many community colleges in a position to need revenue, thereby hindering a foundation's ability to raise enough money to address this problem and provide a solution to the problem.

Cantazaro and Miller (1994) concluded the higher education has always relied on state funding as opposed to private fundraising. They maintain that community colleges must come up with options for raising revenue and rely less on the traditional method of philanthropic giving. Community colleges must form collaborations with the community as well as develop strategic alliances with companies that do not frown upon private fundraising.

Best Practices

LaBeouf (1991) further states that there are best practices in educational foundations. She cites the following colleges for their success in education foundation fundraising; Five Colleges, Inc, Valencia Community College, Trident Technical College and Springfield Technical Community College. These colleges are excellent examples of how the private fundraising process has evolved.

Five Colleges, Inc. in Massachusetts attributes its foundation success to communication, trust and stewardship. The link to the success for Five Colleges was the resource development personnel who are in charge of the foundation. This particular foundation model operated as a non-for-profit organization supporting the colleges' financial needs (LaBeouf, 1991).

Part Three: Rural Community Colleges

According to Kastinas (1996), community colleges are a sundry group of institutions. The differences are seen in the demography, the size, and the location of the community college. Bowen (1981), the leading expert on higher education funding, says that tuition costs are determined by the amount of revenue received by the institution. Bowen also argued that tuition costs are subjective to long and short-term circumstances.

Community colleges are often referred to as Associate of Arts colleges, junior colleges and technical colleges. The highest degree offered by these institutions is the Associate of Arts Degree. The Associate of Arts Degree offered at community colleges separates them apart from vocational schools, trade schools who only offer certificates (Digest of Educational Statistics, 2001).

A large percentage of community colleges are public institutions. In 2000-01, there were 1,076 public two-year institutions and 666 private two year institutions. The greatest numbers of public community colleges are located in the following states (Digest of Educational Statistics, 2001):

State	Number of colleges	Full/Part-time enrollment
California	111	1,154,128
Texas	67	440,377
North Carolina	59	160,329
Georgia	51	71,480
Illinois	48	337,642
Louisiana	46	40,504
New York	44	231,788

According to Cohen and Brawer (2003), community colleges provide five important services to prepare student to transfer to four year institution, to provide vocational education for students and employees, to provide adult education classes, to provide remedial education classes, and to provide community services, i.e. workshops, cultural events for the community at large.

Cohen and Brawer (1996) put forth that over five million students are enrolled in public community colleges out of a total of 14.8 million. Nearly 63% of the community college students were part-time and 57% were female. As far as race is concerned, 67% of the student population was white, while 12% was African American, 13% was Hispanic, 7% was Asian, and 1% was American Indian.

The term "community" in community college suggests that community colleges offer an array of programs and services for the population it serves. Rural community colleges offer unique educational opportunities to individuals regardless of race, gender, age and economic situations (MLA, 1997).

The largest proportion of studies support the premise that two-thirds of American public two-year colleges are located in rural areas with unique characteristics. It has been noted that rural community colleges are small and nearly one-third of them have 1,000 or less students while two-thirds of them have enrollments below 2,500 registered in academic programs. They struggle financially to meet administrative costs. Rural community colleges service areas tend to serve sparsely populated areas and their missions are rooted to their communities. If the communities fail to buy into its mission then the college suffers academically and educationally. Therefore, the general theoretical context of rural community colleges is assumed to be fundamental for two reasons. First, rural communities need to maintain an open access to education. This can be achieved by reaching out to disadvantaged youth and low to moderate literacy adults. Secondly, rural community colleges must develop economic stability in the community. They must train workers to become business owners who generate money within the community and who will in return promote economic stability (Rubin & Autry, 1998).

Showalter, et al. (1996) reported that a majority of faculty employed at rural community colleges are adjunct professors. Most community colleges have 60% full time professors and 40% adjunct faculty. Interestingly enough, the working conditions at many community colleges are somewhat determined by their location. Each community college is unique in that its originality is determined on the cultural makeup of the city, state, or town surrounding the college.

Showalter, et al. (1996) also makes the following generalizations about faculty at most community colleges. He states that the faculty have teaching loads of 15 hours or

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more per semester, that their pay scales are not negotiated, they work in a renewable non-tenure contract employee system, and that their faculty evaluations are premised on teaching and service to the institution.

Part Four: Community College Fundraising Activities

According to Errett (2003) community colleges must map out their mission, revenues needs and set priorities before selecting a fund raising activity. The principal method for community colleges to raise revenue is though nonprofit foundations. These funds are used mostly for scholarships staff development and capital construction.

The Capital Campaign

The capital campaign is a fundraising activity that focuses on endowment, building projects and funding for capital projects. The difference between a capital campaign and other fund raising activities are the size, purpose, length and the organization (Coldren, 1982). Capital campaigns are most successful at larger institutions.

The Annual Fund

According to Schwin (2002) and VanDer Were (1999), the annual fund includes unrestricted gifts for operational support. The annual fundraising activities usually last from one year to the next and are operated through clubs, mail solicitations, special events and telephone drives. Other annual fundraising events include golf tournaments, entertainment shows, fund raising dinners as well as breakfast events.

Special Events

Special events are activities that are planned for people to allow them to make contributions to the college. These activities are not limited to auctions, telethons, sales, golf tournaments, and fund raising dinners. It should be noted that Martin (1990) acknowledged two distinct benefits of special events which are (1) the ability to meet with donors, (2) the ability to have well planned events.

Milliron (2001) reported that a survey was conducted in 1999 by the Council of Resource Development (CRD) regarding resource development at community colleges. It was determined through this survey that most community colleges spent most of its time engaged in special event fund raising than any other fund raising activity.

Major Gifts

The major gift fundraising activity is geared at large donations with an emphasis on staff development, construction, and equipment. (Council for the Aid to Education, 1996).

Planned Giving

It is important to note that planned giving is the future of fundraising activities for community colleges. Planned giving encompasses gifts such as real estate, bonds, and stocks that require financial oversight. In this instance, the community college foundation can reinvest a contributors stock with the hopes of producing a higher return on the investment without paying capital gains tax. If a contributor becomes deceased the

foundation can receive the assets through a trust fund which allow the foundation to share

its tax-exempt status with donors (Edwards & Tueller, 1991).

A strong argument in favor of planned giving can be seen in the author's example

of Green River Community College. The college acquired 20 acres of land adjacent to its

campus through a bargain sale agreement. The agreement allowed the college to pay

only one-quarter of the appraised values of the land while the donor received a tax

deduction for the difference between the appraised value and the bargain value of the

land (Edwards & Tueller, 1991).

Part Five: Community College Foundations

Community colleges are under numerous amounts of pressure to generate enough

revenue to support its academic programs. The community college foundations play a

paramount role in determining how revenues are to be spent for the college (Keener,

1982).

According to Bailey (1986) there were roughly 546 foundations in 1978 and

approximately 730 community college foundations were established by 1986. In the

review of literature, Robinson (1984) notes that these abovementioned organizations are

comprised holding corporations which oversee assets, personality foundations which act

in the interest of friends of the community, operating foundations which conduct

financial transactions, special purpose foundations that manage scholarship funds, and

comprehensive foundations that include all the features of the abovementioned

foundations.

It is only recently that researchers have begun to examine the ways in which

foundations advance community colleges. Kopeck (1982) outlined the benefits of

foundations for community colleges. The advantages are that non-profit foundation have

tax exempt status, foundations allow community colleges to implement activities within

the parameters of their operating budgets, foundation dollars are not restricted to one

particular function, therefore, community colleges can use the revenue to construct

buildings and community service centers, foundations enhance relationships with

community leaders, and finally foundations allow alumni to show their support through

gifts and donations.

A succinct review of Sharron (1978) lists four stages in the development and

organization of a community college foundation. First, the community college must

create articles of incorporation and by-laws for the foundation as well as file for IRS-tax

exempt status. Secondly, the foundation develops a board of directors and adopts

programs of the college. Thirdly, the foundation launches a public relations campaign to

address potential opportunities for the community and other vendors. Finally, the board

of directors develops a plan of action regarding fundraising activities for the colleges for

the upcoming year. The author also believes that a newly established foundation must

concentrate its efforts establishing relationship with potential donors. The second and

third year should be focused on corporate giving and planned giving.

Duffy (1980) reports that successful community colleges foundations should have

strong ties with the community, promote involvement of community leaders, support

college related activities, serve as component of financial aid for students, and promote new ideas for generating revenue.

Part Six: The Need for Alterative Funding

This study's findings suggest that from the mid-1950s through the mid-1970s community colleges grew enrollment and funding. Shortly after the 1970s funding for community colleges began to decline and colleges started to focus on alternative means of bringing in additional revenue. In short, the author identified five different means to alternative funding for community colleges. These methods are grant development, revenue diversification, corporate donations, alumni, and community college foundations (Hellweg, 1980).

Revenue diversification is an alternative solution to revenue funding for many community colleges. According to Brightman (1982) revenue diversification is using commercial projects to support educational programs and services, i.e. contract education, leasing buildings, or catering food to a community.

Another alternative solution to revenue funding is corporate support. This particular alternative involves a commitment to corporate funding, hiring people who can solicit funds, and identify areas in which the college needs funding (Milliron, 2001).

Alumni associations are a practical source of alternative revenue for community colleges. Alumni support can promote political support, generate new students and possibly locate potential donors for the college (Kopeck, 1983).

Community College Challenges

One of the most significant challenges facing community colleges is generating enough revenue to promote the mission, goals, and objectives of community colleges (Welsh, 2003). According to Kenton, Petrasko, & Metcalf (2005), community colleges thrive on revenue generated from tuition and fees, federal and state programs, state programs and endowments. In response to this financial crisis community colleges have begun to increase tuition and fees and sought additional funding from other sources.

Community colleges have become a permanent fixture among higher education institutions in the United States. Their roles and missions have changed to resemble the needs of larger land grant universities (Cohen & Brawer, 1996). Community college administrators have argued that their institutions are at the "bottom of the barrel" when it comes to the state and their funding priorities. Policymakers find themselves trying to seek fair and equitable funding allocations for their state to support community college education. As the need for additional revenue increases community college administrators will have to invest more in community college education.

There are several barriers that impede community colleges from obtaining adequate revenue funding. These barriers are an inability of college administrators to express that community colleges as under-funded, an inability of policymakers to provide effective and efficient policy options for community colleges, the lack of additional research that explores other areas of state funding, and, the lack of additional research that expound on the relationship between postsecondary education and the community college (Henry, 2000).

Kenton et al. (2005) argues against increasing tuition and fees. He maintains that this trend has caused many parents to worry about their child's ability to understanding the in and outs of a community college education. They suggest that colleges need to create foundations and implement fundraising activities as a means to offset higher tuition and fees.

Chesson and Rubin (2002) summarized the evidence accurately and discussed the problems of community colleges needing to strengthen its educational policies while creating opportunities for individuals to prosper in rural communities. Chesson and Rubin are senior level researchers at the MDC - a private nonprofit organization supported with grants and contracts through foundations from federal, state and local governments. They, along with the Rural Community College Institute, have made a commitment to the economic development, workforce training, and education and technology developments of the rural community college movement in the United States.

Hence, state policymakers must realize that rural community colleges innovate economically distressed rural communities to bring about economic change. It is important to consider that rural America has more than 700 public and tribal community colleges. One in every four community colleges service economically distressed regions of the United States. Rural community colleges, unlike urban and suburban colleges face many financial challenges. Many of these colleges are small and are located in communities with little to any tax base (Chesson & Rubin, 2002).

In view of these challenges, the Center for Community College Policy (2003) suggested three indisputably options that rural communities will be plagued with regards

to education. The author chose finding ways to grow the economy as the preferred

option. In a fundamental sense, rural communities must increase the education and skills

of its citizens. In order to meet this challenge, community colleges must expand their

open door policy, keep tuition costs to a minimum, continue to service a diverse

population, provide outreach to youth, and equip students who have academic

deficiencies (Chesson & Rubin, 2002).

Community College Changing Role

As fundraising becomes more difficult for Community Colleges, the College

President has taken on the responsibility as chief fundraiser (Glass, Conrad, & Luke,

1998). The president has to somehow manage the affairs of the college as well as

incorporate resource development into his job duties. Moreover, college presidents must

be qualified to serve as fundraisers. According to Pray (1981), presidents do not have to

be experts in the field of fundraising but have some general knowledge of fundraising

principles and trends and offer leadership in those areas.

According to Roueche, Baker and Rose (1989), the president must possess certain

leadership characteristics that will enable him to lead and become an effective fundraiser.

The president must be able to communicate the vision and mission of the college, should

build a support network between the governing board, faculty and staff, should lead by

example by making personal gifts to the college, and should implement strategies to

develop successful fundraising.

Accumulating research indicates that the fastest growing revenue within

community colleges is government contracts and grants (Merisotisn & Wolanin, 2000).

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The revenues generated by grants and foundations totaled 1.5 billion dollars in 1999. Historically, community colleges have only received a small portion of this revenue, somewhere around 2% respectively (Smith, 1993). This 2% is comprised of federal, state, and local funding.

Another point of view has been advanced by Roueche and Roueche (2000) to indicate, "community colleges must make new friends in new places" and become more entrepreneurial (p.22). As noted previously, Jackson and Glass (1998) believe that resource development is the lifeblood for the future of community colleges. Financial support for community colleges has transitioned to the most important issues on any community college's agenda.

An area that needs to be explored is presidential leadership. Tough presidential leadership is a key component to successful fundraising. A president with these abilities must have a vision, a mission and a plan to accomplish the vision. They must be creative and recognize the importance of surrounding themselves with talented people. Beehler (1993) put forth the notion that the president of the college must become the leader between the community and the college. In order words, the president must act as an educator and a community leader. The extent of the president's success is determined by his ability to interchange into these roles.

A review of a study conducted by Walter (1993) revealed that presidential leadership and resource development are effective tools of if the following practices are adhered to:

1.   Educate college staff and administration on the concept of resource

        development,

2.   Integrate the mission and objectives within the goals of the college,

3.   Monitor the progress of the progress of your college's resource

        development efforts on a weekly basis,

4.   Employ a full-time staff person to oversee the college's resource

        development campaign,

5.   Ensure that the colleges board members buy into the college's mission and

        out dedicated to the long term goals of your institutions plan.

However, the ultimate the reasonability of these fundraising efforts rests upon the

shoulder of the community college president. Therefore, a relationship must exist

between the college president and the resource development personnel.   Effective

fundraising is paramount to the existence of the college.

Findings of earlier studies generally agree with Dyson and Kirkman (1989) that the

president must accept the role as the chief fundraiser for his college. They offer the

following observations regarding resource development and the community college:

1.   The college president must lead in all resource development efforts,

2.   Resource Development must be a mission/team driven effort, and

3.   Resource Development is situation specific and should be linked to a

        specific campaign or project.

Other researchers have demonstrated the importance of resource development and

the involvement of the college president. Eldredge (1999) explored the relationship

between foundations and fundraising. As a result, three significant findings emerged

from this report, which are:

1.   Resource development should be a separate entity from the college,

2.   Successful college presidents who raise funds are transformational leaders,
        and

3.   Most writers have ignored the role of the president's spouse in the
        fundraising efforts.

Recent investigations continue to interpret that the president must spend 20% of his

time involved in resource development activities. Resource development is a major

accomplish for many presidents (Peterson, 2000).

Community College Perceptions/Nuisances

The attitudes and perceptions toward community colleges and their faculty have

been dismal. Townsend et al., (2000) reports of a study that was conducted of 76

community college faculty in three states to determine the perceptions of community

college faculty. The research concluded that community college faculty must contend

with being at the bottom of the academic bowl because they are viewed as contributing

less to scholarship and academics. However, the research is not clear as to if community

college faculty have internalized these perceptions into a reality.

It has been noted that in 1988, the Department of Education conducted a study of

faculty in higher education. The study consisted of 102,500 full-time faculty members

working at community colleges. The study revealed that on average faculty members

worked 49 hours per week and committed 72% of their time to teaching, 12% to

administrative matters, 10% to professional development and roughly 4% to research and scholarship. (NCES, Digest of Education Statistics, 2001).

The part-time faculty devoted 66% of their time for teaching, 21% to consulting, and 12% to research and professional development. Of full-time 50% were men, 85% were white, 6% were African American, 5% were Hispanic, 3% Asian, and 1% were Native American (NCES, 2001).

Previous research findings from a 1998 survey of higher education cited that 62% of full time faculty held master's degrees, 18% held doctoral degrees, 13% held bachelor's degrees while 2% held professional degrees (NCES, 2001).

Community College Finance

Community colleges are exploring alternative avenues of funding through foundations. Glass, Conrad and Luke (1998) argued that due to a lack of financial support from federal and state appropriations, more and more community colleges are acknowledging fundraising as an important component of community college philanthropy.

Most of the literature suggests that there is a correlation between community college finance and resource development. Brumbach and Villadsen (2002), define resource development as entrepreneurial in nature but merges public and private resources to support the needs and vision of a college institution. In the author's opinion, the resource development officer should perform the following functions:

1. The development officer should have access to all fundraising activities,

2. Create teams to develop new projects,

3.   Construct an atmosphere conducive to resource development,

4.   Encourage entrepreneurial spirit within the college,

5.   Incorporate new ideas and be willing to take risks,

6.   Maintain a vision for the resource development office.

A recent report has reflected that community colleges have received over $23 billion dollars in revenue during the 1996 and 1997 academic school year. The revenue has been broken down as follows:

1. $10.2 billion (44%) from state government

2. $5.2 billion (21%) from student tuition and fees

3. $4.4 billion (19%) from local governments

4. $1.4 billion (6%) from auxiliary enterprises

5. $1.2 billion (5%) from the federal government

6. $1.1 billion (5%) from gifts, grants, endowments earnings, and other

         sources (NCES, 2001).

As mentioned earlier, this dissertation will explore resource development at Mississippi Community and Junior Colleges. Most of the literature suggests that there is some relationship between resource development and the financial success of a community college. This study will elaborate on Alabama, Arkansas and Louisiana Community College System for illustrative purposes.

Alabama's educational system has a plethora of comprehensive community, junior and technical colleges. The Alabama School of Trades which is considered the first state-operated trade school opened in 1925. In 1947, the Alabama legislature created

the Regional Vocational and Trade Shop Act which established the conception of five

regional trade schools. As a result of the increasing demand for educating the unskilled,

three additional technical colleges and two junior colleges were shaped to address this

concern. Thus, two junior colleges were deemed comprehensive community colleges.

Alabama has 31 technical/community colleges with a student enrollment of 147,587 (The

Center for Community College Policy, 2003).

Mississippi receives its educational revenue from the state Educational

Enhancement Fund which equates to roughly 1% of the sales tax revenue. The

breakdown is as follows: 5.1% federal, 52.3% state, 12.5% local, 18.4% from student

tuition and fees, and 11.7% from indirect state funds. Currently, Mississippi has 15

junior colleges serving 21 campuses throughout the state. In 1922, the Mississippi

legislature authorized high schools to teach college coursework. As a result, junior

colleges began to receive state funding. Mississippi has 15 junior colleges with a student

enrollment of 52,565 (The Center for Community College Policy, 2003).

In 1998, the State of Louisiana passed a constitutional amendment creating the

Louisiana Technical and Community College System. Prior to this, there was only one

community college in New Orleans. Louisiana has six community/technical colleges

with a student enrollment of 40,095 (The Center for Community College Policy, 2003).

Arkansas receives its educational revenue from sales tax, income taxes and well

as corporate income taxes. The percentage breakdown is: 71% state, 3% local, 22%

student tuition and fees, and 4% grants and gifts. The Arkansas legislature has the sole

authority to approve state funding while the community college board determines how

the money is to be spent.   The State of Arkansas has 22 community colleges with a student enrollment of 26,798 (The Center for Community College Policy, 2003).

Community College Governance

It is only recently that researchers have begun to examine systematically the affect of governance and the community college. Research up to this point reveals that most community colleges are governed by a board of trustees. The Board of Trustees are either elected or appointed to their positions. They are responsible for setting the college's agenda, the policies and the hiring and firing of the college president (Cohen and Brawer, 2003).

Today's Community College

Today's community college offers an array of services to students with diverse backgrounds from the disadvantaged to the low skilled student. Classes are being filled with first generation students who would not have expected to enter into college. The notion that the community college is a small institution that serve only a few hundred students is a thing of the past. Today's community college student enrollments are equal to four year institutions. For example, Miami Dade and San Francisco's have more than 40,000 students enrolled at their campuses. The Maricopa Community College District has more than 240,000 enrolled in its 10 school districts. As a result, the United States has more then 1,500 community colleges with a student enrolled of roughly 5.2 million (Ansary, 2007).

CHAPTER III

METHODS AND PROCEDURES

Introduction

The primary purpose of this study is to explore resource development at Mississippi Community and Junior Colleges.

Research Questions

Community colleges play a significant role in assisting communities in providing access to education and training. The research questions are guided by four policy areas that are important to this study of resource development in rural community colleges, which are (1) resource development (funding), (2) education, (3) governance, and (4) politics.

1. What are the advancement functions reporting lines of the community colleges and junior colleges in Mississippi?

2. How do the grant functions of the community colleges and junior colleges in Mississippi interact with other college departments?

3. What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi?

4. How successful were the community colleges and junior colleges in Mississippi in their submission of grant applications?

5. How do the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program?

6. What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report?

7. How do the community colleges and junior colleges in Mississippi report the performance indicators?

8. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded?

9. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded to institutional budget?

10. How do the community colleges and junior colleges in Mississippi report the increase in percentage of grant funds awarded compared to previous year?

11. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds that support strategic goals?

12. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded relating to the number of students served?

13. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the number of faculty involved?

14. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the return on investments?

15. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding achievement of grant objectives?

16. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding indirect administrative costs?

Research Design

This study will use a cross-sectional survey design to address the research questions. Data will be collected using a questionnaire that will be mailed to rural community colleges in Mississippi. Information on the questionnaire will identify resource development opportunities at rural community colleges. This study will describe resource development opportunities at Mississippi Community and Junior Colleges.

Study Population/Sample

The population for this dissertation is Mississippi's Community and Junior Colleges. The sample size will be determined by the number of personnel employed by the colleges who are responsible for the oversight of resource development activities via the colleges' Foundation or Alumni offices. Recent literature seems to suggest that revenue generating functions are performed at one or both offices.

Instrumentation

A representative from the community and junior college completed a survey developed by Nancy Burns (2005) from the University of Central Florida. The questionnaire is based upon Burn's extensive knowledge of resource development and community colleges. Burns enlisted a team of former community college resource development personnel to insure the 55-survey instrument contained content validity.

Reviewers represented an assorted array of knowledge, skills and backgrounds from various community colleges. The survey is designed to gather information on the organizational and operation integration of grant development in community colleges. Permission has been obtained from Burns to utilize her survey instrument to make it applicable to community and junior colleges in Mississippi.

Questions 1 through 7 of the survey provided answers from respondent questions regarding personnel, in question 8 the respondent has to answer one of three choices which are "Same Administrator", "Different Administrator", or "Not Applicable." The respondent answers one of four choices in question 9, which are "Not a Key Activity", Function exists but does coordinate with grants development, Function coordinates some activities with grant development, and Key activities are interdependent and share management information." For questions 10-23 the respondent was asked whether you have "full", "partial", or "no responsibility for the resource development activity listed." Questions 24-31 are descriptive in which the respondent is required to elaborate on the number of proposals submitted by the institution. Questions 32-43 ask the respondent to circle the response that best indicates the importance to you which range from "Not Applicable", "Not Important"," Somewhat Important", "Important" and "Very Important." For questions 44-55, the respondent must circle the number of responses that indicate the performance indicators or measures of effectiveness which are "Do Not Report", "President or Administrator", "Board of Trustees", "College and Staff", and "General Public or Community."

Instrument Validity

In order to maintain instrument validity, Burns solicited five resource development personnel to review the survey instrument. The reviewers were comprised of one rural, one suburban, and three urban community colleges that enrollment consisted of 3,399 to16, 614 students respectively. Members of the review panel drafted a final copy of the survey in July 2004 and the survey was sent to the University of Central Florida's Institutional Review Board for approval. The survey is broken down into 5 sections with 55 items. Interviewee's are required to respond to each question.

Sections I, II, and III of the survey will serve to address the research questions outlined in the dissertation proposal. These questions will be used to describe the resource development opportunities in community and junior colleges in Mississippi. A statistical analysis will computed from the information derived from the survey instrument.

Data Analysis

The data used in this study will be analyzed using Statistical Package for Social Science (SPSS). This statistical package has been used by market researchers, health researchers, survey companies, government, and education researchers. Descriptive statistics and inferential analysis will be used to determine if there is a difference in the practices of the different community colleges. Statistical analyses will be conducted to examine the practices of these colleges, and the One Way Analysis of Variance (ANOVA) will be used to examine differences in the practices of these community colleges in their revenue funding practices. This study is designed to contribute to the

understanding of the variables within a community college that determine successful

resource development.

Frequencies of the responses of the administrators were calculated and reported in

the tables to describe the practices and beliefs of the administrators who responded to the

survey.

CHAPTER IV

RESULTS

Chapter four is a presentation of the analysis of the data that was conducted to examine the responses of the community college and junior college leaders who were participants in this study. This research study explored resource development at Mississippi's rural community and junior colleges and examined the types of activities that Mississippi community and junior colleges use to raise funds and to determine if the funds raised correspond to the needs of the college.

The following research questions were examined through the analysis of the data collected from the employees of the colleges who served as the sample for this study.

1. What are the advancement functions reporting lines of the community colleges and junior colleges in Mississippi?

2. How do the grant functions of the community colleges and junior colleges in Mississippi interact with other college departments?

3. What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi?

4. How successful were the community colleges and junior colleges in Mississippi in their submission of grant applications?

5. How do the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program?

6. What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report?

7. How do the community colleges and junior colleges in Mississippi report the performance indicators?

8. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded?

9. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded to institutional budget?

10. How do the community colleges and junior colleges in Mississippi report the increase in percentage of grant funds awarded compared to previous year?

11. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds that support strategic goals?

12. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded relating to the number of students served?

13. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the number of faculty involved?

14. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the return on investments?

15. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding achievement of grant objectives?

16. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding indirect administrative costs?

The tables that follow provide a description of the characteristics of the community colleges and the functioning of the grants offices and the grants personnel. As Table 1 shows, 40% of the community colleges had a Grants Office.

Table 1

Grants Office on Campus

Variable	Frequency	%
Community College has a grants office		
Yes	6	40.0
No	7	46.7
Missing	2	13.3
Total	15	100.0

About 33.3% of the participants worked at a community college where the Grants Office was separate from the Foundations Office. About 20% of them indicated that their Grants Office was not separate from the Foundations Office, and 40% of them did not respond to the question (Table 2).

Table 2

Grants Office not Affiliated with Foundation Office on Campus

Variable	Frequency	%
Grants office separate from Foundations office		
Yes	5	33.3
No	3	20.0
Missing	7	46.7
Total	15	100.0

Administrators made up the largest group of employees in the grants offices. Of the fulltime employees assigned to the Grants Office, 40% were administrators, 26.7% were professional staff, 13.3% were clerical staff, and 6.7% were faculty (Table 3).

Table 3

Number of Fulltime Employees Assigned to Grants Office

Variable	Frequency	%
Administrators	6	40.0
Professional Staff	4	26.7
Clerical Staff	2	13.3
Faculty/Staff	1	6.7

Professional staff made up the largest group of part-time employees in the grants offices. Of the part-time employees assigned to the Grants Office, 13.3% were administrators, 6.7% were administrators, 6.7% were clerical staff, and 6.7% were faculty (Table 4).

Table 4

Number of Part-time Employees Assigned to Grants Office

Variable	Frequency	%
Administrators	1	20.0
Professional Staff	2	40.0
Clerical Staff	1	20.0
Faculty/Staff	1	20.0

Participants were asked to indicate the supervisor to whom they report at the community colleges. Of these participants, 53.3% indicated that they reported to the president of the community college, while 13.3% indicated that they reported to the Vice-President for Instruction, and 6.7% indicated the Vice President for Institutional Advancement and the Vice President for Administration. Of the respondents, 20% of the participants did not respond to this question (Table 5).

Table 5

Title of the Supervisor (person to whom they report)

Variable	Frequency	%
President	8	53.3
Vice President for Administration/	1	6.7
Vice President for Instruction	2	13.3
Vice President for Institutional Advancement	1	6.7
Missing	3	20.0
Total	15	100.0

Participants were asked to indicate their reporting relationship to the President of the community college where they were employed. Of the participants, 53.3% indicated that they reported directly to the president of the community college, while 33.3% indicated that they reported to a position that reports to the president, and the other 13.4% did not respond to the question (Table 6).

Table 6

Participants' Reporting Relationship to the President

Variable	Frequency	%
Report directly to the President	8	53.3
Report to a position that reports to the President	5	33.3
No Response	2	13.4
Total	15	100.0

Advancement Functions

Research question one asked: What are the advancement functions reporting lines of the community colleges and junior colleges in Mississippi? The next fourteen tables address the advancement functions of the community colleges and the related reporting lines. Table 7 examines the advancement functions in alumni affairs reporting line. As Table 7 shows, 66.7% of the participants indicated that they had the same administrators in their alumni affairs reporting line, while 20% of them had a different administrator in their alumni affairs reporting line. Of the respondents, 13.3% of them did not respond to the question.

Table 7

Advancement Functions in Alumni Affairs Reporting Line

Variable	Frequency	%
Same administrators	10	66.7
Different administrator	3	20.0
No Response	2	13.3
Total	15	100.0

Table 8 examines the persons at the community colleges who were responsible for grants. As shown in Table 8, the largest group of individuals responsible for grants at the community colleges was the executives, Coordinators of Grants, Chief Planning Officers, and Director of Institutional Advancement/Federal Programs, all with 13.3%, next in line with 6.7% was the Executive Director for Foundations and Alumni Relations, the Director of Development, and Special Projects/Donor Relations, all with 6.7%.

Table 8

Person Responsible for Grants

Variable	Frequency	%
Executive	2	13.3
Coordinator of Grants	2	13.3
Chief Planning Officer	2	13.3
Executive Director for Foundations and Alumni Relations	1	6.7
Director of Development	1	6.7
Director of Institutional Advancement/Federal Programs	2	13.3
Special Projects/Donor Relations	1	6.7
No Response	4	26.7
Total	15	100.0

Table 9 examines the advancement functions in community affairs reporting line. Table 9 shows, 46.7% of the participants indicated that they had a different administrator in their alumni affairs reporting line, while 33.3% of them had a person from the clerical staff in their community affairs reporting line. Of the respondents, 20% of them indicated that this question was not applicable to their situation.

Table 9

Advancement Functions in Community Affairs Reporting Line

Variable	Frequency	%
Different Administrator	7	46.7
Not Applicable	3	20.0
Clerical Staff	5	33.3
Total	15	100.0

Table 10 examines the advancement functions in corporate relations reporting line. Table 10 shows, 26.7% of the participants indicated that they had the same administrators in their corporate relations reporting line, while 40% of them had a different administrator in their corporate relations affairs reporting line. Of the respondents, 20% of them did not respond to the question, and 13.3% believed that the question was not applicable to their situation.

Table 10

Advancement Functions in Corporate Relations Reporting Line

Variable	Frequency	%
Same Administrator	4	26.7
Different Administrator	6	40.0
Not Applicable	2	13.3
No Response	3	20.0
Total	15	100.0

Table 11 examines the advancement functions in fundraising foundations

reporting line. Table 11 shows, 60% of the participants indicated that they had the same

administrators in their fundraising foundations reporting line, while 26.7% of them had a

different administrator in their fundraising foundations affairs reporting line. Of the

respondents, 13.3% of them did not respond to the question.

Table 11

Advancement Functions in Fundraising Foundations Reporting Line

Variable	Frequency	%
Same Administrator	9	60.0
Different Administrator	4	26.7
No Response	2	13.3
Total	15	100.0

Table 12 examines the advancement functions in government relations reporting

line. Table 12 shows, 0% of the participants indicated that they had the same

administrators in their government reporting line, while 53.3% of them had a different

administrator in their government relations reporting line. Of the respondents, 26.7% of

them did not respond to the question, and 20% believed that the question was not

applicable to their situation.

Table 12

Advancement Functions in Government Relations Reporting Line

Variable	Frequency	%
Same Administrator	0	0.0
Different Administrator	8	53.3
Not Applicable	3	20.0
No Response	4	26.7
Total	15	100.0

Table 13 examines the advancement functions in institutional research reporting line. Table 13 shows, 13.3% of the participants indicated that they had the same administrators in their institutional research reporting line, while 46.7% of them had a different administrator in their institutional research reporting line. Of the respondents, 26.7% of them did not respond to the question, and 13.3% believed that the question was not applicable to their situation.

Table 13

Advancement Functions in Institutional Research Reporting Line

Variable	Frequency	%
Same Administrator	2	13.3
Different Administrator	7	46.7
Not Applicable	2	13.3
No Response	4	26.7
Total	15	100.0

Table 14 examines the advancement functions in marketing reporting line. Table 14 shows, 13.3% of the participants indicated that they had the same administrators in their marketing reporting line, while 53.3% of them had a different administrator in their marketing reporting line. Of the respondents, 20% of them did not respond to the question, and 13.3% believed that the question was not applicable to their situation.

Table 14

Advancement Functions in Marketing Reporting Line

Variable	Frequency	%
Same Administrator	2	13.3
Different Administrator	8	53.3
Not Applicable	2	13.3
Missing	3	20.0
Total	15	100.0

Table 15 examines the advancement functions in media relations reporting line. Table 15 shows, 13.3% of the participants indicated that they had the same administrators in their media relations reporting line, while 60% of them had a different administrator in their media relations reporting line. Of the respondents, 20% of them did not respond to the question, and 6.7% believed that the question was not applicable to their situation.

Table 15

Advancement Functions in Media Relations Reporting Line

Variable	Frequency	%
Same Administrator	2	13.3
Different Administrator	9	60.0
Not Applicable	1	6.7
Missing	3	20.0
Total	15	100.0

Table 16 examines the advancement functions in publications reporting line. Table 16 shows, 6.7% of the participants indicated that they had the same administrators in their publication reporting line, while 60% of them had a different administrator in their publications reporting line. Of the respondents, 20% of them did not respond to the question, and 13.3% believed that the question was not applicable to their situation.

Table 16

Advancement Functions in Publications Reporting Line

Variable	Frequency	%
Same Administrator	1	6.7
Different Administrator	9	60.0
Not Applicable	2	13.3
Missing	3	20.0
Total	15	100.0

Relation between Grant Functions and Other Departments

Research question two asked: How do the grant functions of the community

colleges and junior colleges in Mississippi interact with other college departments? The

next eleven tables address the relation between grants functions and other departments of

the community colleges. Table 17 examines the relationship between grants functions and

alumni affairs. Table 17 shows, 6.7% of the participants indicated that they did not

believe that grants functions were a key activity for alumni affairs, while 40% of them

agreed that the function exists but does not coordinate with grants development. Of the

respondents, 40% of them believed that the function coordinates some activities with

grants development, and 6.7% believed that the key activities are interdependent and

shared.

Table 17

Relation between Grants Functions and Alumni Affairs

Variable	Frequency	%
Not a key activity	1	6.7
Function exists but does not coordinate with grants development	6	40.0
Function coordinates some activities with grants development	6	40.0
Key activities are inter-dependent and share strategic management information	1	6.7
No Response	1	6.7
Total	15	100.0

Table 18 examines the relationship between grants functions and community affairs. Table 18 shows, 20% of the participants indicated that they did not believe that grants functions were a key activity for community affairs, while 40% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 20% of them believed that the function coordinates some activities with grants development, and 6.7% believed that the key activities are inter-dependent and shared. There were no responses from 13.3% of them.

Table 18

Relation between Grants Functions and Community Affairs

Variable	Frequency	%
Not a key activity	3	20.0
Function exists but does not coordinate with grants development	6	40.0
Function coordinates some activities with grants development	3	20.0
Key activities are inter-dependent and share strategic management information	1	6.7
No Response	2	13.3
Total	15	100.0

Table 19 examines the relationship between grants functions and corporate relations. Table 19 shows, (20%) of the participants indicated that they did not believe that grants functions were a key activity for corporate relations, while 26.7% of them agreed that the function exists but does not coordinate with grants development. Of the

respondents, 33.3% of them believed that the function coordinates some activities with grants development, and 6.7% believed that the key activities are interdependent and shared. There were no responses from 13.3% of them.

Table 19

Relation between Grants Functions and Corporate Relations

Variable	Frequency	%
Not a key activity	3	20.0
Function exists but does not coordinate with grants development	4	26.7
Function coordinates some activities with grants development	5	33.3
Key activities are inter-dependent and share strategic management information	1	6.7
No Response	2	13.3
Total	15	100.0

Table 20 examines the relationship between grants functions and fundraising foundations. Table 20 shows, 6.7% of the participants indicated that they did not believe that grants functions were a key activity for fundraising foundations, while 26.7% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 33.3% of them believed that the function coordinates some activities with grants development, and 20% believed that the key activities are interdependent and shared. There were no responses from 13.3% of them.

Table 20

Relation between Grants Functions and Fundraising Foundations

Variable	Frequency	%
Not a key activity	1	6.7
Function exists but does not coordinate with grants development	4	26.7
Function coordinates some activities with grants development	5	33.3
Key activities are inter-dependent and share strategic management information	3	20.0
No Response	2	13.3
Total	15	100.0

Table 21 examines the relationship between grants functions and government relations. Table 21 shows, 13.3% of the participants indicated that they did not believe that grants functions were a key activity for government relations, while 33.3% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 20.0% of them believed that the function coordinates some activities with grants development, and 13.3% believed that the key activities are interdependent and shared. There were no responses from 20.05% of them.

Table 21

Relation between Grants Functions and Government Relations

Variable	Frequency	%
Not a key activity	2	13.3
Function exists but does not coordinate with grants development	5	33.3
Function coordinates some activities with grants development	3	20.05
Key activities are inter-dependent and share strategic management information	2	13.3
No Response	3	20.05
Total	15	100.0

Table 22 examines the relationship between grants functions and institutional research. Table 22 shows, 13.3% of the participants indicated that they did not believe that grants functions were a key activity for institutional research, while 33.3% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 33.3% of them believed that the function coordinates some activities with grants development, and 6.8% believed that the key activities are interdependent and shared. There were no responses from 13.3% of them.

Table 22

Relation between Grants Functions and Institutional Research

Variable	Frequency	%
Not a key activity	2	13.3
Function exists but does not coordinate with grants development	5	33.3
Function coordinates some activities with grants development	5	33.3
Key activities are inter-dependent and share strategic management information	1	6.8
No Response	2	13.3
Total	15	100.0

Table 23 examines the relationship between grants functions and marketing. Table 23 shows, 26.7% of the participants indicated that they did not believe that grants functions were a key activity for marketing, while 26.7% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 20.0% of them believed that the function coordinates some activities with grants development, and 13.3% believed that the key activities are interdependent and shared. There were no responses from 13.3% of them.

Table 23

Relation between Grants Functions and Marketing

Variable	Frequency	%
Not a key activity	4	26.7
Function exists but does not coordinate with grants development	4	26.7
Function coordinates some activities with grants development	3	20.0
Key activities are inter-dependent and share strategic management information	2	13.3
No Response	2	13.3
Total	15	100.0

Table 24 examines the relationship between grants functions and media relations. Table 24 shows, 20% of the participants indicated that they did not believe that grants functions were a key activity for media relations, while 40.0% of them agreed that the function exists but does not coordinate with grants development. Of the respondents, 20% of them believed that the function coordinates some activities with grants development. There were no responses from 20% of them.

Table 24

Relation between Grants Functions and Media Relations

Variable	Frequency	%
Not a key activity	3	20.0
Function exists but does not coordinate with grants development	6	40.0
Function coordinates some activities with grants development	3	20.0
No Response	3	20.0
Total	15	100.0

Table 25 examines the relationship between grants functions and publications.

Table 25 shows, 26.7% of the participants indicated that they did not believe that grants

functions were a key activity for publications, while 40.0% of them agreed that the

function exists but does not coordinate with grants development. Of the respondents,

20.0% of them believed that the function coordinates some activities with grants

development, and 6.65% believed that the key activities are interdependent and shared.

There were no responses from 6.65% of them.

Table 25

Relation between Grants Functions and Publications

Variable	Frequency	%
Not a key activity	4	26.7
Function exists but does not coordinate with grants development	6	40.0
Function coordinates some activities with grants development	3	20.0
Key activities are inter-dependent and share strategic management information	1	6.65
No Response	1	6.65
Total	15	100.0

Responsibility of Grant Functions

Research question three asked: What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi? The next 13 tables address the responsibility for consortia/partnership development of the community colleges. Table 26 examines the responsibility for consortia/partnership development. Table 26 shows, 6.7% of the participants indicated that they believe that the community colleges have full responsibility for consortia/partnership development, while 33.3% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for consortia/partnership development, and 33.3% did not respond to the question.

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Table 26

Responsibility for Consortia/Partnership Development

Variable	Frequency	%
Have full responsibility	1	6.7
Have shared responsibility	5	33.3
Have no responsibility	4	26.7
No Response	5	33.3
Total	15	100.0

Table 27 examines the responsibility for corporate/foundation grant development. Table 27 shows, 33.3% of the participants indicated that they believe that the community colleges have full responsibility for corporate/foundation grant development, while 13.3% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for corporate/foundation grant development, and 26.7% did not respond to the question.

Table 27

Responsibility for Corporate/Foundation Grant Development

Variable	Frequency	%
Have full responsibility	5	33.3
Have shared responsibility	2	13.3
Have no responsibility	4	26.7
No Response	4	26.7
Total	15	100.0

Table 28 examines the responsibility for grant project and development. Table 28 shows, 26.7% of the participants indicated that they believe that the community colleges have full responsibility for grant project and development, while 33.3% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for grant project and development, and 13.3% did not respond to the question.

Table 28

Responsibility for Grant Project and Development

Variable	Frequency	%
Have full responsibility	4	26.7
Have shared responsibility	5	33.3
Have no responsibility	4	26.7
No Response	2	13.3
Total	15	100.0

Table 29 examines the responsibility for grant/proposal editing. Table 29 shows, 33.3% of the participants indicated that they believe that the community colleges have full responsibility for grant/proposal editing, while 26.7% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for grant/proposal editing, and 13.3% did not respond to the question.

Table 29

Responsibility for Grant Proposal Editing

Variable	Frequency	%
Have full responsibility	5	33.3
Have shared responsibility	4	26.7
Have no responsibility	4	26.7
No Response	2	13.3
Total	15	100.0

Table 30 examines the responsibility for grant/proposal writing. Table 30 shows, 33.3% of the participants indicated that they believe that the community colleges have full responsibility for grant/proposal writing, while 20.0% of them agreed that the function has a shared responsibility. Of the respondents, 33.3% of them believed they have no responsibility for grant/proposal writing and 13.40% did not respond to the question.

Table 30

Responsibility for Grant Proposal Writing

Variable	Frequency	%
Have full responsibility	5	33.3
Have shared responsibility	3	20.0
Have no responsibility	5	33.3
No Response	2	13.40
Total	15	100.0

Table 31 examines the responsibility for research on funding sources. Table 31 shows, 33.3% of the participants indicated that they believe that the community colleges have full responsibility for research on funding services, while 33.3% of them agreed that the function has a shared responsibility. Of the respondents, 13.3% of them believed they have no responsibility for research on funding sources, and 20.10% did not respond to the question.

Table 31

Responsibility for Research on Funding Sources

Variable	Frequency	%
Have full responsibility	5	33.3
Have shared responsibility	5	33.3
Have no responsibility	2	13.3
No Response	3	20.10
Total	15	100.0

Table 32 examines the responsibility for statistical research. Table 32 shows, 6.7% of the participants indicated that they believe that the community colleges have full responsibility for statistical research, while 26.7% of them agreed that the function has a shared responsibility. Of the respondents, 53.3% of them believed they have no responsibility for statistical research and 13.3% did not respond to the question.

Table 32

Responsibility for Statistical Research

Variable	Frequency	%
Have full responsibility	1	6.7
Have shared responsibility	4	26.7
Have no responsibility	8	53.3
No Response	2	13.3
Total	15	100.0

Table 33 examines the responsibility for transmission of proposal to funding agency. Table 33 shows, 40.0% of the participants indicated that they believe that the community colleges have full responsibility for transmission of proposal to funding agency, while 13.3% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for transmission of proposal to funding agency and 20.0% did not respond to the question.

Table 33

Responsibility for Transmission of Proposal to Funding Agency

Variable	Frequency	%
Have full responsibility	6	40.0
Have shared responsibility	2	13.3
Have no responsibility	4	26.7
No Response	3	20.0
Total	15	100.0

Table 34 examines the responsibility for negotiation with funding agency. Table 34 shows, 20.0% of the participants indicated that they believe that the community colleges have full responsibility for negotiating with funding agency, while 6.7% of them agreed that the function has a shared responsibility. Of the respondents, 33.3% of them believed they have no responsibility for negotiating with funding agency and 40% did not respond to the question.

Table 34

Responsibility for Negotiation with Funding Agency

Variable	Frequency	%
Have full responsibility	3	20.0
Have shared responsibility	1	6.7
Have no responsibility	5	33.3
No Response	6	40.0
Total	15	100.0

Table 35 examines the responsibility for fiscal management/grants accounting. Table 35 shows, 13.3% of the participants indicated that they believe that the community colleges have full responsibility for fiscal management/grants accounting, while 13.3% of them agreed that the function has a shared responsibility. Of the respondents, 40.1% of them believed they have no responsibility for fiscal management/grants accounting and 33.3% did not respond to the question.

Table 35

Responsibility for Fiscal Management/Grants Accounting

Variable	Frequency	%
Have full responsibility	2	13.3
Have shared responsibility	2	13.3
Have no responsibility	6	40.1
No Response	5	33.3
Total	15	100.0

Table 36 examines the responsibility for compliance monitoring. Table 36 shows, 6.7% of the participants indicated that they believe that the community colleges have full responsibility for compliance monitoring, while 13.3% of them agreed that the function has a shared responsibility. Of the respondents, 13.3% of them believe they have no responsibility for compliance monitoring and 66.70% did not respond to the question.

Table 36

Responsibility for Compliance Monitoring

Variable	Frequency	%
Have full responsibility	1	6.7
Have shared responsibility	2	13.3
Have no responsibility	2	13.3
No Response	5	66.70
Total	15	100.0

Table 37 examines the responsibility for program budget amendments and extensions. Table 37 shows, 26.7% of the participants indicated that they believe that the community colleges have full responsibility for program budget amendments and extensions, while 13.3% of them agreed that the function has a shared responsibility. Of the respondents, 33.3% of them believed they have no responsibility for program budget amendments and extensions and 26.7% did not respond to the question.

Table 37

Responsibility for Program Budget Amendments and Extensions

Variable	Frequency	%
Have full responsibility	4	26.7
Have shared responsibility	2	13.3
Have no responsibility	5	33.3
No Response	4	26.7
Total	15	100.0

Table 38 examines the responsibility for grant management (reports and deliverables). Table 38 shows, 6.7% of the participants indicated that they believe that the community colleges have full responsibility for grants management (reports and deliverables); while 33.3% of them agreed that the function has a shared responsibility. Of the respondents, 26.7% of them believed they have no responsibility for grant management (reports and deliverables) and 33.3% did not respond to the question.

Table 38

Responsibility for Grant Management (Reports and Deliverables)

Variable	Frequency	%
Have full responsibility	1	6.7
Have shared responsibility	5	33.3
Have no responsibility	4	26.7
No Response	5	33.3
Total	15	100.0

Outcome of Grant Applications Submitted

Research question four asked: How successful were the community colleges and junior colleges in Mississippi in their submission of grant applications? Tables 39-49 explore the outcomes of grant applications submitted by the community colleges.

Table 39 displays the number of grants submitted by the community colleges during the 2006-2007 school year. Of the respondents, 26.1% of the community colleges submitted 10 or more grant applications during this period while 33.3% submitted 5 or fewer grant applications and 13.3% of them did not submit any grants.

Table 39

Grant Applications Submitted 2006-2007

Variable	Frequency	%
None	2	13.3
2	1	6.7
3	2	13.3
5	2	13.3
10	1	6.1
11	1	6.7
12	2	13.3
No Response	4	26.7
Total	15	100.0

Table 40 displays the amount of grants submitted by the community colleges during the 2006-2007 school year. Of the respondents, 6.7% of the community colleges did not submit any grant applications during this period while 26.8% submitted less than $50, 000 in grant applications and 19% of them submitted over $6 million in grant applications.

Table 40

Amount of Grant Applications Submitted 2006-2007

Variable	Frequency	%
$00	1	6.7
$,5000	1	6.7
$13,000	1	6.7
$20,000	1	6.7
$49,034	1	6.7
$6,744,807	1	6.7
No Response	9	59.80
Total	15	100.0

Table 41 shows that 6.7% of the community colleges had not submitted any grant proposals, while 13.4% of them had submitted between 1 and 2 grant proposals. Of the respondents, 20.0% of them had submitted 8 or more grant proposals while 50% of them did not respond to the question.

Table 41

Outcomes for Grant Applications

Variable	Frequency	%
None	1	6.7
1	1	6.7
2	1	6.7
8	2	13.3
10	1	6.7
No Response	9	59.90
Total	15	100.0

Table 42 displays the amount of grants funded to the community colleges. Almost 60% of them did not respond to the question. Of those who responded, 6.7% were funded for $10,000, 6.7% for $40,000, and 6.7% were funded for $55,000. Over 20% of them were funded for more than $1million with 13.4% of them receiving in excess of $4 million.

Table 42

Amount of Grants Funded

Variable	Frequency	%
$10,000	1	6.7
$40,000	1	6.7
$55,000	1	6.7
$1,537,429	1	6.7
$4,706,701	1	6.7
$4,858,824	1	6.7
No Response	9	59.8
Total	15	100.0

Table 43 displays the grant applications/proposals that were still pending. Of those who responded to the question, 20% of them had one grant application/proposal pending.

Table 43

Grant Application Proposals Pending

Variable	Frequency	%
None	2	13.3
1	3	20.0
No Response	10	66.7
Total	15	100.0

Table 44 presents the amount of grant revenue received by the community colleges from the Federal government for 2006-2007. Of the respondents, 13.4% of them received between $1million and $5 million, while 6.7% received $12 million, and 79.90% of them failed to respond to this question.

Table 44

Grant Revenue from Federal Government for 2006-2007

Variable	Frequency	%
$1,000,000	1	6.7
$5,000,000	1	6.7
$12,000,000	1	6.7
No Response	12	79.90
Total	15	100.0

Table 45 presents the amount of grant revenue received by the community colleges from the state government for 2006-2007. Of the respondents, 6.7% of them received between $402,209, while 6.7% received $5million, another 6.7% received $5 million and 79.90% of them failed to respond to this question.

Table 45

Grant Revenue from State Government for 2006-2007

Variable	Frequency	%
$402,209	1	6.7
$5,000,000	1	6.7
$12,000,000	1	6.7
No Response	12	79.90
Total	15	100.0

Table 46 presents the amount of grant revenue received by the community colleges from the local government for 2006-2007. Of the respondents, 6.7% of them received between $300,000 and 93.3% of them failed to respond to this question.

Table 46

Grant Revenue from Local Government for 2006-2007

Variable	Frequency	%
$300,000	1	6.7
No Response	14	93.3
Total	15	100.0

Table 47 presents the amount of grant revenue received by the community colleges from corporations for 2006-2007. Of the respondents, 13.4% of them received between $5,000 and $10,000, while 6.7% received $25,000, and another 6.7% received $100,000, while 73.2% of them failed to respond to this question.

Table 47

Grant Revenue from Corporations for 2006-2007

Variable	Frequency	%
$5,000	1	6.7
$10,000	1	6.7
$25,000	1	6.7
$100,000	1	6.7
No Response	11	73.20
Total	15	100.0

Table 48 presents the amount of grant revenue received by the community colleges from the other sources for 2006-2007. Of the respondents, 6.74% of them received $3,000 and 13.3% received $25,000, while 6.7% received $242,515 while 66.60% of them failed to respond to this question.

Table 48

Grant Revenue from Other Sources for 2006-2007

Variable	Frequency	%
None	1	6.7
$3,000	1	6.7
$25,000	2	13.3
$242,515	1	6.7
No Response	10	66.60
Total	15	100.0

Table 49 presents the total amount of grant revenue received by the community colleges from all sources for 2006-2007. Of the respondents, 20.1% of them received between $1m and $6m, while 6.7% received $56,000, 6.7% received $10,000, and 6.7% received $3,000 while 60% of them failed to respond to this question.

Table 49

Total Grant Revenue from All Sources for 2006-2007

Variable	Frequency	%
$3,000	1	6.7
$10,000	1	6.7
$56,000	1	6.7
$1,925,000	1	6.7
$4, 706,701	1	6.7
$5,994,000	1	6.7
No Response	9	59.80
Total	15	100.0

Evaluation of Institutional Grant Performance

Research question five asked: How do the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program? Table 50 examines the perceptions of the community college personnel about the use of grant awards in evaluating institutional grant performance. Of the respondents, 6.7% believed that this was not applicable to their process while 13.3%

of them believed that it was somewhat important, 13.3% felt it was important, and 33.3%

felt it was very important while 33.3% of them did not respond to the question.

Table 50

Importance of Award Amounts in Evaluating Institutional Grant Performance

Variable	Frequency	%
Not Applicable	1	6.7
Somewhat Important	2	13.3
Important	2	13.3
Very Important	5	33.3
No Response	5	33.3
Total	15	100.0

Table 51 examines the perceptions of the community college personnel about the

use of the total number of grant submitted in evaluating institutional grant performance.

Of the respondents, 6.7% believed that this was not applicable to their process and 6.7%

believed that it was not very important while 26.7% of them believed that it was

somewhat important, 13.3% felt it was important, and 13.3% felt it was very important

while 33.3% of them did not respond to the question.

Table 51

Importance of Total Number of Grants Submitted in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	1	6.7
Not Very Important	1	6.7
Somewhat Important	4	26.7
Important	2	13.3
Very Important	2	13.3
No Response	5	33.3
Total	15	100.0

Table 52 examines the perceptions of the community college personnel about the use of total number of grants awarded in evaluating institutional grant performance. Of the respondents, 6.7% believed that this was not applicable to their process and 6.7% of them believed that it was not very important. Moreover, 6.7% of them believed that it was somewhat important, 6.7% felt it was important, and 40% felt it was very important while 33.2% of them did not respond to the question.

Table 52

Importance of Total Number of Grants Awarded in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	1	6.7
Not Very Important	1	6.7
Somewhat Important	1	6.7
Important	1	6.7
Very Important	6	40.0
No Response	5	33.2
Total	15	100.0

Table 53 examines the perceptions of the community college personnel about the use of percent of grant awards in evaluating institutional grant performance. Of the respondents, 13.3% believed that this was not applicable to their process, and 6.7% believed it was not important while 13.3% of them believed that it was important, 13.3% felt it was very important and 33.3% of them did not respond to the question.

Table 53

Importance of Percent of Grants Awarded in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	2	13.3
Not Very Important	1	6.7
Important	5	33.3
Very Important	2	13.3
No Response	5	33.3
Total	15	100.0

Table 54 examines the perceptions of the community college personnel about the use of percent of grant to the institutional budget in evaluating institutional grant performance. Of the respondents, 13.3% believed that this was not applicable to their process, and 6.7% believed that it was not important while 13.3% of them believed that it was somewhat important, 13.3% felt it was important, and 13.3% felt it was very important. Moreover, 40% of them did not respond to the question.

Table 54

Importance of Percent of Grants to Institutional Budget in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	2	13.3
Not Very Important	1	6.7
Somewhat Important	2	13.3
Important	2	13.3
Very Important	2	13.3
No Response	6	40.10
Total	15	100.0

Table 55 examines the perceptions of the community college personnel about the use of percent of grant revenue supporting strategic goals in evaluating institutional grant performance. Of the respondents, 13.3% believed that this was not applicable to their process while 6.7% of them believed that it was important, 13.3% felt it was important, and 33.3% felt it was very important. Moreover, 46.70% of them did not respond to the question.

Table 55

Importance of Percent of Grant Revenue Supporting Strategic
Goals in Evaluating Institutional Grant Performance

Variable	Frequency	%
Not Applicable	2	13.3
Important	1	6.7
Very Important	2	33.3
No Response	10	46.70
Total	15	100.0

Table 56 examines the perceptions of the community college personnel about the use of number of grants submitted in evaluating institutional grant performance. Of the respondents, 6.7% believed that this was not applicable to their process, and 6.7% believed that is was not important while 26.7% of them believed that it was somewhat important, 13.3% felt it was important, and 13.3% felt it was very important. Moreover, 33.3% of them did not respond to the question.

Table 56

Importance of Number of Grants Submitted in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	1	6.7
Not Very Important	1	6.7
Somewhat Important	4	26.7
Important	2	13.3
Very Important	2	13.3
No Response	5	33.3
Total	15	100.0

Table 57 examines the perceptions of the community college personnel about the use of the number of students served in evaluating institutional grant performance. Of the respondents, 6.7% believed that this was not applicable to their process while 13.3% of them believed that it was somewhat important, 26.7% felt it was important, and 26.7% felt it was very important. Moreover, 33.2% of them did not respond to the question.

Table 57

Importance of Number of Students Served in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	1	6.7
Somewhat Important	1	6.7
Important	4	26.7
Very Important	4	26.7
No Response	5	33.2
Total	15	100.0

Table 58 examines the perceptions of the community college personnel about the use of the number of faculty involved in evaluating institutional grant performance. Of the respondents, 13.3% believed that this was not applicable to their process. About 6.7% of them believed that it was somewhat important, 26.7% felt it was important, and 13.3% felt it was very important while 40% of them did not respond to the question.

Table 58

Importance of Number of Faculty Involved in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	2	13.3
Somewhat Important	1	6.7
Important	4	26.7
Very Important	2	13.3
No Response	6	40.0
Total	15	100.0

Table 59 examines the perceptions of the community college personnel about the use of return on investment in evaluating institutional grant performance. Of the respondents, 20% believed that this was not applicable to their process, and 6.7% of them believed that it was not important while 6.7% felt it was important, and 33.3% felt it was very important. Moreover, 33.3% of them did not respond to the question.

Table 59

Importance of Return of Investment in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	3	20.0
Not Very Important	1	6.7
Important	1	6.7
Very Important	5	33.3
No Response	5	33.3
Total	15	100.0

Table 60 examines the perceptions of the community college personnel about the use of achievement of grant objectives in evaluating institutional grant performance. Of the respondents, 13.3% believed that this was not applicable to their process while 6.7% of them believed that it was important, and 46.7% felt it was very important. Moreover, 33.3% of them did not respond to the question.

Table 60

Importance of Achievement of Grant Objectives in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	2	13.3
Important	2	6.7
Very Important	7	46.7
No Response	4	33.3
Total	15	100.0

Table 61 examines the perceptions of the community college personnel about the use of indirect administrative costs in evaluating institutional grant performance. Of the respondents, 20% believed that this was not applicable to their process, and 6.7% believed that it was not important while 6.7% of them believed that it was somewhat important, 20% felt it was important, and 13.3% felt it was very important. Moreover, 33.3% of them did not respond to the question.

Table 61

Importance of Indirect Administrative Costs Received in Evaluating
Institutional Grant Performance

Variable	Frequency	%
Not Applicable	3	20.0
Not Very Important	1	6.7
Somewhat Important	1	6.7
Important	3	20.0
Very Important	2	13.3
No Response	5	33.3
Total	15	100.0

Performance Indicators Included in Reports Filed

Research question six asked: What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report? The next few tables display the performance indicators that were included in the reports filed. Table 62 displays performance indicators reported as total grant dollars awarded in the reports filed by the community colleges. Of the respondents, 20% of the community colleges reported total grant dollars awarded, while 46.7% did not report it while 33.3% did not respond to the question.

Table 62

Performance Indicators Reported-Total Grant Dollars Awarded-Report Filed

Variable	Frequency	%
Report	3	20.0
Do Not Report	7	46.7
No Response	5	33.3
Total	15	100.0

Table 63 displays performance indicators reported as total grant dollars awarded in the reports to the president/administrators filed by the community colleges. Of the respondents, 53.3% of the community colleges reported total grant dollars awarded were reported to the president/administrators, while 13.3% did not report it and 33.4% did not respond to the question.

Table 63

Performance Indicators Reported-Total Grant Dollars Awarded-Report to President/Administrators

Variable	Frequency	%
Report	8	53.3
Do Not Report	2	13.3
No Response	5	33.4
Total	15	100.0

Table 64 displays performance indicators reported as total grant dollars awarded in the reports to the board of trustees filed by the community colleges. Of the

respondents, 20% of the community colleges reported total grant dollars awarded were

reported to the board of trustees, while 46.7% did not report it and 33.3% did not respond

to the question.

Table 64

Performance Indicators Reported- Total Grant Dollars Awarded-Report to
Board of Trustees

Variable	Frequency	%
Report	3	20.0
Do Not Report	7	46.7
No Response	5	33.3
Total	15	100.0

Table 65 displays performance indicators reported as total grant dollars awarded

in the reports to the college faculty and staff filed by the community colleges. Of the

respondents, 26.7% of the community colleges reported total grant dollars awarded were

reported to the college faculty and staff, while 40% did not report it and 33.3% did not

respond to the question.

Table 65

Performance Indicators Reported- Total Grant Dollars Awarded-Report to
College Faculty and Staff

Variable	Frequency	%
Report	4	26.7
Do Not Report	6	40.0
No Response	5	33.3
Total	15	100.0

Table 66 displays performance indicators reported as total grant dollars awarded in the reports to the general public/community filed by the community colleges. Of the respondents, 20% of the community colleges reported total grant dollars awarded were reported to the general public/community, while 46.7% did not report it while 33.3% did not respond to the question.

Table 66

Performance Indicators Reported-Total Grant Dollars Awarded-Report to
General Public/Community

Variable	Frequency	%
Report	3	20.0
Do Not Report	7	46.7
No Response	5	33.3
Total	15	100.0

Table 67 displays performance indicators reported as total grant dollars submitted in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges reported total grant dollars awarded were reported to the president/administrators, while 53.3% did not report it and 33.4% did not respond to the question.

Table 67

Performance Indicators Reported-Total Number of Grant Submitted

	Frequency	%
Report	2	13.3
Do Not Report	8	53.3
No Response	5	33.4
Total	15	100.0

Reporting of Performance Indicators

Research question seven asked: How do the community colleges and junior colleges in Mississippi report the performance indicators? Table 68 displays performance indicators reported as total grant dollars submitted in the reports to the president/administrators filed by the community colleges. Of the respondents, 46.7% of the community colleges reported total grant dollars awarded were reported to the president/administrators, while 20% did not report it. Moreover, 33.3% did not respond to the question.

Table 68

Performance Indicators Reported-Total Grant Dollars Submitted-Report to
President/Administrators

Variable	Frequency	%
Report	7	46.7
Do Not Report	3	20.0
No Response	5	33.3
Total	15	100.0

Table 69 displays performance indicators reported as total grant dollars submitted in the reports to the board of trustees filed by the community colleges. Of the respondents, 13.3% of the community colleges reported total grant dollars awarded were reported to the board of trustees, while 53.3% did not report it and 33.3% did not respond to the question.

Table 69

Performance Indicators Reported-Total Grant Dollars Awarded-Report to
Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	8	53.3
No Response	5	33.3
Total	15	100.0

Table 70 displays performance indicators reported as total grant dollars submitted in the reports to the college faculty and staff filed by the community colleges. Of the respondents, 20% of the community colleges reported total grant dollars awarded were reported to the college faculty and staff, while 46.7% did not report it and 33.3% did not respond to the question.

Table 70

Performance Indicators Reported- Total Grant Dollars Awarded-Report
to College Faculty and Staff

Variable	Frequency	%
Report	3	20.0
Do Not Report	7	46.7
No Response	5	33.3
Total	15	100.0

Table 71 displays performance indicators reported as total grant dollars submitted in the reports to the general public/community filed by the community colleges. Of the respondents, 6.7% of the community colleges reported total grant dollars awarded were reported to the board of trustees, while 60% did not report it and 33.3% did not respond to the question.

Table 71

Performance Indicators Reported- Total Grant Dollars Awarded-Report to
General Public/Community

Variable	Frequency	%
Report	1	6.7
Do Not Report	9	60.0
No Response	5	33.3
Total	15	100.0

Reporting of Percent of Grant Funds Awarded

Research question eight asked: How do the community colleges and junior

colleges in Mississippi report the percentage of grant funds awarded? The next set of

tables display results revealing the performance indicators reported as percent of grant

funds awarded. Table 72 displays performance indicators reported as percent of grant

funds awarded submitted in the reports filed by the community colleges. Of the

respondents, 20% of the community colleges reported percent of grant funds awarded

were reported to the board of trustees, while 46.7% did not report it and 33.3% did not

respond to the question.

Table 72

Performance Indicators Reported - Percentage of Grant Funds Awarded

Variable	Frequency	%
Report	3	20.0
Do Not Report	7	46.7
No Response	5	33.3
Total	15	100.0

Table 73 displays performance indicators reported as the percentage of grant funds awarded submitted in the reports to the president/administrators filed by the community colleges. Of the respondents, 46.7% of the community colleges reported percentage of grant funds awarded were reported to the president/administrators, while 20% did not report it and 33.4% did not respond to the question.

Table 73

Performance Indicators Reported - Percentage of Grant Funds Awarded-Report to President/Administrators

Variable	Frequency	%
Report	7	46.7
Do Not Report	3	20.0
No Response	5	33.4
Total	15	100.0

Table 74 displays performance indicators reported as percentage of grant funds awarded submitted in the reports filed by the community colleges. Of the respondents,

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13.3% of the community colleges reported the percentage of grant funds awarded were reported to the board of trustees, while 53.3% did not report it. Moreover, 33.3% did not respond to the question.

Table 74

Performance Indicators Reported - Percentage of Grant Funds Awarded-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	8	53.3
No Response	5	33.3
Total	15	100.0

Table 75 displays performance indicators reported as the percentage of grant funds awarded submitted in the reports filed by the community colleges. Of the respondents, 6.7% of the community colleges reported the percentage of grant funds awarded were reported to the college faculty and staff, while 60% did not report it. Moreover, 33.3% did not respond to the question.

Table 75

Performance Indicators Reported - Percentage of Grant Funds Awarded-Report to College Faculty and Staff

Variable	Frequency	%
Report	1	6.7
Do Not Report	9	60.0
No Response	5	33.3
Total	15	100.0

Table 76 displays performance indicators reported as the percentage of grant funds awarded submitted in the reports filed by the community colleges. Of the respondents, 66.7% of the community colleges reported the percentage of grant funds awarded were not reported to the general public/community. Moreover, 33.3% did not respond to the question.

Table 76

Performance Indicators Reported- Percent of Grant Funds Awarded-Report to General Public/Community

Variable	Frequency	%
Do Not Report	10	66.7
No Response	5	33.3
Total	15	100.0

Reporting of Percent of Grant Funds Awarded to Institutional Budget

Research question nine asked: How do the community colleges and junior

colleges in Mississippi report the percentage of grant funds awarded to institutional

budget? The next set of tables reflects the reporting of the percentage of grant funds

awarded to the Institutional budget. Table 77 displays performance indicators reported as

percent of grant funds awarded to the institutional budget in the reports filed by the

community colleges. Of the respondents, 26.7% of the community colleges reported the

percentage of grant funds awarded were reported, while 40% did not report it. Moreover,

33.3% did not respond to the question.

Table 77

Performance Indicators Reported - Percentage of Grant Funds to Institutional Budget

Variable	Frequency	%
Report	4	26.7
Do Not Report	6	40.0
No Response	5	33.3
Total	15	100.0

Table 78 displays performance indicators reported as the percentage of grant

funds awarded to the institutional budget in the reports filed by the community colleges.

Of the respondents, 33.33% of the community colleges indicated that the percentage of

grant funds awarded to the institutional budget were reported to the

president/administrators, while 33.33% did not report it. Moreover, 33.43% did not

respond to the question.

Table 78

Performance Indicators Reported - Percentage of Grant Funds to Institutional
Budget-Report to President/Administrator

Variable	Frequency	%
Report	5	33.33
Do Not Report	5	33.33
No Response	5	33.34
Total	15	100.0

Table 79 displays performance indicators reported as the percentage of grant funds awarded to the institutional budget in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that the percentage of grant funds awarded to the institutional budget were reported to the board of trustees, while 53.3% did not report it. Moreover, 33.3% did not respond to the question.

Table 79

Performance Indicators Reported - Percentage of Grant Funds to Institutional
Budget-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	8	53.3
No Response	5	33.3
Total	15	100.0

Table 80 displays performance indicators reported as the percentage of grant

funds awarded to the institutional budget in the reports filed by the community colleges.

Of the respondents, 13.3% of the community colleges indicated that the percentage of

grant funds awarded to the institutional budget were reported to the college faculty and

staff, while 53.3% did not report it. Moreover, 33.4% did not respond to the question.

Table 80

Performance Indicators Reported - Percent of Grant Funds to Institutional
Budget-Report to College Faculty and Staff

Variable	Frequency	%
Report	2	13.3
Do Not Report	8	53.3
No Response	5	33.4
Total	15	100.0

Table 81 displays performance indicators reported as the percentage of grant

funds awarded to the institutional budget in the reports filed by the community colleges.

Of the respondents, 66.7% of the community colleges indicated that the percentage of

grant funds awarded to the institutional budget were reported to the general

public/community, while 33.3% did not report it. Moreover, 33.3% did not respond to the

question.

Table 81

Performance Indicators Reported - Percentage of Grant Funds to Institutional
Budget-Report to General Public/Community

Variable	Frequency	%
Do Not Report	10	66.7
No Response	5	33.3
Total	15	100.0

Reporting of Percent of Grant Increase Over Previous Year

Research question ten asked: How do the community colleges and junior colleges
in Mississippi report the increase in percentage of grant funds awarded compared to
previous year? The next set of tables displays the results of the analysis that examined the
reporting of the percentage of grant increase over the previous year. Table 82 displays
performance indicators reported as the percentage of grant funds increase over the
previous year in the reports filed by the community colleges. Of the respondents, 26.7%
of the community colleges indicated that the percentage of grant funds awarded to the
institutional budget were reported, while 40% did not report it. Moreover, 33.3% did not
respond to the question.

Table 82

Performance Indicators Reported - Percentage of Grant Increase Over Previous Year

Variable	Frequency	%
Report	4	26.7
Do Not Report	6	40.0
No Response	5	33.3
Total	15	100.0

Table 83 displays performance indicators reported as the percentage of grant funds increase over the previous year in the reports filed by the community colleges. Of the respondents, 33.3% of the community colleges indicated that percentage of grant funds increase over the previous year were reported to the president/administrators, while 33.3% did not report it. Moreover, 33.3% did not respond to the question.

Table 83

Performance Indicators Reported - Percentage of Grant Increase Over
Previous Year-Report to President/Administrators

Variable	Frequency	%
Report	5	33.3
Do Not Report	5	33.3
No Response	5	33.3
Total	15	100.0

Table 84 displays performance indicators reported as percent of grant funds increase over the previous year in the reports filed by the community colleges. Of the

respondents, 26.7% of the community colleges indicated that percent of grant funds

increase over the previous year were reported to the board of trustees, while 40% did not

report it. Moreover, 33.3% did not respond to the question.

Table 84

Performance Indicators Reported - Percentage of Grant Increase Over
Previous Year-Report to Board of Trustees

Variable	Frequency	%
Report	4	26.7
Do Not Report	6	40.0
No Response	5	33.3
Total	15	100.0

Table 85 displays performance indicators reported as percent of grant funds

increase over the previous year in the reports filed by the community colleges. Of the

respondents, 66.7% of the community colleges indicated that percentage of grant funds

increase over the previous year was reported to the college faculty/staff. Moreover,

33.3% did not respond to the question.

Table 85

Performance Indicators Reported - Percentage of Grant Increase Over
Previous Year-Report to College Faculty/Staff

Variable	Frequency	%
Do Not Report	10	66.7
No Response	5	33.3
Total	15	100.0

Table 86 displays performance indicators reported as percent of grant funds increase over the previous year in the reports filed by the community colleges. Of the respondents, 66.7% of the community colleges indicated that percent of grant funds increase over the previous year were reported to the general public community. Moreover, 33.3% did not respond to the question.

Table 86

Performance Indicators Reported- Percent of Grant Increase Over
Previous Year-Report to General Public/Community

Variable	Frequency	%
Do Not Report	10	66.7
No Response	5	33.3
Total	15	100.0

Reporting of Percent of Grant Funds Awarded That Support Strategic Goals

Research question eleven asked: How do the community colleges and junior colleges in Mississippi report the percent of grant funds that support strategic goals? The next set of tables present the reporting of percentage of grant funds awarded that support strategic goals. Table 87 displays performance indicators reported as percentage of grant funds that support strategic goals in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds that support strategic goals, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 87

Performance Indicators Reported - Percentage of Grants That Support Strategic Goals

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 88 displays performance indicators reported as percent of grant funds that support strategic goals in the reports filed by the community colleges. Of the respondents, 53.3% of the community colleges indicated that percentage of grant funds that support strategic goals were reported to the president/administrators, while 20% did not report it. Moreover, 26.7% did not respond to the question.

Table 88

Performance Indicators Reported - Percentage of Grants That Support Strategic Goals-Report to President/Administrator

Variable	Frequency	%
Report	8	53.3
Do Not Report	3	20.0
No Response	4	26.7
Total	15	100.0

Table 89 displays performance indicators reported as percent of grant funds that support strategic goals in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percent of grant funds that support strategic goals were reported to the board of trustees, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 89

Performance Indicators Reported - Percentage of Grants That Support Strategic Goals-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 90 displays performance indicators reported as percentage of grant funds that support strategic goals in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds that support strategic goals were reported to the college faculty/staff, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 90

Performance Indicators Reported- Percent of Grants That Support Strategic
Goals-Report to College Faculty/Staff

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 91 displays performance indicators reported as percentage of grant funds that support strategic goals in the reports filed by the community colleges. Of the respondents, 73.3% of the community colleges indicated that percent of grant funds that support strategic goals were reported to the general public/community. Moreover, 26.7% did not respond to the question.

Table 91

Performance Indicators Reported - Percentage of Grants That Support Strategic
Goals-Report to General Public Community

Variable	Frequency	%
Do Not Report	11	73.3
No Response	4	26.7
Total	15	100.0

Reporting of Percent of Grant Funds Awarded Based on
Number of Students Served

Research question twelve: How do the community colleges and junior colleges in

Mississippi report the percentage of grant funds awarded relating to the number of

students served? The next set of tables present the reporting of percentage of grant funds

awarded based on the number of students served. Table 92 displays performance

indicators reported as percentage of grant funds awarded based on the number of students

served in the reports filed by the community colleges. Moreover, 20% of the community

colleges indicated that percentage of grant funds awarded based on the number of

students served were reported, while 53.3% did not report it and 26.7% did not respond to

the question.

Table 92

Performance Indicators Reported - Number of Students Served

Variable	Frequency	%
Report	3	20.0
Do Not Report	8	53.3
No Response	4	26.7
Total	15	100.0

Table 93 displays performance indicators reported as percent of grant funds

awarded based on the number of students served in the reports filed by the community

colleges. Of the respondents, 46.6% of the community colleges indicated that percentage

of grant funds awarded based on the number of students served were reported to the

president and administrators, while 26.7% did not report it. Moreover, 26.7% did not respond to the question.

Table 93

Performance Indicators Reported - Number of Students Served-Report to President/Administrators

Variable	Frequency	%
Report	7	46.6
Do Not Report	4	26.7
No Response	4	26.7
Total	15	100.0

Table 94 displays performance indicators reported as percentage of grant funds awarded based on the number of students served in the reports filed by the community colleges. Of the respondents, 33.3% of the community colleges indicated that percentage of grant funds awarded based on the number of students served were reported to the board of trustees, while 40% did not report it. Moreover, 26.7% did not respond to the question.

Table 94

Performance Indicators Reported-Number of Students Served-Report
to Board of Trustees

Variable	Frequency	%
Report	5	33.3
Do Not Report	6	40.0
No Response	4	26.7
Total	15	100.0

Table 95 displays performance indicators reported as percentage of grant funds awarded based on the number of students served in the reports filed by the community colleges. Of the respondents, 26.7% of the community colleges indicated that percentage of grant funds awarded based on the number of students served were reported to the college faculty and staff, while 46.7% did not report it. Moreover, 26.7% did not respond to the question.

Table 95

Performance Indicators Reported - Number of Students Served-Report
to College Faculty and Staff

Variable	Frequency	%
Report	4	26.7
Do Not Report	7	46.7
No Response	4	26.7
Total	15	100.0

Table 96 displays performance indicators reported as percentage of grant funds awarded based on the number of students served in the reports filed by the community colleges. Of the respondents, 6.7% of the community colleges indicated that percent of grant funds awarded based on the number of students served were reported to the general public/community, while 66.7% did not report it. Moreover, 26.7% did not respond to the question.

Table 96

Performance Indicators Reported-Number of Students Served-Report
to General Public/Community

Variable	Frequency	%
Report	1	6.7
Do Not Report	10	66.7
No Response	4	26.7
Total	15	100.0

**Reporting of Percent of Grant Funds Awarded Based on
Number of Faculty Involved**

Research question thirteen asked: How do the community colleges and junior colleges in Mississippi report the percent of grant funds awarded regarding the number of faculty involved? The next set of tables present the reporting of grant funds awarded based on the number of faculty involved. Table 97 displays performance indicators reported as percentage of grant funds awarded based on the number of faculty involved in the reports filed by the community colleges. Of the respondents, 26.7% of the community colleges indicated that percentage of grant funds awarded based on the number of faculty

involved were reported, while 46.7% did not report it. Moreover, 26.7% did not respond

to the question.

Table 97

Performance Indicators Reported-Number of Faculty Involved

Variable	Frequency	%
Report	4	26.7
Do Not Report	7	46.7
No Response	4	26.7
Total	15	100.0

Table 98 displays performance indicators reported as percentage of grant funds

awarded based on the number of faculty involved in the reports filed by the community

colleges. Of the respondents, 40% of the community colleges indicated that percent of

grant funds awarded based on the number of faculty involved were reported to the

president and administrators, while 33.3% did not report it. Moreover, 26.7% did not

respond to the question.

Table 98

Performance Indicators Reported - Number of Faculty
Involved-Report to President/Administrators

Variable	Frequency	%
Report	6	40.0
Do Not Report	5	33.3
No Response	4	26.7
Total	15	100.0

Table 99 displays performance indicators reported as percentage of grant funds awarded based on the number of faculty involved in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds awarded based on the number of faculty involved were reported to the board of trustees, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 99

Performance Indicators Reported - Number of Faculty
Involved-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 100 displays performance indicators reported as percentage of grant funds awarded based on the number of faculty involved in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percent of grant funds awarded based on the number of faculty involved were reported to the college faculty/staff, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 100

Performance Indicators Reported - Number of Faculty
Involved-Report to College Faculty/Staff

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 101 displays performance indicators reported as percentage of grant funds awarded based on the number of faculty involved in the reports filed by the community colleges. Of the respondents, 73.3% of the community colleges indicated that percentage of grant funds awarded based on the number of faculty involved were reported to the general public/community. Moreover, 26.7% did not respond to the question.

Table 101

Performance Indicators Reported - Number of Faculty
Involved-Report to General Public/Community

Variable	Frequency	%
Do Not Report	11	73.3
No Response	4	26.7
Total	15	100.0

Reporting of Percent of Grant Funds Awarded Based on Return on Investment

Research question fourteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the return on investments? The next set of tables present the reporting of percent of grant funds awarded based on return on investment. Table 102 displays performance indicators reported as percent of grant funds awarded based on return on investment in the reports filed by the community colleges. Of the respondents, 26.7% of the community colleges indicated that percent of grant funds awarded based on the return on investment were reported, while 46.7% did not report it. Moreover, 26.7% did not respond to the question.

Table 102

Performance Indicators Reported- Return on Investment

Variable	Frequency	%
Report	4	26.7
Do Not Report	7	46.7
No Response	4	26.7
Total	15	100.0

Table 103 displays performance indicators reported as percentage of grant funds awarded based on return on investment in the reports filed by the community colleges. Of the respondents, 33.3% of the community colleges indicated that percentage of grant funds awarded based on the return on investment were reported to the president and administrators, while 40% did not report it. Moreover, 26.7% did not respond to the question.

Table 103

Performance Indicators Reported- Return on Investment-Report
to President/Administrators

Variable	Frequency	%
Report	5	33.3
Do Not Report	6	40.0
No Response	4	26.7
Total	15	100.0

Table 104 displays performance indicators reported as percentage of grant funds awarded based on return on investment in the reports filed by the community colleges. Of the respondents, 20% of the community colleges indicated that percent of grant funds awarded based on the return on investment were reported to the board of trustees, while 53.3% did not report it. Moreover, 26.7% did not respond to the question.

Table 104

Performance Indicators Reported-Return on Investment-Report to Board of Trustees

Variable	Frequency	%
Report	3	20.0
Do Not Report	8	53.3
No Response	4	26.7
Total	15	100.0

Table 105 displays performance indicators reported as percentage of grant funds awarded based on return on investment in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds awarded based on the return on investment were reported to the college faculty and staff, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 105

Performance Indicators Reported-Return on Investment-Report to College Faculty/Staff

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 106 displays performance indicators reported as percentage of grant funds awarded based on return on investment in the reports filed by the community colleges. Of the respondents, 73.3% of the community colleges indicated that percentage of grant funds awarded based on the return on investment were reported to the general public/community. Moreover, 26.7% did not respond to the question.

Table 106

Performance Indicators Reported-Return on Investment-Report
to General Public/Community

Variable	Frequency	%
Do Not Report	11	73.3
No Response	4	26.7
Total	15	100.0

**Reporting of Percent of Grant Funds Awarded Regarding
Achievement of Grant Objectives**

Research question fifteen asked: How do the community colleges and junior

colleges in Mississippi report the percent of grant funds awarded regarding achievement

of grant objectives? The next set of tables present the reporting of grant funds awarded

regarding achievement of grant objectives. Table 107 displays performance indicators

reported as percent of grant funds awarded regarding achievement of grant objectives in

the reports filed by the community colleges. Of the respondents, 13.3% of the community

colleges indicated that percent of grant funds awarded regarding achievement of grant

objectives, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 107

Performance Indicators Reported-Achievement of Grant Objectives

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 108 displays performance indicators reported as percentage of grant funds

awarded regarding achievement of grant objectives in the reports filed by the community

colleges. Of the respondents, 53.3% of the community colleges indicated that percentage

of grant funds awarded regarding achievement of grant objectives were reported to the

president and administrators, while 20% did not report it. Moreover, 26.7% did not

respond to the question.

Table 108

Performance Indicators Reported-Achievement of Grant Objectives-Report
to President/Administrators

Variable	Frequency	%
Report	8	53.3
Do Not Report	3	20.0
No Response	4	26.7
Total	15	100.0

Table 109 displays performance indicators reported as percentage of grant funds

awarded regarding achievement of grant objectives in the reports filed by the community

colleges. Of the respondents, 13.3% of the community colleges indicated that percentage

of grant funds awarded regarding achievement of grant objectives were reported to the

board of trustees, while 60% did not report it. Moreover, 26.7% did not respond to the

question.

Table 109

Performance Indicators Reported-Achievement of Grant
Objectives-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

Table 110 displays performance indicators reported as percentage of grant funds awarded regarding achievement of grant objectives in the reports filed by the community colleges. Of the respondents, 20% of the community colleges indicated that percent of grant funds awarded regarding achievement of grant objectives were reported to the college faculty and staff, while 53.3% did not report it. Moreover, 26.7% did not respond to the question.

Table 110

Performance Indicators Reported-Achievement of Grant
Objectives-Report to College Faculty and Staff

Variable	Frequency	%
Report	3	20.0
Do Not Report	8	53.3
No Response	4	26.7
Total	15	100.0

Table 111 displays performance indicators reported as percentage of grant funds awarded regarding achievement of grant objectives in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds awarded regarding achievement of grant objectives were reported to the general public/community, while 60% did not report it. Moreover, 26.7% did not respond to the question.

Table 111

Performance Indicators Reported-Achievement of Grant
Objectives-Report to General Public/Community

Variable	Frequency	%
Report	2	13.3
Do Not Report	9	60.0
No Response	4	26.7
Total	15	100.0

**Reporting of Percent of Grant Funds Awarded Regarding
Indirect Administrative Costs**

Research question sixteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding indirect administrative costs? The next set of tables present the reporting of percentage of grant funds awarded regarding indirect administrative costs. Table 112 displays performance indicators reported as percentage of grant funds awarded regarding indirect administrative costs in the reports filed by the community colleges. Of the respondents, 26.7% of the community colleges indicated that percentage of grant funds awarded

indirect administrative costs were reported, while 40% did not report it. Moreover,

33.30% did not respond to the question.

Table 112

Performance Indicators Reported-Indirect Administrative Costs Received

Variable	Frequency	%
Report	4	26.7
Do Not Report	6	40.0
No Response	5	33.30
Total	15	100.0

Table 113 displays performance indicators reported as percentage of grant funds awarded regarding indirect administrative costs in the reports filed by the community colleges. Of the respondents, 40% of the community colleges indicated that percentage of grant funds awarded indirect administrative costs were reported to the president and administrators, while 26.7% did not report it. Moreover, 33.30% did not respond to the question.

Table 113

Performance Indicators Reported-Indirect Administrative Costs
Received-Report to President/Administrators

Variable	Frequency	%
Report	6	40.0
Do Not Report	4	26.7
No Response	5	33.30
Total	15	100.0

Table 114 displays performance indicators reported as percentage of grant funds awarded regarding indirect administrative costs in the reports filed by the community colleges. Of the respondents, 13.3% of the community colleges indicated that percentage of grant funds awarded indirect administrative costs were reported to the board of trustees, while 46.7% did not report it. Moreover, 40% did not respond to the question.

Table 114

Performance Indicators Reported-Indirect Administrative Costs
Received-Report to Board of Trustees

Variable	Frequency	%
Report	2	13.3
Do Not Report	7	46.7
No Response	6	40.0
Total	15	100.0

Table 115 displays performance indicators reported as percentage of grant funds awarded regarding indirect administrative costs in the reports filed by the community colleges. Of the respondents, 60% of the community colleges indicated that percentage of grant funds awarded indirect administrative costs were reported to the college faculty and staff. Moreover, 40% did not respond to the question.

Table 115

Performance Indicators Reported-Indirect Administrative Costs Received-Report
to College Faculty/Staff

Variable	Frequency	%
Do Not Report	9	60.0
No Response	6	40.0
Total	15	100.0

Table 116 displays performance indicators reported as percentage of grant funds awarded regarding indirect administrative costs in the reports filed by the community colleges. Of the respondents, 53.3% of the community colleges indicated that percentage of grant funds awarded indirect administrative costs were reported to the general public/community. Moreover, 46.7% did not respond to the question.

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Table 116

Performance Indicators Reported-Indirect Administrative Costs Received-Report
to General Public/Community

Variable	Frequency	%
Do Not Report	8	53.3
No Response	7	46.7
Total	15	100.0

Summary

In this chapter, the data analysis was presented in the tables to give a description
of the responses of the representatives from the community and junior colleges in
Mississippi on issues relating to grant functions and foundation development. The
representatives' responses on the questionnaire provided their perception about the
structural and organizational effectiveness of their programs and served to explore their
perceptions of the operations of their institutions regarding grant functions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter five is a presentation of summary, conclusions and recommendations of this study conducted to explore resource development at Mississippi's rural community and junior colleges and to examine the types of activities that Mississippi community and junior colleges use to raise funds. In order to respond to the problem of this study, sixteen research questions were generated. The research questions were the following:

1. What are the advancement functions reporting lines of the community colleges and junior colleges in Mississippi?

2. How do the grant functions of the community colleges and junior colleges in Mississippi interact with other college departments?

3. What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi?

4. How successful were the community colleges and junior colleges in Mississippi in their submission of grant applications?

5. How do the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program?

6. What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report?

7. How do the community colleges and junior colleges in Mississippi report the performance indicators?

8. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded?

9. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded to institutional budget?

10. How do the community colleges and junior colleges in Mississippi report the increase in percentage of grant funds awarded compared to previous year?

11. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds that support strategic goals?

12. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded relating to the number of students served?

13. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the number of faculty involved?

14. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the return on investments?

15. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding achievement of grant objectives?

16. How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding indirect administrative costs?

Summary

Research question one asked: What is the advancement functions reporting lines of the community colleges and junior colleges in Mississippi? Of the individuals responsible for the operation of grants at the community colleges, 39% were comprised of the executives, Coordinators of Grants, Chief Planning Officers, and Director of Institutional Advancement/Federal Programs,

Research question two asked: How do the grant functions of the community colleges and junior colleges in Mississippi interact with other college departments? About 40% of them indicated that some of their grant functions are coordinated with some of the activities of grants development.

Research question three asked: What are the responsibilities of employees involved with grant functions at the community colleges and junior colleges in Mississippi? Of the representatives, 33% of the community and junior colleges perceived the function of the grants office as a shared responsibility. They believed that the community and junior colleges have full responsibility for corporate/foundation grant development and all other funding services, including negotiations with funding agencies, program budget amendments, and extensions.

Research question four asked: How successful were the community and junior colleges? Of the respondents, 26.1% of the community colleges submitted 10 or more grant applications during this period while 19% of them submitted over $6 million in grant applications, and over 20% of them were funded for more than $1million, with 13.4% of them receiving in excess of $4 million.

Research question five asked: How did the community colleges and junior colleges in Mississippi perceive the use of award amounts for evaluation of the institutional grant program. Of the respondents, 33% believed that award amounts represented an important aspect of the evaluation of the grants functions of the community and junior colleges.

Research question six asked: What performance indicators of effectiveness do the community colleges and junior colleges in Mississippi report? Of the community and junior colleges, 20% reported that their total grant dollars awarded were reported to various college entities.

Research question seven asked: How do the community colleges and junior colleges in Mississippi report the performance indicators? Of the community and junior colleges, 47% reported total grant dollars awarded to the president and administrators. Some of this information was also reported to the board of trustees, the college faculty and staff, and the general public/community.

Research question eight asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded? Of the respondents, 20% indicated that they reported this information to the president and administrators. Some of this information was also reported to the board of trustees, the college faculty and staff, and the general public/community.

Research question nine asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded to institutional budget? Of the community and junior colleges, 26% indicated that percentage of grant

funds awarded to the institutional budget was reported to the president/administrators. Many of them also reported this information to the general public/community,

Research question ten asked: How do the community colleges and junior colleges in Mississippi report the increase in percentage of grant funds awarded compared to previous year? Of the community and junior colleges, 26% indicated that percentage of grant funds increase over the previous year was reported to the president and administrators. Some of this information was also reported to the board of trustees, and the general public/community.

Research question eleven asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds that support strategic goals? Of the community and junior colleges, 13% indicated that percentage of grant funds that support strategic goals were reported to the president/administrators. Most of them shared this information with the general public/community.

Research question twelve asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded relating to the number of students served? Of the participants, 20% reported that they provided this information about the number of students served to the president and administrators.

Research question thirteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the number of faculty involved? A number of the participants, 26%, reported that they provided this information about the number of faculty involved to the president and

administrators. Many of them also reported this information to the board of trustees, and the college faculty and staff, as well as to the general public/community.

Research question fourteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding the return on investments? Of the participants, 26% reported that they provided this information about the number of faculty involved to the president and administrators. Many of them also made this information available to general public/community.

Research question fifteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding achievement of grant objectives? Of the community and junior colleges examined, 13% indicated that they reported that information to the president and administrators.

Research question sixteen asked: How do the community colleges and junior colleges in Mississippi report the percentage of grant funds awarded regarding indirect administrative costs? Of the community and junior colleges, 40% indicated that percentage of grant funds awarded indirect administrative costs were reported to the president and administrators. Many of them also provided this information to the college faculty and staff and the general public/community.

Conclusions

Welch et al. (2003) believed that one of the most significant challenges facing community colleges is generating enough revenue to promote the mission, goals, and objectives of community colleges. In most cases, according to Kenton et al.(2005), community colleges thrive on revenue generated from tuition and fees, federal and state

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programs, state programs and endowments. In order to mediate this financial crisis,

many community and junior colleges have been forced to increase tuition and fees and

seek additional funding from other sources. The results of this study demonstrate how the

community and junior colleges in Mississippi operate their grants offices, sometimes in

collaboration with the foundations office, to ensure that the students have adequate

resources to acquire a rewarding educational experience.

The study also revealed the connection between the grants functions and grants

development at the community colleges and junior colleges in Mississippi. As Anderson

and Synder (1993) earlier surmised, community college foundations were originally set

up to solicit revenue from capital campaigns. However, the trend has shifted from capital

campaigns to cooperative fundraising activities in conjunction with community based

organizations affiliated with the colleges. The community and junior colleges have to

engage in similar practices as the four year institutions. They have to initiate annual fund

drives, capital campaigns, special events, grants, and business partnerships in order to

secure the resources necessary to survive in this competitive educational environment..

Cantanzaro and Miller (1994) concluded that community colleges must create

opportunities for raising revenue and rely less on the traditional way of philanthropic

giving. Community colleges are now obligated to form collaborations with the

community as well as develop strategic alliances with companies that support private

fundraising. Many of the community and junior colleges in this study report that they

communicate with their community partners on the status of their grant functions.

This type of community college foundation can oversee fundraising activities and disbursement of additional revenues for the college (Keener, 1982).

Many of the activities of the community and junior colleges in Mississippi conform to the same principles as proposed by Duffy (1980) who reported that successful community colleges foundations: (1) have strong ties with the community, (2) promote involvement of community leaders, (3) support college related activities, (4) serves as a component of financial aid for students, and (5) promote new ideas for generating revenue.

Information was also provided on the involvement of the president of the community colleges and junior colleges in Mississippi in the Resource Development Office and Revenue Funding. The responsibility attached to resource development activity by the community colleges and junior colleges in Mississippi is even more prominent as fundraising becomes more difficult for Community Colleges. As seen in this study, the College President has taken on the responsibility as chief fundraiser (Glass, Conrad & Luke, 1998). The president is expected to manage the affairs of the college as well as incorporate resource development into his job duties. That means that the president must possess the leadership characteristics to lead effectively and be a successful fundraiser. In many instances, the president of the community and junior colleges in Mississippi appear to mirror the image proposed by Beehler (1993) of a president of the college as the leader between the community and the college, the president as an educator and a community leader. The president can only be successful to the extent that he is capable of alternating between these roles. The findings of this study

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agree with Dyson and Kirkman (1989) that the president must accept the role as chief

fundraiser for his college. The college president is seen as a leader in all the resource

development efforts.

Recommendations

To augment revenue funding, community and junior colleges can seek corporate

support which could result in a commitment to corporate funding, hiring people who can

solicit funds, and identifying areas in which the college needs funding (Milligan, 1982).

The utilization of alumni associations could also serve as a practical source of alternative

revenue for community colleges. Alumni support can promote political support, generate

new students and possibly locate potential donors for the college (Kopeck, 1980). As

Chesson and Rubin (2002) reported, community colleges need to strengthen their

educational policies while creating opportunities for individuals to prosper in rural

communities. Future studies could examine and compare the strategies used by four year

colleges and universities and community and junior colleges for developing effective

grant functions.

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Wattenbarger, J.L., & Cage, B.N. (1974). More money for more opportunity. San Francisco: Jossey-Bass.

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APPENDIX A

COMMUNITY COLLEGE RESOURCE DEVELOPMENT

SURVEY INSTRUMENT

Community College Resource Development Survey

This questionnaire should be completed by the person ***primarily*** responsible for fundraising at your institution. **Instructions**: Please answer the following questions to the best of your knowledge.

START HERE

1. **Does you community college have a grants office? Place an 'x' in the appropriate box.**
□ **No → Skip to item 4**
□ **Yes, What is the name of the Department?** _____

2. **If yes, is the grants office separate from the Foundation Office?**
□ **Yes**
□ **No**

3. **If yes, how many persons are assigned to the grants operation?**

Number of full-time personnel: _____ Administrators
_____ Professional staff
_____ Clerical staff
_____ Faculty
Number of part-time personnel: _____ Administrators
_____ Professional staff
_____ Clerical staff
_____ Faculty

4. **What was the annual operating budget (personnel and other expenses) allocated for grant development for July 1, 2006-June 2007? If exact numbers are not readily available, please estimate.**

$ _____   FY 2006-2007 Annual Operating Budget for Grant Development

5. **As the person responsible primarily for grants, what is your title?**
_____

6. **What is the title of the person to whom you report?**
_____

7. **What is the reporting relationship to the President? Place an 'x' in the box that best represents your institution.**
□ I report directly to the president.
□ I report to a position that reports to the president (one removed).
□ I report to a position two or more removed from the president.

CONTINUE HERE

8. **Which of the following advancement functions are in the same reporting line as the grants function, i.e. report to the same administrator? Place an 'x' in the appropriate box for each function.**

	Same Administrator	Different Administrator	Not Applicable
Alumni Affairs	☐	☐	☐
Community Affairs	☐	☐	☐
Corporate Relations	☐	☐	☐
Fundraising/Foundation	☐	☐	☐
Government Relations	☐	☐	☐
Institutional Research	☐	☐	☐
Marketing	☐	☐	☐
Media Relations	☐	☐	☐
Publications	☐	☐	☐

9. **What is the relationship between the grants function and the following advancement function? For each one, place an 'x' in the box that best represents your institution.**

	Not a key activity at my college	Function exists but does not coordinate with grants development	Function coordinates some activities with grants development	Key activities are inter-dependent and share strategic management information
Alumni Affairs	☐	☐	☐	☐
Community Affairs	☐	☐	☐	☐
Corporate Relations	☐	☐	☐	☐
Fundraising/Foundation	☐	☐	☐	☐
Government Relations	☐	☐	☐	☐
Institutional Research	☐	☐	☐	☐
Marketing	☐	☐	☐	☐
Media Relations	☐	☐	☐	☐
Publications	☐	☐	☐	☐

CONTINUE ON THE NEXT PAGE

CONTINUE HERE

For items 10-23, indicate whether you have full, partial, or no responsibility for the resource development activity listed? Place an 'x' in the appropriate box.

Pre-award:	Full Respon-sibility	Shared Respon-sibility	No Respon-sibility
10. Budget Preparation	□	□	□
11. Consortia/partnership development	□	□	□
12. Corporate/foundation grant development	□	□	□
13. Grant project design and development	□	□	□
14. Grant proposal editing	□	□	□
15. Grant proposal writing	□	□	□
16. Research on funding sources	□	□	□
17. Statistical research	□	□	□
18. Transmission of proposal to funding agency	□	□	□
Post-award:	□	□	□
19. Negotiation with funding agency	□	□	□
20. Fiscal management (grants accounting)	□	□	□
21. Compliance monitoring	□	□	□
22. Program/budget amendments and extensions	□	□	□
23. Grant management (reports and deliverables)	□	□	□

24. Indicate the number of grants applications or proposals your institution submitted in FY 2006-2007.   _____ Number of grant applications/proposals submitted and amount _____ .

25. Indicate the outcomes for the grant applications or proposals your institution in FY 2006-2007.

_____Number of grant applications/proposals funded and amount _____

_____Number of grant applications/proposals declined

_____Number of grant applications/proposals pending

For items 26-31, indicate grant revenue for FY 2006-2007. Do not include Pell grants or financial aid. If exact figures are not readily available, please estimate**.**

26. Federal government (including Federal pass-through funds) $_____

27. State government $_____

28. Local government $_____

29. Corporations $_____

30. Other $_____

31. Total grant revenue $_____

CONTINUE ON THE NEXT PAGE

CONTINUE HERE

For items 32-43, circle the number under the response that best indicates the importance to you of the following factors in evaluating your institution grant performance:

	Not Applicable	Not Important	Somewhat Important	Important	Very Important
32. Total dollars awarded	1	2	3	4	5
33. Total number of grants submitted	1	2	3	4	5
34. Total number of grants awarded	1	2	3	4	5
35. Percent of grants awarded	1	2	3	4	5
36. Percent of grant funds to in institutional budget	1	2	3	4	5
37. Percent of grant revenue increase over prior year	1	2	3	4	5
38. Percent of grants that support strategic goals	1	2	3	4	5
39. Number of students served	1	2	3	4	5
40. Number of faculty involved	1	2	3	4	5
41. Return on investment (ratio of costs to revenue)	1	2	3	4	5
42. Achievement of grant objectives	1	2	3	4	5
43. Indirect/administrative costs received	1	2	3	4	5

For items 44-55, circle the numbers under the responses that indicate what performance indicators or measures of effectiveness you report and to whom (circle all that apply):

	Do Not Report	Presidential/or Administrators	Board of Trustees	College faculty and Staff	General Public or Community
44. Total grant dollars awarded	1	2	3	4	5
45. Total number of grants submitted	1	2	3	4	5
46. Total number of grants awarded	1	2	3	4	5
47. Percent of grants funds awarded	1	2	3	4	5
48. Percent of grant funds to institutional budget	1	2	3	4	5
49. Percent of grant revenue increase over prior year	1	2	3	4	5

CONTINUE ON THE NEXT PAGE

CONTINUE HERE

	Do Not Report	President and Administrators	Board of Trsutees	College faculty and staff	General Public and Community
50. Percent of grants that support strategic goals	1	2	3	4	5
51. Number of students served	1	2	3	4	5
52. Number of faculty involved	1	2	3	4	5
53. Return on investment (ratio of costs to revenue)	1	2	3	4	5
54. Achievement of grant objectives	1	2	3	4	5
55. Indirect/administrative costs received	1	2	3	4	5

Thank you for your time in completing this questionnaire.

Please share any additional comments you have in the box below.

**Please return this questionnaire to
Fredrick White
The John C. Stennis Institute of Government
P.O. Box LV
Mississippi State, MS 39762
662.325.3328(Office)- 662.325.3772(Fax)**

Adapted from Dr. Nancy Burns, University of Central Florida

APPENDIX B

LETTER REQUESTING PERMISSION TO USE SURVEY

April 2, 2007

Dr. Nancy B. Morgan
Dean of Planning and Resource Development
Daytona Beach Community College
1200 W. International Speedway Blvd.

Dear Dr. Morgan:

First of all, I want to thank you for sending me an electronic copy of your dissertation. As mentioned earlier in a previous email, I am working on my doctorate in Community College Leadership with an interest in resource development. The title of my proposed dissertation is *Community College Finance: A causal comparative analysis of current resource development opportunities at Rural Community Colleges in the Deep South Region of the United States.* This research will explore a causal comparative relationship between resource development opportunities and Rural Community Colleges in the Deep South. The term Deep South will refer to Alabama, Arkansas, Louisiana, and Mississippi.

I reviewed your survey and realized that it captured the essence of what I am trying to explore-resource development. It behooves me to reinvent the wheel so therefore, I am requesting permission to utilize the contents of your survey to gather my research in resource development. I understand that I must follow protocol and will acknowledge accordingly.

If you have any suggestions or comments, please advise. I will inform you of my progress. I can be reached at (work) 601.977.4463 or (cell) 601.259.0926.

Sincerely,

Fredrick White

APPENDIX C

EMAIL CONFIRMATION TO USE SURVEY

From: Nancy Morgan [MORGANN@dbcc.edu]
Sent: Monday, April 02, 2007 5:56 PM
To: White, Fred
Subject: Re: Survey Letter
Mr. White,
You have my permission to use the survey I designed for doctoral research entitled
Characteristics Associated with the Effectiveness of Resource Development in Florida Community Colleges to support your research on Community College Finance: Resource Development in Rural Community Colleges in the Deep South.

I hope you will share the results of your survey and any research findings with me. If I can be of further assistance, please let me know.
Sincerely,

Dr. Nancy B. Morgan
Associate Vice President
Planning & Resource Development
Daytona Beach Community College
1200 W. International Speedway Blvd.
Daytona Beach, Florida 32120-2811
Phone: (386) 506-4579
Fax: (386) 506-4483
E-mail: morgann@dbcc.edu

>>> "White, Fred " <fwhite@tougaloo.edu> 4/2/2007 6:49 PM >>>

Dr. Burn's,

Please reference the attached letter regarding permission to use your survey.

Fred White

APPENDIX D

SURVEY LETTER

Date:

Name:
Title:
Organization Name:
Address:
City, State and Zip Code:

Dear:

The John C. Stennis Institute of Government and I are surveying the state of Mississippi's Community Colleges to obtain current information about community college resource development. Your college's participation is critical to this project. The survey results will enhance the efforts for two-year colleges by identifying factors associated with effective resource development and will provide an accurate picture of community college resource activity in the state.

The survey is to be completed by you or some other person(s) who is responsible for resource development at the college. Also please note, that all numerical and monetary information should be based on academic year 2006-2007. If you have questions, please contact Fredrick White by e-mail at fwhite4@bellsouth.net or by phone at 601.259.0926. You may also contact Dr. Ed Davis (Dissertation Chair) at jed11@colled.msstate.edu or by phone at 662.325.9256. Please return the survey by DATE by mail or fax at Fredrick White, John C. Stennis Institute of Government, P.O. Box LV, Mississippi State, Mississippi 39762, 662.325.3772 (fax).

In keeping with the college's informed consent process, we wish to make you aware of your rights and the conditions of this research study. Specifically, there is no risk to you as a participant in this study. Your participation is voluntary. It will take 15-20 minutes to complete the entire survey. You do not have to answer any question you do not wish to answer, and you have the right to withdraw without consequences. Your identity will remain confidential to the extent provided by law, and your individual community college name will not be associated with the results.

Once again, the benefits to participating in this survey will be the knowledge gained as it relates to resource development and your college as a result of answering the survey questions. For additional information regarding your rights as a research subject, please feel free to contact the MSU Regulatory Compliance Office at 662-325-5220 or via email at irb@research.msstate.edu.

Sincerely,

Fredrick White
Mississippi State University
Doctoral Candidate
Community College Leadership

APPENDIX E

RESEARCHER VITAE

FREDRICK WHITE
5863 Cypress Trail ● Jackson, MS 39211 ● 601.956.2954 ● Fwhite4@bellsouth.net

SUMMARY OF QUALIFICATIONS

- Proficient in fiscal management
- Skilled in management and administration
- Proficient in grant writing
- Proficient in contract negotiations
- Interpret policies, laws and regulations
- Skilled in human resource management and development
- Able to establish work objectives and monitor progress toward their achievement
- Strategic thinker, able communicator and hands-on manager with impressive record of accomplishments

PROFESSIONAL EXPERIENCE

2005- Present, Tougaloo College, Tougaloo, Mississippi
　　　February 2007- *Adjunct Professor*
- Joint Appointment- Faculty/Staff Status
- Teaching Constitutional Law-Spring 2007
- Teaching Administrative Law- Fall 2007

　　　September 2005- *Grants Management Specialist*
- Conduct Grants Management Training Workshops for Principal Investigators on Federal and Foundation Funding
- Develop, update and maintain the post-award grants administration handbook
- Coordinate with the Principal Investigator and the Office of Finance and Administration in contract negotiations
- Coordinate with Principal Investigators in all budget revisions for projects
- Ensure grants are closed by contract period and all expenses relating to grants have been drawn down from funding agency
- Draw down electronic grant funds based on allowable expenditures (includes preparing required invoices and documentation)
- Coordinate with the Principal Investigator and the Office of Finance and Administration to ensure that copyrights and patents are in place to safeguard the interest of the inventors and Tougaloo College
- Complete federal cash transaction reports for restricted grant funding.
- Serve as a liaison between funding agency and Principal Investigators

- Design spreadsheets and other tools ensure compliance with all grant and contract requirements including fiscal reports, documented policies, and audited financials
- In collaboration with the Director of the Office of Sponsored Programs and Research and the Office of Finance, develop and maintain annual indirect rate calculations used in federal government reporting
- Oversee the fiscal administration of all awards (funded by government agencies, corporations and/or foundations) to Tougaloo College

2000-August 30, 2005, PARTNERSHIP FOR A HEALTHY MISSISSIPPI, Jackson, MS
  September 2003 to August 30, 2005- *Targeted Fiscal Manager/ Grant Writer*
- Monitored and maintained Targeted Programs' fiscal operations
- Assisted in developing Targeted Programs annual budget and contracts
- Wrote and interpreted technical contract language for Targeted Programs
- Prepared written contract award summary documentation of all awarded contracts in compliance with The Partnership's regulations and procedures
- Monitored, recommended improvements and resolve problems with grant or contract expenditures
- Participated in policy discussions and recommend policy or procedural changes as needed; revise and update policy and procedures manual as necessary
- Prepared monthly reports of grant and contract activity to the Executive Director
- Researched public and private grant agencies for potential funding sources
- Identified and prepare specific data for use in grant proposals
- Conducted staff meetings to identify and prioritize funding needs
- Established local advisory committees and facilitate local health forums on tobacco and tobacco related illnesses
- Represented Partnership during contract negotiations and state government legislature sessions

  2000-September 2003- *Community/Youth Partnership Fiscal Director*
- Planned, managed, and directed all administrative and managerial activities of 33 Community Youth Partnerships
- Approved and maintained uniform fiscal procedures and standards of operation with Community Coalitions/Partnerships
- Prepared financial statements, budgets and financial reports
- Reviewed grant proposals to assure fiscal compliance
- Recommended solutions and negotiated changes when there where conflicts with contract provisions

165

- Developed several Excel spreadsheets to monitor the accountability for grantees' receipts and expenditures
- Consulted with sub-grantees and senior management regarding labor-management relations, procurement and other administrative management issues
- Monitored and approved expenditures of Community Coalition/Partnership funds totaling $8,000,000
- Monitored fiscal activities of recipients of Partnership's competitive funding
- Monitored programmatic progress of recipients of Partnership's competitive funding
- Represented Partnership during contract negotiations and state government legislature sessions
- Determined appropriate salary and fringe benefits for Community Youth Partnership personnel
- Made appropriate determinations regarding fiscal activity of Community Coalitions/Partnerships
- Maintained effective representation of the Partnership with the Attorney General, legislators and community leaders on the ill health effects of tobacco
- Identified and recruited prospective agencies that the Partnership could enter into grantor/grantee relationships with
- Proficient in usage of various financial management, data management and word processing software packages

1992-2000, CENTRAL MISSISSIPPI PLANNING AND DEVELOPMENT DISTRICT, Jackson, MS
Loan Specialist
- Monitored U.S. Small Business loans for timeliness of repayment
- Developed and implemented intensive, remedial servicing actions to recover defaulted loans
- Conducted site visits to determine business viability and ascertain condition of loan collateral
- Conducted annual review of borrowers' financial statements
- Conducted periodic review of borrowers' files to insure compliance with loan terms
- Established fiscal procedures and sound accounting procedures to meet federal reporting requirements for the United States Small Business Administration
- Monitored, recommended improvements, and resolved problems with cash flow

Program Specialist I
- Administered the Federal Job Opportunity and Basic Skills (JOBS) program for recipients residing in six counties throughout Central Mississippi
- Trained and supervised a staff of forty persons
- Implemented job readiness training programs and oversaw job placement in each of the agency's six county service area
- Interpreted federal policy as it related to JOBS, Temporary Assistance for Needy Families and employment relations
- Conducted periodic reviews of literature to remain conversant with emerging research and statistics to facilitate revision of agency policies and procedures
- Effectively informed community coalitions of emerging and changing labor and safety regulations
- Developed and implemented new policies as necessary
- Served as liaison between the community coalitions and the Mississippi Department of Human Services
- Established effective communications with local and state representatives to insure they remained informed of pertinent statistical data and policy changes
- Reviewed grant applications to identify prospective awardees
- Managed grants to insure compliance with federal and state regulations and to insure grantees performed all contractual obligations of the grant

1991-1992, BOSWELL REGIONAL CENTER, Sanatorium, MS
Supported Employment Specialist
- Assisted in determining employment interest of mentally challenged
- Conducted job analysis for the mentally challenged
- Identified referral sources for job training and placement
- Facilitated and maintained direct contact with family members, mental health agencies, the Mississippi Department of Mental Health and Community Alliances

Administrative Intern
- Analyzed data using data management systems, Lotus and Quattro Pro
- Revised agency policy and procedures manual
- Researched employee's worker compensation claims
- Assisted in coordinating staff training and development activities

COMPUTER SKILLS

Extensive knowledge of computer software applications

- Word/WordPerfect
- Excel
- Financial Edge
- Lotus
- PowerPoint

EDUCATION AND TRAINING

Ph.D., Community College Leadership, Mississippi State University, Mississippi State, MS,   *Candidate*
M.P.P.A., Public Administration, Mississippi State University, Mississippi State, MS, 1993
B.S., Criminal Justice/Political Science, Mississippi Valley State University, Itta Bena, MS,
         1989

PROFESSIONAL ASSOCIATIONS

American Association of Public Administration
The Academy of Political Science
Pi Sigma Alpha Honor Society- Mississippi State University
Alpha Phi Alpha Fraternity, Inc.

GRANTS

F. White (2004) Partnership for a Healthy Mississippi. Ben and Jerry's Foundation
Youth Fitness Walkathon. $15,000.00

F. White (2004). Partnership for a Healthy Mississippi. Tiger Woods Foundation Family
Health and Welfare. $126,040.00

F. White (2004) Partnership for a Healthy Mississippi. Health Justice and Tobacco
Control Grant. Asian Pacific Partners for Empowerment and Leadership. $50,000.00

F. White (2001). Madison County Union for Progress, Inc. Juvenile Justice Delinquency Act of 1974. Funded in the amount of $157,575 by the Mississippi Division of Public Safety Planning, Office of Justice Programs.

White and Yates (2000). Central Mississippi Planning and Development District. Post Employment Assistance Program for Temporary Assistance for Needy Families. Funded in the amount of $293,835 by the Mississippi Department of Human Services.

White and Anderson (2000). Central Mississippi Planning and Development District. Fatherhood Initiative Program. Funded in the amount of $90,000 by the Mississippi Department of Human Services.

APPENDIX F

INSTITUTIONAL REVIEW BOARD DOCUMENTATION

Mississippi State UNIVERSITY

September 7, 2007

Fredrick White
5863 Cypress Trail
Jackson, MS 39211

RE: IRB Study #07-219: Community College Finance: A Causal Comparative analysis of Resource Development at Mississippi's Community and Junior Colleges

Dear Mr. White:

The above referenced project was reviewed and approved via administrative review on 9/7/2007 in accordance with 45 CFR 46.101(b)(2). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please refer to your IRB number (#07-219) when contacting our office regarding this application.

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

Sincerely,

Christine Williams
IRB Compliance Administrator

cc: James "Ed" Davis

Office for Regulatory Compliance
P. O. Box 6223 • 8A Morgan Street • Mailstop 9563 • Mississippi State, MS 39762 • (662) 325-3294 • FAX (662) 325-8776

Mississippi State
UNIVERSITY

CERTIFICATION OF HUMAN SUBJECTS EDUCATION

Frederick White
Community College Leadership Program
5863 Cypress Trail
Jackson, MS 39211

Certification Expires: 8/16/2009

IRB Training Certification ID #3840.

DESCRIPTION OF INVESTIGATOR EDUCATION

Beginning in July 2000, the Mississippi State University Office of Research and the Institutional Review Board (IRB) implemented a required training program for all investigators who use or plan to use human subjects in research.

Frederick White successfully completed the Basic CITI* Course in the Protection of Human Research Subjects for Social and Behavioral Research by completing the following required modules on 8/16/2006.

- Introduction to the Protection of Human Subjects in Research through the Belmont Report
- History and Ethical Principals
- Defining Research with Human Subjects
- The Regulations and the Social and Behavioral Sciences
- Assessing Risk in Social and Behavioral Sciences
- Informed Consent
- Privacy and Confidentiality
- Links to Ethical Codes and Regulations of Human Subjects in Research

In addition to completion of the CITI Basic Course, all investigators conducting human subjects research at MSU should download and review the IRB Investigator's Manual at http://www.msstate.edu/dept/compliance/irb/irbpolicy.htm. The Investigator's Manual contains valuable information about the submission process, as well as a section on Frequently Asked Questions.

Every three years, investigators will be required to complete additional training and a new certification will be issued at that time.
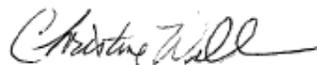
_____
AUTHORIZED IRB REPRESENTATIVE

8/20/07
Date

*CITI is the Collaborative IRB Training Initiative developed by the University of Miami.

APPENDIX G

SURVEY LETTER APPROVAL

Dear Dr. Morgan:

First of all, I want to thank you for sending me an electronic copy of your dissertation. As mentioned earlier in a previous email, I am working on my doctorate in Community College Leadership with an interest in resource development. The title of my proposed dissertation is *Community College Finance: A causal comparative analysis of current resource development opportunities at Rural Community Colleges in the Deep South Region of the United States*. This research will explore a causal comparative relationship between resource development opportunities and Rural Community Colleges in the Deep South. The term Deep South will refer to Alabama, Arkansas, Louisiana, and Mississippi.

I reviewed your survey and realized that it captured the essence of what I am trying to explore-resource development. It behooves me to reinvent the wheel so therefore, I am requesting permission to utilize the contents of your survey to gather my research in resource development. I understand that I must follow protocol and will acknowledge accordingly.

If you have any suggestions or comments, please advise. I will inform you of my progress. I can be reached at (work) 601.977.4463 or (cell) 601.259.0926.

Sincerely,

Fredrick White

APPENDIX H

SECOND SURVEY LETTER

Date:

Name:
Title:
Institution:
Address:
City, State and Zip

Dear:

The John C. Stennis Institute of Government and I recently mailed you a survey regarding the state of Mississippi's Community Colleges input about community college resource development. Your college's participation is critical to this project. The survey results will enhance the efforts for two-year colleges by identifying factors associated with effective resource development and will provide an accurate picture of community college resource activity in the state.

It has come to my attention that this is a busy time for many college personnel and more time may be needed to complete the survey or you may have not received the first copy of the survey. If this is the case or you simple need more time, I understand and would appreciate your response on or before October 12, 2007. I am enclosing another copy of the survey for you to complete. The survey is to be completed by you or some other person(s) who is responsible for resource development at the college. Also please note, that all numerical and monetary information should be based on academic year 2006-2007. If you have questions, please contact Fredrick White by e-mail at fwhite4@bellsouth.net or by phone at 601.259.0926.   You   may   also   contact   Dr.   Ed   Davis   (Dissertation   Chair)   at jed11@colled.msstate.edu or by phone at 662.325.9256. Please return the survey by mail or fax at Fredrick White, John C. Stennis Institute of Government, P.O. Box LV, Mississippi State, Mississippi 39762, 662.325.3772 (fax).

Once again, the benefits to participating in this survey will be the knowledge gained as it relates to resource development and your college as a result of answering the survey questions.

Sincerely,

Fredrick White
Mississippi State University
Doctoral Candidate
Community College Leadership

APPENDIX I

COMMUNITY COLLEGE ADDRESS LABELS

Ms. Rhonda Gibson
Director of Institutional Advancement
Southwest Mississippi Community College
1156 College Drive
Summit, MS 39666

Mrs. Josephine Rymes
Coahoma Community College Foundation
Coahoma Community College
3240 Friars Point Road
Clarksdale, MS 38614

Mr. J. Hess
Associate Vice President for Development
Mississippi Gulf Coast Community College
P.O. Box 99
Perkinston, MS 39573

Ms. Jackie Granberry
Vice President for Institutional
Advancement
Hinds Community College Foundation
P.O. Box 1100
Raymond, MS 39154

Mr. Will Bunch
Director of Institutional Advancement
Itawamba Community College
602 West Hill Street
Fulton, MS 38843

Mr. Patrick Eaton
Executive Director of Development
Northeast Development Foundation
101 Cunningham Boulevard
Booneville, MS 38829

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Mrs. Sybil Canon
Director of Development
Northwest Mississippi Community College
P.O. Box 7015
4975 Hwy 51 North
Senatobia, MS 38668

Mrs. Charlotte Hill
Executive Director of the
Foundation/Alumni Affairs
P.O. Box 649
Wesson, MS 39191

Ms. Stacey Hollingsworth
Executive Director of ECCC Alumni Association and
Foundation
East Central Community College Foundation, Inc.
P.O Box 129
Decatur, MS 39327

Dr. Lindy McClain
Director of Development Foundation
Holmes Community College
P.O. Box 369
Goodman, MS 39079

Ms. Paula Walters
Executive Director of Jones Community
Junior College Foundation
900 South Court Street
Ellisville, MS 39437

Ms. Kathy Brookshire
Executive Director Meridian Community
Foundation
Meridian Community College
910 Hwy. 19 North
Meridian, MS 39037

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

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P.O. Box LV
Mississippi State, MS 39762-5916

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Mr. Eddie Smith
Alumni Affairs Director
Coahoma Community College
3240 Friars Point Road
Clarksdale, MS 38614

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Mr. Ernie Lovell
Executive Director Alumni Affairs
Pearl River Community College
P.O. Box 5389
Poplarville, MS 39470

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Mr. Nick Clark
Director of Development
East Mississippi Community College
Development Foundation
P.O. Box 158
Scooba, MS 39358

Stennis Institute of Government
Mississippi State University
ATTN: Fredrick White
P.O. Box LV
Mississippi State, MS 39762-5916

Mr. Steve Diffey
Director of Alumni Association
Holmes Community College
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