ABSTRACT

This bibliography provides abstracts of 531 state reports selected from the ERIC document collection. Covering ERIC accessions from the period 1968 through June 1977, the abstracts reflect the expansion of state interests and activity in postsecondary planning and coordination. The period of rapid growth in the number of two-year colleges in the mid-60's is reflected by feasibility studies for state junior college systems and standards for facilities and operations. Programs for the disadvantaged, open access, and the management and evaluation of vocational programs are concerns also evident among the early documents. Transition to the current period of stationary enrollments and reduced resources, and the concurrent expansion of state regulatory powers, are reflected in renewed discussions of college role, state-local relationships, and studies of unit costs, alternative funding formulas, program duplication and other measures of cost effectiveness. Between the earliest and latest reports are basic statistical compilations, studies of transfer success, guidelines for program development, and institutional surveys of many types. The abstracts are arranged by state, with 46 of the 50 states represented. Because the abstracts are reproduced exactly as originally published, variable typography may affect the legibility of some entries. (Author)
STATE REPORTS ON TWO-YEAR COLLEGES: A SELECTED BIBLIOGRAPHY OF ERIC DOCUMENTS

Compiled by
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August 1977
PREFACE

In November of 1976 the ERIC system celebrated its tenth birthday with a special anniversary issue of Resources in Education, the ERIC abstract journal. While ERIC has been generally thought of as a source of current information, after ten years—and about 130,000 documents—the richness of the document collection as a source of retrospective and comparative information is becoming apparent. The depth and breadth of ERIC's coverage of the educational report literature are well illustrated by the 531 abstracts compiled in this bibliography of state reports related to community and junior colleges, technical institutes, and postsecondary area vocational schools.

The decade 1966-1976 witnessed the development of coordinated state systems of two-year colleges as well as that of ERIC. The abstracts reproduced here reflect the expansion of state interests and activity in postsecondary planning and coordination. Some of the earliest documents cited are reports of state feasibility studies and needs assessments for two-year college systems. Discussions of the roles of two-year institutions, their relationships with other higher education components, and alternative governance structures are prevalent among the early documents. The period of rapid growth in the number of two-year institutions during the 1960's is evidenced by the publication of guidelines for establishing new colleges, for site-selection and construction of facilities, and of standards for college planning and operations. The development of programs meeting the needs of disadvantaged students, open access, and the management and evaluation of vocational programs are concerns evident among the early documents that remain throughout the bibliography.

New circumstances are reflected in the more recent reports. The changing nature of the two-year college student, as documented in many reports on student characteristics, is also apparent in critical analyses of enrollment projection methodologies based on high school graduation rates. Transition from an era of growth to one of stationary or declining enrollments and reduced fiscal resources is signaled by an increasing number of studies examining alternative formulas for state funding and proposals for financial reform. The development
and implementation of systems for standardized data collection and reporting, planning and evaluation models, unit cost studies, and of attempts to deal with problems of program duplication reflect pressures toward operational efficiency and productivity. Concurrently, the expansion of state regulation of college operations, perhaps abetted by the investiture of new powers in "1202" commissions, has brought forth renewed discussions of state-local relationships, of jurisdictional authority among state boards and commissions, and of institutional autonomy. Competition for students among two- and four-year colleges has produced new or refined definitions of institutional jurisdictions, as exemplified by guidelines for outreach activities.

Between the earliest and latest documents are basic statistical compilations, articulation agreements, studies of student mobility and of transfer success, cost-effectiveness studies, institutional surveys of many types, state-wide follow-up studies, budgeting manuals, surveys of high school students' post-high school plans, and guidelines for the development and evaluation of special programs.

While this bibliography reflects state-level interests and concerns, it is neither a complete record of state publications on two-year colleges nor an authoritative compilation of the most significant documents. The ERIC Clearinghouses depend primarily on the voluntary submission of materials for inclusion in the collection; many important documents may have been missed. In addition, only a portion of the available ERIC documents are represented. In order to include full abstracts of documents yet keep the bibliography within reasonable size, certain types of documents have been excluded categorically: curriculum guides, reports and studies focusing on local areas, older materials dealing with manpower requirements and specific occupational curricula, sponsored studies and project reports resulting from grant awards to local institutions. With a few exceptions, conference and workshop reports have also been excluded. No document was considered for inclusion unless two-year institutions were mentioned in the abstract or in the indexing terms, a criterion that has affected the representation of those states with single postsecondary governance systems whose reports tend to cover institutions at all levels and which necessitate abstracting and indexing from a broad perspective.
Since the document abstracts are reproduced here exactly as originally published, it was not possible to include materials acquired during ERIC's first year, from November 1966 through December 1967, when RIE (then entitled Research in Education) had a very different publication format. Unfortunately this has meant the exclusion of the very earliest studies and master plans.

A bibliography of state reports on two-year colleges was first suggested as a Clearinghouse publication by Fred Wellman, then Chairman of the National Council of State Directors of Community and Junior Colleges and a member of the Clearinghouse Advisory Board. Candidate documents were identified through a combination of manual and computerized searching methods, and were then reviewed for their current or historical interest. Omissions of important documents may have occurred through a failure to identify all of the appropriate issuing agencies. We welcome the contribution of reports not yet available in the ERIC collection which may add to its usefulness as a resource for post-secondary education.

Organization of the Bibliography

This bibliography provides abstracts of state reports related to two-year colleges selected from the ERIC document collection. The abstracts are organized by state, and within each state section are arranged in rough chronological order so as to display trends and relationships. Forty-six of the fifty states are represented. Entries for some series of reports with abstracts descriptive of the contents rather than informative have been grouped together out of chronological sequence; full abstracts have been retained only for the latest editions of such reports.

The abstracts are reproduced exactly as originally published in ERIC's abstract journal Resources in Education (formerly Research in Education); thus variations in typography and print quality are present. The small size of type necessary for the economical publication of a major abstracting journal does not lend itself to adequate microfiche reproduction. Hence copies of this bibliography will not be available from the ERIC Document Reproduction Service. A limited supply of single copies is available free from the Clearinghouse.
Instructions for obtaining copies of documents cited in the bibliography and an ERIC document order form are appended. Prices for microfiche (MF) and hard copy (HC) reproductions of the documents have been retained in the abstracts to indicate availability in each format, but the prices shown may no longer be valid. Current prices must be calculated according to the number of pages cited in each abstract and the appended price schedule.
HIGHLIGHTS

Budgeting
70, 97, 188, 380, 404, 440

Collective Bargaining
280, 499, 509

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60, 180, 186, 199, 228, 310, 353, 510, 517

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55, 62, 503

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366-368, 392, 413, 428, 430, 459, 475, 493-495, 521

Occupational Program Evaluation Methods
1, 23, 29-32, 36-37, 64, 260, 441

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Transfer Policy
82, 98-99, 277, 397, 424, 490, 520

Tuition
206, 504, 507
Alabama

ED 080 733  VT 021 085 Baker, Richard A: Drake, James B.
Self-Appraisal Manual for Local Vocational Education Programs.
Auburn Univ., Ala Dept of Vocational and Adult Education.
Special Agency—Alabama State Dept of Vocational Education, Montgomery.
Pub Date 77
Note—53p.
EDRS Price MF-50.65 HC-S3.29

One phase of program evaluation in vocational education may be thought of as an appraisal of the operational procedures and the resources available. If program improvement is accepted as one area of evaluation, then more attention should be given by local vocational personnel to setting objectives, identifying evidence of attainment, and inferring from the evidence those changes that might bring about improvement. The procedures and instruments included in this manual are theoretical efforts of some 500 pages, including local vocational directors, teachers, principals, superintendents, supervisors, directors of vocational institutes, junior college directors, vocational area superintendents, and state advisory council members. The manual contains self-appraisal instruments and directions for evaluating supplementary programs, adult preparatory programs, secondary and post-secondary occupational programs, and non-vocational programs. Procedures are to be utilized in the follow-up of students in the Vocational Information Reporting System Manual and the self-appraisal instruments to be used are included. (Author/AN)

2.

ED 082 593  HE 004 573
A Study of Undergraduate Admissions to Alabama Colleges and Universities, 1971-72.
Alabama State Commission on Higher Education, Montgomery.
Pub Date Aug 72
Note—42p.
EDRS Price MF-50.65 HC-H2.99

This study examines the undergraduate admission process at Alabama colleges and universities. A questionnaire was administered to officials directing admissions at the 54 public and private colleges and universities in Alabama who were determined to determine the minimum requirements for undergraduate admission, routine extra-credit considerations, the numbers and kinds of applicants and the trends in the numbers of applicants, the extent of high school visits by institutional representatives; and transfer credit policies. Colleges are categorized into "major" institutions, senior institutions, public institutions, private institutions, and freshmen vs. transfer admissions. The survey instrument is presented in the appendix. (MIM)

3.

ED 121 392  JC 760 234
The History of Alabama State Junior Colleges, 1960-1972
The Alabama Association of Educational Administrators.
Div. of Vocational Education and Community Colleges.
Note—159p.
EDRS Price MF-50.83 HC-S1.67 Plus Postage

The document provides a brief historical picture of the Alabama State Junior College System, beginning with the 1961 creation of a statewide junior college governing body, and culminating with the establishment in 1973 of Chattoocoo Valley-Community College, the nineteenth school in a statewide junior college system which served over 40,000 students in fall 1974. The tests of several state laws applying to junior colleges are included as are many of the decisions and recommendations of the Commission on Junior Colleges. A map of the locations of the 19 state junior colleges and 29 technical colleges and institutions is appended along with names and addresses of the institutions. (NHM)

4.

ED 100 418  JC 750 044
Spons Agency—Alabama State Legislature, Juneau.
Pub Date Jan 74
Note—89p., Marginal legibility on some pages
EDRS Price MF-50.75 HC-$4.20 PLUS POSTAGE

This study builds on a previous report, Higher Education in Alabama, commissioned by the Alabama Legislature in 1972. Suggestions and recommendations made in that initial report and the subsequent actions taken on them make up the body of the discussion. Along with a review of organizational and budgeting matters, of special interest is the discussion of the new colleges which are part of the University of Alabama system. The community colleges have emerged from the legislative process, and the philosophy of extension education is still influencing the new colleges Although both traditional and career programs are available, funding for courses that are applicable to baccalaureate degrees is significantly easier to obtain. Occupational programs have received as much emphasis as they need, and it seems desirable that vocational education be taken into the community college system. Statewide planning and more specific attention by the regents is needed to make sure the community college system is organized from a central planning and service. Toward that end, certain defined limits of autonomy must be allotted to the colleges to allow them to respond quickly to local needs. (MJK)

5.

ED 017 159  EF 001 516
CONDON, JOHN T.
PLANNING AND DEVELOPMENT PROCEDURES LEADING TO THE CONSTRUCTION, OF EDUCATIONAL FACILITIES.
ARIZONA STATE BOARD OF DIRECTORS FOR JUNIOR COLLE.
PUB DATE 17 JUL 67
EDRS Price MF-50.65 HC-S1.64 49P.

The planning and development procedures utilized for the Bldg. of new constructions of junior college facilities in Arizona are presented. The program includes the role of college districts in connection with the construction and financing of junior college educational facilities. The purpose of the procedures is to expedite the planning process and to provide a medium for intelli-

Arizona

6.

ED 024 281  JC 680 442
Stark, Marder B. and Others
Arizona Junior Colleges: An Investment in Educational Opportunities for Youth and Adults.
Arizona Univ., Tucson, Coll. of Education.
Spons Agency—Arizona State Board of Directors for Junior Colleges.
Pub Date Jul 74
Note—263p.
EDRS Price MF-$5.00 HC-$13.25

This comprehensive examination of Arizona junior colleges covers their development, philosophy, present activities, and trends. Enrollment projections for the seven districts must allow for both normal population growth and for commuting distances in thinly populated areas. Existing and planned physical facilities and their use are described in detail. Instructional personnel is discussed by number, student load and contact hours, professional preparation, experience, and turnover. Student personnel specialists are examined according to function, organization, preparation, title, load, faculty, and activities. It is noted that counseling should be continuous, from freshman orientation through job placement. Discussion of the educational programs divided into university-parallel courses; semiprofessional, technical, and skill programs; joint programs, enrichment, vocational, and cultural courses; adult courses for refreshing, upgrading, and retraining; programs planned for new districts, uniformity vs. diversity, adaptations to unique local needs, feasibility of certain programs, coordination and articulation with other colleges and universities, and the means to meet manpower needs, and the overall ability of the college and its programs. Discussion of the availability of the college facilities from where they go, and how well they succeed are described. Particulars of Arizona's junior colleges, planning and financing and guidelines for college boards conclude the paper. (PHH)

Arkansas

7.

ED 076 831  JC 730 68
Arkansas's Need for Community Junior Colleges.
Pub Date Jul 72
EDRS Price MF-$6.65 HC-$3.29

Various points emphasizing Arkansas' need for community junior colleges include (1) Community colleges cater to local educational and vocational needs; (2) Faculty members will possess special interest, and (3) Community colleges can advance public acceptance of occupational education. (CK)

LIGENT, ORGANIZED COMMUNICATION AMONG ALL CONCERNED. THE SEQUENTIAL STEPS IN THE METHOD ARE (1) PREPARATION OF INITIAL REPORT, (2) SELECTION OF ARCHITECT, (3) REQUEST FOR FUNDS, (4) EDUCATIONAL SPECIFICATIONS, (5) CONSTRUCTION DOCUMENT PHASE, (6) DETAILED SPECIFICATIONS, (7) DESIGN DEVELOPMENT, (8) FINANCIAL PROGRAM, (9) CONSTRUCTION DOCUMENT PHASE, (10) BIDDING PROCEDURES, (11) RECORDS REQUIREMENTS, (12) CONSTRUCTION ACCOUNTING, (13) MINOR BUILDING PROJECTS. FORMS ARE INCLUDED FOR COLLECTING DATA NEEDED IN IMPLEMENTING THE STEPS. (HH)
California

11.

ED 015 713 JC 670 010
RICHARDS, JOHN R. AND OTHERS
CONTINUING EDUCATION PROGRAMS IN CALIFORNIA. HIGHER EDUCATION-DEVIATION OF FUNCTIONS, COORDINATION, FINANCE AND REGISTRATION CENTERS. CALIFORNIA STATE COORD COUNCIL FOR HIGHER EDUC.
REPORT NUMBER 1005
PUB DATE MAY 67
EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS—ADULT EDUCATION, CONTINUING EDUCATION CENTERS, JUNIOR COLLEGES, STATE PROGRAMS, ARKANSAS, GUIDANCE, GUIDES, HIGHER EDUCATION, POST SECONDARY EDUCATION, STATE COLLEGES, STATE LEGISLATURE, STATE PROGRAMS, ARKANSAS.

12.

ED 018 845 80 EA 001 219
HALBOWER, CHARLES C. AND OTHERS
A NEW ORGANIZATIONAL SYSTEM FOR STATE TWO YEAR COLLEGES. A REPORT TO THE CALIFORNIA STATE BOARD OF EDUCATION
LITTLE, ARTHUR D. INC. BOSTON, MASS.

CALIFORNIA STATE DEPT OF EDUCATION, SACRAMENTO
PUB DATE 1965
EDRS PRICE MF-$1.00 HC-$10.25 PLUS POSTAGE
DESCRIPTORS—CHIEF ADMINISTRATORS, COMMUNITY COLLEGE DISTRICTS, ORGANIZATIONAL CHANGE, STATE AGENCIES, STATE DEPARTMENTS OF EDUCATION, ADMINISTRATIVE REGULATIONS, BOSTON, COMMUNITY COLLEGES, COMPENSATORY EDUCATION, CURRICULUM DEVELOPMENT, FINANCIAL POLICY, GENERAL EDUCATION INFORMATION DISSEMINATION, INFORMATION SERVICES, ORGANIZATIONAL CLIMATE, PERSONNEL POLICY, PROGRAM DEVELOPMENT, SPECIAL EDUCATION, VOCATIONAL EDUCATION.

DERIVED FROM AN ANALYSIS OF FUNCTIONAL REQUIREMENTS AND ASSIGNED RESPONSIBILITIES, A NEW ORGANIZATIONAL SYSTEM RELYING ON AGREEMENTS BETWEEN THE STATE BOARD OF EDUCATION AND LOCAL DISTRICTS IS PROPOSED. THE PROPOSED SYSTEM IS DESIGNED TO OVERCOME THE PROBLEMS CONFRONTED WITH THE CALIFORNIA SYSTEM OF EDUCATIONAL ADMINISTRATION, AND TO PROVIDE A MORE EFFECTIVE MEANS OF MANAGING THE EDUCATIONAL PROGRAMS IN THE STATE.

A NEW ORGANIZATION WITH FUNCTIONAL ATTRIBUTES CUSTOM-DESIGNED TO CARRY OUT THE MISSIONS OF THE ORGANIZATION. SPECIFIC RECOMMENDATIONS ARE MADE FOR ESTABLISHING MAJOR PROGRAMS (COMPREHENSIVE EDUCATION, DEPARTMENTAL DEVELOPMENT AND LONG-RANGE PLANNING, DISTRICT DEVELOPMENT, AND EDUCATIONAL DISSEMINATION) AND A NEW AGENCY FOR STATE-LEVEL ADMINISTRATION OF COMMUNITY COLLEGE EDUCATION. THE FOLLOWING ARE SOME OF THE RECOMMENDATIONS INCLUDE PERSONNEL ASSESSMENTS, RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION, AND FINANCIAL AND BUSINESS-MANAGEMENT SERVICES AS WELL AS FOR PERSONNEL, INFORMATION, AND DEPARTMENTAL SUPPORT SERVICES.

13.

ED 013 804 JC 670 815
WINSTON, CHARLES AND OTHERS
FINANCING CALIFORNIA'S PUBLIC JUNIOR COLLEGES
CALIFORNIA STATE COORD COUNCIL FOR HIGHER EDUC.
REPORT NUMBER CCHC-1029
PUB DATE JUL 67
EDRS PRICE MF-$0.50 HC-$4.50 PLUS POSTAGE
DESCRIPTORS—EDUCATIONAL FINANCE, GRANTS FOR STUDENT AID, POST SECONDARY EDUCATION, VOTED, BUDGETS, CALIFORNIA STATE DEPT OF EDUCATION, DISTRICT PLANNING, AND OPERATIONS, DISTRICT SPENDING, FEDERAL FUNDS, FEDERAL AID, FINANCIAL AID, FISCAL AND BUSINESS-MANAGEMENT SERVICES, AND SCHOOL AID. THE ROLES OF THE STATE AND THE LOCAL DISTRICT IN PROVISION OF OPERATING EXPENSES ARE DISCUSSED IN RELATION TO FIVE GENERAL AIDING OPPORTUNITIES FOR ALL ELIGIBLE PERSONS TO RECEIVE A JUNIOR COLLEGE
EDUCATION. (4) EQUITY OF CONTRIBUTIONS FROM EACH SOURCE BASED ON ANY AND BENEFITS RECEIVED. (5) OPTIMUM UTILIZATION OF AVAILABLE RESOURCES. (6) FLEXIBILITY TO MEET LOCAL NEEDS. (7) FRAMEWORK OF STATE EDUCATIONAL OBJECTIVES AND SIMPLICITY WITH AUTHORITY TO SATISFY LOCAL NEEDS. (8) RECOMMEND A PLAN FOR SHARING OF COSTS BETWEEN THE STATE AND THE LOCAL DISTRICTS, WITH EACH LEVEL CONTRIBUTING A PREDETERMINED PERCENTAGE OF THE BUDGETED COSTS ALTERNATIVES TO A COMMISSIONER'S STATE, SUPPORT WITH A PREDETERMINED PROGRAM AMOUNT. (9) A STUDENT WEEKLY STUDENT CONTACT HOUR. (10) COMPLETE STATE SUPPORT THROUGH A PROPOSED STATE LOCAL SHARE, OR ALTERNATIVE SHARE TO THE STATE. (11) THE LOCAL DISTRICT CONSIDERATION OF FULL-FACILITIES IDEAS FOR A PROPOSAL WITH STATE RESPONSIBILITY. (12) AN ALTERNATIVE PREPARATION AND UPDATING OF HIGHER RANKING DETERMINATION OF BUILDING, PLANNING, AND COST APPROPRIATION. (13) A FRAMEWORK FOR BUILDING, PLANNING, AND COST APPROPRIATION. (14) ALTERNATIVE LEAVING OR A DISTRICT TAX TO PROVIDE THE DISTRICT'S SHARE OF THE COSTS OF THE APPROVED PROJECT (2).

EDRS Price MF-50.25 HC-$2.65

Description: - Educational Legislation, Governing Boards, *Junior College Legislation, *State Legislation, California

Identifiers - *California

In 1967, a special 'Board of Governors of the California Community Colleges met in Sacramento. On the third day of the meeting, a memo was drafted by the Chairman. The memo was distributed to the Board members. The memo stated that the Board had decided to recommend a plan for sharing of costs between the state and the local districts. The plan was designed to ensure that each level contributed a predetermined percentage of the budgeted costs. The plan also included provisions for student weekly student contact hours, complete state support, and local districts' share of costs. The plan was presented to the Board for approval and was adopted at the next meeting.

EDRS Price MF-50.50 HC-$3.80

Description: - Educational Legislation, *Junior College Legislation, *State Legislation, California

Identifiers - *California

The report of the Advisory Committee on Education in California was published in 1967. The committee was appointed by the California State Superintendent of Public Instruction to study the state's higher education system. The committee recommended a plan for sharing of costs between the state and the local districts, with each level contributing a predetermined percentage of the budgeted costs. The plan also included provisions for student weekly student contact hours, complete state support, and local districts' share of costs. The plan was presented to the Board for approval and was adopted at the next meeting.

EDRS Price MF-50.50 HC-$3.85


Identifiers - *California

The report of the California Junior College Districts' Council on Higher Education was published in 1967. The report included recommendations for sharing of costs between the state and the local districts, with each level contributing a predetermined percentage of the budgeted costs. The plan also included provisions for student weekly student contact hours, complete state support, and local districts' share of costs. The plan was presented to the Board for approval and was adopted at the next meeting.

EDRS Price MF-50.25 HC-$2.70

Description: - Educational Freedom, Comparative

Identifiers - *California

The report of the Advisory Committee on Education in California was published in 1967. The committee was appointed by the California State Superintendent of Public Instruction to study the state's higher education system. The committee recommended a plan for sharing of costs between the state and the local districts, with each level contributing a predetermined percentage of the budgeted costs. The plan also included provisions for student weekly student contact hours, complete state support, and local districts' share of costs. The plan was presented to the Board for approval and was adopted at the next meeting.

EDRS Price MF-50.65 HC-$3.29

Description: - Attendance, *College Attendance, *Educational Legislation

Identifiers - *California

The report of the California State Board of Education was published in 1967. The report included recommendations for sharing of costs between the state and the local districts, with each level contributing a predetermined percentage of the budgeted costs. The plan also included provisions for student weekly student contact hours, complete state support, and local districts' share of costs. The plan was presented to the Board for approval and was adopted at the next meeting.
ED 069 276
Bridget Walter
Note: 100p.

EDRS Price MF-04.60 HC-56.58
Descriptors—Communication Skills, (Thought Transfer), (Train the Trainer), Community College Management Systems, (Purpose, Content, Organization, Data Analysis, Field Studies, Hypothesis Testing, Interviews, Program Evaluation, Questionnaires, (Data, Techniques, Vocational Education Identifiers—Delphi Technique

A study to describe the common characteristics of three "most successful" vocational programs in each participating northern California community college is presented. The study was divided into distinct phases. In Phase II, the procedure for identifying three "most successful" programs was developed and implemented. In Phase II, characteristics of "successful" differences were used in Phase I, which met the project definition of success. In the second phase, a questionnaire was developed and administered. The results of the Phase II questionnaire are shown in tabular form.

ED 081 419
Hankel, Otto J
Development of Management and Information Systems Skills for Vocational Education in California Community College Districts. Final Project Report
California Community Colleges, Sacramento Office of the Chancellor, Sacramento, Calif. Research Office
Report No. R-73-1
Pub Date 30 Sep 72

EDRS Price MF-04.60 HC-56.58

A study to describe the common characteristics of three "most successful" vocational programs in each participating northern California community college is presented. The study was divided into distinct phases. In Phase I, the procedure for identifying three "most successful" programs was developed and implemented. In Phase II, characteristics of "successful" differences were used in Phase I, which met the project definition of success. In the second phase, a questionnaire was developed and administered. The results of the Phase II questionnaire are shown in tabular form.

ED 081 419
Hankel, Otto J
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California Community Colleges, Sacramento Office of the Chancellor, Sacramento, Calif. Research Office
Report No. R-73-1
Pub Date 30 Sep 72

EDRS Price MF-04.60 HC-56.58

Fifteen California, community college programs were selected to design and develop a practical training and internship model that would provide skilled, experienced project participants, especially at the levels of dean and assistant dean, for occupational education in the state's community colleges. Research was conducted to produce a management system and procedures training model with resource materials to serve as an operational guide for a continuing program to develop and maintain effective skills in occupational education leaders. During the initial year of the study, 18 occupational education leaders received training in producing comprehensive system plans for accomplishing practical project work. 30 project participants were selected by a panel of university management specialists and independent consultants, and emphasized product development rather than individual training. The monitoring team focused on system approach concepts of product development, with the participants' skill development continuous and objective. Assessment of participant feedback reflected the program's initial success. Through data collection and analysis, the project met its objective of producing 16 skilled occupational education leaders (AuthorTDB)
ED 086 285 JC 740 039


Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Identifiers—California Community Colleges, Dropout Characteristics, Dropout Rate, Dropout Research, Dropouts, Educational Needs, Juvenile Delinquents, Students, Persistence, Post Secondary Education, Research/Proposals

Identifiers—California

The purpose of this report is to attempt to answer the following: (1) How many and what kinds of community college students drop out of or do not complete a program in which they entered? (2) What are the characteristics of enrollees in non-credit courses and how do the characteristics differ from those of community college students? (3) How successful are "stoppers" who reenter post-secondary education and how do their new objectives differ from those of their old ones? (4) Which continuing education programs do former students not complete and what kinds of approaches might be best? (5) What are the characteristics of enrollees in non-credit courses and how many reenroll in the fall term? (6) All of these questions will be answered by a sample of 30,000 new students enrolling in 1/3 of the California community colleges for the first time in the fall term of 1971. This sample will be used to establish persistence, transfer, reentry, and graduation rates over time. Sub-samples will be drawn from this to study such phenomena as a breakdown of, transfers, non-persisters and stoppers through interviews and questionnaires. Administrative data will also be reviewed. The time span currently projected runs to the beginning of the fall 1973 term (KM)

27.

ED 081 432 JC 730 216

McPherran, Archie I. McPherran, M Charles


Pub Date 5 Feb 73

Note—7p.

EDRS Price MF-$0.65 HC-$2.29

Descriptors—California Community Colleges, Educational Finance, Financial Support, Post-Secondary Education, State Aid, State Programs, Tax Support, Technical Readiness

Identifiers—California

The following are discussed in their relationship to financial support for California's community colleges: background of State aid to community colleges; School Fund, terms used in computation, assessed valuation, assessed valuation per ADA, the Collier Factor, the foundation for the School Fund, and basic and capital outlay; committee district, census day, State aid apportionments, computation of State aid apportionments, and State apportionments for capital outlay. (KM)

28.

ED 083 966 JC 730 262

Kot, Henry P.

Educational Programs for Handicapped Students in California Community College Districts: The Results of a Survey: Fall 1972. California Community Colleges, Sacramento, Office of the Chancellor.

Pub Date 7 Jan 73

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—California Colleges, Handicapped Students, Special Education, Special Programs, Special Services, State Programs, Vocational Education

Identifiers—California

A statewide survey conducted in California during the fall of 1972, to determine the opportunities available to handicapped students is presented. According to the results, 55% of the community college districts in the State have now established formal programs to meet the special educational needs of these students. Results are given for these programs, interest funding, services, special curricular offerings, types of handicapped students served, total number served, and programs for handicapped students in community college districts (CK)

ED 083 977 JC 730 273


Pub Date May 73

Note—69p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—California Community Colleges, Vocational Education

Identifiers—California, COPES

The purpose of the COPES subsystem is the improvement of the quality and availability of occupational education for the disadvantaged student who attends a California community college. The subsystem facilitates: (1) a study to answer the remaining needs, and research bundles Evaluation. Results of a Survey: Fall, 1972, in California's Community Colleges, using data made available in the student accounting reports made available to the Office of the Chancellor of California's Community Colleges. No attempt was made to go beyond the data included in these reports. The findings show occupation diversity that exists among the 32 colleges, as well as the heterogeneity of the students enrolled in them. Additional information about the colleges will be presented in subsequent reports, which will be useful in interpreting differences among...
student bodies, in both their persistence and performance. This study was thus the story of a representative group of 32 colleges and the story of more than 32,000 students. Data for the following variables were compiled and analyzed: (1) total enrollments by college, percentages in credit classes by class level and percentages in non-credit classes, (2) enrollments in day and evening credit classes, (3) enrollment status of freshmen, sophomores, and other students in credit classes, (4) type, location, and evenness of location of high school last attended, (5) transfer students, day and evening, by type of institutional education, and (6) summary of acceptance, Self-Esteem, and Personal Compassion of college credits, and their median grade-point remained in the program completed an average of 8.5 credit classes, (3) enrollment status of freshmen, and (4) first-time freshmen, day and evening, by location of high school last attended, (5) type.
categorized for men and women in employment categories, teachers, counselors, librarians, and other support staff. The final schedule describes fringe benefits defined by each district to be paid full-time faculty and administrative staff. Information on the current academic year fringe benefits are defined as cash contributions in the form of supplementary or deferred compensation. This information is derived from the California Junior College Association, Sacramento.

ED 088 046

ED 095 043

ED 099 043
The Role of the Community College in Post-Secondary Education. The report is divided into the phases of the chartering process and management categorizes teachers, counselors, librarians, and other support staff.

ED 101 043

ED 121 393
ED 092 206 JC 740 198
Pub Date: June 74
Noteworthy- EOPS Special Project No 73-101
EDRS Price MF-05.75 HC-$1.85 PLUS POSTAGE

ED 099 077 JC 750 011
California Community Colleges, Sacramento, Office of the Chancellor.
Pub Date: July 74
Noteworthy- EOPS Annual Survey
EDRS Price MF-05.75 HC-$4.20 PLUS POSTAGE

ED 121 394 JC 760 237
California State Postsecondary Education Commission, Sacramento.
Report No - Comm-R-174
Pub Date: Fall 1975
Note: 21p., Fig. for related document see ED 069, 226 and 287, JC 760 144 and 236
EDRS Price MF-$0.63 HC-$1.67 PLUS POSTAGE

ED 103 066 JC 750 210
Faculty Salaries 1974-75. California Community Colleges.
California Community Colleges, Sacramento, Office of the Chancellor.
Pub Date: Dec 74
Noteworthy- EOPS Special Project No 73-112
EDRS Price MF-05.76 HC-$4.43 PLUS POSTAGE

ED 097 072 JC 740 395
Wells, William J.
Student Accountability Model: Flowcharts and Procedures. Vocational Education, Part C.
California Community Colleges, Sacramento, Sponsor Agency--Office of Education (DHEW).
Pub Date: Aug 74
Noteworthy- Research Project 19-34741-C1-235
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

ED 097 071 JC 740 394
Morr, William Gold, Ben K.
California Community Colleges, Sacramento, Sponsor Agency--Office of Education (DHEW).
Washington, D.C.
Pub Date: Aug 74
Note: 50p., For related document see ED 069, 216 and 227, JC 750 236 and 237
EDRS Price MF-05.75 HC-$3.15 PLUS POSTAGE

ED 103 067 JC 750 212
California 1974-75 survey of full-time faculty salaries in California community colleges was conducted by reproducing the salary schedules of the 69 re-
analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 reported that part of their faculty is on part-time only basis. The average district estimate of the cost of providing proba-fiy part-time faculty is 4.9 percent of budget expenditures for faculty salaries. (Author/NHM)

57.

ED 108 722

California, Reid

This document presents specific changes in the California Education Code which would prescribe minimum standards for the formation of public community colleges. The Code regulations would define "college," require the assessment of local needs and preferences before the establishment of a new college, provide for the formation of new college programs and services, present criteria for selecting an appropriate delivery system, make provisions for alternatives to new college construction for the delivery of the college's programs and services, and recommend district plans. Details of proposed sources of funding for both short- and long-term operations for specified paper, a state-level role and process for community college planning is proposed. A comprehensive five-year plan is proposed for the district by the Board of Education, California. (Author/CHH)

59.

ED 108 725

Marlo Delmotte

California Community Colleges, Sacramento

Note 68.

Presented to the Board of Governors of the California Community Colleges, June 13-15, 1975

EDRS Price MF-0.76 HC-$1.58 PLUS POSTAGE

Description—Admission Criteria, Federal Aid, Financial Support, Employment Opportunities, Residence Requirements. Total Cost, Student, General, Program Requirements, and Continuing EOPS students are calculated for EOPS Special Project 74-

60.

ED 110 099

Auburn, Georgia

And Others


EDRS Price MF-0.76 HC-$3.32 PLUS POSTAGE

Description—Cost Effectiveness, Data Collection, Educational Planning, Program Costs, Program Effectiveness. Resource Allocations, State Programs, Statewide Planning. Identifiers—California, EOPs "Extended Opportunity Programs and Services." Four products were developed during the second year of the Extended Opportunity Program and Services (EOPS) cost effectiveness study for California community colleges. This program presents: (1) a revised analysis form for state-level reporting of institutionally prepared program effectiveness data and per-student costs by EOPS program; (2) a formula for calculating cost effectiveness of individual college EOPS programs; (3) a restricted EOPS State Allocation Form for EOPS funds, which combines the resulting cost effectiveness ratios of individual college EOPS programs, and continuing EOPS students are calculated from student retention, ability, unit completion, and a program completion date. (Author/DC)
the new technique and the remainder under the old technique. The 1975 projection will be based on the new technique, this document describes in detail both the borrowed projection technique and the new age participation technique, as well as alternative methods of enrollment projection, and gives graphs and tables of the results of such enrollment projections. (Author/NHM)

63.

ED 118 895
95 - CE 006 455

Note - 42p.

EDRS Price MF-50.83 HC-$2.06 Plus Postage

Descriptors - Articulation (Program), Classification, Cluster Grouping, Community College, Educational Planning, Educational Programs, Human Services, Master Plans, Occupational Clusters, Post Secondary Education, Program Evaluation, Program Planning, Public Service Occupations, School Surveys.

The document covers the first phase of a project designed to develop specific directions, organization, and implementation of public service occupational programs at community colleges. A consortium of 17 colleges in California was established to provide information needed to develop a public service occupations workshop to formulate a definition of public service education. A revised classification of public service occupations is discussed in detail. Designations include: (1) government; (2) public safety; correction; and judicial services; (3) educational services; (4) health and hospital services; (5) library, media, and museum occupations; (6) recreation; and (8) other public service occupations. A survey of community college catalogs revealed ambiguities and inconsistencies in character identifying public service occupations. (Author/SC)

64.

ED 120 383
96 - CE 006 595

Note - 21p.

EDRS Price MF-50.83 HC-$2.06 Plus Postage

Descriptors - Administrative Personnel, Administrative Attitudes, College Administration, Community Colleges, Government, Information Needs, Junior Colleges, Needs Assessment, Program Planning, Tables (Data), Technical Education, Vocational Education.

Using the DELPHI technique, 111 individuals identified as management team members for occupational education in five selected California community colleges, were asked to design and to provide information perceived to be needed and usable for effective planning of occupational education in community colleges in California. Three communication rounds used to acquire the information, involved participant ratings of the following eight decision areas on an 11-point continuum in relation to degree of importance for educational planning: Program goals, program objectives, policy development, committees, organizational budget, coordination and direction, evaluation, and emphasis on occupational education. A total of 193 information factors were generated within the eight areas. (Author/SC)

65.

ED 122 689
HE 007 730

Note - 145p.

EDRS Price MF-50.83 HC-$7.85 Plus Postage

Descriptors - Adult Education, Community Colleges, Educational Objectives, Educational Planning, Higher Education, Program Descriptions, Proprietary Schools, State Colleges, State Programs, State Universities, Statewide Planning, Training, Vocational Education.

Identifiers - State University System of California.

The Five-Year Plan has been prepared by the California Postsecondary Education Commission, under the authority of the California Postsecondary Education Act of 1971, as a comprehensive statement of the goals and policies of the state system of postsecondary education, and as a part of the planning process for coordination of postsecondary education within the State. The initial Five-Year Plan inaugurated a comprehensive approach to postsecondary education, and served as a bridge between California's 1960 Master Plan for Higher Education. The plan was developed to bring into focus the need for better classification, coordination, and articulation of the public and nonpublic sectors of higher education, and to provide a comprehensive and coordinated plan for the future. The California State Postsecondary Education Commission was established under the California Master Plan for Higher Education to coordinate and oversee the development of the plan. The Commission has updated the state's seven-year plan for postsecondary education, including new elements of community colleges and new programs in adult education, higher education, and vocational education.

66.

ED 133 261
CE 008 342
Rivers, Elin

Note - 42p.

EDRS Price MF-50.83 HC-$2.06 Plus Postage

Descriptors - Administrative Personnel, Administrative Attitudes, College Administration, Community Colleges, Government, Information Needs, Junior Colleges, Needs Assessment, Program Planning, Tables (Data), Technical Education, Vocational Education.

Identifiers - California.

Using the DELPHI technique, 111 individuals identified as management team members for occupational education in eight selected California community colleges, were asked to design and to provide information perceived to be needed and usable for effective planning of occupational education in community colleges in California. Three communication rounds used to acquire the information, involved participant ratings of the following eight decision areas on an 11-point continuum in relation to degree of importance for educational planning: Program goals, program objectives, policy development, committees, organizational budget, coordination and direction, evaluation, and emphasis on occupational education. A total of 193 information factors were generated within the eight areas. (Author/SC)
ed to identify the minimum management essentials necessary for the successful implementation of "open enrol-
ment (OE)" programs in community colleges and to
make recommendations to implement the plan. A four-round Delphi process with 179 experts participating was used. Forty-nine items identified as being essential for both entry-
level and first-time OE administrators and administra-
tors. These items were subsumed under seven
categories: (1) philosophical base, (2) practical background, current awareness, (3) budgeting skills, (4) reporting skills, (5) assess-
ment and evaluation skills, (6) placement planning, policy, and curriculum, and (7) community interaction. It was recom-
mended that the final 49 items should form the basis for describing minimum essential OE administrative (2) workshops, seminars, and (3) those involved in the development.

Bet that (1) the final 49 items should form the basis for describing minimum essential administrative (2) workshops, seminars, and (3) those involved in the development.

The Colorado Board of Education

will serve as the state agency in

THE STATE WILL BE DIVIDED INTO

16 DISTRICTS, INCLUDING ALL THE SCHOOL DISTRICTS OF THE STATE AND LOCAL ADMINISTRATIVE UNITS. THERE ARE TWO QUALIFICATIONS FOR ESTABLIS-

HOMING A COLLEGE WITHIN A DISTRICT -

ARE TWO QUALIFICATIONS FOR ESTAB-

LISHING A COLLEGE WITHIN A DISTRICT -

LOCAL ADMINISTRATIVE UNITS. THERE

will be no more than 556 students enrolled in the first year of the program. The program will be

instituted by the state. It will serve as a model for other states and will be evaluated periodically. The program will provide training for teachers, administrators, and other personnel who will be responsible for implementing the program. It will also provide resources for the development of new programs and services in other areas of education, including those related to early childhood development, family literacy, and special education.

The program will be funded through a combination of federal, state, and local funds. The funding will be allocated based on need and the ability of each school district to match the funds. The program will be monitored and evaluated periodically to ensure that it is achieving its goals. The findings of the evaluation will be used to make necessary adjustments to the program and to inform future planning and funding decisions.
MINISTRATIVE AND SEVEN
COMMENDS THAT THE STATE BE DIVIDED
TOTAL EDUCATIONAL SYSTEM IT RE-
AGENCIES THE MASTER PLAN RESTS ON
COMMUNITY COLLEGE AND OCCUPATION.

74.

ED 021 562
COMMUNITY JUNIOR COLLEGES
Colorado State Dept of Education, Denver
Pub Date Feb 67

Note:
EDRS Price MF$0.25 HC$1.64
Descriptors—COUPLN PLANNING, *JU-
NIOR COLLEGES, *PROGRAM DEVELOP-
MENT, *STATE PROGRAMS
Identifiers—Colorado

This report, prepared by the Colorado Department of Education, describes the growth of the State's community college movement through 1968. Information is presented on enrollment, credit and non-credit offerings, and the like. Also included are the criteria for approval of community colleges, the criteria for approval by the State Board for Community Colleges and Occupational Education, and the like. (HH)

ED 032 058
Elizer, Paul A
A Proposal Establishing State Approval Status for the Colorado Community Colleges
Colorado State Board for Community Colleges and Occupational Education, Denver
Pub Date May 69

Note—sp
EDRS Price MF$0.25 HC$0.50
Descriptors—Accreditation (Institutions), *Ju-
NIor Colleges, *State Standards
Identifiers—Colorado

This report presents data and recommendations for the development of Colorado's system of higher education. It deals primarily with the public institutions and discusses the needs for higher education in the state with regard to enrollment projections, distribution of the population projections, and the like. (HH)

ED 079 496
Craig, John A
Outreach and Occupational Education in Colorado
A Study Commissioned for the Colorado Commission on Higher Education by the Academy for Educational Development, Inc., Palo Alto, Calif. Western Regional Office Agency—Colorado Commission on Higher Education Denver, Colorado
Pub Date Sep 70

Note—sp
EDRS Price MF$0.25 HC$0.50
Descriptors—Adult Education, Community Col-
leges, Correctional Education, Correspondence
Study, Educational Needs, *Extension Educa-
tion, External Degree Programs, *Post Second-
ary Education, Program Evaluation, State Fed-
eral Aid, State Surveys, *Statewide Planning, *Vocational Education
Identifiers—Colorado

The term "outreach" was chosen to describe the array of efforts to provide educational opportunities to those not now well served or not served at all by the post-secondary system. Some of these, such as extension and correspondence, are traditional approaches. Many fall into the category of non-traditional entry, such as external degree programs, universities without walls, and others yet unlabeled. The study was set up to determine how well the post-secondary and occupa-
tional education needs of the people of Colorado were being serviced by existing pro-
12
grunds and how these services could be improved.

Problems confronting institutions offering outreach and occupational programs are: (1) staff needed to coordinate outreach programs; (2) long-range procedure to serve needs; and (3) the difficulty of obtaining and maintaining a cadre of various non-traditional programs, with extension the major existing form in Colorado. Recommendations for program staff, mission, staffing, and other needs are presented, along with results of interviews and surveys and tabular data on extension enrollments (MF).

ED 111 445

Young, Raymond J. and Others

JC 750 463


EDRIS Price MF-$0.76 HC-$0.76 Plus Postage

Note-11 p

EDRIS Price MF-$0.75 HC-$0.85 PLUS POSTAGE

DESCRIPTORS—College Role, Educational Objectives, Educational, Philosophical, Governance, *Higher Education*, *Master Plans, *Objectives *Statewide Planning*

This document presents the report of the resource group in charge of an analysis of the goals of higher education in the state of Connecticut. The master plan for higher education in the state of Connecticut includes the group addressed: (1) governance; (2) need for new technical colleges, community colleges, and four-year colleges; (3) student relationships with independent and proprietary colleges; (4) goals for higher education in Connecticut; and (5) the role and scope of the University of Connecticut, the state colleges, the community colleges, the technical colleges, and the private and proprietary colleges (HS).

ED 095 789

HE 005 864


Postage Fee

EDRIS Price MF-$0.75 HC-$0.85 PLUS POSTAGE

DESCRIPTORS—Community Colleges, Degrees (Titles), *Enrollment Trends, *Higher Education, Private Colleges, State Colleges, State Universities, Undergraduate Enrollment, Surveys, *Undergraduate Study*

*C. C. Gould

This report is the annual survey of college enrollments in Connecticut as prepared by the Connecticut Commission for Higher Education. Highlights indicate: (1) After decreasing rates of growth in total enrollment for the years 1970, 1971, and 1972, the rate of percentage increase in fall 1973 over fall 1972 was 3.7% (2) The independent colleges, full-time undergraduate enrollment increased from 1,444,885 to 1,477,000 or 2.2% in the independent colleges (5) For the seven-year period, full-time enrollment in the regional community colleges decreased from 10,173, or 9.7% (6) Degrees, enrollment, and the percentage of the full-time undergraduates were Connecticut residents (MM).

ED 104 276

HE 006 401


Postage Fee

EDRIS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

DESCRIPTORS—Community Colleges, Degrees (Titles), *Enrollment, *Establishment Trends, Higher Education, Private Colleges, State Colleges, State Universities, Undergraduate Enrollment, Surveys, *Undergraduate Study*

*C. C. Gould

This report is the annual survey of college enrollments in Connecticut as prepared by the Connecticut Commission for Higher Education. Highlights indicate: (1) Total enrollment in all colleges and universities in the state increased by 6.7 percent in fall 1974 over fall 1973, the largest percentage increase since 1970. (2) This increase in total enrollment...
Program Review Committee Report on Community Colleges in the State of Connecticut (Summary)

Connecticut State General Assembly, Hartford
Program Review Committee

Published July 74

Available from -George L. Schroeder, Director, Program Review Committee, Room 402: State Capitol, Hartford, Connecticut 06115

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Description - College Administration, Community Colleges, Educational Legislation, Governance, Research Committees, State Actions, State Boards of Education, Statewide Planning

Both the report of the Program Review Committee to the President of the State Board of Education, and the state’s community colleges and a summary of that report are provided. The report of findings and recommendations for action were made following a 6-month study involving on-site visits to all community colleges, interviews with all the college presidents, members of the governing bodies, faculty, students, and a few employers; a policy analysis; and a review of community college literature and the history of community colleges, the state system, and state policy. The report also covers mission statements, state funding and expenditure control, mission of regional community colleges, accomplishment of the mission, method of funding, open enrollment, financial aid, employment services, day care facilities, and individual community college activities. A letter from the chairman of the governing board of the Connecticut community colleges is in response to the draft report. is appended. (KLM)

ED 115 339


Connecticut State Board of Trustees for Regional Community Colleges, Hartford
Published Date: June 30, 1976

Note - 102p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-$0.75 HC-$6.60 PLUS POSTAGE

Description - Bond Issues, Budgets, Educational Finance, Expenditure Per Student, Junior Colleges, Operating Expenses, Program Costs, Resource Allocations, State Aid, Student Charges, Student Loans, Tuition, Unit Costs

ED 125 720

Personnel Policies, as Amended Through September 29, 1975.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford

Published Date: July 1974

Note - 30p.

EDRS Price MF-$0.83 HC-$2.06 PLUS POSTAGE

Description - College Faculty, Committees, Community Colleges, Councils, Junior Colleges, Librarians, Presidents, Professional Personnel, Records, Teachers, Trustee, Tuition, Unit Costs


Connecticut State Board of Trustees for Regional Community Colleges, Hartford

Published Date: January 1977

Note - 33p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.76 HC-$6.60 PLUS POSTAGE

Description - Academic Achievement, Community Colleges, Graduate Surveys, Junior Colleges, Junior College Students, Occupations, Participant Satisfaction, Professional Goals, Student Attitudes, Student Characteristics

Connecticut Regional Community Colleges

In order to determine the biographical characteristics of Connecticut community college graduates, to identify their educational and career objectives and experience, and to investigate the attitudes of graduates toward their community college experience, a survey was designed and administered to 2,911 June 1975 graduates in transfer, occupational, or general curricula. In all, 1,405 graduates responded (48 percent). The "age distribution and enrollment status of the high school education, experience. The graduates' initial reason for enrolling varied from obtaining a degree and transferring to job retention. Nearly 14 percent indicated that they had originally planned to take only a few courses of study; but 77 percent completed their degree requirements. About 76 percent were currently employed, most of these were employed full-time; 77 percent were employed in jobs related to their community college programs. Approximately 80 percent were employed full-time when they graduated. The respondents indicated that they had transferred to a senior institution. Overall, the graduates had a very favorable attitude toward their community college education. The survey instruments are appended. (Author/NHM)
Florida

92. ED 041 580. ED 041 580. JC 700 196
A Study Related to Identification, Placement, and Curriculum Development for Academically Underprepared Students in Florida Junior Colleges.
Florida State Dept. of Education, Tallahassee.
Note—32p. NDEA Special Project Number 03-68-74-18

EDRS Price MF-$0.25 HC-$1.70
Descriptors—Achievement Tests, Compensatory Education, Educational Research, Emotionally Disturbed Children, Junior Colleges, Learning Disabilities, Remedial Programs, Underachievers

Identifiers—Florida, Minnesota Multiphasic Personality Inventory, Spache Diagnostic Reading Test, Wechsler Adult Intelligence Scale

This study focused on the use of only achievement test batteries to identify and place academically underprepared students, and suggests curriculum modifications to deal more adequately with the problem. Ninety students at Daytona Beach and Santa Fe junior colleges were tested by completing a series of physical, psychological, and achievement tests. These students were grouped according to their performance on the Florida Twelfth Grade Test. An achievement test often used by statejunior colleges to determine student needs for compensatory education collectively. These tests led to the identification of the academically underprepared student by sex, race, age, and other factors. This volume contains these analyses (Author/HS)

93. ED 067 978. HE 003 390
Florida State Dept. of Education, Tallahassee.

Spract—Florida State Dept of Health and Rehabilitation Services, Tallahassee, Social and Rehabilitation Service (DHWS), Washington, D.C.
Date—Jun 72

Note—137p.

EDRS Price MF-$0.65 HC-$6.58

The social work education project is one of several statewide educational planning efforts in Florida designed to link the community college system with the university system and improve the ability of higher education to respond to the manpower needs of the state. The project developed a planning structure designed to evaluate curriculum development and program expansion in the area of social work. The project also specified the information which must be reported so that a comprehensive plan for the development of the community college system could be developed. The manual is intended for use as a road framework for the development of a college curriculum. EPPBS, Following an introduction defining the need for a new system, purpose of the manual, and the goals and major components of the EPPBS, these topics are discussed: (1) the community college involvement of the higher education sector, the use of a modern organizational, and the early problems of articulation that remain. This document provides an overview of planning, programming, budgeting and evaluation. Challenge for Department/Division Chairmen (Program), Community Colleges, Contracts, Descriptors (Program), Community Colleges, Curiculum Development, Higher Education, Professional Education, Social Welfare, Social Work, State Government, State University

94. HE 003 293

Pub Date May 72
Note—352p.

EDRS Price MF-$0.65 HC-$13.16
Descriptors—College Students, Community Colleges, Educational Research, Higher Education, Institutional Research, Junior Colleges, Student Characteristics

The report presents an analysis of the junior college student. In the fall of 1971, a survey instrument calling for students to give basic data about themselves (race, sex, age), their educational status (class in college), and to report their long-range educational plans, and to give other related information was administered to entering students in the public junior colleges and community colleges throughout Florida. A copy of a portion of the survey is included for each of the participating-2-year institutions for future evaluation. The institutions in early 1972. Following the description of the previous, questionnaire responses for the total number of respondents in the participating institutions were analyzed according to sex, race, age, and other factors. This volume contains these analyses (Author/HS)

95. HE 003 923

Pub Date May 72
Note—352p.

EDRS Price MF-$0.65 HC-$13.16
Descriptors—College Students, Community Colleges, Educational Research, Higher Education, Institutional Research, Junior Colleges, Student Characteristics

This collection of articles on the legal aspects of the selection and termination stages of employment challenges for Department/Division Chairmen (Program), Community Colleges, Contracts, Descriptors (Program), Community Colleges, Curiculum Development, Higher Education, Professional Education, Social Welfare, Social Work, State Government, State University. This changing student mix of urban and rural areas brings with it new and unusual manpower utilization and human services problems (Author/CS)

96. HE 003 923
First-Level Management: Legal Implications and Responsibilities for Selection and Retention of Faculty.
Florida State Univ, Tallahassee Dept of Higher Education.

Pub Date Feb 73
Note—62p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Administrator Guides, Administrator Role, College Faculty, Contracts, Department Directors, School, Faculty Evaluation, Interoffice Education, Legal Responsibility, Post Employment, Probation, Search, Selection, Student Placement, Teacher Dismissal, Teacher Employment, Teacher Selection

This collection of articles on the legal aspects of the selection and retention of faculty is intended for department/division chairmen, described as first-level managers and the various committees in the community colleges. The four articles are: (1) The Changing Role of Division/Department Chairmen: Pivotal for the Community College: by Louis W. Bender. (2) A Legal Framework for Faculty Selection, Evaluation, and Retention" by Harold H. Kastner; (3) "Legal Considerations in the Selection and Termination Stages of Employment Challenges for Department/Division Chairmen (Program), Community Colleges, Contracts, Descriptors (Program), Community Colleges, Curiculum Development, Higher Education, Professional Education, Social Welfare, Social Work, State Government, State University. This changing student mix of urban and rural areas brings with it new and unusual manpower utilization and human services problems (Author/CS)

97. HE 003 923
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98. HE 004 669
The State Articulation Coordinating Committee: Interpretrations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Colleges of Florida, September, 1971 to April, 1973.
Florida State Dept. of Education, Tallahassee.

Pub Date Jun 73
Note—46p.

EDRS Price MF-$0.65 HC-$3.29
Descriptors—Descriptive, Evaluation (Program), Community Colleges, Higher Education, Junior Colleges, Statewide Planning, Transfer Policy, Transfer, Undergraduate Study, Upper Division Colleges.

During the six-year period from 1963 to 1969, the number of community college students transferring to upper division in the state university system of Florida increased from 1,933 to 11,861. Nearly half of the students enrolled in the upper division of the state universities will have a community college origin. This changing student mix brings with it new and unusual manpower utilization and human services problems (Author/CS)

99. HE 004 669
The State Articulation Coordinating Committee: Interpretrations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Colleges of Florida, September, 1971 to April, 1973.
Florida State Dept. of Education, Tallahassee.

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requirements, standard transcript form, and experi-
mental programs. Appendices include state-
ments regarding admissiion of junior college
transfer students to quota controlled college,
common transcript form, and task force guidelines. (Author/RG)

99.

ED 090 850 HE 005 448
The State Articulation Coordinating Committee
recommendations and Announcements of the Articula-
tion Agreement Between the State Universities and
the Public Community Junior Colleges of Florida;
Div. of Community Junior Colleges, State, University
and Community Colleges, Tallahassee
Pub Date 1 May 74
Note-11p
EDRS Price MF-05.75 HC-$3.15 PLUS POSTAGE

100.

ED 100 440 JC 750 069
Guidelines for Placement Services, Follow-Up Stud-
es, Dropout Studies in Florida Community Colleges;
Florida State Dept. of Education, Tallahassee.
Div. of Community Junior Colleges
Pub Date 74
Note-21p
EDRS Price MF-05.75 HC-$1.50 PLUS POSTAGE

101.

ED 116 722 JC 750 494
Jackson, William H., Scott, Roland
The Development and Evaluation of Multi-Media
Materials to Present Information about Vocational,
Technical Education to Specify Target
Spons Agency Florida Commission on Vocational and Technical,
Education, Tallahassee; Florida State Dept. of Vocational, Technical
and Adult Education.
Pub Date 30 Jun 75
Note-179p
EDRS Price MF-05.76 HC-$5.43 PLUS Postage

102.

ED 116 722 JC 760 040
Gibson, Janita M. and Others
Report of the Florida Public Community College
Equal Access/Equal Opportunity Consulting Team.
Florida State Dept. of Education, Tallahassee.
Div. of Community Junior Colleges
Pub Date Sep 74
Note-205p
EDRS Price MF-05.76 HC-$10.78 Plus Postage

103.

ED 111 472 JC 750 494
Jackson, William H., Scott, Roland
The Development and Evaluation of Multi-Media
Materials to Present Information about Vocational,
Technical Education to Specify Target
Spons Agency Florida Commission on Vocational and Technical,
Education, Tallahassee; Florida State Dept. of Vocational, Technical
and Adult Education.
Pub Date 30 Jun 75
Note-179p
EDRS Price MF-05.76 HC-$5.43 PLUS Postage

104.

ED 131 874 JC 760 634
Parnell, Walter A., Jr.
Services to Explore the Feasibility of Defining Per-
mance Objectives of Degrees, Certificates,
State of Florida Department of Education on
-DOE Project 7476
Lake-City Community Coll., Fla
Spons Agency Florida State Dept of Education,
State of Florida Department of Education
Grant-DOE-740-190
Note-25p
EDRS Price MF-05.83 HC-$1.67 Plus Postage

105.

ED 116 719 JC 760 037
Performance Expectations for Responsible Com-
munity College Trustees.
Florida State Dept. of Education, Tallahassee.
Pub Date Jul 75
Note-31p
EDRS Price MF-05.76 HC-$1.95 Plus Postage

106.

ED 116 719 JC 760 037
Performance Expectations for Responsible Com-
munity College Trustees.
Florida State Dept. of Education, Tallahassee.
Pub Date Jul 75
Note-31p
EDRS Price MF-05.76 HC-$1.95 Plus Postage

107.

ED 116 719 JC 760 037
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Florida State Dept. of Education, Tallahassee.
Pub Date Jul 75
Note-31p
EDRS Price MF-05.76 HC-$1.95 Plus Postage
This report was designed to provide information on the progress of students who had transferred from one of the 38 public community colleges in Florida and who were enrolled in one of the nine universities of the Florida State University System (SU) for at least one quarter hour of credit in fall 1974. All data were taken from SU files. Summary information is presented in tabular form with most data being broken down by (1) sex and university, (2) race and university, (3) age and university, (4) date of entry into the university, (5) quarter hours of credit transferred by the university, (6) cumulative quarter hours of credit earned toward the degree, (7) county of residence and university, (8) community college of origin and university, (9) cumulative grade point average (GPA) earned at the university, and (10) college major and university. Also included are a table illustrating a comparison of the fall 1974 GPA attained at the university by those transferring prior to earning 90 quarter hours and those transferring after earning 90 quarter hours or more, and a table showing the mean cumulative GPA attained at the university by community college of origin and university (DC).

110.


112.


113.


114.


115.


116.


117.


118.


119.


120.

grams Staff development includes the improvement of competency of all personnel employed by the college. Program development includes the improvement of competency in all the areas as well as designing new programs. Program categories considered are instructional, organized research, public service, academic support, and physical plant operational. The staff program development project at each institution is summarized in the program and functional area served. The amount spent on these activities is identified, and the various development projects are outlined. An analysis of the programs according to the amount spent concludes the report. Project information is presented in tabular form (NHM).

THE COORDINATED COMMUNITY COLLEGE SYSTEM WILL ATTEMPT TO MEET NEEDS ON A STATEWIDE BASIS ALTHOUGH PAINCED FROM STATE SOURCES AND UNDER THE DIRECTION OF A STATE LEVEL COMMITTEE MAY NOT BE ABBEY ESPECIALLY IN TERMS OF NUMBER AND VARIETY OF PROGRAMS ADMINISTERED A MENTAL CUMULATIVE SYSTEM SHOULD BE PLACED UNDER THE BOARD OF REGENTS OF THE UNIVERSITY OF HAWAII. TWO ALTERNATIVES ARE GIVEN SUPERVISION BY THE STATE BOARD OF EDUCATION OR BY A NEWLY CREATED UNIVERSITY. ALL PUBLIC TECHNICAL SCHOOLS SHOULD BE CONVERTED INTO COMMUNITY COLLEGES, COMPREHENSIVE TRANSFER CURRICULUM WILL OFFER TRANSFER, TECHNICAL VOCATIONAL, CONTINUING, AND GENERAL EDUCATION. Finally, the community college should be tuition free. However, in view of the state's financial condition, the costs of establishing community colleges, initial tuition will be set at $1800. Additional information is provided (HS).

ED 023 979
Harms, Norman C.
Curriculum Development for Hawaii's Colleges with Emphasis on Occupational Education. Honolulu, University of Hawaii, Honolulu Community College System.
Pub Date: Jan 65

EDRS Price MF 05.50 HC 0.75
Descriptors--Curriculum, Educational Policy, Vocational Education.

Identifiers--Hawaii

In 1964 the state enacted a Community College Act which established a statewide community college system. The state-sponsored legislation was intended to provide a framework for the establishment of several community college campuses under the administration of the University of Hawaii Board of Regents. The community colleges, varying in size and program emphasis, are intended to be comprehensive in nature with a nucleus of college transfer programs. This report of a study by a consultant should be made at guidelines for the development of occupational education programs. Skilled manpower, suggested educational programs, occupational education curriculum, student services, administration and staffing, faculties, and finance are discussed. Some of the recommendations were: (1) Establish a system of state open-door comprehensive community colleges. (2) Assure the availability of adult educational opportunity throughout the state. (3) Use high-level advisory committees at a state wide level. (4) A more integrated system of " systems analysis" approach. (5) Provide for equal emphasis on occupational education and college preparatory programs according to the capacity and budget of each college. (6) Strive to improve the quality of life of the people in the community. (7) Keep the tuition at a reasonable level as possible (MM).

ED 025 907
Fog, Hisayasu
General Guide for Community College Credit System Physical Planning, 2nd Printing.

Hawaii Univ., Honolulu. Community College System.
Pub Date: 1965

EDRS Price MF 05.50 HC 0.75
Descriptors--College Planning, Facilities, Site Planning, Physical Education, Vocational Education.

123.

ED 012 601
Kosaki, Richard H.
PERPETUITY OF COMMUNITY COLLEGES IN HAWAII.

Hawaii Univ., Honolulu.
PUB Date: 1964

EDRS Price MF 45.50 HC 4.50
115P
Descriptors--College Planning, "FACILITIES," "GOVERNANCE," " JUNIOR COLLEGES," "STATE COLLEGES," COMMUNITY COLLEGES, COMMUNITY STUDENT BODY, FINANCE, ROLLMENT PROJECTIONS, FACILITIES, HAWAII, HONOLULU, SCHOOL CONSTRUCTION, VOCATIONAL EDUCATION.

Populaion Growth, Economic Factors, and Educational Needs Problem of Regulating for a Community College System as the Most Effective Means of Meeting Hawaii's Needs in Postsecondary Education.
I Note-85p
Hawaii Concepts of Career Fields Held by Eleventh Grade
ED 024 081
-commerce programs, and 12% Into trade or
duction, and college transfer (23%). (DG)
grams' indicated for enrollment were business
levels of competence, elimination of unnecessary repetition at
availability of options for continuing education were
128.
ED 066 155
Hawaii Community College Vocational-Technical
Hawaii: Univ. Honolulu Community Coll.
System
Pub Date Jun 72
Note-35p
EDRS Price MF 00 25 HC $1.18
surveys, Student Enrollment, Tables (Data), Vocational-
Employment, **Educational Attainment, *Educational Statistics, *Family
12.
ED 100 470
The Academic Crossover Report: Community Coll.
Hawaii Univ. Honolulu Community Coll.
System
Pub Date Jan 75
Note-42p
EDRS Price MF 00.75 HC $1.85 PLUS
POSTAGE
Describers: College Curricula, *Course Descriptions, *Degree Programs,
staff serve in instruction, 372 in general education, vocational
Employment data are taken from the 1974 survey of employees at all
Community Colleges, Fall 1974.
58% of their work in vocational courses. and un-
by vocational majors, 16% by liberal arts majors.
38% of their work in vocational courses. and un-
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38% of their work in vocational courses. and un-
by vocational majors, 16% by liberal arts majors.
and student characteristics data for the entire enrollment data from Fall 1970 to Spring 1975. Over half of the new students and, as a group, the students carry lighter credit loads.

On the average, 2 percent are veterans, most of whom were not on campus last semester. The proportion varied by semester.

There are more part-time students and, as a group, the students carry lighter credit loads (7.3 compared to 17.4).

The majority are male liberal arts majors who were on campus last semester and who are U.S. citizens with Hawaiian residency status. The evening-only group differs from the other groups in the following ways: (1) proportionately more have not declared majors; (2) fewer are vocational students; (3) (3) most are older by five to eight years; (4) over twice as many attend part-time; (5) more are married; and (6) most are older by five to eight years.

In both the spring 1975 evening-only group, the spring 1975 evening-only group is more than twice as large and is comprised of more males, more continuing students, more married students, more full-time students, more vocational students, and more full-time students.

Most of the evening only students are liberal arts majors.

Data is represented in a series of tables on which indicate figures for the entire system and for each of the six Hawaii community colleges (DC).

ED 103 036

Descriptive - College Majors, College Students, Fall 1975

Data gathered throughout Hawaii's six-campus community college system shows that the number of diplomas awarded during 1974-75 totaled 1,782, an increase of 19 percent over the previous year. Growth was evident in all five categories: Associate in Arts degrees increased 15 percent. Associate in Science degrees increased 22 percent. Certificates increased 17 percent. Vocational degrees represented 69 percent of the total. Although liberal and heavy equipment majors comprised 49 percent of fall enrollment.

The graduates were evenly distributed by sex. Included are two tables showing the number who took degrees awarded by each campus since 1970-71 and the number and types of degrees conferred during 1974-75. It is suggested that the information be helpful in assessing the effectiveness of various programs since student persistence to completion shows wide divergence particularly when vocational and liberal arts programs are compared.

ED 114 148

Descriptive - College Majors, College Students, Fall 1975. Among the regular students, males continue to outnumber females, the margin decreased to 57 percent in fall 1975. The mean age of regular students has risen from 23.3 to 23.0. The number of liberal arts majors increased from 8,059 to 9,810 (22 percent). Among vocational programs which greatly increased in number are: business, radiologic technology, human services, agriculture, and heavy equipment maintenance. The most improved disciplines are: business, radiologic technology, and heavy equipment maintenance.

The number of continuing students increased considerably on all campuses, but among the new students were 27 percent of the Hawaii 1975 high school graduates. The trends noted above, especially increases in nontraditional, part-time, and student employment, have implications for planning.

ED 113 067

Descriptive - College Majors, College Students, Fall 1975.

Data gathered throughout Hawaii's six-campus community college system shows that the number of diplomas awarded during 1974-75 totaled 1,782, an increase of 19 percent over the previous year. Growth was evident in all five categories: Associate in Arts degrees increased 15 percent. Associate in Science degrees increased 22 percent. Certificates increased 17 percent. Vocational degrees represented 69 percent of the total. Although liberal and heavy equipment majors comprised 49 percent of fall enrollment. The graduates were evenly distributed by sex. Included are two tables showing the number who took degrees awarded by each campus since 1970-71 and the number and types of degrees conferred during 1974-75. It is suggested that the information be helpful in assessing the effectiveness of various programs since student persistence to completion shows wide divergence particularly when vocational and liberal arts programs are compared.
number of pages are printed on colored paper that will not reproduce.

EDRS Price MF-50.76 Plus Postage. HC Not Available from EDRS.

Descriptors: *Class Size, *College Faculty, *Credit, Enrollment Trends, General Education, Humanities, *Institutional Staff, *Program Category, Liberal Arts Majors, Statistical Surveys, Student Enrollment, *Units of Study (Subject Fields), Vocational Education.

Identifiers: *Hawaii.

This report organizes data, 1975 registration data for the seven Hawaii community colleges into tabular form. The focus of the report is on faculty, student, and institutional data. The productivity ratios, however, show a slight increase at most of the colleges. A comparison with past years shows an increase in fall and the number of instructors at all colleges. The report breaks down the data by instruction and instructional subject areas.

EDRS Price MF-50.76 HC-1.58 Plus Postage.

Descriptors: *College Majors, *Credit, *Enrollment Trends, General Education, Humanities, *Program Category, Liberal Arts Majors, Statistical Surveys, Student Enrollment, *Units of Study (Subject Fields), Vocational Education.

Identification: *Hawaii.

The "course-taking" patterns of students in the seven colleges comprising the community college system have remained relatively stable over the past five years. As in the past, two-thirds of the total student body (4,107) were classified in general education, and SCH in the Humanities comprised almost one-third of the total, Vocational education majors took approximately 40 percent of the SCH in vocational education, but the percentage of Liberal Arts majors taking vocational courses dropped from 31 percent in 1971 to 15 percent in 1975. Liberal Arts students took 65 percent of the SCH generated in general education, while vocational and unclassified students took 28 percent and 5 percent respectively. Cer-

Identification: *Hawaii.

This report summarizes data on the high school background of entering students at the University of Hawaii System, Fall 1975. The information is divided into seven categories: (1) all entering students, (2) those taking only evening credit courses, (3) those taking only evening non-credit courses, (4) those taking only evening credit courses in fall 1975 with day credit courses in fall 1974, (5) those not in the regular day session, (6) those entering the University of Hawaii System through the Community College System, and (7) those transferring from other Hawaii institutions. The total numbers of transfers from within the System in 1975 represents an 8.7 percent increase over the total number of transfers in 1974. The 2,292 students graduated from the University of Hawaii, Manoa (UHM) received 1,999 transfers, Hilo College received 300, and the seven community colleges received 2,403. Sixty-one percent of the transfer students entering UHM are classified in liberal arts, sciences, and vocational programs, and 14 percent entered as unclassified students. The number of transfers entering Hawaii, Honolulu, and Kapiolani Community College selected vocational programs decreased from 55 in 1972, 104 in 1973, and 75 in 1974, and is organized into three tables with appended notes.

EDRS Price MF-50.83 HC-1.67 Plus Postage.


Identification: *Hawaii.

This study compares the characteristics of the 3,537 Hawaii community college students who took only evening credit courses in fall 1975 with the characteristics of students and students enrolled in a mixture of day and evening classes. The evening-only student group comprised 17 percent of the total enrollment. In all three groups the majority were male, continuing students seeking a degree or certificate. Over 90 percent identified themselves as U.S. citizens and Hawaii as their permanent home. However, a greater percentage of the evening-only group were unclassified students (33 percent compared to 21 percent for both the day-only and evening-only groups). There were also proportionally fewer general and health science students in the evening-only group. Most of the evening-only students were part-time (72 percent) in contrast to the majority of day and evening students who were full-time (66 and 72 percent respectively). The average age of the evening-only group was 31.8 years, 8 years older than the day students and 14 years older than the evening-student group. This report presents data for the 3,537 Hawaii community college students, and provides comparative data for the fall 1972 and spring 1975 semesters. Tables of data are appended. (Author)
Males continued to outnumber females (55% to 45%). Mean age dropped from 25.0 years in fall 1973 to 24.7 years in fall 1976, but the modal group was 21-23 years. The proportion of continuing students increased at all three campuses, proportionally fewer (32%) new students entering. The proportion of transfer students remained the same (12%) distributions of students among vocational arts (4%) and vocational (44%) programs were similar to those reported in fall 1975. (JDS)

147.

ED 131 897
Academic Crossover Report, Community Colleges, Fall 1976.

Hawaii Univ., Honolulu Community Coll. System.

Report No—CCIRP-95
Published Date 1977-01-13

Note—54p., Pages 9 through 43 of the original document, consisting of computer printouts of the data by individual campuses, have been deleted due to poor reproducibility. Not available in hard copy, due to marginal legibility of original document. (JDS)

EDRS Price MF-S0.83 Plus Postage. HC Not Available.

Descriptors—College Majors, Community Colleges, Adults, Program Descriptions, Community Colleges, Provisional Programs, Adult Education, Vocational Education.

This report provides brief summary and description of the full-time professional staffs employed by the seven Hawaii community colleges. There was a total of 1,043 full and part-time staff in fall 1976, an increase of 7.4% over 1975. The number of staff at each campus ranged from 180 at Windward to 245 at Leeward Community College. Of the full-time staff, 64% were males, mean age was 41.2 years, 60% had master's degrees, and 27% were on tenure track. Average salary among full-time instructors was $18,431. Male instructor's salaries were 10% higher than those of female instructors, and salaries of vocational education instructors were higher than those of general education instructors. Tabular distributions and graphic data are included and staff characteristics for each campus are appended. (JDS)

150.

ED 133 033
Selected Characteristics of Full-Time Professional Staff, Community Colleges, Fall 1976.

Hawaii Univ., Honolulu Community Coll. System.

Report No—CCIRP-97
Published Date 1977-01-13

Note—55p.

EDRS Price MF-S0.83 HC-$2.06 Plus Postage. Descriptors—Administrative Personnel, Age, College Faculty, Community Colleges, Male, Females, Full-Time, Part-Time, Associate, Bachelor, Master, Doctorate, Average Salary, Staff Size. (JDS)

This report examines fall 1976 grade distributions in the Hawaii community colleges and compares them with previous years. Analysis of data for a total of 1,816 courses and 80,705 grades revealed (1) the average grade in fall 1976 was 2.8, compared to 2.9 for the previous semester, (2) the credits-earned rate was 70.9%, 1% lower than the previous two semesters but higher than the 68% noted for fall 1974; (3) credits-earned rates were higher for vocational courses than for general education courses, with the highest rate at 74% noted for fall 1974; (4) 2,922 ered/credit/no-credit grades were given, comprising about 3% of all grades compared to 4% in the previous semester. The term designations of "W" (withdrawal) was 9%, compared to 18% in the previous semesters, and (7) liberal arts majors earned averages that were about 4% higher than did vocational majors. Tables of academic grade data were included and provide grade distributions and averages by gender, academic division, major, and comparative data on courses, class sizes, and contact hours by program, average semester and contact hours taught, instructional and faculty/student ratios are included for each college and for the system. (JDS)

149.

ED 133 074
Community Colleges, Fall 1976.

Hawaii Univ., Honolulu Community Coll. System.

Report No—CCIRP-97
Published Date 1977-01-13

Note—55p.
This report examines selected characteristics of regular credit (classified and unclassified) students in the Hawaii community colleges in spring 1977. Data for this report were derived from student applications, personal history forms, and student class registration. Analysis of the data revealed: (1) regular students (20,625) comprised 71% of the total registration (28,558) in community college programs; (2) spring 1977 enrollment of regular students was 13% less than in fall 1976, (3) males (57%) outnumbered females (43%) with about the same proportion of males and females throughout the 18-19-year-old category, (4) 47% of the students were enrolled in the liberal arts programs with 53% enrolled in vocational programs; (5) average semester hours taken was 10.8 compared to 10.5 in the previous fall, and cost of tuition per credit hour was $30.50, (6) 45% of the students were part-time, compared to 42% in the previous two semesters, and (7) 73% were attending for the first time. Twenty-three percent of the students were transferred from other colleges and universities. Transfer students were enrolled in college programs in the following proportions: (91.5%) regular credit (classified and unclassified) students; (7.5%) regular credit (classified and unclassified) students; (2%) regular credit (classified and unclassified) students; and (0.5%) regular credit (classified and unclassified) students. Faculty and staff member data pertaining to student characteristics and enrollment are attached, including comparative data for the six semesters fall 1974 through spring 1977. (JDS)

ID 116 750
EDRS Price MF-$0.38 HC-$1.67 Postage Included
Description—(College Placing, Institutional Research, Junior College Students, Management Information Systems, Statewide Planning) Identifiers—Hawaii

This brief report outlines the preliminary plans of the University of Hawaii to develop a student flow model for its seven community colleges. This model will indicate the flow of students progressing through class levels, changing majors, leaving or withdrawing from the institution. It will be used as a basic tool for planning and management systems. Before the model is developed, five reports will be made: (1) a summary of the number of students who apply for admission, the number who are accepted to that campus, and the number who actually register at that campus for the particular semester; (2) a study of the "no-shows," those students accepted by a particular community college who did not register for admission; (3) a study of the present activities of students who were expected to continue their registration, but who "disappeared" because of failure to register; (4) a study of the present activities of graduates and their evaluations of their community college experiences. Analysis will be based on the community college enrollment total and each campus. Entering students will be classified as "new to higher education" or transfer students. Development of these groups (liberal vocational education, and other) will be presented. (DC)

ID 116 752
EDRS Price MF-$0.50 HC-$1.58 Plus Postage Included
Description—(College Placing, Institutional Research, Junior College Students, Management Information Systems, Statewide Planning) Identifiers—Hawaii

This report presents the findings of one of several studies intended to form a basic for the development of the student flow model for the Hawaii community college system. In fall 1975, 5,508 students new to higher education and 4,123 transfer students applied for admission to the seven community colleges, 4,886 (94 percent) of the new students and 3,619 (88 percent) of the transfer students actually were admitted.

Three-fourths of the admitted new students and two-thirds of the admitted transfer students actually enrolled. Of the 4,923 students applying for admission to the liberal arts programs, 4,652 (94 percent of those accepted) actually enrolled. Of the 7,111 transfer students applying for admission to the vocational education programs, 6,771 (94 percent of those accepted) actually enrolled. Of the 1,607 transfer students applying for admission to the vocational education programs, 1,333 (82.9 percent) were accepted and 929 (69.7 percent of those accepted) actually enrolled.

This study presents the findings of one of several studies intended to form a basis for the development of a student flow model for the Hawaii community college system. In order to discover why students admitted for fall 1975 by a particular community college, did not enroll at that campus, a questionnaire was sent to 3,240 "no-shows." The response rate was 66 percent. An analysis of the characteristics of the respondents showed that they were representative of the total "no-show" population in terms of applicant status, program, and sex. Results, indicate that over half of the respondents were actively enrolled in other activities.

This study presents the findings of one of several studies intended to form a basis for the development of a student flow model for the Hawaii community college system. In order to discover why students admitted for fall 1975 by a particular community college, did not enroll at that campus, a questionnaire was sent to 3,240 "no-shows." The response rate was 66 percent. An analysis of the characteristics of the respondents showed that they were representative of the total "no-show" population in terms of applicant status, program, and sex. Results, indicate that over half of the respondents were actively enrolled in other activities. 28 percent were attending school, 19 percent attending other educational institutions, and 4 percent serving in the military. Ten percent of the respondents identified financial reasons for not enrolling and 13 percent indicated the unavailability of the program or course during the fall term. The survey also sought the reasons cited by respondents, by sex, by program (liberal arts or vocational), and by community college (State of Hawaii or U.S. mainland), by "new" or transfer student status, and by community college applied to. Descriptive data presented is appended to the text. (DC)
of applicants accepted, and actually enrolling
Wendtward accepted about 99 percent of their applic-
ations, which indicates a result of about 96 percent. How-
However, only about 60 percent of the recipients accepted to Windward actually enrolled, while 77 percent of students accepted to Kapolei actually enrolled. Patterns of enrollment by sex, campus, and program do not vary greatly from the fall 1975 entering group. Detailed data, including data on individual campuses, are tabulated and appended (NHM).

ED 121 359 95 JC 760 199
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Note—31p. (12-358)

EDRS Price MF-$0.83 HC-$2.50 Plus Postage


The Student Flow Project of the Hawaii community college system is designed to study how students progress through the community college system. It complements enrollment data that are collected on a longitudinal basis. This update reports a framework for data gathering and analysis of the fall 1975 entering group and for the remaining reports on the fall 1974 entering students. In general, the Student Flow Project consists of three basic components: (1) admissions, which deals with the characteristics of entering students, classifying them as applicants, attendees, and registered, or "enroll," (2) enrollment, which provides data on students who continue to enroll in the same community college for five semesters or more, and (3) exit, which provides data on students for each five semesters who leave the community college either as continuing students or graduates. This document outlines the hypotheses which will be necessary to complete the project, and provides a timetable of proposed activities for 1976-77 and 1977-78. Sample drafts of four survey instruments that must be administered are appended, along with a chart of activities. The merger of the Student Flow Project report with the institutional research reports on students is planned for the near future. (NHM)

ED 121 382 95 JC 760 224
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 76
Note—48p. (Students Not Continuing in the Same Community College 1976, Part B) (12-358)

EDRS Price MF-$0.83 HC-$2.00 Plus Postage


As part of an ongoing longitudinal study of student progress through the Hawaii community colleges, this study examines the characteristics of 8,979 students who entered the community college system as fall 1975 entering students who had discontinued their enrollment status by fall 1976. The study is based on information in student files and on responses to students of an evaluation survey of their first semester major findings are reported in six sections: (1) comparison of all continuing and noncontinuing students, by campus, as to age, sex, marital status, high school background, educational major, average, full- or part-time, status, program, and credit completion ratio, (2) comparison of all continuing and noncontinuing students, by campus and program (liberal arts, business, health services, hotel/food service, public services, or technology) as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio, (3) comparison of all continuing and noncontinuing under- graduates, by campus as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio, (4) comparison of continuing and noncontinuing students by campus, college, and major as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio, (5) comparison of continuing and noncontinuing students by campus, college, and major as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio, (6) comparison of continuing and noncontinuing students by campus, college, and major as to age, sex, marital status, entry status, full- or part-time status, grade point average, and credit completion ratio. Pertinent data are tabulated and reported in a detailed table, appended (NHM).
males, (4) for both new and transfer students, credit-completion ratios were higher in their fourth semesters than in their first. (5) females had higher, graduation rates than males, (6) among the Hawaiian campuses, Hawaii Community College had the highest graduation rate (22% for new and 19% for transfer students). (7) vocational education majors had higher graduation rates than liberal arts majors, students with GPA's of at least 3.5, and continuing students. Analysis of student scores on the overall NDRT Vocabulary section revealed that highest mean scores were found among females, younger students, single students, grade-completion ratios were higher between GPA and Vocabulary scores and between GPA and Comprehension scores were 226 and 111, while the correlation coefficient of 664 was found between Vocabulary and Comprehension scores. Results indicated that students differed significantly in how they used the total NDRT by the following characteristics: sex, age, high school background, educational objective, curriculum program, grade point average, and continuing/non-continuing status (JDS)

ED 133 784 95 JC 760 616
Analysis of Persistence After Four Semesters, Fall 1974 Entering Students. Student Flow Project, Report No. 15
Hawaii Univ., Honolulu Community Coll. System
Spons Agency--Office of Education (DHEW), Washington, D.C.
Pub Date Nov 76
Note--64p.

EDRPS Price MF-$0.83 HC-$3.50 Plus Postage
An analysis of persistence of 9,171 fall 1974 entering students in Hawaii community colleges, various characteristics, was conducted. Characteristics focused were sex, age, marital status, high school background, entry status (full-time, part-time), educational objective, program, grade point average, and credit-completion ratio. Data were analyzed for the community college system as a whole and for each campus by the student characteristics, as well as for each campus by program clusters enrolling at least 50 students. A general profile of persisters indicated they were below 19 years of age at time of entry, had attended Oahu public high school at that time, working for A.S. degrees, were enrolled in the business or hotel/food services program, had GPA's of 3.0 or higher and had credit-completion ratios. Non-persisters were found in high proportion among the 22-24 year old group, students not working, those working for high school background, those who graduated from the mainland or U.S. possessions, part-time students, students with GPA's below 2.0, and students who completed less than 1 full credit or attempted 2 credits. Overall, 30% of the fall 1974 entering students attended one semester only, 22% attended two semesters, 19% attended three semesters, 26% attended four semesters, and 8% graduated. Appended are detailed tables on persistence--total and disaggregated (Author/JDS)

ED 131 879 95 JC 760 639
Fall 1975 Entering Students in Fall 1975: A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Third Semester. Student Flow Project, Report No. 16
Hawaii Univ., Honolulu Community Coll. System
Spons Agency--Office of Education (DHEW), Washington, D.C.
Pub Date Nov 76
Note--41p.
EDRPS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors--*Age, College Credits, College Majors, College System, Dropout Rate, Educational Objectives, Grade Point Average, *Junior Colleges, Longitudinal Studies, Marital Status, Part Time Students, *Persistence, *Student Characteristics, *Student Identifiers--*Student Flow
This document analyzes the characteristics of continuing and non-continuing students in Hawaii community colleges in the fall of 1976. The third semester for the fall 1975 entering group. Analyses were made in terms of sex, age, at time of entry, marital status, high school background, educational objective, program, grade point average, and credit-completion ratio. Results indicated (1) overall, the mean completion rate was 64%, (2) significant differences in continuation rates between campuses existed, (3) males and females had identical continuation rates, (4) highest continuation rates were for the high school age group at time of entry, (5) single students had higher continuation rates than married students, (6) new students had higher continuation rates than transfers, (7) full-time students had higher continuation rates than part-time students, (8) those seeking A.S. degrees and technical students had higher rates than those not in these categories, (9) students with grade point averages from 2.0 to 3.4 had higher continuation rates than other students, and (10) students with the highest rates had continuation rates than those with the lowest credit-completion ratio. Statistically significant sex differences were found for all characteristics studied except sex (Author/JDS)

ED 132 992 95 JC 770 029
Fall 1975 Entering Students Not Continuing in the State Community College System. Fall 1976. Student Flow Project, Report No. 17
Hawaii Univ., Honolulu Community Coll. System
Spons Agency--Office of Education (DHEW), Washington, D.C.
Pub Date Dec 76
Note--63p., Best copy available
EDRPS Price MF-$0.83 HC-$4.67 Plus Postage
A questionnaire was sent to 2,045 students who had entered Hawaii community colleges in fall 1975, continued their enrollment in spring 1976, but who did not enroll in fall 1976 for a third semester. The purpose of the questionnaire was to obtain data on reasons for/continued, to obtain information on the fall 1976 activities of non-continuing students and on their future educational plans, and to provide non-continuing students with an opportunity to evaluate their community college experience. A total response of 43% was achieved. Results of data analysis indicated (1) major reasons for non-continuing were school cost, transfer to another college, work, (3) the majority of non-continuing students felt areas in which education were better, and (4) those with grade point averages below 2.0 were between another school. (5) 50% indicated plans to continue their education in spring 1977 and 13% planned to continue at a later time. The best average ratings of characteristics of the college experience were for friendship with other students and for instruction, while the lowest rating was for the variety of courses available. Tabular data are presented throughout the report. Additionally a data are analyzed according to institution, non-continuing student demographic characteristics, and type of educational program. (JDS)

ED 134 264 95 JC 770 104
Applications, Acceptances and Registrations, Fall 1976. Student Flow Project, Report No. 18
Hawaii Univ., Honolulu Community Coll. System
Spons Agency--Office of Education (DHEW), Washington, D.C.
Note--11p.
EDRPS Price MF-$0.83 HC-$1.57 Plus Postage
This document is a part of a series of reports on...
student flow in Hawaii's seven community colleges. Analyzes patterns in student applications, acceptance, enrollment, and transfers for fall 1976. Student applications for admission numbered 9,642 and transfers, applications numbered 4,465. The acceptable-acceptance-rate was 86% for fall 1976 for new and transfer students similar to those reported for fall 1975. The college accepted 91% of all new applications and 86% of transfer applicants, and of those admitted, 72% and 63%, respectively, actually enrolled. Additional analysis showed slightly higher proportions of males than females were accepted in the new and transfer groups, at least 85% of new and transfer students were enrolled at the campus of their first choice, and slightly higher proportions of applicants in the new student group were accepted.

Of those accepted for the liberal arts program, 72% of new students accepted and 63% of transfer students accepted were enrolled at a different UH campus program, while of those accepted for vocational education programs, 72% and 66%, respectively, actual attended a vocated education programs.

Overall, the acceptance-acceptance rates were comparable to those of fall 1975 in terms of sex, program, and geographic area. Tabulated graphic data for the systemwide for individual campuses are included.


EDRS Price MF-$0.83 HC-$5.87 Plus Postage.


Identifiers—Hawaii

As part of a continuing study of student flow in Hawaii community colleges, characteristics of fall 1975 entering students who did not continue at the same community college in spring 1976 but who registered at another public college community college were examined. Characteristics studied were sex, entry status, full-time-part-time status, program, grade point average, credit completion ratio, and cumulative credits earned. Of 2,499 non-continuing students, 72% were males, 71% were new students, 56% were full-time students, 66% were arts majors, 72% had grade point averages below 2.0, 40% had credit completion ratios below 50, and 74% were students with less than 12 cumulative credits. Only 26% retained the same major field of study. Significant differences were found between the total population of non-continuing students and those who registered at another college in the seven characteristics studied. Full-time status program grade point average credit completion ratio, and cumulative credits. Futhemore, data for each campus and tabulated data are appended.


EDRS Price MF-$0.83 HC-$5.87 Plus Postage.


Identifiers—*Goal Attainment, *Hawaii

All 2,346 graduates of Hawaii community colleges 1975-76 were surveyed in September 1976 using a two-part questionnaire intended to elicit from students both general information and a general evaluation of the students' college experience. The evaluation section requested a rating of important goals and expectations, and a rating of the degree to which goals and expectations were fulfilled. A response rate of 65% was achieved. Analysis of the system-wide data showed (1) 40% of the graduates were employed, 22% were enrolled in school and employed, and 38% were enrolled in school, (2) those attending school, 48% were liberal arts majors, 65% were part-time students, and 63% were seeking a degree, (3) 30% of those employed, 71% were working full-time, 41% felt their course work was very relevant to their jobs while 32% felt their course work was somewhat relevant, and 36% felt that their present jobs were the type in which they would probably make their career, and (4) that achieving their college experience, 90% considered being educated for an occupation as very important, approximately 5% felt that their very important goals had been attained, and 79% considered having been able to complete a large curriculum as being very important. Analysts of the survey data for each campus are included in the report. The survey instrument is appended.


This brief report on the Illinois public junior college act stated the objectives, philosophy, and minimum standards for junior college missions, programs, and community control arrangements.

Illinois


174.

ED 019 079  JCF 680 158
GLENNY, LYNNE A.
A MASTER PLAN FOR HIGHER EDUCATION IN ILLINOIS AND THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT TITLE SUPPLIED.
ILLINOIS STATE BOARD OF HIGHER EDUCATION, SPRINGFIELD
EDRS PRICE MF-$0.75 HC-$7.56 1969 P.2
DESCRIPTIONS - BORAD OF EDUCATION, STATE BOARD OF EDUCATION, STATE LEGISLATION, HIGHER EDUCATION, ILLINOIS, STATE PROGRAMS.
THE MASTER PLAN FOR HIGHER EDUCATION IN ILLINOIS IS IN FOUR DOCUMENT-(1) THE ORIGINAL MASTER PLAN OF JULY 1964, (2) THE PLAN OF PHASE II. PUBLISHED DECEMBER 1966, (3) THE TEXT OF THE ACT, APPROVED AUGUST 22, 1961. CREATING A BOARD OF HIGHER EDUCATION, AND (4) THE ILLINOIS PUBLIC JUNIOR COLLEGE ACT, REPRINTED FROM ILLINOIS REVISED STATUTES, 1963-64. THE PLAN CAN SERVE AS GUIDES TO THOSE DEVISING MASTER PLANS IN OTHER REGIONS. (III).

175.

ED 019 846  JCF 780 189
ANDERSON, ERNEST F. SPENCER, JAMES S.
REPORT OF SELECTED DATA AND CHARACTERISTICS FOR ILLINOIS PUBLIC JUNIOR COLLEGES, 1967-68.
ILLINOIS JUNIOR COLLEGE BOARD, SPRINGFIELD
PUB DATE 69
EDRS PRICE MF-$0.25 HC-$0.95 4P
DESCRIPTIONS - ANNUAL REPORTS, COLLEGE CURRICULUM, ENROLLMENT, JUNIOR COLLEGES, STATE PROGRAMS, COSTS, EDUCATIONAL FINANCE, ENROLLMENT TRENDS, FACILITIES, ILLINOIS JUNIOR COLLEGE PROGRAMS, STUDENT CHARACTERISTICS, TEACHER BACKGROUND, TEACHER QUALIFICATIONS, TEACHER SALARIES, TEACHING LOAD.
IN FALL 1967 THE 32 ILLINOIS PUBLIC JUNIOR COLLEGES ENROLLED 94,052 STUDENTS, REPRESENTING 670,767 FULL-TIME EQUIVALENTS. THIS REPORT PROVIDES DETAILED INFORMATION FOR THE SYSTEM AND FOR EACH COLLEGE-(1) ENROLLMENT DATA, (2) APPLICATIONS, ADMISSIONS, AND ENROLLMENT, (3) HIGH SCHOOL RANKS AND ENTRANCE TEST SCORES OF ENTERING FRESHMEN, (4) DISTRIBUTION OF COURSES, SECTIONS AND CREDIT HOURS OFFERED, (5) GRADUATES, (6) LIBRARY DATA, (7) FACULTY BACKGROUND, COURSE, TEACHING LOAD, AND SALARY SCHEDULE, (8) DISTRICT WELFARE, AND (9) CURRENT AND CURRBRNT EXPENSE DATA ARE PRESENTED IN 49 TABLES, WITH EXPLANATORY TEXT. (II).

176.

ED 030 723  VTB 509 579
Pochuck, Chester
A STUDY OF SYSTEMS PROGRAMS IN ILLINOIS PUBLIC JUNIOR COLLEGES. Fall Term 1968.
ILLINOIS JUNIOR COLLEGE BOARD. SPRINGFIELD
PUB DATE 69
Note-20p.
EDRS PRICE MF-$0.25 HC-$1.10 5P
DESCRIPTIONS - CAREERS, COLLEGE PROGRAMS, COMMUNITY COLLEGES, EDUCATIONAL OPPORTUNITIES, ENROLLMENT, HEALTH OCCUPATIONS EDUCATION, EDUCATION, OFFICE OCCUPATIONS EDUCATION, SCHOOL SURVEYS, SERVICE EDUCATION, SURVEYS, TECHNICAL EDUCATION, TRADE AND INDUSTRIAL EDUCATION, UNITS OF STUDY (SME), VOCATIONAL AGRICULTURE, VOCATIONAL EDUCATION IDENTIFIERS-Illinois One of the most significant educational developments in the state of Illinois is the commitment to career oriented programs in 1960, five junior colleges offered five specialized technical programs. In 1968-69 school year 41 campuses offered 39 areas of specialization with a total of 610 programs including 465 associate degree programs and 145 certificate programs. Enrollments in career oriented programs numbered 2,391 or 22.2 percent of total enrollment, with credit hours totaling 9,791 or 9.8 percent of the total credit hours represented by the enrollment. The breakdown of program offerings is as follows: associate degree programs-(1) business-secretarial, 39.5 percent, (2) technology, 26.1 percent, (3) education, 12.2 percent, (4) public service, 8.1 percent, (5) trade, 1.5 percent, and (7) others, 4.1 percent, and certificate programs-(1) business, secretarial, 9.3 percent, (2) technology, 15.6 percent, (3) education, 16.5 percent, (4) trades, 16.5 percent, (5) public service, 6.4 percent, (6) general, 2.4 percent, and (7) others, 1.5 percent. The document presents detailed tabulations of programs offered, campuses offering specific programs, numbers of sections and class size (FF).

177.

ED 038 122  JC 700 089
Committee on Preparation of Junior College Teachers: Master Plan Phase III. Illinois State Board of Higher Education, Springfield
PUB DATE Jun 69
Note-17P.
EDRS PRICE MF-$0.25 HC-$0.95 4P
DESCRIPTIONS - Junior Colleges, Personnel Needs, *Teacher Education, *Teacher Education Curriculum Identifiers-Illinois The purpose of this report is to outline recommendations for submission to the Board of Higher Education on the preparation of junior college teachers. The study evaluated the quality of junior college teachers. The report is organized into five parts, consisting of the preparation of instructors (1) in liberal arts and general education areas, and (2) in technical subjects. Part one recommends upgrading the present master's degree program, establishing new programs, and designing new doctoral programs specific to the junior college area. Part two focuses on the preparation of teachers of technical subjects, indicating the need for vocational-technical teachers and recommending curriculum and programs that would meet this need (BB).

178.

ED 047 683  JC 710 071
Fiscal Year 1970
Note-194P.
EDRS PRICE MF-$0.65 HC-$6.85 4P
DESCRIPTIONS - Costs, Effectiveness, Educational Finance, *Junior Colleges, *Program Costs, *Programs, Institutions, Technical Education, *Vocational Education Identifiers-Illinois This cost differential study was designed to use data collected by the Division of Vocational and Technical Education and the Illinois Junior College Board in an effort to analyze differential program costs of selected occupational curricula in six sample community colleges incurred in the fiscal year 1968-69. To be effective July 1, 1970, the final report was submitted.

179.

ED 091 024  JC 740 153
Guidelines for the Seventies; Proceedings, Work Conference on Adult Education in Illinois Junior Colleges.
ILLINOIS JUNIOR COLLEGE BOARD, SPRINGFIELD
PUB DATE May 70
Note-35P., Conference held March 19 and 20, 1970.
EDRS PRICE MF-$0.75 HC-$1.85 4P
After three brief glimpses of the status of adult education in Illinois programs, 11 guidelines were presented on the role of continuing education in the community college. The role of leadership in Community Service, the identity of college, developing guidelines, identification of problem areas, challenges for adult continuing education in Illinois, guidelines for the 70's, drafting of guidelines, and recommendations regarding them, and dialogue of synthesis concerning boards of guidance for community service in Illinois junior colleges.

180.

ED 047 679  JC 710 067
Toulanon, Robert M. *Ronca, Charles S.
Note-194P.
EDRS PRICE MF-$0.65 HC-$6.85 4P
DESCRIPTIONS - Costs, Effectiveness, Educational Finance, *Junior Colleges, *Program Costs, *Programs, Institutions, Technical Education, *Vocational Education Identifiers-Illinois This cost differential study was designed to use data collected by the Division of Vocational and Technical Education and the Illinois Junior College Board in an effort to analyze differential program costs of selected occupational curricula in six sample community colleges incurred in the fiscal year 1968-69. To be effective July 1, 1970, the final report was submitted.

181.

ED 060 199  VT 014 774
Vert, Joseph A. Davis, Dwight T.
Sponsor-Agency Illinois State Board of Vocational Education and Rehabilitation, Springfield Vocational and Technical Education Div.
PUB DATE May 71
Note-35P.
EDRS PRICE MF-$0.75 HC-$1.85 4P
A survey was made of Illinois Vocational Edu-

38
cational personnel in six high schools, six area voca-
tional centers, and three junior colleges to review the qualifications, needs, difficulties, and working conditions of vocational education personnel and to receive ways in which other educa-
tional agencies might assist in upgrading the qualifications of vocational education personnel in occupational programs. Data were collected under the following questionnaires, which were completed by each school's vocational education director: first, information about certi-
tificates, licenses, teaching, counseling, administrative, and service responsibilities, second, information about the second questionnaires, which was completed by each school's vocational education director, sought information about cer-
tificates, licenses, teaching, counseling, administrative, and service responsibilities, third, information on policies, procedures, and difficulties in acquiring additional credit in occupational ex-
perience. Usable return from 395 of the 359 related questionnaires (113) indicated that (1) Traditionally, salary schedules were not constructed to reward productively, (2) Occupational experience was very important for an occupational teacher, (3) There was a trend for the high school to look to the area vocational center to assume much of the responsibility of providing occupational training, and (4) The vocational education personnel were mainly interested in vocational education curricul-
num building, and technical courses.
Illinois Junior Coll. Board, Springfield.; Illinois Com-
O'Banton, Terry
ED 099 012
f luitors, the roster of participants at th
From the University, Jack Huttig, A Computer
Continuing Education Unit (CEU), contain the

EDRS Price MF-50.75 HC-5.50 PLUS

Postage

Introduces--Academic Standards, *Accredita-
(Interior), Adult Education, Adult
Education Programs, Guidelines, Noncredit
Course, Program Planning, Recordkeeping,
Statewide Planning, Tech Support
Identifiers--CEU, *Continuing Education Unit,
Illinois
Subscribing to the national CEU (Continuing
Education Unit) system, the document translates
the national guidelines into concrete institutional
plans for the State of Illinois. It is intended for
use by any organization in Illinois which offers
non-credit continuing educational experiences
and which wishes to use the CEU in planning
educational units for those experiences which meet
the criteria and guidelines included. Topics
presented are the resolution adopting the state-
wide plan, the resolution regarding uses of CEU
for data collection, the official definitions of the
term Continuing Education Unit, criteria for
awarding continuing education units, and operat-
ing guidelines Members of the Illinois Statewide
CEU Conference Planning Committee and the Illi-
nois Statewide CEU Task Force are listed. A
resolution recommending the establishment of a
centralized record system concludes the docu-
ment. Appended is a sample institutional request
form for the awarding of the Continuing Educa-
tion Unit.

EDRS Price MF-50.75 HC-5.50 PLUS

Postage

Descriptors--Administrative Attitudes, *Commu-
College, *Education Finance, *Evaluation,
Junior Colleges, Post Secondary Educa-
Program Evaluation, State Colleges, State Su-
Participation, Technical Reports
Identifiers--Illinois
A project to evaluate and study student
development programs in all community
Colleges in Illinois is discussed. The project included
for the study, student development programs. The major study
focused on the scope and quality of student
development programs as perceived by students,
faculty, and student development staffs. Other
studies focused on exceptional practices, student
workload, and student development programs. The major study
presented in this abstract might also serve as
a model for a brief profile of student charac-
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EDRS Price MF-50.76 HC-5.43 PLUS

Postage

Descriptors--Education Finance, Enrollment,
Projections, Expenditures, *Finance Reform,
Financial Policy, Income, *Junior Colleges
*State Aid, *Statewide Planning, Tax Support
Identifiers--Illinois
The report is a summary of a study con-
ducted to review and assess the development and
the advantages and disadvantages of Illinois
present system of financing community colleges.
To survey and evaluate the different constraints
of other states with highly developed public educa-
tional systems, to study the major alternative
schemes of financing for the future and to make
recommendaclions as to specific changes in the
financing system, including implementing
changes. Twenty recommendations are
summarized in section I followed by a descrip-
tion of the study's projections of enrollments,
costs, and revenues through 1980, and plans for
funding both operations and capital improve-
ments.

EDRS Price MF-50.83 HC-5.26,6 Plus Postage

Descriptors--Community Colleges, Data Analy-
Hl, A Educational Programs, *Evaluation
Cnna, Evaluation - Methods, Methods
Research, Post Secondary Education, Program
Development, Program Effectiveness, *Pro-
gram Evaluation, Guidance, Vocational Edu-
veys, School Visitation, State Programs, State-
wide Planning, *Vocational Education
Identifiers--Illinois
The purpose of the study was to conduct a sur-
yey for all the public community colleges in Illi-
nois to evaluate how the colleges develop and
approve vocational/technical education programs
Objectives included evaluation of the criteria
used in selecting and approval of programs and
getting information to improve management
processes used in selecting the vocational pro-
gram offer, determining how successfully
the community colleges were providing post-
service vocational/technical education opportuni-
Sures were conducted through mailed s-
aries and by on-site visits Evaluators with ex-
pertise in both occupational education and illi-
nois community college system developed and
mailed previst survey instruments to each com-
munity college president. The resulting data were
atabulated for manpower demand, student interest,
program duplication, and program costs. The
Illinois Community Coll Board, Springfield.

Note—61p.; Not available in hard copy due to marginal legibility of original document.
EDRS Price MF-08.33 Plus Postage. HC Not Available from EDRS.


Identifiers—Illinois

This document contains a narrative analysis and tables of salary information for the Illinois Community College system. The salary data is presented for various positions including faculty, staff, and administrators. The document also includes comparisons of salaries across different regions of the state, as well as salary information for full-time and part-time faculty.

The data is presented in a tabular format, allowing for easy comparison of salary information across different positions and regions. The document also includes a breakdown of average salaries for different positions, such as faculty, staff, and administrators, and provides information on benefits offered by the Illinois Community College system.

The document is intended to assist community college administrators in making informed decisions regarding faculty and staff compensation. It provides valuable information on salary trends and can be used as a reference for developing compensation policies and strategies.

Note—61p.; Not available in hard copy due to marginal legibility of original document.
EDRS Price MF-08.33 Plus Postage. HC Not Available from EDRS.
ED 110 731
Illinois Public College Community Statewide Occupational Student Follow-Up Study: Phase 1 Preliminary Report
Illinois Community College Board, Springfield
Pub Date Jun 75
Note—EP
EDRS Price MF-$0.76 plus postage
Description—Career education, college curriculums, program guidelines, college students, community colleges, data collection, educational accountability, enrollment influences, follow-up studies, post time, student data, sex differences, student characteristics, tables (data), vocational counseling, vocational follow-up studies, Illinois

The statewide follow-up study of occupational students in Illinois was designed to determine the impact of awards on choice of college, career, and employment in career areas. The study was conducted in the fall of 1974. The study included community colleges and two-year colleges in Illinois. The study was conducted in the fall of 1974. The survey included community colleges and two-year colleges in Illinois. The data for Phase I of the study were reported by the Illinois Community College Board (ICC) for the Illinois State Scholarship Commission. The study included 2,000 students from the 1974-75 survey.

ED 120 479
Note—EP
EDRS Price MF-$0.50 plus postage
Description—Community colleges, descriptive statistics, guidance, counseling, placement, follow-up, student data, Sex differences, student characteristics, tables (data), vocational counseling, vocational follow-up studies, Illinois

The study described in the report was a comprehensive study of Illinois community colleges and the impact of awards on choice of college, career, and employment in career areas. The study included 2,000 students from the 1974-75 survey. The study was conducted in the fall of 1974. The survey included community colleges and two-year colleges in Illinois. The data for Phase I of the study were reported by the Illinois Community College Board (ICC) for the Illinois State Scholarship Commission. The study included 2,000 students from the 1974-75 survey.
We. freshman enrollment and 20% of the full-time
volumes is appended, (JDS) For selected category!, comparative longitudinal
enrollment by sex, comparison of full- and part-
enrollment data for fall 1975, spring 1976, (NHM) were measured by three criteria persistence
(27.1%) and laboratories (23.8%)... transfers in full 1973 from Illinois community colleges.
per-transfer GPA. (NHM) were in delinquent good standing At the end of the
Department, Statistical Data, Student Character-
ististics Volume IV Number 1 (and) Volume V Number 2.
Illinois Community Coll Board, Springfield.
ED 135 423 JC 760 300 A Statewide Follow-Up Study of Fall 1973 Transfer Students from Illinois Public Community
The ICCB Computer Based Facilities Inventory & Utilization Management Information Subsystem, Illinois Community Coll Board, Springfield.
EDRIS Price MF-50.83 HC-$2.66 Plus Postage. Available from EDRS.
ED 131 905 JC 770 015 The Illinois Community College Board (ICCB) Faculty and Staff Utilization subsystem, a com-
partment of the ICCB management information
system, was designed to provide meaningful and useful information reports for the analysis of faculty and student resources in the Illinois community colleges. Accommodating the comprehensive nature of staffing at the 49 Illinois community colleg-
es and universities, this subsystem provides basic salary allocation for unit cost study, can accurately calculate outputs per annual faculty, full-time equivalent, and student credits hours. Additionally, the subsystem generates faculty productivity information for purposes of comparison between institutions, while providing individualized, timely reports. The system generates productivity critical to analysis of local operations. Sample output and several charts are included in the report to illustrate basic design principles of the subsystem (Author/JDS).

EDRIS Price MF-50.83 HC-$2.66 Plus Postage. Available from EDRS.

Note-91p.
ESTABLISH 17 AREAS, IN EACH OF WHICH AN AREO COMMUNITY COLLEGE OR AN AREA VOCATIONAL SCHOOL OR AN AREA AGRICULTURAL SCHOOL. THE AREAS WERE: (1) AREA AND REGIONAL NEEDS FOR VOCATIONAL EDUCATION, (2) AREA AND REGIONAL NEEDS FOR COMMUNITY COLLEGE EDUCATION, (3) AREA AND REGIONAL NEEDS FOR AGRICULTURAL EDUCATION, (4) AREA AND REGIONAL NEEDS FOR MENTAL RETARDATION, (5) AREA AND REGIONAL NEEDS FOR MENTAL HEALTH PROBLEMS, (6) AREA AND REGIONAL NEEDS FOR PHYSICAL AND MENTAL HANDICAPPED EDUCATION, (7) AREA AND REGIONAL NEEDS FOR COMMUNITY SERVICES, (8) AREA AND REGIONAL NEEDS FOR VOCATIONAL REHABILITATION EDUCATION, (9) AREA AND REGIONAL NEEDS FOR THE PREPARATION OF PRODUCTIVE EMPLOYMENT OF ALL CITIZENS, AND (10) AREA AND REGIONAL NEEDS FOR VOCATIONAL EDUCATION. THE AREA AND REGIONAL NEEDS FOR NON-RADICAL AREAS INCLUDE: (1) VARIOUS ASPECTS OF AREA PLANT PLANNING AND AREA VOCATIONAL SCHOOL PLANS. CONSIDERATION IS GIVEN TO THE PREPARATION OF AREA PLANT PLANNING AND AREA VOCATIONAL SCHOOL PLANS. CONSIDERATION IS GIVEN TO THE PREPARATION OF AREA PLANT PLANNING AND AREA VOCATIONAL SCHOOL PLANS.

230. ED 026 340 A+ JC 680 419

Iowa's Developing Pattern for Area Schools. A Paper Developed by the Department of Public Instruction with an Attached Statement by the Area Schools of Iowa. 1968 Edition. Iowa State Dept. of Public Instruction, Des Moines.

228. ED 000 630 VT 007 419

Cost Analysis of Selected Educational Programs in the Area Schools of Iowa. Iowa State Univ. Science and Technology, Ames.

229. ED 034 388 EF 003 793


232. ED 106 655 CE 003 852

Iowa Priority Programs Area Requiring Specialization Training of Less Than Baccalaureate Degree.

Iowa State Dept. of Public Instruction, Des Moines.

Report No.-6310-857305-9-24

Pub Date Sep 74

N/A

EDRS Price MF-$0.76 HC-$1.58

POSTAGE


Identifiers- Iowa

Three components (manpower needs, availability of students, program effectiveness) for priority training area rankings, drawn up by the Priority Training Areas and Priority Programs Ad Hoc Committee of Iowa, supplement the area list identifying the occupational areas for priority programs. Career education consultants worked with management staff personnel to develop a model establishing methods and procedures for building a rating system for each factor with the various data sources used. Section 1 of this three-part report introduces the model. Section 2 provides the descriptions and samples of rating techniques for the component Section 3 discusses ranking procedures; the results of which are updated every year. A four-table listing of priority program rankings is provided with the program area names assigned according to the Office of Education taxonomy. Program Points are allocated according to manpower needs, student availability, and program effectiveness. The appendix contains the career education planning model and the components (people need data, resources data, and determining program effectiveness). (JB)

233. ED 093 441 JC 740 254

Data on Iowa's Area Schools. School Year 1972-73.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Dec 73

Note-11p.

EDRS Price MF-$0.76 HC-$1.58

POSTAGE


Identifiers- Iowa

This document presents a comprehensive statistical picture of public postsecondary two-year institutions in Iowa. The bulk of the documentation consists of extensive tables of data obtained from records of the Area School Division, Iowa State Department of Public Instruction, but brief narrative and charts are included as well. Many of the 16 area schools offer a college parallel program equivalent to the first two years of a baccalaureate degree. Courses in college parallel programs are listed, as well as courses in adult and vocational education Courses and students are classified according to program eligibility for State General Aid. Enrollment and graduation data are tabulated and variously classified according to program eligibility for State Aid, enrollment and graduation data are tabulated and classified according to salary, age, experience, highest degree earned, position, and graduate academic major. Data on library resources and
staff are included, and data on physical facilities are tabulated on the basis of financial and architectural criteria. Finally, information on financial resources, expenditures, and tuition and fees income of area schools are presented in accord with the area schools' uniform financial accounting system. Appendices are two sets of follow-up studies. area school graduates of 1973-74 (by program area), and secondary school graduates (1972-73 after one year (by geographic region). (NHIM)

235.

ED 067 091 JC 720 223 Opportunities in Iowa's Area Schools, 1971-1972. Iowa State Dept of Public Instruction, Des Moines. Pub Date Jan 72 Note-74p. EDRS Price MF-$0.65 HC-$3.29

236.

ED 101 819 JC 750 177 Opportunities in Iowa's Area Schools; A Decade of Essays. Iowa State Dept. of Public Instruction, Des Moines. Note-91p. EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

237.

ED 119 749 JC 760 140 Opportunities in Iowa's Area Schools; A Decade of Essays. Iowa State Dept. of Public Instruction, Des Moines. Pub Date 65 Note-113p. EDRS Price MF-$0.83 HC-$6.01 Plus Postage


This booklet contains information on Iowa's statewide system of postsecondary area schools. At the heart of the junior college movement in Iowa and the formation of the area schools is provided, including statistical data covering the 10-year period 1966-1976. There are currently 15 area schools in Iowa. The merged areas of the schools include all counties in the state. The schools offer a wide range of programs, including those for part-time adult education, vocational education, college parallel programs, agricultural production, construction, service programs for high school students, the handicapped, and the institutionalized. Fall 1975 enrollment totaled 32,972, compared to 23,006 in fall 1966. Descriptions of each of the 15 schools are provided, covering statistical information, admissions, financial aid, costs, and programs. Also provided are detailed descriptions of each of the types of programs offered. A factual summary is included, which covers the period 1967 to 1975, followed by a list of major legislation affecting the area schools. Much of the enrollment and financial data is tabulated throughout the document, and a map of Iowa showing the jurisdiction of each of the area schools is provided. (NHIM)

KANSAS

238.


This report includes standards, administration, financing, curriculum, and relationships to other levels of education. A plan for establishing a state system of junior colleges is presented (FS)

239.

ED 014 285 JC 670 604 KANSAS STATE PLAN FOR COMMUNITY JUNIOR COLLEGES. Kansas State Dept. of Public Instruction, Topeka. PUB DATE 6/47.

EDRS Price MF-$0.25 HC-$4.86 22P

DESCRIPTORS—ACCREDITATION INSTITUTIONS, *JUNIOR COLLEGES, *MASTER PLANS, *PROGRAM CURRICULUM, EDUCATIONAL PHILOSOPHY, EMPLOYMENT TRENDS, KANSAS, OPPORTUNITIES, PROGRAM DEVELOPMENT, SCHOOL CONSTRUCTION, STATE STANDARDS.

LEGISLATION IN 1965 ESTABLISHED A STATE SYSTEM OF COMMUNITY JUNIOR COLLEGES AND STIPULATED THE DEVELOPMENT OF A STATE MASTER PLAN BY THE STATE DEPARTMENT OF EDUCATION. THE PLAN PROVIDES FOR ESTABLISHING NEWER THAN 20 JUNIOR COLLEGE AREAS, WHICH SHOULD PUT A JUNIOR COLLEGE WITHIN REASONABLE COMMUTING DISTANCES OF EVERY POTENTIAL STUDENT IN THE STATE CRITERIA, FOR DETERMINING COMMUNITY JUNIOR COLLEGE AREAS ARE (1) THE EXISTENCE OF POST-HIGH SCHOOL EDUCATIONAL NEEDS NOT BEING MET BY EXISTING INSTITUTIONS, (2) THE EFFECT OF A NEW COLLEGE ON THE PROGRAMS OF EXISTING INSTITUTIONS, (3) THE NUMBER OF POTENTIAL STUDENTS, AND (4) AN ADEQUATE FINANCIAL BASE A FEASIBILITY STUDY MUST BE COMPLETED AND THE REPORT MUST BE APPROVED BY THE STATE PRIOR TO A LOCAL ELECTION TO ESTABLISH A JUNIOR COLLEGE DISTRICT THE COMMUNITY COLLEGE CURRICULUM MUST BE COMPREHENSIVE PROVING TRANSFER PROGRAMS, (2) VOCATIONAL EDUCATION TO PROVIDE FREE PRE-ENTRY, TRADE EXTENSION, AND RETRAINING COURSES, (3) COURSES IN GENERAL EDUCATION DESIGNED TO MEET INDIVIDUAL NEEDS, AND (4) SPECIALIZED TRAINING IN PUBLIC SERVICES. THE REPORT INCLUDES PROPOSALS FOR NEW LEGISLATION AND A LIST OF CRITERIA FOR STATE ACCREDITATION OF THE COMMUNITY JUNIOR COLLEGES.

240.


This guide is designed to be used for accrediting junior colleges in Kansas and for periodic institutional self-evaluation. The standards delineated cover public community junior colleges, church-related two-year institutions, private junior colleges, and technical institutes. This guide cites the general state requirement for a given aspect of junior college organization and then describes the specific criteria the accrediting committee uses to evaluate the degree of an institution's compliance with that general requirement. Requirements described include: (1) junior college philosophy and statement of purpose; (2) organization and administration, including administrative and general administrative procedures, finance, enrollment, physical facilities, and recordskeeping; (3) student personnel services, including admission, counseling, graduation requirements, counseling, housing, scholarships, health, placement, adult education, or a college, including university parallel, general education, vocational and technical, adult education, and summer sessions; (5) instruction, including the library, course outlines and objectives, instruction materials and equipment, teaching methods, and evaluation; and (6) the general college atmosphere. (NHM)

241.

ED 028 759 JC 690 110 Flint, Jack M And Others The Kansas Junior College, Kansas State Dept of Public Instruction, Topeka. Pub Date 68 Note-17p. EDRS Price MF-$0.75 HC-$9.95


The history and development of the Kansas public community junior college system is traced from 1917 to 1967. Topics discussed include accreditation, course standards, institutional philosophies, enrollments, organization, finance, curriculum, and legislation. The appendix provides a 20-year state summary of junior college legislation, both public and private in terms of enrollment, finance, and faculty, and a list of vocational-technical programs offered since 1946. These materials are compiled in an effort to characterize the developmental background of the colleges present-day community colleges, and to present these institutions and the system which they comprise (MC)
reflect program priorities as established by the individual institutions to meet the changing educational needs of Kentucky. Six questions were submitted to the colleges and universities in the state system to form a basis for reporting institutional data for the fiscal year period 1972-73. Section I contains (1) projected enrollment figures; (2) changes in educational program structure; (3) program evaluation criteria; (4) program departmental policies; (5) projected needed educational resources, plans and procedures for program development.

244.

ED 065 116
Hauselman, A. J., Stanley, Larry D.
Kentucky Community College System, 1974-75. A brief historical overview describes its development from five to 28 tables, providing the data. (AN)

245.

ED 119 746
Faculty and Staff Information.
Kentucky University, Lexington. Community College System.
Note-30p.

246.

ED 104 506
Hauselman, A. J., Stanley, Larry D.
Compendium of Selected Data and Characteristics: University of Kentucky Community College System, 1975-76. A brief historical overview describes its development from five to 28 tables, providing the data. Note-36p.

EDRS Price MF-50.76 HC-83.32 PLUS POSTAGE

Postage:

Descriptors—Enrollment, Expenditures, Financial Support, Instructional Programs, Junior Colleges, Operating Expenses, State Financial Support.

Identifiers—Kentucky.

This document describes the University of Kentucky Community College System, 1974-75. A brief historical overview describes its development from five to 28 tables, providing the data. (AN)

Note-36p.

EDRS Price MF-50.76 HC-83.32 PLUS POSTAGE

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Identifiers—Kentucky.

This document describes the University of Kentucky Community College System, 1974-75. A brief historical overview describes its development from five to 28 tables, providing the data. (AN)

Note-36p.
This two-part project was initiated to develop guidelines for the physical facilities required to meet the needs of Maine for higher education at less-than-baccalaureate levels. The project focused on the social, economic, and educational needs for general, technical, and occupational training and education. Existing institutions are currently working at near capacity even though student demand is low. This project is part of a broader, multi-year effort to evaluate new programs and campus locations.

Maine

ED 100 450 95
Note—20p.
EDPRS Price MF-$6.75 HC-$10.20 PLUS POSTAGE

Identifiers—Maine, New England


In response to the great need for less than bac- calaureate degree programs in Maine, a grant was made to finance the development of the three programs described here. Offered are a AA degree program in Hotel, Motel, and Restaurant Management and a program of insertive education in Respiratory Therapy which should serve as a model for programs in other allied medical fields, and the "Career College" model developed by Cooperative efforts between the Southern Maine Vocational Institute and the University of Maine that focuses on an interdisciplinary approach to the development of career education and training. This discussion of program development, a curriculum description, and the requirements for completion of each program are included. It is recommended that a State of Maine Community College Delivery System (without walls) and a State of Maine Associate Degree be established. By using all the available postsecondary facilities as well as the business and industrial community, a better response to the further educational needs of people of Maine could be provided without the creation of another formal educational institution.

ED 124 791
Note—43p.
EDPRS Price MF-$6.75 HC-$3.50 PLUS POSTAGE


 identifiers—Maine

The report presents the findings of a study conducted to determine priorities for state-sponsored vocational-technical education in Maine for 1975-77 as perceived by practitioners. A list of vocational-technical education programs developed as a survey questionnaire and administered to 244 professional staff members of the seven postsecondary vocational-technical institutions in the State. The questionnaire was analyzed by question-by-question for each of five areas needs for vocational education, curriculum development, student development and needs, and administration of vocational education. The responses are first reported by question according to institutions and then by questions, and then priorities for each of the five areas are reported, reflecting the following concerns: labor market requirements, assessment of educational needs, evaluation, development and administration of programs, and research. The responses were analyzed with the assistance of emerging technologies, relating preparation data to job entry, development of minimal requirements, and an advanced technical and vocationally oriented counseling and follow-up, provision for advanced placement, and the role of the vocational-technical and a sample questionnaire is appended to the report.

ED 133 593
Note—103p.
EDPRS Price MF-$6.75 HC-$1.85 PLUS POSTAGE

Descriptors—*Associate Degrees, "Child Care

Identifiers—Maine, New England

EDUCATION AND TRAINING FOR VCRICULUM DEVELOPMENT, EXTERNAL DEGREE PROGRAMS, INSTITUTIONAL CHANGE, INTERINSTITUTIONAL COOPERATION, JUNIOR COLLEGE MANAGEMENT, EDUCATIONAL TECHNOLOGY, PROGRAM DEVELOPMENT, STATEWIDE PLANNING, VOCATIONAL EDUCATION

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Legislative Recommendations—Tuition Chargeback Plan. Increased State Aid for Community Colleges on the Basis of a Differential Funding Formula. Increased State Aid from $1,700 to $500 (from $1,100 to $200 for the Eligible Small Colleges) per Full-Time Equivalent Student. Maryland’s Student Questionnaire Should Be Based Upon the Recommendations Included in the Governor’s Task Force on Student Financial Aid. (February 7, 1973, Section 5(a) of the Annotated Code of Maryland (DB).)

ED 085 054
JC 740 005
EDRS Price MF-01.65 HC-5.58
Descriptors—College Faculty, College Programs.
Identifiers—Maryland

The 1973-83 master plan for Maryland’s community college system is presented under the following topics (1) retrospect and prospect (community college in the nation and the State), (2) orientation, and reasons for and objectives of the master plan, (3) a new breed (including enrollment, financing, and institutional evaluation), (3) programs, (4) faculty and instructional practices, (5) physical facilities, (6) financing current operations, (7) guidelines for governance, (8) institutional profiles, and (9) recommendations—venues for advancement. A listing of the members of the nine task force committees precedes the master plan Relevant State policies and rules are appended. A map shows the location of present and planned community college campuses. Figures for enrollment and finances are presented in tables and graphs (KM)

ED 097 922
JC 740 416
A System for the Evaluation of Career Programs in the Community Colleges of Maryland.
Maryland State Board for Community Colleges, Annapolis; Maryland State Board of Education, Baltimore Div. of Vocational-Tecnical Education. Published May 74. Note—108p.
EDRS Price MF-01.75 HC-5.50 PLUS

POSTAGE
Identifiers—Maryland

Guidelines for evaluating postsecondary career education programs in Maryland are provided. The basis for the evaluation system self-study design is a model developed by Malcolm Provix and described in "Educational Evaluation: New Notes, New Methods, The Sixty-Eight-Year Book of the National Society for the Study of Education, Part II". The guide of guide are I. Program evaluation, II. Organizational Team (Level II), III. Phase I Program Objective Evaluation (Level II), IV. Phase II Educational Process Evaluation (Level II), V. Phase III Installation Evaluation (Level II), VI. Phase IV Product Evaluation (Level II), VII. Phase V Evaluation of the Cost Benefits (Level II). In addition, appendixes present A. SBCC Program Proposal Manual, B. Student Questionnaire, C. Graduate Follow-up Questionnaire, D. Long-Range Follow-up Questionnaire, and E. Employer Rating of Students. The board members of the Maryland State Board of Education and of the Maryland State Board of Education are listed. (DB)

ED 093 056
EA 006 247
Cohn, Elchanan; Millman, Stephen D.
Management-Oriented Approaches To Assess Input-Output Relationships In Secondary Education

ED 108 718
JC 750 385
Marcou, Arnold H.
EDRS Price MF-01.75 HC-5.85 PLUS

POSTAGE
Descriptors—Consumer Needs, *Career Education.
Identifiers—Maryland

Maryland State Board for Community Colleges in conjunction with the sixteen public community colleges of Maryland has completed the first statewide student follow-up study of college students In addition, the study was designed to investigate five areas (1) student academic and demographic characteristics, (2) student goals or primary reasons for attending community college, (3) student employment experiences, (4) student training experiences, and (5) student perception of community-college environment and services. This data is broken down into several categories and cross-tabulated where appropriate. Because it is only 10% of the questionnaires were completed and returned, the data is not very sensitive to Changes in the input set, they are sensitive to changes in the output set.

ED 034 526
JC 690 376
EDRS Price MF-01.25 HC-4.65
Identifiers—Maryland

The set of standards contained in this bulletin was approved by the Maryland State Board of Education in March 1969. The standards were designed to implement provisions of certain sections of the Maryland State Board of Education’s Resolution 59-30. They were intended to provide a basis for accreditation by the National Society for the Study of Education, Secondary School Counselors. Secondary School Counselors.

Identifiers—Maryland

This study attempted to identify the orientation procedures which contribute to helping high school students become acquainted with the vocational-technical institutes (VTIs) in Maine To accomplish this objective a number of school counselors at 19 high schools and the VTI personnel at 21 of the State’s 28 VTIs were interviewed and a random sample of 10% of tenth, eleventh, and twelfth grade students and 1400 VTI students were surveyed. The VTI survey gathered data about sources of information influencing choice of VTIs and the value of these sources. The high school students were surveyed concerning awareness of the VTIs in Maine and information sources contributing to that awareness. Interviews with counseling and VTI personnel sought opinions and suggestions about orientation procedures. As a result of the surveys, a series of suggestions concerning orientation procedures are offered for school counselors and personnel concerned with VTIs. The VTI survey yielded the following results: (1) although several influential sources were more frequently noted that although several influential sources were more frequently cited others, the general conclusion was that there was no single procedure considered most effective. (2) A bibliography and sample survey instruments (NJ)
The Master Plan focuses on the long- and short-range goals and objectives of the State Board for Community Colleges and the 16 institutions which comprise Maryland's community college system. Chapter 1 presents the Executive Summary of the Master Plan. An overview of the system is given in Chapter 11 as a means of introducing the Master Plan that follows. Community College System: Projections for enrollment, programs of instruction, student facilities, operations, and physical facilities are detailed in Chapter II. Chapter II outlines the system-wide goals, objectives, and implementation strategies. The five statewide goals are (1) equal access to community college for all Maryland citizens, (2) expand programs and services, (3) provide geographic access to the policy of low tuition, and (5) increase the overall cost effectiveness of the system without impairing the quality of service. Chapter V of the Master Plan describes the means by which the stated goals are being met. Major Policy directions and actions are reviewed in Chapter VI. Implementation profiles of the 16 colleges are presented in Chapter VII Charts, graphs, and tables supplement the text. (Author/AM)
Maryland State Board for Community Colleges

Maryland State Board for Community Colleges, Annapolis.
Pub Date Dec 76
Note: 76p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Adult Education, Annual Reports, Community Colleges, Educational Finance, Enrollment, Facilities, Instructional Programs, Junior Colleges, State Colleges, Statewide Planning, Vocational Education.

Identifiers: Maryland, Non Respondent Surveys.

This document reports on the activities of the Maryland State Board for Community Colleges and the community colleges under its jurisdiction for the fiscal year 1975-76. During this period, community college enrollment was 76,240, an increase of 17.4% over the previous year. Part-time students represented 63% and minority students 19%, of total enrollment. Thirty-one degree and certification programs and four associate degree programs were evaluated and endorsed by the Board. Some 40,000 Maryland citizens completed approximately 1,500 continuing education and community and public service courses. Total net operating expenditures for the community colleges were $89,692,336, the largest total in which $103,000,000 was authorized for capital construction, of which $87,498,318 was allocated to community colleges. The Board completed the full implementation of the statewide master plan for community colleges in Maryland, including revised enrollment, facilities, and financial projections. Additionally, goals for the next decade were set forth. The Board also adopted a model for continuing education in the state.

87p.

271.

ED 133 001

Maryland State Board for Community Colleges. Self-Study; Compiled in Accordance with the Manual Developed for the National Council of State Directors of Community/Junior Colleges.

Maryland State Board for Community Colleges, Annapolis.
Pub Date Dec 76
Note: 76p.

EDRS Price MF-$0.83 HC-$1.47 Plus Postage.

Identifiers: Maryland, Non Respondent Surveys.

This report details the progress and activities during fiscal year 1976 of five projects undertaken by the Maryland State Board for Community Colleges to further improve the quality of postsecondary education in Maryland community colleges. Project I was designed to improve assessment of community college programs, Project II aimed at developing a management information system for occupational programs, Project III involved implementation of a system for the evaluation of occupational programs. Projects IV and V were merged with the intent of improving the quality of orientation, advising, counseling, career development, and placement of occupational program participants. Each of these projects was assigned to each of the community colleges as they seek to implement project objectives. Appendices are additional project materials.

270.

ED 130 709

The Maryland Community College System and the Community College of Baltimore. Annapolis.

Maryland State Board for Community Colleges.
Pub Date Fall 1971

EDRS Price MF-$0.50 HC-$3.50 Plus Postage.

Identifiers: Maryland, Non Respondent Surveys.

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272.

ED 134 255

SEVENTH ANNUAL REPORT AND RECOMMENDATIONS OF THE MARYLAND STATE BOARD FOR COMMUNITY COLLEGES.

Maryland State Board for Community Colleges, Annapolis.
Pub Date Fall 1971

EDRS Price MF-$0.50 HC-$3.50 Plus Postage.

Identifiers: Maryland, Non Respondent Surveys.

This report details the progress and activities during fiscal year 1976 of five projects undertaken by the Maryland State Board for Community Colleges to further improve the quality of postsecondary education in Maryland community colleges. Project I was designed to improve assessment of community college programs, Project II aimed at developing a management information system for occupational programs, Project III involved implementation of a system for the evaluation of occupational programs. Projects IV and V were merged with the intent of improving the quality of orientation, advising, counseling, career development, and placement of occupational program participants. Each of these projects was assigned to each of the community colleges as they seek to implement project objectives. Appendices are additional project materials.

273.

ED 034 390

FACILITIES PLANNING GUIDE FOR THE COMMUNITY COLLEGES OF THE COMMONWEALTH OF MASSACHUSETTS. TRIANGLUM.

Commonwealth of Massachusetts, Boston, Board of Higher Education.
Pub Date 05 May 79

EDRS Price MF-$0.50 HC-$3.40 Plus Postage.


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274.

ED 019 087

ACCESS TO QUALITY COMMUNITY COLLEGE OPPORTUNITY. A MASTER PLAN FOR MASSACHUSETTS COMMUNITY COLLEGES THROUGH 1975. SUMMARY REPORT.

Maryland State Board of Regents for Higher Education.
Pub Date 06 May 76

EDRS Price MF-$0.50 HC-$3.40 Plus Postage.


This summary report reappraises the 1958 master plan and projects the community college system to 1975. Accordingly, it proposes a new master plan, suggests a model system and may serve as a guide to other state or regional planners. The memorandum includes the following: (1) a philosophy of higher education, (2) the purpose and function of the system, (3) student education, (4) developing the colleges (policies for establishment, plant, staff, libraries, faculty, admissions, placement of graduates, operating costs, (5) curriculum (liberal arts, occupational, continuing, (6) projected enrollments and priorities for new or existing facilities, additional colleges, (7) estimated space, plant, staff, operating costs, and operating costs, (8) the system's central office (its responsibilities to the community colleges), the state's role (Sections, (9) the supervision of overall research projects and their staffing, and (10) state and local budget. Evaluation of special projects (e.g., the design of a new master plan study within the next ten years). An addendum with information on changes in the system between May 1967 and February 1968 is included. (OH)

275.

ED 034 390

FACILITIES PLANNING GUIDE FOR THE COMMUNITY COLLEGES OF THE COMMONWEALTH OF MASSACHUSETTS. TRIANGLUM.

Commonwealth of Massachusetts, Boston, Board of Higher Education.
Pub Date 05 May 79

EDRS Price MF-$0.50 HC-$3.40 Plus Postage.


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275.
ED 085 58

Amherst Center for Occupational Education.

Massachusetts Assoc. Amherst Center for Occupa-

tional Education.

Sparks Agency—Massachusetts State Dpt. of

Education, Boston Research Coordinating Unit for

Community Colleges, New York State Education Dpt.,

Albany New York Research Coordinating Unit

President's Report.

Note—136p.

EDRS Price MF-$0.65 HC-$5.39

Descriptors—Associate Degrees, Community

Colleges, Educational Policy, Higher Educa-

tion, Transfer Students, Transfer Students, Univer-

sity Dpl. Colleges.

Identifiers—Massachusetts

In an effort to facilitate student mobility in Massa-

chusetts higher education for two-year col-

lege students to the upper division of four-year insti-

tutions, the Massachusetts Transfer Review Com-

mittee initiated a Commonwealth Transfer Com-

pact. The policy statement indicates that any

associate degrees from any community college

signatory to the CTC will be honored as a unit

and constructed as: (1) completion of at least 60

hours of coursework to be used as general education

credit, and (2) completion of at least 33 credits

toward fulfillment of the general education require-

ments of the baccalaureate degree. Signa-

tory institutions will honor this policy and adhere

(1) the following: the definition of an associate

degree transferable as a unit toward a baccalaureate

degree as the equivalent of 60 credit hours of

undergraduate college-level study, including 6

hours of general education, 9 hours of behavioral

/social sciences, 9 hours of humanities/literature,

9 hours of mathematics/sciences, and 9 hours of

professional/technical education. The third

category (funding) reports on expenditures in the last

fiscal year, and on costs per student per college

and per program. Significant features and leading

questions pertaining to the information displayed

are identified, as are the additional information,

programs, and policy decisions that would be

required for a continuous planning process.

(NMM)

280.

ED 127 002

Collective Bargaining in Public Community Col-

leges; A Survey of Relevant Contract Provisions

from 84 Public Contracts Covering 120

Institutions.

Massachusetts State Board of Regional Commu-

nity Colleges, Boston.

Pub Date 75

Note—151p. Not available in hard copy due to

size.

EDRS Price MF-$0.83 Plus Postage, HC Not

Available from EDRS.

Descriptors—Collective Bargaining, College

Faculty, Community Colleges, Contracts, De-

partment Directors (School), Faculty Promot-

ion, Fringe Benefits, Grievance Procedures,

Junior Colleges, Negotiation Agreements,

Personnel Policy, Sabbatical Leaves, Teaching

Load, Unions

This study was undertaken in support to pro-

vide the community college community with a

resource tool from which they may readily obtain

comparative data on current negotiated contract

provisions. Among the most significant is the

first in a projected series of nationwide research

conducted by the Massachusetts State Board of

Regional Community Colleges and includes rele-

vant provisions from 84 public college col-

lege contracts affecting faculty and certain other

professional employees. Data in the report are

compiled from contracts on file and therefore may

not reflect current practice at a particular insti-

tution. The study delineates: Faculty, Administra-

tion, Teaching, Staff, Salary and Benefits, Staff

Pay, Sickness, Disability, Family Leave, Work-

load, Unions.

ED 132 252

Project Reach (Career Guidance and Coun-

eling, Utilizing Retired Resource Persons).

Massachusetts State Board of Regional Commu-

nity Colleges, Boston.

President Agency—Massachusetts State Dpt. of

Education, Boston Div. of Occupational Edu-

cation.

Pub Date 76

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage

Descriptors—Career Education, College School

Cooperation, Community Colleges, Coopera-

tive Planning, Counseling Programs, Counselor

Selection, Counselor Training, Guidance Per-

sonnel, Guidance Services, High Schools, Hu-

man Resources, Occupational Guidance, Occu-

pational Information, Older Adults, Program

Descriptions, Program Development, Retire-

ment, School Community Cooperation, Senior

Citizens, Summer Employment, Vocational Edu-

cators, Vocational Guidance.

Identifiers—Massachusetts, Project Reach

The reach of Project Reach is based on the assumption that

youth, adults, and other target populations...
CEPTION OF THE COUNSELOR'S TASKS FO-
CUSED ON INDIVIDUAL STUDENT INTER-
VIEWING, INTERPRETING TEST RESULTS IN
COUNSELING INTERVIEWS, AS SEEN AS
COUNSELOR'S TASK BY MORE THAN 90 PER-
CENT OF THE RESPONDENTS INCREASED IN-
VOLVEMENT IN INSTITUTIONAL RESEARCH AND
GROUP WORK WITH STUDEN-
T INTERVIEWS REPORTS SUPPORT THE
MAJOR FINDINGS OF THE QUESTIONNAIRE AND TABLES PRE-
SENTING INFORMATION GATHERED ARE APPENDED (I).
ing comprehensive and continuous planning for postsecondary education, and provides recommendations for an interdepartmental effort to assist and utilize manpower planning information. (Author/DB)

ED 134 286 JC 770 126

EDRS Price MF-06.83 HC-54.67 Plus Postage

This document presents the final recommendations of a task force directed and powered by the Michigan legislature to consider the mission and roles of the state community colleges. The framework and recommendations of the task force and of the reports of the subcommittees in the three areas, the bulk of the document consists of a detailed exposition of the findings of the research function, and the role of the subcommittee on state-local relations, presented in appendices The funding model is based on a 50/50 division of responsibility between the state and local governments. Following an overview of regulations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed exposition of the findings of the research function, and the role of the subcommittee on state-local relations, presented in appendices. The funding model is based on a 50/50 division of responsibility between the state and local governments. Following an overview of regulations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed exposition of the findings of the research function, and the role of the subcommittee on state-local relations, presented in appendices. The funding model is based on a 50/50 division of responsibility between the state and local governments. Following an overview of regulations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed exposition of the findings of the research function, and the role of the subcommittee on state-local relations, presented in appendices. The funding model is based on a 50/50 division of responsibility between the state and local governments. Following an overview of regulations and summaries of the reports of subcommittees in the three areas, the bulk of the document consists of a detailed exposition of the findings of the research function, and the role of the subcommittee on state-local relations, presented in appendices.
Mississippi

297.

ED 125 675

JC 760 350


Mississippi State Dept. of Education, Jackson.

Div. of Junior Colleges.

Pub Date Dec 74

Note-44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage

Descriptors—Associate Degrees, Community Colleges, Educational Finance, Enrollment Trends, Expenditures, Junior College Libraries, Junior Colleges, Statistical Data, Tables (Data).

Identifiers—Mississippi

These tables of data relating to the 16 Mississippi public junior colleges were compiled from the 1973-74 Annual Report to the Junior College Commission, the budget requests for fiscal year 1976 and other sources. Full-time day enrollment totalled 23,795 in 1973-74, an increase of 3,754 from the previous year. Part-time and evening enrollment totalled 11,580, an increase of 583 from the previous year. Total enrollment, including miscellaneous categories, totalled 13,753. Selected data for 1974-75 is also provided.

300.

ED 132 882

HE 008 366


Mississippi State University.

Mississippi State Postsecondary Education Planning Board, Jackson.

Pub Date May 76

Note-100p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage

Descriptors—Demography, Educational Planning, Enrollment, Higher Education, Junior Colleges.

Identifiers—Mississippi

Every institution of higher education in Mississippi was surveyed to determine the geographic origins of its students for the purpose of the study was to try to find the answer to the large increases in total enrollments reported by the state's junior college districts and some of the private colleges after the opening of the 1975 fall semester. Total enrollment figures are given along with a breakdown showing the home county of in-state students and the total number of out-of-state students for each institution.

301.

ED 134 245

JC 770 084

Mississippi Public Junior College Study. Final Report.

Mississippi Commission on Higher Education, Jackson.

Pub Date Jul 68

Note-466p.

EDRS Price MF-$0.83 HC-$8.49 Plus Postage

Descriptors—College Role, Community Attitudes, Community College, Junior Colleges, Master Plans, Public Policy and Administration, Educational Needs, Educational Planning, Educational Research, Feasibility Studies, Junior Colleges, Master Plans, Postsecondary Education, State Legislation, State planning, Student Attitudes.

Identifiers—Mississippi

The Mississippi Commission on Higher Education initiated a comprehensive study of existing and
developing state junior college in order that a master plan for the orderly development of a state system of comprehensive junior college might be arrived at and goals and standards of the Missouri Department of Higher Education introduced. The tables of data present statistical information on the history and sources of revenue to support public education in Missouri. The report contains findings and recommendations of a statewide public school finance study conducted by the citizens of Missouri. It begins with an overview of the study, presents a methodology, findings, recommendations, and implications of the study. The report is intended as a reference document for the development of new college districts. The study was conducted from 1963 through 1974. The study covered the years 1974, and actual and projected FTE enrollments from 1970-71 through 1977-78, and actual and projected per pupil costs from 1970-71 through 1977-78.

ED 125 394
HE 005 878

ED 304

ED 093 412
JC 740 225

ED 308

ED 095 747
HE 005 820

ED 305

Montana

ED 134 249
JC 770 088

ED 303
many were planning to continue their education beyond high school. The survey instrument used conducted was the 131-item second version of a survey one developed by the American College Testing Program. Results of the survey, which are provided in 39 tables, showed that 83 percent did not plan additional education after graduation of the other students, 23 percent they were planning to attend a vocational school, and 77 percent planning to attend a college or university of those who planned to attend school, 36 percent indicated they would attend a vocational school, and 64 percent indicated they would attend 4 or more years. Appendixes present the Sample Frame Procedure. Letters and cash, the Questionnaire for High School Seniors. Letters to parents, and a List of High Schools Surveyed (DB).

312.

ED 095 945  
JC 740 316  
Relations Between Post-Secondary Education and Secondary Education. Technical Group Report No. 9, Montana Commission on Post-Secondary Education, Helena. Pub Date May 74. Note—55p. EDRS Price MF-00.75 HC-03.15 PLUS POSTAGE

Descriptors—College School Cooperation, College Students, Counselor Attitudes, High School Students, Post Secondary Education, Questionnaires, School Surveys, Secondary Education, Student Attitudes, Technical Reports, Vocational Education. Identifiers—Montana

Data obtained from a survey made to determine some of the problems in the relationship between high schools and post-secondary institutions and to identify ways of improving cooperation are presented. Participating in the survey were high school principals, college and university presidents, vocational/technical school directors, proprietary school presidents and directors, and high school counselors, as well as high school and college students. In part 1 of this report, the populations sampled and the percentage of questionnaire responses for each population are reported. The second part summarizes the data collected from the questionnaires sent to high schools, colleges and universities, vocational/technical centers, and proprietary schools. The responses of high school counselors, high school seniors, and college students are summarized in the third part of the report. Recommendations are given. The questionnaires with response rate for the high schools, and a graphic display of the percentage time spent by counselors on educational, vocational, and personal counseling with the percent of time they would like to spend are provided in the appendices to the report. (DB)

313.

ED 095 946  
JC 740 317  

Descriptors—Colleges, Community Colleges, Consortia, Data Collection, Higher Education, Interinstitutional Cooperation, Post-School Education, Questionnaires, School Surveys, Shared Facilities, Teacher Exchange Programs. Technical Reports, Vocational Education. Identifiers—Montana

A questionnaire was conducted to determine the amounts and types of interinstitutional cooperation, including the number of persons participating, the extent of postsecondary education. The cooperative activities included consortia of educational institutions, faculty exchange, student exchange and/or concurrent enrollment, articulation and transfer agreements, facilities sharing, other cooperative agreements, and post-secondary education. In addition, the potential for such arrangements for improving economic and educational effectiveness was assessed. Results of the survey included the following findings (1) three community colleges, the three private colleges, and the six units of the Montana University System participate in consortia; the five vocational/technical centers function as an informal consortia, (2) all of the institutions participate in the form of facilities-sharing with state, local, and private agencies, (3) it is probably the major point of contact between the six and the universities, colleges, community colleges, and vocational/technical schools is the little formal faculty exchange and sharing. (5) there are nine formal cross-registration and student exchange-agreements. It is recommended that state-funds support of continuing education problems be studied. the concept of faculty sharing, expanded student aid, and faculty cooperation be continued, and the problems of student articulation and transfer be undertaken on a formal or an ad hoc basis. (There are five appendices to the report) (DB)

314.
Nebraska

ED 102 909
Conrad Enrollment Report, Montana University System, Private Colleges and Community Colleges, Fall Quarter 1974,
Nebraska, Nebraska Technical Community Colleges, Western Nebraska Technical Community College, Nebraska Technical College, Fall Quarter 1974, & Fall Quarter 1973.

Note: 21p.
EDRS Price MF.50.75 -HC-51.85 PLUS POSTAGE

Postage:

Advertisements

ED 104 481
JC 750 259
Nebraska Technical Community Colleges, Lincoln.

Pub Date 3 Mar 75
Note: 8p
EDRS Price MF.50.75 -HC-54.43 PLUS POSTAGE

Postage:

Advertisements

ED 118 199
JC 760 126
State Plan for Community Colleges in the State of Nebraska.
Nebraska, UMC, Region Community College Region, & Region.

Pub Date 7 Jan 71
Note: 87p
EDRS Price MF.50.83 -HC-56.01 PLUS Postage

Postage:

Advertisements

ED 123 352
CE 007 024
Beaver

General Report.
Sponsored by Nebraska State Board of Education, Lincoln, Nebraska State Board of Education, Lincoln.

Pub Date Sep 75
Note: 11p, not available in hard copy due to print quality of original document
EDRS Price MF.50.83 PLUS Postage, HC Not Available Plus EDRS

Postage:

Advertisements

ED 100 283
HE 006 188
University of NebraskaSystem, & University of NebraskaSystem.

Pub Date [75]
Note: 130p
EDRS Price MF.50.75 -HC-57.90 PLUS POSTAGE

Postage:

Advertisements
New Hampshire

ED 014 24N 1975 180 VITALS CHRISTUS M ANTHONIES COMPREHENSIVE JUNIOR COLLEGES NEW HAMPSHIRE JUNIOR COLLE COMMISION, CONCORD
PUB DATE 09/75
EDRS PRICE MF 0.25 HC 0.50 PLUS FICHER FEE PER TRANSACTION $0.75
DESCRIPTORS "EDUCATIONAL PLANNING", "JUNIOR COLLEGES", "MASTER PLANS", "STATE PROGRAMS COLLEGE PLANNING", "EDUCATIONAL FINANCING"
NEW HAMPSHIRE, SCHOLARSHIPS, STATE AGENCIES.
72 MEETING THE STATE'S HIGHER EDUCATION NEEDS, THE NEW HAMPSHIRE JUNIOR COLLEGE COMMISSION DEVELOPED A PLAN FOR GRADUAL AND SELECTIVE CONVERSION OF THE STATE'S TECHNICAL AND VOCATIONAL SCHOOLS TO COMPREHENSIVE JUNIOR COLLEGES, A SEQUENTIAL ADDITION OF 2 YEAR PROGRAMS TO THE STATE COLLEGES AND LOCAL PROVISION OF JUNIOR COLLEGE SITES, (4) STATE FINANCING OF CONSTRUCTION AND CAPITAL COSTS, AND (5) FINANCING OF NO MORE THAN 60 PERCENT OF OPERATING COSTS, PLUS PARTICIPATION WITH LOCAL AND PRIVATE AGENCIES IN A SCHOLARSHIP PROGRAM.

ED 118 194 1974 102 JC 760 120 1975 GRADUATES: PLACEMENT REPORT NEW HAMPSHIRE TECHNICAL INSTITUTE AND NEW HAMPSHIRE VOCATIONAL-TECHNICAL COLLEGES.
NEW HAMPSHIRE STATE DEP OF EDUCATION, CONCORD Div of Post-Secondary Education.
PUB DATE [74]
NOTE - 32p.
EDRS PRICE MF 0.50 HC-S.00 PLUS POSTAGE.
IDENTIFIERS "New Hampshire".
A total of 712 students graduated from the seven institutions in the New Hampshire Post-Secondary Education System in 1975. In spite of the high unemployment rate in the State, 70 percent, or 495 of the eligible group, had fully or partially employed status by September 30, 1975, 3 percent were employed part-time, 12 percent were continuing their education full-time, and 15 percent were not seeking employment. Of all graduates employed full-time, 93 percent have remained in New Hampshire, 5 percent were unable to work from their home towns, and 92 percent are employed in their major field of study. Average entry salary for all categories remained stable, showing no significant change from 1974. This is consistent with the general economic outlook. It is estimated that all graduates employed full-time will have a total gross earning power in excess of $3,750,000 during the first year of employment, with at least 80 percent of the 77 institutions among this year's graduates, reporting to program of study and list of representative companies employing 1975 graduates are provided (Author/NIHE).

New Jersey

ED 018 555 1975 180 NEW JERSEY STATE DEPT. OF EDUCAT. TRENTON Div of VOCATIONAL EDUCATION.
PUB DATE 09/75
EDRS PRICE MF 0.25 HC 0.50 PLUS FICHER FEE PER TRANSACTION $0.75
DESCRIPTORS "Vocational/Technical Education", "NEW JERSEY State Vocational-Technical Education".
JUNIOR COLLEGE TECHNICAL EDUCATION NEEDS TO PREPARE STUDENTS FOR THE WORLD OF WORK WHICH DEMANDS SPECIALIZED SKILLS AND THE ABILITY TO ADAPT AND LEARN. THE STATE BOARD OF HIGHER EDUCATION, IN ALLOCATING STATE RESOURCES TO THE COMMUNITY COLLEGES, MUST CONTINUE ITS PRIORITY ON THE DEVELOPMENT OF AREA VOCATIONAL-TECHNICAL SCHOOLS IN THE STATE. NEW JERSEY NEEDS (1) COUNTY-OPERATED AREA VOCATIONAL-TECHNICAL HIGH SCHOOLS TO SUPPORT AND BE THE MEANING CURRICULUMS PRESCRIBED BY INDUSTRY'S PLACEMENT DEMANDS, (2) CIVILIANALLY CONTROLLED COUNTY TECHNICAL INSTITUTES WITH A VARIETY OF MARKETED CURRICULUMS LEADING TO THE ASSOCIATE DEGREE, AND (3) UTILIZATION-OF CURRICULUMS PRESCRIBED BY INDUSTRY'S PLACEMENT DEMANDS, IN SOME CASES, THROUGH TECHNOLOGY DEGREE PROGRAMS.
NEW JERSEY SCHOOLS SHOULDN'T BE REQUIRED TO EXCEED NATIONAL ACHIEVEMENT STANDARDS IN THE BACCALAUREATE DEGREE, BUT THEY SHOULD PREPARE STUDENTS TO SATISFY THE REQUIREMENTS OF THE PROGRAM TO WHICH THEY ARE ENROLLED AND TO SATISFY THE REQUIREMENTS OF THE BUSINESS AND COMMUNITY REQUIREMENTS. THIS PLAN WILL PREPARE STUDENTS FOR THE WORLD OF WORK WHICH DEMANDS SPECIALIZED SKILLS AND THE ABILITY TO ADAPT AND LEARN.

ED 035 228 1975 1973 EF 003 773 FACILITIES STANDARDS AND PLANNING MANUAL FOR NEW JERSEY COMMUNITY COLLEGES. NEW JERSEY STATE DEPT. OF HIGHER EDUCATION, TRENTON Div of Two Year Colleges.
PUB DATE Jan 75
NOTE - 415p.
EDRS Price MF 0.30 HC-S.00 PLUS POSTAGE.
IDENTIFIERS "New Jersey".
This report was prepared to assist the New Jersey Board of Higher Education in allocating and utilizing the state's financial resources in developing and supporting community colleges. It is a revision of the 1971 report which described the long-range capital and operating needs for New Jersey's community colleges. The study was conducted to determine the capital and operating needs for each college in the State for the years 1975-1979, to develop a method of determining the capital and operating needs of new community colleges, and to develop a method of determining the capital and operating needs of new community colleges.

ED 036 945 1975 180 JC 750 339 1975 1974 STATE COMMUNITY COLLEGES.
NEW JERSEY STATE COMMUNITY COLLEGES: A CASE STUDY. NEW JERSEY STATE COMMUNITY COLLEGES: A CASE STUDY.
PUB DATE [75]
NOTE - 95p.
EDRS Price MF 0.35 HC-S.00 PLUS POSTAGE.
IDENTIFIERS "New Jersey".
This report was prepared to assist the New Jersey Board of Higher Education in allocating and utilizing the state's financial resources in developing and supporting community colleges. It is a revision of the 1971 report which described the long-range capital and operating needs for New Jersey's community colleges. The study was conducted to determine the capital and operating needs for each college in the State for the years 1975-1979, to develop a method of determining the capital and operating needs of new community colleges, and to develop a method of determining the capital and operating needs of new community colleges.
Since 1962, when the state legislature authorized the establishment of community colleges and committed the state to dollar-for-dollar support, 12 community colleges and 177,860 students were included in the higher education system in New Jersey. This report documents the development of the community colleges from 1955 to 1972 in the context of the history of higher education, offering a discussion of accessibility to higher education, offering a diversity of programs, and the state's role in the provision of higher education. The report also reviews the success of community colleges in fulfilling their goals, including the addition of state imposed FTE limitations, and the major discrepancy between the actual and projected enrollments in postsecondary vocational and technical education programs of less than baccalaureate degree. The report concludes with a study of what constitutes a desirable balance of sources of revenue for the county colleges.

ED 131 892
EDRS Price MF $0.83 HC $1.87 PLUS Postage
Descriptors—Community Colleges, Community College, Costs, Educational Finance, Enrollment Projections, Full-time Students, Higher Education, Institutional Programs, Postsecondary Institutions, Student ACT Scores, Student Enrollment, Student Characteristics, Transfer Students.

Support—Incomes, Junior Colleges, Program Costs, Tables (Data)

Identifiers—New Jersey

Data drawn from audited financial statements of the individual county colleges of New Jersey for fiscal years 1975 and 1976 provided the basis for the analysis and evaluation. The study reported on the actual and projected enrollments in postsecondary vocational and technical education programs with regard to sources of current income, full-time-equivalent (FTE) student enrollments and costs, total institutional and general expenditure, and physical plant capital. A study of the data for both the fiscal year 1976 and fiscal year 1975 revealed that the state aid and for 28% of total revenues in 1976, and 26% in 1975. County appropriations constituted of 35% of revenues, up 20%, of revenues came from tuition and fees, up 13%; 8% was contributed from other sources (grants, investments, interest income, miscellaneous), down 15%. The physical plant expenses decreased 13% while per FTE student increased 5%. In 1976, enrollment was 67,949, up from 60,056 FTE in 1975. The rate of growth of expenditures (13%) was greater than the rate of growth of revenues (12%). However, when inflation was factored in, a desirable balance between sources of revenue for the college colleges must be maintained. Financial data are presented for all colleges. (IDS)

New York

ED 131 892
JC 770 002
Dorry, Charles R., Ed. Gepfer, Ronald, Ed
Post-Secondary Pyramidal Development, Volume 2, Mercer County Community College, Trenton, NJ
Sparks Agency—New Jersey State Dept of Education, Trenton Div. of Vocational Education
Pub Date: 30 Jun 76
Note—596p.
EDRS Price MF $0.83 HC $1.87 PLUS Postage
Descriptors—Community College, Conference Reports. "Inservice Teacher Education Programs of Less than Baccalaureate Degree" (St Louis, Missouri, January 18-21, 1976).

Support—Incomes, Junior Colleges, Program Costs, Tables (Data)

Identifiers—New York

Data available in Postsecondary Vocational and Technical Education Programs of Less than Baccalaureate Degree at 30 Jun 76. The cost of the program was determined by the amount of time spent by the teacher, the cost of the materials, and the total cost of the program. The cost per FTE student declined 16%, educational and research expenditures increased 13% while per FTE student declined 5%. In 1976, enrollment was 67,949, up from 60,056 FTE in 1975. The rate of growth of expenditures (13%) was greater than the rate of growth of revenues (12%). However, when inflation was factored in, a desirable balance between sources of revenue for the college colleges must be maintained. Financial data are presented for all colleges. (IDS)
EDRS Price MF-05.65 HC-S3.29


La Guardia College (New York) is the only community college in the United States requiring its entire student body to participate in a work experience program regardless of curriculum choice. This study, conducted by a team of selected consultants, is an assessment of the program based on onsite visits, interviews, and an array of reports and specifications. Areas of assessment were (1) the legal framework, administrative structure and facilities, (2) the college curriculum, (3) college recruitment and enrollment program, (4) student services, (5) the college's self-evaluation Committee, and (6) the college's success. Some conclusions were (1) the curriculum, using an interdisciplinary approach, individualized student union, and the work program, provides a relevant experience for the student, (2) team counseling has proved to be effective, and strains and subsequent work experience program. (3) there is a pronounced need for additional funding sources to aid the financially disadvantaged, (4) recruitment methods need to be more comprehensive, (5) the college should continue to seek ways to evaluate the degree to which it is meeting its goals and objectives, and (6) the program merits close study by educational authorities in other major metropolitan areas.

338.

ED 082 675

HE 004 704


State Univ of New York, Albany Central Staff Office of Institutional Research

Report No—NYS-016-34

Pub Date Jul 73

Note—140p

EDRS Price MF-05.65 HC-S6.58


This report is divided into two parts: (1) a description and analysis of information at the institutions of higher education in New York State, and (2) a description and analysis of information at the institutions of higher education in New York State, and the institutions of the State University of New York. The report and all but one of the appendices is included in the basic document.

339.

ED 088 546

JC 740 100

Corcoran, Thomas B., Burke, Rose

Factors Affecting Enrollment in Engineering-Related Programs at Community Colleges. Final Report.

Syracuse Univ. Research Corp., N.Y Educational Policy Research Center

Spons Agency—New York State Education Dept., Bureau of Occupational Education Research

Report No—SURC-TR-73-554

Pub Date Jul 73

Note—190p

EDRS Price MF-05.75 HC-S9.00


This report and its appendices are the results of a study of recruitment and retention "problems" in the various engineering technology programs offered by the community colleges of the State University of New York (SUNY). The focus of the report is on the reasons for and of the factors influencing the relationship of these factors to enrollment and retention. A review of the literature and descriptive interviews with administrators of the State University of New York revealed seven factors which might be perceived to be a "problem" that requires policy action. In the third section, an analysis is made of the factors that influence individual decisions to enroll or not to enroll in engineering technology programs, their relative weights, and their transformation into government policy. This report describes some of the recruitment procedures that have been found to be effective. The fifth section contains the recommendations of the Educational Policy Research Center. The six appendices to the report are: A Forecast of Future Need for Technicians, Analysis of SUNY Enrollment by Type of College 1968-71; A Review of Factors Affecting Recruitment into Post-Secondary Education. Recruiting Techniques; Intervention Strategies for Increasing Enrollments in Community College Technical Programs, and The "Definition Problem" in the Community College. (DB)

340.

ED 089 642

HE 003 398

Appellate and Application Patterns of Transfer Students. Fall 1972. State University of New York

State Univ of New York, Albany Central Staff Office of Institutional Research

Report No—SUN Y 011-R4-12

Pub Date Feb 74

Note—133p

EDRS Price MF-05.75 HC-S4.60 PLUS POSTAGE


This is the third study of the application and enrollment patterns of university transfer students. This study was conducted in response to the requests for basic information about the intercampus mobility of students attending mismatched programs. The program of the State University of New York includes a total of 21,657 transfer students were enrolled in the fall 1972 at state university institutions, 60% in senior institutions, and 40% in 2-year colleges. The most common type of transfer student is the junior to senior institution transfer, followed by transfers to the State University of New York, and the other type of mobility is as follows, state university 2-year college to senior college, junior college to senior college, and state university senior to 2-year college. (Author/PG)

341.

ED 090 902

HE 006 084

Attraction and Retention of Full-Time, Part-Time Students in Two-Year and Baccalaureate Degree Programs. Class of 1973. Report No. 4-76

State Univ of New York, Albany Central Staff Office of Institutional Research

Pub Date Oct 74

EDRS Price MF-05.75 HC-S4.20 PLUS POSTAGE


This document presents statistical data concerning the attrition and retention of full-time, part-time students in 2-year and baccalaureate degree programs for the class of 1973 of the State University of New York, Attraction and retention in baccalaureate programs and 2-year programs at institutions of the State University of New York. The attrition and retention of students in the State University of New York is compared with national attention/retention data and transfer data for students in 2-year programs at institutions of the State University of New York. The tables are included for university
ED 115 161

HE 007 007


State Univ. of New York, Albany. Central Staff Office of Institutional Research. Pub Date Jul 75

$0.83 HC-$4.67 Plus Postage

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—Associate Degrees, Bachelor Degrees, Degree Completion Rates, Degrees/Graduates, Enrollment Trends, Higher Education, Institutional Research, Student Characteristics, Statistical Data, Trend Analysis.

Identifiers—State University of New York.

Summary—The report presents the trends in enrollment and degrees granted from the State University of New York for the academic year 1968-1974. It provides data on the number of students enrolled, the number of degrees granted, and other related statistics. The data are presented in tables and graphs, and are analyzed to identify trends and patterns over the years.

ED 118 006

HE 007 001


State Univ. of New York, Albany. Central Staff Office of Institutional Research. Pub Date Sep 75

$0.83 HC-$4.67 Plus Postage

EDRS Price MF-$0.33 HC-$3.50 Plus Postage


Identifiers—New York State Education Dept., Albany.

Summary—The report presents the trends in enrollment and degrees granted from the State University of New York System from its inception in 1948 to 1974. It provides data on the number of students enrolled, the number of degrees granted, and other related statistics. The data are presented in tables and graphs, and are analyzed to identify trends and patterns over the years.

ED 123 1977

HE 007 757

Trends in Enrollment and Degrees Granted, 1948-1975. Report No. 7-75

State Univ. of New York, Albany. Central Staff Office of Institutional Research. Pub Date Jun 76

$0.83 HC-$7.35 Plus Postage

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—Graduate Students, Higher Education, Institutional Research, Statistical Data, Trend Analysis.

Identifiers—New York State University of New York.

Summary—The report presents the trends in enrollment and degrees granted from the State University of New York System from its inception in 1948 to 1975. It provides data on the number of students enrolled, the number of degrees granted, and other related statistics. The data are presented in tables and graphs, and are analyzed to identify trends and patterns over the years.

ED 124 184

JC 770 083

Transfer Students, Fall 1974. Report No. SUNY-R4.76

State Univ. of New York, Albany. Central Staff Office of Institutional Research. Pub Date Nov 75

$0.83 HC-$4.67 Plus Postage

EDRS Price MF-$0.83 HC-$4.67 Plus Postage


Identifiers—Community College System of New York.

Summary—The report presents the trends in enrollment and degrees granted from the State University of New York System from its inception in 1948 to 1974. It provides data on the number of students enrolled, the number of degrees granted, and other related statistics. The data are presented in tables and graphs, and are analyzed to identify trends and patterns over the years.

ED 125 472

HE 008 048

Age Group and Sex of Students, Fall 1972. Report No. 6-74

State Univ. of New York. Albany. Central Staff Office of Institutional Research. Pub Date Jun 76

$0.83 HC-$7.35 Plus Postage

EDRS Price MF-$0.83 HC-$7.35 Plus Postage

Descriptors—Community Colleges, Educational Objectives, Educational Policies, Educational Programs, Institutional Research, Tuition.

Identifiers—New York State University of New York, SUNY.

Summary—The report presents the trends in enrollment and degrees granted from the State University of New York System from its inception in 1948 to 1974. It provides data on the number of students enrolled, the number of degrees granted, and other related statistics. The data are presented in tables and graphs, and are analyzed to identify trends and patterns over the years.
 ED 132 901
 HE 008 440
 Recent Enrollment Trends in Degree-Granting Institutions in New York State. Perspectives for 1974-75 (New York State Education Dept., Albany Office of Postsecondary Research, Information Systems and Institutional Aid. 49 Washington Avenue, Albany 12220. EDRS Price MF-$0.83 HC-$4.67 Plus Postage)

 349.

 North Carolina

 351.

 North Carolina State Board of Education, Raleigh Dept. of Community Colleges.

 352.


 353.


 system as a whole, and in individual SUNY institutions. (JDS)

 EXISTING PUBLIC SCHOOL PROGRAMS
 WILL NOT BE ADVERSELY AFFECTED. A STATE DIRECTOR, RESPONSIBLE TO THE STATE BOARD OF EDUCATION, IS DESIGNATED BY NINE KEY PROFESSIONAL STAFF MEMBERS APPROXIMATELY 65 PERCENT OF THE OPERATING BUDGET IS ALLOCATED BY THE STATE, WITH 20 PERCENT FROM THE STUDENT AND 15 PERCENT FROM THE LOCAL DISTRICT. THIS INSTITUTION HAS A STATE APPROVED ADMINISTRATIVE ORGANIZATION STATE LAW PROVIDES FOR TRUSTEES FOR EACH COMMUNITY COLLEGE AND TECHNICAL INSTITUTE AND AN ADJUSTIVE BOARD FOR EACH INSTITUTIONAL CENTER. (MD)

 ED 021 530
 JC 680 299
 MANUAL FOR INSTITUTIONAL SELF-STUDY: EDUCATIONAL ADMINISTRATION, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EDUCATIONAL PROGRAMS, FACULTY, EVALUATION, GUIDELINES, INSTITUTIONAL RESEARCH, JUNIOR COLLEGES, LIBRARY PROGRAMS, PROGRAM EVALUATION: STUDENT OPINION, STUDENT PERSONNEL SERVICES

 An institutional self-study, the purpose of which is to improve the educational effectiveness of the institution, should include an examination of the past and present in resources, faculty, students, and program terms of stated purposes and objectives. Prior to launching a self-study, the institution should obtain approval for the study of its board of trustees. The study itself should include (1) a statement of purpose, in which the role of the institution is outlined, (2) a description of the institution's organization and administration, (3) an outline of the educational program (with a focus on the administration policy and the curriculum), (4) a survey of the financial resources, (5) a description of the institution's philosophy, (6) a description of the institution's role, function, and services, (1) a complete picture of the institution, (10) a survey of the physical plant. Forms for reporting, enrollment, faculty, and library information are given in the appendices. (MD)

 ED 015 722
 JC 670 660
 THE COMPREHENSIVE COMMUNITY COLLEGE SYSTEM IN NORTH CAROLINA. STATE BOARD OF EDUCATION, RALEIGH

 May 72


 A total of 27,320 transfer students were enrolled in 1975 at the State University of New York (SUNY) system. This is an increase of 13 percent over fall of 1974 for the same institutions. Of these transfer students, 64 percent were enrolled in senior institutions and 36 percent were enrolled in junior colleges, a distribution similar to those of previous years. The majority (52.7%) of transfer students originated from within the state. The most common type of transfer (33.6%) was transfer within SUNY from a two-year to a senior institution. The second most common type of transfer (20.5%) was transfer from institutions outside SUNY to a SUNY two-year institution. Eighteen-eighty tables are presented, organizing statistical data on transfers in the SUNY
pational extension, continuing education, and community service programs; (3) faculty recruitment, retention, and professional growth. This chapter will examine the unique role of community colleges and technical institutes in the economic and social development of North Carolina. It will also discuss the role of these institutions in providing a "sound educational program for all the community." The results of the study indicate that there should be a determined effort to provide additional opportunities for the lower socio-economic groups. The study also examined the "community college" concept and the "continuing education" concept, and it recommended that these concepts be further explored.

**ED 032 073**

**Title:** Gerald M. Sowders

**Source:** North Carolina Community College System, Final Report

**Description:** This report provides information about a reorganization of the North Carolina community college system. The study indicates that the community colleges and technical institutes have successfully extended universal education beyond the high school but certain factors should be strengthened if these institutions are to provide a sound educational program for all the community.

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The objectives of this research project were to;
1. replicate and update data gathered in 1969 about North Carolina Community College System (NCCCS) credit students;
2. provide a similar profile of all North Carolina adults (over 18) in 1970 to serve as a comparison basis;
3. examine student value orientations toward education as reasons for attending institutions in the NCCCS;
4. analyze the relationships found between selected programmatic, demographic, and socioeconomic variables. In order to achieve these objectives, a 45-item questionnaire was administered to 13,723 students enrolled in 16 NCCCS community colleges/technical institutes during the fall quarter of 1974. Of the 7,074 (53 percent) usable, 1974 was the most recent data form. Data presented includes demographic, socioeconomic, academic, and programmatic characteristics of the entire sample, compared with characteristics of curriculum vs. extension (non-credit) students, characteristics of students by major educational program area, characteristics of adult and youth population of the state, changes in credit student characteristics over the 1970-1972 period, student enrollment information, future plans of students by program area, and the institutional characteristics which influence student selection of a college. Sampling and data analysis techniques are detailed (Author/DC).
Ohio

ED 019 954 JG 680 201
A GUIDE TO COMMUNITY COLLEGE PLANNING IN OHIO
Ohio Board of Regents, Columbus
Pub Date Aug 65
EDRS Price MF-50.30 18P
Descriptors-- Governing Boards, Junior Colleges, Master Plans, Planning
Special programs, college planning, educational finance, educational legislation, educational planning, Ohio, state legislature, trustees.

The Ohio Board of Regents prepared this guide, covering the major points of the mechanism that the Board of Regents has adopted to plan for a junior college. The guide is arranged in a manner that makes it easier for the reader to follow the Board's intentions and procedures. The guide is intended to be used as a planning aid for the Board of Regents and for individual colleges.

ED 029 111 JG 008 001
Technical Education in Ohio's State-Assisted Institutions of Higher Education. Progress Report. Ohio Board of Regents, Columbus
Pub Date 67
Note--37p
EDRS Price MF-50.25 HC-51.95
Descriptors-- Associate Degree, Community Colleges, Post Secondary Education Program Guides, Standards, State Colleges, Technical Education, Vocational Institutes
Identifiers-- Ohio

Since 1963, 18 campuses have been developed in Ohio to offer technical education, offering a 2-year program in technical education. Three additional centers for technical education are being developed. In all, more than 14,000 students were enrolled in 21 different technical education programs with nearly 2,000 associate degrees awarded in the academic year ending June 30, 1968. Supplemented by federal funds over $52 million appropriated by the Ohio General Assembly has been spent for these 2-year campuses. The Ohio Board of Regents and the State Board of Education consider technical education beyond high school as an integral part of higher education, and the former has established appropriate standards for curriculum, faculty, and facilities. This publication presents the Ohio Board of Regents plans to extend the network of technical education and to encourage increased student and employer understanding and acceptance of technical education.

ED 037 575 JG 360 336
BRIEY-JOHN MARSHALL
MASTER PLAN FOR STATE POLICY IN HIGHER EDUCATION
Ohio Board of Regents, Columbus
Pub Date: Jun 67
EDRS Price MF-50.75 HC-56.54 19P
Descriptors-- College Role, Ohio Education, Junior Colleges, Planning
Ohio Educational Finance, Planning the Future; Higher Education, Planning and Development

A comprehensive plan for public higher education in Ohio is presented. A guide to implementation and continuing the policy of open access to state-assisted institutions of higher education for all Ohio residents who graduate from high school. This plan is intended as a guide to implementation and continuing the policy of open access to state-assisted institutions of higher education for all Ohio residents who graduate from high school. The plan includes a chapter on planning, the process of planning, and the criteria with which to evaluate it.

ED 070 333 JG 750 370
Planning: Two Year Colleges. Ohio Board of Regents, Columbus Management Improvement Program
Pub Date 1 Jul 73
Note--88P
Available from--Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3)
EDRS Price MF-50.76 HC-55.43 PLUS POSTAGE
Identifiers--Ohio

This document is one of five manuals designed to improve management practices in Ohio's two-year colleges. This publication enables administrators with an organized and logical discussion of the planning process, examples of effective practices, practical and useful ideas to improve planning practices, and criteria for effective planning, which can be used by individual colleges in analyzing and improving present planning processes. A chapter on planning processes presents a detailed discussion of how to write planning objectives, how to balance planning needs, how to calculate and forecast income and expenditures, how to determine priorities, how to allocate resources, and how to implement plans. A chapter on planning organization discusses how to begin, who should participate, and how to identify long- and short-range goals. A chapter on prerequisites for successful planning discusses the need for a common data base and the criteria with which to evaluate it. The final chapter contains examples of the various products of the planning process. A detailed description of the techniques used to develop institutional goals and objectives, sample plans developed by two- and four-year colleges, and a bibliography of planning literature are appended.

ED 107 331 JG 750 371
Computer Services: Two Year Colleges. Ohio Board of Regents, Columbus Management Improvement Program
Pub Date 1 Jul 73
Note--107P
Available from--Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 ($3)
EDRS Price MF-50.76 HC-55.70 PLUS POSTAGE
Identifiers--Ohio

This document is one of five manuals designed to improve management practices in Ohio's two-year colleges. The purposes of this manual are to document specific recommendations for desirable management practices in each of the areas of computer services and to make available criteria and guidelines that can be used to evaluate institutional performance. The first chapter is an introduction and discusses computer utilization in instruction, institutional research, administration, and serviceable use. It discusses the purpose, scope, goals, and objectives, functions, and management of computer services. Chapter II discusses the process of planning for computer services-- the factors affecting the process: the time span, the components to be considered, the use of computers in teaching language and concepts in problem solving, and in information processing, the needs of various kinds of

ION. (4) GRADUATE STUDY AND RESEARCH. (5) ENROLLMENT DISTRIBUTIONS PERTAINING TO VARIOUS INSTITUTIONS AND ADDITIONAL FACILITIES AND SERVICES. (6) SPECIAL AREAS OF LIBRARY SERVICES: EDUCATIONAL RADIO AND TELEVISION, CONTINUING EDUCATION, TEACHING, AND RETIREMENT PENSION BENEFITS. A TOTAL OF 129 RECOMMENDATIONS AND POLICY STATEMENTS ARE INCLUDED IN CHARTS WHICH CLARIFY BACKGROUND INFORMATION AND FINDINGS OF THE STUDIES CONDUCTED BY THE REGENTS.

ED 107 330 JG 750 370
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(4) GRADUATE STUDY AND RESEARCH. (5) ENROLLMENT DISTRIBUTIONS PERTAINING TO VARIOUS INSTITUTIONS AND ADDITIONAL FACILITIES AND SERVICES. (6) SPECIAL AREAS OF LIBRARY SERVICES: EDUCATIONAL RADIO AND TELEVISION, CONTINUING EDUCATION, TEACHING, AND RETIREMENT PENSION BENEFITS. A TOTAL OF 129 RECOMMENDATIONS AND POLICY STATEMENTS ARE INCLUDED IN CHARTS WHICH CLARIFY BACKGROUND INFORMATION AND FINDINGS OF THE STUDIES CONDUCTED BY THE REGENTS.

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users, cost effectiveness analyses; and the use of committees for planning. Remaining chapters cover the legal implications of computer services, the need to establish standards for computer use, organizational and staffing needs, and integration of software development in administrative computer services. Discussions of techniques for forecasting and of hardware and software monitors, examples of existing computer networks, and a bibliography are appended (DC).

380.

ED 107 332  JC 750 372
Program Budgeting: Two Year Colleges. Ohio Board of Regents, Columbus Management Information Program. Pub Date Jul 73
Note—127p
Available from—Ohio Board of Regents, 8th East Broad Street, Suite 700, Columbus, Ohio 43215 (60 00)
EDRS Price MF-$0.76 HC-$4.97 PLUS POSTAGE

Descriptors—Administrative Organization, Administrator Guides, Bibliography, Budgets, Cost Effectiveness, Educational Accountability, Educational Finance, Input Output Analysis, Junior Colleges, Models, Planning, Program Budgeting, Program Evaluation, Resource Allocation, Student Aid

Identifiers—Ohio

This document is one of five manuals designed to improve management practices in Ohio's two-year colleges. Chapter 1 is introductory and discusses the role of program budgeting in higher education. Chapter II presents the steps to be taken in developing a program budget—identifying goals and objectives, selecting appropriate output indicators, calculating resource requirements, and estimating resource needs. Chapter III describes the administrative organization of program budgeting. Chapter IV concerns the human, financial, and management aspects of budget preparation. The text is profusely illustrated with charts, tables, and sample forms used to develop a program budget for a college, a brief discussion of some of the analytical services and tools available to budget preparation models, a bibliography, and a comprehensive glossary of budgeting terms used in higher education. A bibliography is appended (DC).

381.

ED 107 333  JC 750 373
Personnel Management: Two Year Colleges. Ohio Board of Regents, Columbus Management Information Program. Pub Date Jul 73
Note—142p
Available from—Ohio Board of Regents, 8th East Broad Street, Suite 700, Columbus, Ohio 43215 (83 00)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE


Identifiers—Ohio

This document is one of five manuals designed to improve management practices in Ohio's two-year colleges. A chapter on organizing for personnel management discusses basic personnel functions, the responsibilities of administrators, and the need for a central statewide office of personnel affairs. A chapter on planning, policies, and procedures in personnel management discusses methods for determining objectives for personnel management and for translating goals and objectives into functional areas of responsibility. Another chapter on personnel functions discusses wage, salary, and fringe benefit determination, manpower planning and forecasting; personnel recruitment; testing in personnel screening; employee orientation; retirement and pre-retirement counseling; social work; skill development and evaluation of various kinds of personnel; equal opportunity; and affirmative action. A discussion of grievances and appeals, associations, unions, and other employee organizations; health and safety programs; and supplemental employment is included. The final chapter concerns the methods of reporting, controlling, and evaluating the personnel program; it discusses the role of personnel management to college planning and budgeting, the implementation of personnel management within the organization, information system, and procedures for record-keeping (DC).

382.

ED 131 792  HE 008 411
Program Expenditure Models for Higher Education Budgeting. Ohio Board of Regents, Columbus. Pub Date Feb 77
Note—36p
Available from—Ohio Board of Regents, Columbus, Ohio

EDRS Price MF-$0.83 HC-$2.06 PLUS Postage


Identifiers—Ohio

The Ohio Instructional Grant Program is a financial aid program designed to assist low- and middle-income students who are enrolled for full-time undergraduate study in eligible Ohio institutions of higher education. It is intended to supplement students' financial resources that are otherwise unavailable to them. The Ohio General Assembly appropriated $21,300,000 to fund the program for the 1974-75 academic year. Forty-one private colleges and universities, twelve state universities, and their twenty branches, and twenty-three two-year colleges, are involved. Program Profiles of the financial aspects and the students involved are presented (Author/KE).

365.

ED 126 820  HE 008 135

Available from—Ohio Board of Regents, 36th Floor, 30 East Broad Street, Columbus, Ohio 43215

EDRS Price MF-$0.83 HC-$4.67 PLUS Postage

Descriptors—Community Colleges, Educational Economics, Educational Expenditures, Higher Education, Income, Junior Colleges, Medical Schools, Operating Expenses, Post Secondary Education, Private Colleges, State Colleges, State Universities, Tables (Data), Vocational Schools

Identifiers—Ohio

These are fiscal data for the years 1974 and 1975 as submitted by Ohio institutions. Additional summary tables are included reflecting the combined total revenues, additions, and expenditures of all the institutions. Covered are: (1) General financial data, (2) total annual expenditures, (3) application of current funds available for instructional and general expenditures, (4) total income and expenditures, and (5) operations of the agricultural research and development center. (Author/KE).

386.

ED 134 666  HE 008 305
Ohio Board of Regents' Five Year Report, Fiscal Year 1975, Annual Report. Ohio Board of Regents, Columbus. Pub Date Feb 77

Available from—Ohio Board of Regents, 30 East Broad St., 36th Floor, Columbus, Ohio 43215

EDRS Price MF-$0.83 HC-$3.50 PLUS Postage


Identifiers—Ohio

The annual report of the Ohio Board of Regents for the fiscal year ending June 30, 1975 contains a report from the Chancellor, James A. Norton, regarding activities recommended by the Citizens' Task Force on Higher Education in a
move toward higher education planning. The report outlines contracts for services, the addition of departments in Ohio's state medical schools, and enrollment statistics. The capital facilities improvements are highlighted. The Board of Regents' initiatives include: (1) an increase in enrollment from 1960 to 1980, (2) an increase in student enrollment by 25% in the past decade, and (3) a decrease in the number of lower division students by maintaining higher admission standards than the colleges. The report includes other details of the state system, both practical and philosophical, such as self-study projects, transfer policies, and funding. It concludes that progress is necessary to meet the increasing needs of the state and society. The emphasis is on maintaining the partnership between higher education and state and federal governmental agencies. The report concludes with an emphasis on developing strategies to meet future challenges (HH).

389.

ED 026 987

Hobbs, Dan E., & Rivers, Larry K.

Oklahoma City,

State Regents for Higher Education.

Note-56p.

EDRS Price MF-$0.50 HC-$4.00

Descriptors—Junior Colleges, Site Selection, College Planning, Institutional Research, Needs Assessment.

Identifiers—Oklahoma.

A survey was conducted in an effort to determine the state of development of institutional research on Oklahoma public two-year institutions. A questionnaire mailed to the chief administrative officer at each campus yielded a response rate of 84%. Results showed that (1) at least 84% of the two-year campuses surveyed may be served by an institutional research office. (2) 63% of the autonomous campuses had institutional research offices. (3) The educational backgrounds of those responsible for institutional research was generally strong, although most had only one to five years of research experience. Only 35% of the two-year campuses had a person responsible for the institutional research office for the full time basis, while 32% of the campuses required less than 25% of a staff member's time in the research office. In (2) approximately 300 studies were conducted annually at two-year campuses, and respondents indicated significant interest for further studies related to curriculum, instruction, research, and state issues. The second most time-consuming function (JD).

390.

ED 077 005

Hobbs, Dan E., & Edmonds, E.
The Tulsa Junior College: Consultants' Papers on Planning and Establishing a New Urban Junior College.

Oklahoma City,

State Regents for Higher Education.

Note-112p.

EDRS Price MF-$0.50 HC-$6.15


Identifiers—Oklahoma.

This report examines the need for long-range, state-wide planning in higher education to accommodate rising enrollment, expanding knowledge, and the need for educated manpower. It describes the institutional research process for establishing and operating junior and senior colleges and state universities (all directives subjects). The report reviews the need for redefining and reorienting access admissions policies, should be continued, to encourage each student to seek his best educational environment. For example (1) junior colleges should retain their open door policy, emphasizing vocational, technical, and adult education; (2) senior colleges should admit students who expect to complete at least a bachelor's degree and are planning program technical reports, can have slightly lower admission standards, and (3) universities should concentrate on upper-division, professional, and graduate programs and on research, and (4) colleges and universities should increase their programs that meet the needs of both youth and adults for education beyond high school, and the acute problems of program development and preparation, etc. J W Forney outlined special considerations of a student-oriented college (psychological, philosophical, curricular, and administrative). The subject review focused on the guiding principles of site selection as related to educational goals J W. Wittenburg examined site selection in terms of accessibility and compatibility, environmental, site, shape, topography, access to utilities, expansion space, cost, and beauty (HH).

391.

ED 038 971

Hobbs, Dan E., & Rivers, Larry K.

Oklahoma City,

State Regents for Higher Education.

Note-60p.

EDRS Price MF-$0.50 HC-$4.00

Descriptors—Junior Colleges, Site Selection, College Planning, Institutional Research, Needs Assessment.

Identifiers—Oklahoma.

The Tulsa Junior College was being planned as a new college, identified steps in the process, and charted administrative, academic, physical, and financial structures. His second address, stressed the need for sound planning, with examples of fiscal and physical requirements. D M Knoell discussed the responses to the urban college problem, on the part of both youth and adults for education beyond high school, and the acute problems of program development and preparation, etc. J W. W. Forney outlined special considerations of a student-oriented college (psychological, philosophical, curricular, and administrative). The subject review focused on the guiding principles of site selection as related to educational goals J W. Wittenburg examined site selection in terms of accessibility and compatibility, environmental, site, shape, topography, access to utilities, expansion space, cost, and beauty (HH).

392.

ED 015 724

Hobbs, Dan E., & Edmonds, E.
The Tulsa Junior College: Consultants' Papers on Planning and Establishing a New Urban Junior College.

Oklahoma City,

State Regents for Higher Education.

Note-112p.

EDRS Price MF-$0.50 HC-$6.15


Identifiers—Oklahoma.

This study reports data collected during a statewide investigation into the present and future junior college needs of the people of Oklahoma. Factors investigated included current and future population, student enrollment, and economic, educational, and manpower trends, higher education, and required new educational programs. The study involved the need for sound educational planning. The following conclusions and recommendations were typical: First, it is recommended that the state planning board develop comprehensive strategies for meeting the increasing needs of the people of Oklahoma. This should include an examination of both state and local educational needs and the development of a statewide educational plan that is consistent with the state's educational goals. Second, it is recommended that a committee be appointed to develop a comprehensive educational plan for the state. This committee should be composed of representatives from all levels of education, including state and local officials, educators, and members of the business community. Third, it is recommended that a comprehensive study be conducted to assess the current and future educational needs of the people of Oklahoma. This study should be conducted in collaboration with the state planning board and other relevant organizations. The results of this study should be used to develop a comprehensive educational plan for the state. Fourth, it is recommended that a comprehensive system of education be developed for the state. This system should be designed to meet the needs of all citizens and should be flexible enough to accommodate changes in the educational environment.
ED 211 956  EP 001 561
UNIVERSITY OF OREGON
COMMUNITY COLLEGE POLICIES
AND PROCEDURES FOR CONSTRUCTION OF FACILITIES
1976
Salem, Oregon
State Dept. of Education, Salem
Pub. Date: 6/8
EDRS Price: MF 04.21 H1.17 42
This is the second edition of the BIBLIOGRAPHIES. A...24
Note-32p
EDRS Price: MF-05.40 HC-55.55
Descriptors: Adult Vocational Education, Articulation (Program)
Figures 1-5
This study compared the enrollment status of Oregon
junior college students who had transferred to senior institutions as juniors with data
on the same topic from a national study. The fol-
lowing percentages reflect the status of the Oregon
students: three years after their transfer
59.4 per cent had received their baccalaureate
degree, 33 per cent had been graduated, and 33
per cent had been lost or placed in junior high
school. The figures for the national study were 62
per cent, nine per cent, and 29 per cent, respec-
tive. Recommendations for improving articulation
are included.
ED 020 246 AC 004 480
Coordination of Continuing Education and Community
Services
Oregon State Employment Service
Oregon State Department of Employment, Salem
Pub Date: 6/8
Note-20p
EDRS Price: MF-05.00 HC-55.55
Descriptors: Adult Education, Community Colleges, Community College, Continuing Education, Employment
Development, Program Guides, Special Education, Vocational Education
The alignment of the 12 curriculums with typical
occupational clusters of the community college is illustrated, and the development of higher education programs from
graduate to the high school curriculum program is presented schematically.
ED 031 570 VT 008 719
An Approach to the Articulation and Coordination of
Occupational Preparatory Curriculums from the High School Through Community
College, Paper and Reports of Task Forces I and E,
Oregon State Board of Education, Salem
Oregon State Dept. of Employment, Salem
Pub Date: 1/1
Note-255p
EDRS Price: MF-01.00 HC-12.85
The primary objective of this project was to provide a suggested plan for coordinating the
development and expansion of occupational education in Oregon high schools and community colleges. To achieve the major objective, special task force groups were assembled to work on specific aspects of the total project: labor market, data, curriculum articulation, curriculum coordination, and open enrollment. The task force groups included representatives from high schools, community colleges, the Oregon Board of Education, Oregon State University, and the State Employment Service.
ED 035 368 HE 001 313
Publications in Oregon's Public and Independent Colleges and Universities, Actual and Projected Enrollments 1959 through 1978, A Staff Report, Oregon State Educational Coordinating Council, Salem
ED 038 115 JC 700 076
Transfer from Oregon Community Colleges to Institutions of the State System of Higher Education.
Oregon State Board of Education, Portland Office of Academic Affairs
Pub Date: 8/1
Note-232p
EDRS Price: MF-0.25 HC-11.70
Descriptors: Admission (School), Articulation (Program), Baccalaureate Degree, Course Evaluation, Curriculum, Guidance, Institutional Evaluation, Junior Colleges, Transfer Students
This study compared the enrollment status of Oregon
junior college students who had transferred to senior institutions as juniors with data
on the same topic from a national study. The fol-
lowing percentages reflect the status of the Oregon
students: three years after their transfer
59.4 per cent had received their baccalaureate
degree, 33 per cent had been graduated, and 33
per cent had been lost or placed in junior high
school. The figures for the national study were 62
per cent, nine per cent, and 29 per cent, respec-
tive. Recommendations for improving articulation
are included.

EDRS Price MF-03.75 HC-51.85 PLUS POSTAGE

Descriptors—Community Colleges; Post-Secondary Enrollment; Rate; Enrollment Trends; Higher Education—Institutions; Private Colleges; State Universities; Identifiers—Oregon

This report is organized around a series of tables that provide information for each of the state's institutions of higher education. The data is organized into four sections corresponding to the four types of institutions: State Department of Higher Education institutions, independent and private colleges and universities, the community colleges, and the proprietary institutions. The tables contain information related to postsecondary enrollments and provide projections for future enrollments. The report also includes a summary of enrollment data provided by each institution. The tables display data on various aspects of enrollment, such as the number of students enrolled by gender, race, and academic level. The report concludes with a discussion of trends and future projections for Oregon's higher education system. (Author/PM)
portion of Oregon's college enrollments provided for by the public 4-year colleges and universities and the private and independent colleges and universities will continue to decline, although the rate of decline is decreasing as community college enrollments begin to level off. Statistical data is included. (MM)
A Descriptive Analysis of Curricular Offerings In Public Two-Year Colleges.

This study was conducted to survey the pattern of community college students in Pennsylvania. Information sources were student follow-up data from the community college and enrollment statistics from higher education institutions. The follow-up data showed that the trend from 1970 to 1973 had been a rapid increase in the number of transfers. In 1973, the percentages of transfers to the segments were out-of-state, 12%, state-owned, 25%, and state-related, 37%. The most significant change was in the number of students transferring to the state-related segment. The study also identified the major sources of data.

ED 094 828.
Pennsylvania Community College Student Transfers.

540 students from the state's 9 public two-year colleges were surveyed. The results showed that the majority of transfers were from in-state institutions. The study identified the major sources of data.

ED 114 156
Pennsylvania High School Graduates.

This report provides data on the high school graduates in Pennsylvania from 1966 to 1973. The data includes demographic information, educational attainment, and employment status. The report also discusses the trends in graduation rates and the impact of the economic recession on education.
South Carolina

ED 421

South Carolina Department of Education has developed enrollment projections to 1995 based on the number of births occurring 20 years earlier. The system was then used as a starting point for projections for each segment of the higher education community. The trends identified and the goals projected were (1) bringing racial and ethnic minority enrollments to parity with majority enrollments, and (2) increasing the female enrollments to the level of male enrollments. A second significant trend is considered in the increase in graduate and professional enrollments. The report identifies the number of lowered tuition and fees on the base projection that available data indicate continuing education is also projected.

ED 129 368


EDRS Price MF-05.83 HC-52.06 Plus Postage. Descriptors—Articulation (Program), Community Colleges, Higher Education, Private Colleges, State Surveys, State Universities, Statistical Data, Student Mobility, Transfer Students, Transfers.

Identifiers—Pennsylvania, Reverse Transfer Students.

This document reports the results of an annual study of Pennsylvania community college-transfer students and compares the results to those of previous studies. The results showed that transfers obtained from those four-year institutions which received more transfers students during the summer and fall of 1975 prevailed. It was observed that transfers totaled 4,276, up from 4,001 the previous year. Surveys of institutions receiving the most transfers, although 13% less than the previous year. A 23% increase was noted in state-owned institutions, while the private sector had an increase of 38%. Overall, in the five years the community college transfer data has been analyzed, the number of transfers has almost doubled. Yet, the impact of the expanding network of community colleges accounts for only one-fourth of the total institutional student migration on Pennsylvania higher education. Recommendations made as a result of the study were (1) a reporting system to track and receiving installations should be arranged in order that community colleges can follow their graduates to identify and resolve competency problems, and (2) information on reasons for student chokes of accommodations should be obtained for planning purposes.

ED 422

South Carolina Commission on Higher Education, Columbia. Pub Date Jan 70

Note—62p.

EDRS Price MF-05.80 HC-53.20


Identifiers—South Carolina

This report contains recommendations for specific actions necessary to improve the system of higher education in South Carolina. It recommends (1) allowing the College of Charleston, when it becomes a state supported college, (2) organizing a separate system of junior colleges; (3) encouraging cooperation between the University branches and Technical Education Centers, (4) establishing a program of state grants for needy students, and a committee on student aid, (5) allowing Winthrop College to grant degrees to males, (6) designating the Commission on Higher Education as the State Board on Higher Education Facilities, (7) removing the restriction against "indirect" to private institutions, and (8) appointing a joint legislative committee to study the financial plight of private institutions. The report reviews the programs being made on other projects under its leadership which include coordination of admissions, testing, and long range planning efforts, establishment of new programs and colleges, a review of medical education, establishment of a uniform reporting, planning and budgeting system, and plans for the development of a community. Appendices include enrollment patterns and projections, financial statements of the College of Charleston, a study of student aid programs (AF).

ED 129 368

Two-Year Post-Secondary Education in South Carolina.

South Carolina Commission on Higher Education, Columbia. Pub Date Dec 70

Note—31p.


Identifiers—South Carolina.

This report was prepared in response to a 1971 South Carolina General Assembly directive that the Commission on Higher Education in conjunction with the State Committee for Technical Education submit a plan for implementing a community college system within the state. The report consists of a definition of a community college, an overview of existing public two-year institutions in the state, the goals and recommendations, in order to bring the separately administered technical education centers and lower-division universities under the control of the state. As planning progresses, the prime recommendation of the committee is to establish a new state board to govern all state institutions. The board would be responsible for: (1) developing a planned system by dividing the state into districts according to population data, (2) establishing a policy for the creation of local boards of trustees in each district, (3) determining minimum standards for the construction of new institutions, (4) developing the planning process, and capital expenditures of the local boards as well as determining maximum fee and tuition levels that they may charge, (5) authorizing the awarding of certificates, diplomas, and associate degrees, and of the different baccalaureate aid programs for public two-year institutions. Alternative recommendations that could have more immediate implementation were presented along with a summary of past recommendations, demographic enrollment data, descriptions of existing public facilities, and an overview of the present financial structure.

ED 424

South Carolina Commission on Higher Education, Columbia. Pub Date [72]

Note—3p.

EDRS Price MF-05.45 HC-33.49

Descriptors—Associate Degrees, Credit Courses, Credit by Free Choice Transfer Programs, Higher Education, Community Colleges, Transfer Policy, Transfers.

Identifiers—South Carolina

This report discusses the Committee on Transfer of Credit from Technical Education Centers recommendations that 4-year colleges and universities in South Carolina accept all associate degree credits from accredited technical education centers. Further recommended that degree credit be given for those courses that are comparable to courses offered at the other college and that elective credit be awarded where no equivalent courses can be found (HS).

ED 116 754

South Carolina Technical Education (Tec) Student Code.

South Carolina State Board for Technical and Comprehensive Education, Columbia. Pub Date 1 Mar 74

Note—16p.


Identifiers—South Carolina

This student code has widespread application to South Carolina Technical Colleges and Technical Education Centers (TCC). Provisions are divided into three parts: (1) General, including the purpose of a student code, the procedure internal solution of problems, and definitions, (2) Student Rights, including Bill of Rights protections, (3) Student Rights in the Classroom, including procedures for the conduct of classes, academic evaluation of students, student views, appeals, and academic discipline, (4) Student Government, (5) Student Organizations, (6) Student Records, (7) Prohibited conduct, (8) Rules of Student Disciplinary Procedures, and Sanctions, including descriptions of the student faculty behavior committee, and the special hearing committees, and procedures of sanction complaints, suspensions, and appeals. (NHM)

ED 426

Sharples, D. Kent And Others


ED 131 870


ED 111 458

Sharpe, D. Kent And Others


ED 131 870

South Carolina State Board for Technical and Comprehensive Education, Columbia. Pub Date 10 Oct 74

Note—111p.


This is an individually-paced, open-entry/open-ended, mastery learning approach for a state-wide civil engineering technology curriculum. The curriculum was developed, field-tested, and evaluated Learning modules, Performance Based Education, and audiovisual aids and hands-on experiences, and based on 163 identified competencies, were developed for 11 courses in the curriculum. Written modules forming a linear progression through a series of related objectives were prepared by instructors from the South Carolina Technical Education System. Individualized instruction and educational forms were developed to supplement the written modules. Evaluation of the curriculum was accomplished through a comparison of the individually-paced method and a lecture-based method. Subjects of the study were 60 male engineering technology students aged 20 in South Carolina technical colleges and 30 in a North Carolina community college. Evaluation results indicated that the individually-paced students did relatively well in terms of cognitive achievement and outperformed the lecture-based
students in terms of student exit behaviors. Students did not tend to procrastinate more in individualized courses than in lecture-based courses. Some disadvantages were noted; particularly the instructor/student ratio. Course-related and materials are appended (Author/DS).

427.


428.


In this brief report on higher education in the state, the Tennessee Higher Education Commission recommends that (1) the state continue to increase college opportunities and provide higher education for the same percentage of youth as the national average by 1975, (2) public institutions be prepared to cope with vast increases in enrollment, (3) graduate and professional education be expanded, and (4) the state continue to expand its system of community colleges. The state's support for higher education is increased by at least the average level of support in the Southeastern states and (6) out of state enrollment by 15% of enrollment and out of state state and nonstate revenue increased. The Commission also makes recommendations for capital outlay funds in 1969-70 for each of the state's public institutions.

430.


This report is the first section of a "Long Range Plan for Higher Education in Tennessee" by the Tennessee Higher Education Commission. It deals with the general level and type of program offerings at each of the public institutions and makes recommendations to the Governor and General Assembly on governance of the state's public colleges and universities. It recommends goals for future higher education programs, includes opportunity for all who have the ability and interest, (2) a system of public institutions, (3) state programs for advanced graduate and professional study, (4) financial support for state programs, and (5), full accreditation for all programs. Specific recommendations include the development of a community college system by 1975, (2) doctoral programs for Memphis State University, (3) undergraduate and other programs, (4) a study of the need for additional doctoral programs, and (5) establishment of one board to govern the state community colleges, and another to govern the six state universities.

431.


Identifiers—Tennessee.

This annual report of the State University and Community College System of Tennessee covers the period for July 1, 1972 to June 30, 1975. It reflects the operation of the System from 1972-1975 and projections for a 5-year period through 1980. The materials used to develop this report were drawn from separate self-evaluations for each of the six universities and 10 community colleges of the System. The study addresses the current state of affairs in both the traditional and nontraditional collegiate forms of higher education as well as guidelines for expanding and strengthening higher education in the System. Information considered includes the following: student enrollment trends, student characteristics, enrollment, graduation, faculty characteristics, full-time, part-time, and nontraditional collegiate forms of higher education and academic programs for disadvantaged and new programs must be developed as needs arise. The report also discusses (1) the need for a more efficient system of higher education, and the Commission's effort in that behalf, (2) the need for reorganization of state governing bodies, (3) financing the growth of higher education, (4) current state of affairs in the state's higher education system and limited student and faculty salaries and benefits, and (5) current state of affairs in the state's higher education system and limited student and faculty salaries and benefits.
Texas

434.

ED 027 017 JC 690 059
EDRS Price MF-$0.25 HC-$0.55
Description—Core Curriculum, *Junior College,* *Curriculum Planning,* *Transfers,* *Programs,* Transfer Programs
Identifiers—Texas

The Texas concept of higher education is 3-part, each part with a legal relation to the others, each with a specific role, and all interlocking under central coordination. The divisions are community junior colleges, senior colleges with first campuses, and universities offering doctoral level work and graduate education for the professions. This policy statement covers the payment of the junior college (to give general, technical, occupational, and continuing education programs), the criteria for establishing such colleges (size of enrollment, commuting distance, etc.), and determination of college financing methods. This same paper also describes the core curricula for the state's public junior colleges. Most important, the curricula must seek as much common content as possible so that the courses are "freely transferable" among all institutions. This should not interfere with a university's privilege of innovation and experiment, but improves the junior college's position to offer additional courses. General provisions for credits and transfer are listed and charts show the required courses in the major core curricula (Arts and Sciences, Business Administration, and Engineering) (HH)

435.

ED 027 014 JC 690 056
Criteria to Be Met and Procedures to Be Followed in the Creation of Public Junior Colleges in Texas. Texas Coll and Univ System, Austin Coordinating Board. Report No.—Policy-Pap-3 Pub Date 68 Note—13p
EDRS Price MF-$0.25 HC-$0.75
Description—Campus Planning, *College Curriculum,* Criteria, Governing Boards, *Junior Colleges,* *State Legislation*
Identifiers—Texas

The criteria (tax base, location, enrollment, curriculum, governance, etc.) for the creation of the four types of new junior college districts as provided by Texas Public School Law and the Coordinating Board, Texas College and University System are summarized. The appropriate procedures are as follows: (1) creation of a local steering committee, (2) creation of the Coordinating Board, (3) conduct of a local survey, (4) circulation of a petition, (5) certification of the petition, (6) presentation of the petition to the Coordinating Board, and (7) action by the Board. These criteria and procedures apply to junior college districts existing with independent school districts, union districts, single county, and joint county districts appended as a sample form for a local survey report (MC).

436.

ED 034 028 VT 009 541
Wrigh, Jerald B. An Introduction Into Public Post-Secondary Electronic Technology Programs in Texas With Implications For Planning. Texas A M Univ College Station, Texas Education Agency, Austin Pub Date Aug 69 Note—329p
EDRS Price MF-$1.25 HC-$1.55

Identifiers—Texas

To develop information which the Texas Education Agency could use in planning the development of electronic technicians programs in Texas junior colleges, this study was designed to provide (1) an assessment of current programs, (2) information about the equipment of electronic technicians in Texas, and (3) other types of information for use in planning facilities and equipment. Questionnaires were used to survey 42 commercial research or testing laboratories, 21 telephone companies, 59 commercial broadcasting stations, 90 industries, schools, and institutions of electronic equipment who did not maintain testing laboratories. Where questionnaires and personal interviews were used together with the 19 junior colleges who participated A chi-square test of significance of independence of two variables was applied to the instructional units listed in the questionnaire. Conclusions were: (1) School and industrial representatives were not in total agreement to the teaching emphasis. (2) The closely agreed on the future importance of the units and types of equipment a technician should be able to teach. (3) Some junior college courses have not been a principal supplier of electronic technicians. Recommendations are included (GR)

437.

ED 048 858 JC 710 096
EDRS Price MF-$0.65 HC-$3.29
Identifiers—Texas

To ascertain whether the needs of disadvantaged students were being met by the public community colleges of Texas, a committee was established in March 1972 by resolution of the Texas Senate. This report contains the following chapters: 1 The Open Door—the problem and its dimensions, student population by race-ethnic group and income, community and county population, and classified as disadvantaged. 2 The Needs of Disadvantaged Students—identified needs, financial aid, and program appraisal of extent to which colleges are meeting identified needs, faculty attitudes, and student questionnaire responses. 3 Special Programs and Services for Disadvantaged Students—varieties of approach, how to evaluate, studies of five Texas colleges, and graduation transfer credits. 4 Present and Future Needs; funding remedial-compensatory courses for future trends, projected enrollment, 1968-1985. 5 State and Board Committee Recommendations The recommendations included: Special courses and programs are vital to meet the needs of disadvantaged students. 2 Junior colleges should encourage enrollment of more disadvantaged students. 3 Recommendations of a 1967 state board committee should be implemented. 4 Remedial courses should receive full funding. 5 Academic courses should be funded by "contract hour.", 6 Programs, workshops, and institutes for training junior college officials, 7 Peer evaluation studies of junior college programs are needed. 8 Junior College official sábado, career, and employment, financial aid, and funds, 9 Credit for remedial courses should be given. 10 Remedial education should be encouraged. Tables provide data (DB)

440.

ED 097 075 JC 740 398
EDRS Price MF-$0.75 HC-$1.85 PLUS PER PAGE
Description—Community Colleges: Data Collection, *Enrollment Rate, Graduates, *Junior Colleges,* Post Secondary Education, *Reports,* *Statistical Data*
Identifiers—Texas

The purpose of this manual is to assist in the collection of data needed by state agencies in order to comply with pertinent statutes, particularly the Higher Education Act. A tabulation of the major information to be collected is: personal data—name, sex, race, and sex of student, personal and family data—age and relationship to school, economic and demographic data—economic status, parent education, and professional and life experience—vocational or academic, and military service. The appendix contains a list of definitions, and a glossary of terms. (WV)

441.

ED 001 001 JC 730 025
The Open Door, or the Revolving Door: Which Way, Texas? Texas State Legislature, Austin Senate Interim Committee on Public Junior Colleges. Pub Date 73 Note—44p
EDRS Price MF-$0.65 HC-$3.29
Identifiers—Texas

The four interim reports presented to the Senate Interim Committee on Public Junior Colleges were issued on April 8, 1973. The first report, "The Open Door, or the Revolving Door: Which Way, Texas?" has been included in this publication. This report is one of a four-part action program to be taken to meet the need to furnish additional baccalaureate degree opportunities to Texas students (HS)

439.

ED 071 655 JC 730 025
The Open Door, or the Revolving Door: Which Way, Texas? Texas State Legislature, Austin Senate Interim Committee on Public Junior Colleges. Pub Date 73 Note—44p
EDRS Price MF-$0.65 HC-$3.29
Identifiers—Texas

The four interim reports presented to the Senate Interim Committee on Public Junior Colleges were issued on April 8, 1973. The first report, "The Open Door, or the Revolving Door: Which Way, Texas?" has been included in this publication. This report is one of a four-part action program to be taken to meet the need to furnish additional baccalaureate degree opportunities to Texas students (HS)
All For Courses Not Funded Through the Texas Education Agency-CB 003 A Class Data Report for Off-Campus and Out-of-District Courses, CB 003 B Class Data Report for Off-Campus and Out-of-District Courses, CB 004 Class Data Report for Vocational Technical Courses of Other Than Semester Length, CB 008 Headcount Enrollment by Approved Occupation Programs (Graduation Report), Reports of Residence (CB 006A County of Origin Headcount Enrollment, CB 006B, Occupation, CB 006C,Forensics Students), and Numerical Codes (Community Junior College Codes, County Code Numbers, and State Class Numbers) (DB)

441.

ED 090 756

Rome, Charles D.

The Comparative Rating Scale Model: Occupational Program Evaluation in Higher Education, Texas University-Austin, Dept of Educational Administration

Spons Agency—Texas Education Agency, Austin Div. of Occupational Research and Development

Pub Date Aug 73

Note—Available as Ph D Dissertation, University of Texas at Austin

EDRS Price MF-$0.65 HC-$0.58

DESCRIPTION

Title: Comparative Analysis, Educational Programs, Methodology

MODEL: Post Secondary Education

PROCEDURE: Rating, Scoring State and Programs, Vocational Education Identification—Texas

The purpose of this evaluation methodology for vocation-technical education programs offered at public community colleges is Texas is described in terms of its evaluation concepts, design, methodology for comparative evaluation. Trial of the comparative rating scale model and feedback loops were used in the evaluation for refinement. The comparative rating scale model was developed to provide a comparative rating of similar programs at different community colleges. Each individual rating in the form of a single rating score (1 to 5) was used in the development and use of the scale. In detail results of the study is recommended that the evaluation section of the Texas State Plan for Vocational Education be thoroughly revised and more precisely delineated through development of a systematic methodology and review of data collection formats (MF)

442.

ED 092 023

1973 Annual Report. Coordinating Board Texas College and University System

Texas Coll and Univ System. Austin Coordination Board

Pub Date Dec 73

Note—24pp

EDRS Price MF-$0.75 HC-$110.40 PLUS POSTAGE

DESCRIPTION

Adult Education, Annual Reports

COMMUNITY COLLEGE: Educational Administration

ENROLLMENT: Higher Education, Statewide Planning, Statistical Data Identification—Texas

Texas Fiscal 1973 was a year of accelerating change for Texas colleges and universities. Highlights of the year's activities are noted in this document, including (1) Student enrollments continued to increase; (2) Cost per student was less rapid than in the past decade (2) Beginning in September 1973 were two community colleges and five other new Texas education institutions. (3) By December, a total of 63 school districts, appropriated $1,425,69 million to support all phases of higher education for the 1973-74 period (4) Two state institutions of community colleges in procedures that encourage self-regulation of out of district course offerings established significant coordination and program coordination among community colleges (5) In recognition of the increased importance of adult and continuing education, 1973-74 State Board of Education in any year. Among the other activities funded a project to develop a statewide plan for the delivery and financing of educational services to adults. A technical supplement is included in Part 2 (Author/PG)

443.

ED 099 484

Murphy, Norman J.

An Assessment of Remedial Education for Vocational-Technical Students in Selected Postsecondary Institutions of Higher Education, Texas Education Agency, Austin, Dept of Occupational Education and Technology, Texas University-Austin, Dept of Educational Administration

Pub Date 74

Note—133pp

EDRS Price MF-$0.75 HC-$7.80 PLUS POSTAGE

DESCRIPTION

Academic Achievement, Community Colleges, Data Analysis, Demography, Grade Point Average, Literature Reviews, Location of Control. Remedial Instruction, Research Methodology, Vocational Education, Technical Reports, Vocational Education Identification—Texas

The purpose of this investigation was to identify those demographic and programmatic (independent) variables which were the best predictors of student success in remedial programs as measured by four different criteria (dependent) variables, grade point average, persistence, increase in internal locus of control, and increase in self-concept. The demographic variables examined were sex, age, yearly family income, curriculum aspiration, and group background. The programmatic variables isolated were institutional (integrated vocational learning experiences, programs focused on self-concept development, and volunteer instructors). In order to capture the precise variance unaccounted for these selected variables, the program itself was regarded as a variable. The four programs examined were found to be highly correlated that individually they showed no significant Together, however, they contributed a significant amount of variance in student grade point average, persistence, increase in locus of control. Moreover, the only significant predictor of persistence was the remedial program which contained the most (three) program variables. Unidentified variables were operating in the total sample to affect the outcome. No variables were found to be predictive of self-concept. Clearly, existing education technology is sufficiently powerful to enable high-risk students in remedial postsecondary remedial programs (Author/DB)

444.

ED 100 275

HE 006 178

Texas Higher Education 1960-1980, A Report to the 64th Texas Legislature

Texas Coll and Univ System, Austin, Coordinating Board

Pub Dat Jun 75

Note—185pp

Available from—Commissioner of Higher Education, P.O. Box 12786, Capitol Station, Austin, Texas 78711

EDRS Price MF-$0.75 HC-$9.00 PLUS POSTAGE

DESCRIPTION

Community Colleges, Coordination, Educational Facilities, Educational Finance, Educational Opportunities, Governor, Higher Education, Junior Colleges, Statewide Planning, Student Costs, Student Enrollment, Student Loan Programs

Identification—Texas

This document is a report to the 64th Texas Legislature on the state of Texas higher education, examination of structure, governance, student enrollment, available information, faculty and staff, facilities, financing higher education, and student costs, and student assistance. Recommendations of the report are that (1) No new public senior or upper-level college or university, or professional school be authorized by the Legislature, nor should any existing upper-level institution or community junior college be authorized to expand into a 4-year institution (2) In recognition of the importance and adult and continuing education, in the decision of 24 community colleges in these regions of the state where statutory and Board criteria for federal state and/or local financing for state and/or local planning and coordination, and the Community College Board be passed by legislation thus enabling Texas institutions to participate in the program (MIM)

445.

ED 110 133

JC 750 440


Texas Coll. and Univ. System, Austin, Coordinating Board

Pub Date 74

Note—12pp

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

DESCRIPTION

Administrative Organization, Compensatory Education, Counseling, Counseling Role, Educational Programs, Educationally disadvantaged, Higher Education, Remedial Programs, State Surveys

Identification—Texas

Forty-two of 47 public community colleges in Texas currently offer developmental/compensatory education. Program goals fall into two categories, (1) the improvement of cognitive skills to the extent that students can progress into college courses, (2) affective development to improve student self-concept, provide motivation and a successful educational experience in order to reduce attrition rates. Students are generally counseled into the programs on the basis of low scores on entry-exams, and often have a history of scholastic achievement in conventional school for a long absence, or are educationally or economically disadvantaged. Although the programs are highly diverse in terms of the clientele and organizational structure, they fire unique characteristics, innovative institutional methodology, and a range of instructional sources. The panel of instructor and counselor, assigning counseling as an integral part of the teaching process. The differences in organizational structure has resulted in a variety of accounting procedures and little data is available regarding relative costs of the responding colleges have instituted some evaluation or follow-up procedures for their programs Assessment instruments are a survey of institutional contact and contact hour data for the programs, and formulas for funding, fall 1974. (NIM)

446.

ED 130 708

JC 760 588

Project FOLLOW UP Questionnaire Generator, Tarrant County Junior Coll District, Ft Worth, Tex

Spons Agency—Texas Education Agency, Austin Div. of Occupational Research and Development

Pub Date 74

Note—174pp

EDRS Price MF-$0.83 HC-$4.67 PLUS POSTAGE

DESCRIPTION

Community College, Educational Planning, Educational Surveys, Educational Testing, Research Tools, Resource Materials, Surveys, Vocational Counseling

Identification—Project FOLLOW UP, Student Follow Up Management Information System, Texas, Texas SIS FOLLOW UP

This document presents a compilation of possible formats for 56 questions each can be used in preparing follow-up questionnaires for community college student. The compilation resulted from the review and selection of 56 questionnaires shipped from sources both within and outside of Texas. The listed questions and formats have been categorized according to the area of question. The eleven categories include (1) Objective and attendance (2) Satisfaction of found (3) Academic progress and information (4) Transfer status of information (5) Employment status and information (6) General instruction, (7) Opinion of college services, (8) Additional assistance needed, (9) Future plans and information (10) Employer questions, (11) Miscellaneous questions (ID)

447.

ED 118 088

JC 760 088

Compensatory Education System Characteristics Opinion Study (SCOS-DEL-3111 Project FOLLOW UP, Tarrant County Junior Coll District, Ft Worth, Tex

Spons Agency—Texas Education Agency, Austin Div. of Occupational Research and Development

Pub Date Jun 75
Note—11tp. Some pages may reproduce poorly
EDRS Price MF-00.83 HC-$6.01 Plus Postage


Identifiers:—Delphi Technique. Project FOLLOW-UP. Texas SIS

Using the Delphi technique, the staff of Project FOLLOW-UP, an evaluated community college educator in Texas, has surveyed college educators in various state agencies. The Project FOLLOW-UP Committee and the Advisory Committee for Techni-

Cal-Education in Texas. The results validated a statewide management information system for follow-up of Texas public junior and community college students. The results of this project were a student information system (TEX-SIS) consisting of seven subsystems: (1) Student's Educational Intent, (2) Nonreturning Student Follow-up, (3) Withdrawal Follow-up, (4) Graduate Follow-up, (5) Employer Follow-up, (6) Adult and Continuing Education Follow-up, and (7) Exits/Dropouts Follow-up. This document contains the entire methodology of the Delphi projects, as well as the results of the projects. The manual is comprised of sections for each subsystem of SIS, describing in detail the scope and purpose of the subsystem, appropriate data collection methods, and data processing methods. The document covers the following topics:

- Data Processing/Translation: This section describes the computerized data processing methods used in the SIS subsystems.
- Management Information Systems: This section describes the management information system (SIS) and its characteristics. The SIS subsystems are described, including the data collection methods and processing methods for each subsystem.
- Sampling: This section describes the sampling methods used in the SIS subsystems.
- Data Processing/Translation: This section describes the computerized data processing methods used in the SIS subsystems.
- Management Information Systems: This section describes the management information system (SIS) and its characteristics. The SIS subsystems are described, including the data collection methods and processing methods for each subsystem.

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- Management Information Systems: This section describes the management information system (SIS) and its characteristics. The SIS subsystems are described, including the data collection methods and processing methods for each subsystem.
follow-up can be a valuable tool for developing an accountability model and may provide necessary
accountability data. Empirical data from follow-up studies should utilize mail-out-questionnaires
designed for computer analysis, rather than the time-consuming, personal interview technique
Appendix are numerous computer-generated data analyses, the graduate and em-
derived survey instrument for the study, and related study materials. (JDS)

453.

ED 128 042 JC 760 479
Wilkinson, Larry and Others
Representative Sampling: Follow-up of Spring 1972 at San Antonio College, 1973 Students. THE-SIS FOLLOW-
UP SC5.
College of the Mainland, Texas City, Tex.

Pub Date Aug 76
Note—57p. For related documents, see JC 760 473-483.

EDRS Price MF 50.83 HC-57.35 Plus Postage.

Descriptors—Community Colleges, *Follow-up Studies.
Institutional Research, *Junior Colleges.

EDRS Price MF 50.83 HC-57.35 Plus Postage.

Project FOLLOW-UP, in the design, develop-
ment, and implementation of a graduate follow-
up system. The activities included questionnaire
design, data collection methods and computer-
ized record-keeping systems, student-graduate identifi-
cation, establishment of contact procedures,
An advisory committee was formed to guide the
general organization and design of the system
Three types of questionnaires generated a 28-
question booklet, a one-page 21-item fill-in-the-
blank questionnaire, and a 13-item computer-
generated form. Respondences were found to be
similar for all. Two hundred eighty-eight 1975
graduates were exit interviewed by telephone
and one person refused to answer the entire
exit interviewing on the response rate mailed
questionnaires, although this seemed time-con-
suming and expensive, the response rate of 20%
increase in response rate was noted for some groups.
Program areas in the study included questionnaire
design, postage expense, identification of
certain types of students, and maintenance of
ingestion correspondence tables, and related materials are appended. (JDS)

455.

ED 128 044 JC 760 481
Baugh, Ronald C
Follow-up Cost Study. TEX-SIS FOLLOW-UP SC5.
Navarro Coll., Corsicana; Tex
Spons Agency—Tarrant County Junior Coll DI-
trict, Ft. Worth, Tex; Texas Education Agen-
cy, Austin Div. of Occupational Research and
Development
Report No—SC5
Pub Date Aug 76
Note—24p. For related documents, see JC 760 473-483.

EDRS Price MF 50.83 HC-57.67 Plus Postage.

Descriptors—Academic Cost, Cost Effect-
iveness, Costs, *Follow-up Studies, Institutional
Research, *Junior Colleges.

EDRS Price MF 50.83 HC-57.67 Plus Postage.

Identifiers—Project FOLLOW UP, Student Fol-
low-up Management Information System, Texas, TEX
SIS FOLLOW UP.

This report presents data on the costs of fol-
low-up studies, based on 29 separate follow-up
studies conducted by eight public community/ju-
nior colleges in Texas. The purpose of this study,
directed by Navarro College as a subcontractor
of Project FOLLOW-UP, was to provide data and
information regarding the cost of follow-up
studies that would be of use to other institutions
and planning agencies. Three types of studies were
examined—mail surveys, mail-out questionnaires,
and personal interview surveys. Several variables
were considered, including administrative salaries
and benefits, mailing costs, computer, supplies,
salaries, travel expense, and telephone expense.
Costs associated with each type of study per at-
tended contact and in the method of processing
used are included in an appendix. Among the
recommendations in these reports is a formula for
estimating costs of follow-up studies. The data
presented here are not absolute, final data by
which follow-up study cost effectiveness can be
measured. It is hoped that this information will
nevertheless be useful to institutions wishing to
examine study costs (JDS).

456.

ED 128 045 JC 760 482
Lewis, Reynold T
Graduate Follow-up. TEX-SIS FOLLOW-UP SC6.
San Antonio Coll., Tex
Spons Agency—Tarrant County Junior Coll DI-
trict, Ft. Worth, Tex; Texas Education Agen-
cy, Austin Div. of Occupational Research and
Development
Report No—SC6
Pub Date Aug 76
Note—57p. For related documents, see JC 760 473-483.

Identifiers—Student Follow-up Management Infor-
mation System, Texas, TEX SIS FOLLOW UP.

This report details the research activities con-
ducted by the Graduate Follow-up Study which was
directed by Navarro College as a subcontractor
of Project FOLLOW-UP, in the design, develop-
ment, and implementation of a graduate follow-
up system. The activities included questionnaire
design, data collection methods and computer-
ized record-keeping systems, student-graduate identifi-
cation, establishment of contact procedures,
An advisory committee was formed to guide the
general organization and design of the system
Three types of questionnaires generated a 28-
question booklet, a one-page 21-item fill-in-the-
blank questionnaire, and a 13-item computer-
generated form. Respondences were found to be
similar for all. Two hundred eighty-eight 1975
graduates were exit interviewed by telephone
and one person refused to answer the entire
exit interviewing on the response rate mailed
questionnaires, although this seemed time-con-
suming and expensive, the response rate of 20%
increase in response rate was noted for some groups.
Program areas in the study included questionnaire
design, postage expense, identification of
certain types of students, and maintenance of
ingestion correspondence tables, and related materials are appended. (JDS)

457.

ED 128 046 JC 760 483
Hood, Diane
Educational Goals and Student Flow. Model for
Institutional Student Flow and Follow-up. TEX-
SIS FOLLOW UP SC7.
West Texas Coll. and Um System, Tex
Spons Agency—Tarrant County Junior Coll DI-
trict, Ft. Worth, Tex; Texas Education Agen-
cy, Austin Div. of Occupational Research and
Development
Report No—SC7
Pub Date Aug 76
Note—72p. For related documents, see JC 760 468-471.

EDRS Price MF 50.83 HC-53.50 Plus Postage.

Descriptors—Academic Aspiration, Community
Collage Data Bases, Education, *Follow-up Studies.

EDRS Price MF 50.83 HC-53.50 Plus Postage.

Identifiers—Academic Aspiration, Community
Collage Data Bases, Education, *Follow-up Studies.

This report details the development and imple-
mentation of a follow-up study conducted by Western
Texas Community College (WTCC) as a subcon-
tractor for Project FOLLOW UP, relating student
flow patterns to educational goals. Phase I of this project involved establishment of a data base
which included elements designed to reveal an
adequate picture of the student's background and
as related to educational goals and outcomes. Data elements included were semester and year, major, educa-
tional goal, method of admission, sex, race, com-
parison or extension enrollment, ethnic origin, age at admission, and mode of enrollment. At the time
of original submission, Phase I was in progress and
was expected to be completed in Phase II.

ED 128 048 JC 760 485
Lewis, J. E.; Reno, J.
Follow-up Management Information System, San
Antonio Coll., Tex
Spons Agency—Tarrant County Junior Coll DI-
trict, Ft. Worth, Tex; Texas Education Agen-
cy, Austin Div. of Occupational Research and
Development
Report No—SC6
Pub Date Aug 76

Identifiers—Student Follow-up Management Infor-
mation System, Texas, TEX SIS FOLLOW UP.

This report details the research activities con-
ducted by San Antonio College (SAC) as a sub-
contractor for Project FOLLOW-UP, in the design,
development, and implementation of a graduate follow-
up system. Numerous information gathering techniques, including personal interviews
and follow-up surveys, were attempted Four different groups of graduates were
studied to generate follow-up information as well
as to provide data regarding the efficiency of vari-
ous data collection techniques. SAC found that a
follow-up schedule that included an initial mailing of a
cover letter and a questionnaire, which was followed
by a reminder postcard, a second cover letter and
equipment, was the most effective in conducting a
gradient follow-up survey The response rates for the
four groups were 75% to 82%. Local computer programs and
the Student Flow Management Information System, TEX SIS FOLLOW UP
were developed for use at other colleges. Recommendations for follow-up study
design, study related data and materials, and the survey
instrument are appended. (JDS)

458.

ED 133 038 JC 770 080
Program Development.
*Campus and Us System, Austin Coordinat-
ning Board
Pub Date Jan 76
Note—57p. For related documents, see JC 760 473-483.

EDRS Price MF 50.83 HC-51.67 Plus Postage.

Descriptors—Campus and Um System, Austin Coordinat-
ning Board.

EDRS Price MF 50.83 HC-51.67 Plus Postage.

Identifiers—Campus and Us System, Austin Coordinat-
ning Board.
The document consists of 12 chapters pertaining to the role, scope, and functions of the Coordinating Board and the University System in regulating Texas public junior colleges and presents the Board rules and regulations. In the case of state junior colleges, (2) rules governing approval of less-than-baccalaureate programs in senior institutions, (3) rules on approval of off-campus centers, (4) criteria to be met in the creation of public junior colleges, (7) procedures to be followed in the creation of public junior colleges, (8) procedures for the dissolution of dormant college districts, (9) base standards for public junior colleges, (10) operational provisions for public junior colleges, (11) rules for approval of academic courses for state appropriations to public community colleges, (12) rules for open-circuit television courses offered for public institutions of higher education (JDS).

"Community Colleges, Educational Objectives, Educational Planning, College Success and Placement Survey"—Vermont

These guidelines for the Vermont Regional Community College System's planning attempt to answer the following questions: (1) Who are the students to be attracted and served? (2) What kind of student is served? (3) What can these services be developed? (4) What kind of resources and staff development are needed? The answers are given and (5) How will one know whether the establishment or increase has been fulfilled? Planning steps for the college trimester included (1) those related to the setting of objectives, and (2) those concerned with designing operations to achieve objectives Regional site planning operations of the following areas of activity setup priorities, (2) approval of academic courses for state appropriations to public community colleges, (3) rules for open-curcircuit television courses offered for public institutions of higher education (JDS).

460.

ED 114 463
Master Planning for Postsecondary Education in the Region of the State, pre-Planning Task Force Report and Recommendations. Utah State Board of Higher Education, Salt Lake City

Pub Date 1973
Note—35p.; Some chart material may not be legible

EDRS Price MF-$0.76 HC-$3.32 Postage

Department—Charts, Curriculums, Educational Planning and Facilities, Faculty, Financial Support, Student Services, Institutional Role, Master Plans, Post Secondary Education, State Programs, Student Characteristics, Technical Education, Vocational Education

Identifiers—Utah

Representing the first Utah postsecondary vocational master plan, the report focuses on: (1) program flexibility, (2) designing new delivery systems, (3) provision of adequate facilities, and (4) securing financial support to meet changing student, State, and industrial needs. Following an introductory section, Section 2 summarizes the status of Utah students in regard to abilities, student college choices, programming scope, State manpower needs, and postsecondary enrollment. Section 3 reviews the general goals, "College education in regard to curriculum, programs, and role and responsibilities throughout the State of Utah in the year 1972." Program planning for the community college system of Utah is not only of Staff and Maintenance functions, (2) program development, (3) planning for the college trimester included (1) those related to the setting of objectives, and (2) those concerned with designing operations to achieve objectives Regional site planning operations of the following areas of activity setup priorities, (2) approval of academic courses for state appropriations to public community colleges, (3) rules for open-curcircuit television courses offered for public institutions of higher education (JDS).

The Vermont Regional Community College System was established to oversee the pre-planning phase of the GEAR planning to establish a community college system in Vermont. The VRCCC developed a demonstration model of the community college system through 3 regional site responsibility for the community college system for Vermont communities. The number of students has steadily increased from 200 during the first trimester of 1970 to over 1000 during the fourth. During the past year, demand has exceeded available courses by nearly two to one. The report includes: (1) history of the community college system, (2) goals, accomplishments and highlights of FY1971, (3) VRCCC learning programs and systems, (4) students and teacher support, (5) planning, management and evaluation, (6) staff development, (7) preliminary costs study, and (8) community college support and funding for FY1972-73. Appendices contain a summary of student statistical data, financial exhibit, study exhibits, and lists of important VRCCC staff and qualifications, courses, teachers and teacher qualifications, locations of regional sites, and VRCCC documents and reports available on request (KM).

462.

ED 982 743
Learning Support System, Vermont Community College: Northeast Kingdom Site, Vermont Community College, Montpelier

Pub Date 1973
Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Community Colleges, Educational Planning, Program Coordination, Program Management, Staff Role Utilization

A learning support system is described which consists of the following phases: (1) prescreening to gather information and make decisions about courses so that the phase a course is listed of courses is generated; that phase consists of only Staff and Maintenance functions, (2) pre-service: to determine what is necessary for the operation of courses so that by the end of the phase courses are set to begin: (3) in-service: to provide support for teachers and students such that courses will be successfully completed, teachers will improve their teaching, and students will analyze and meet their learning objectives; and (4) post-service: to gather information and make decisions such that students and teachers feel a sense of completion and planning, can continue; all functions are carried out by staff as a whole. Roles and functions are described (KM).

463.

ED 072 773
Community Colleges, Educational Objectives, Educational Planning, College Success and Placement Survey—Vermont

A cost benefit analysis of the Community College of Vermont revealed that (1) the proportions of State support of the total budgets for higher education institutions of higher education are 22% at UVM, 37.2% at the VSC, and 12.7% for the Community College, (2) tuition is budgeted for FY74 to generate 27% of total cost at UVM, 29.6% at the VSC, and 29.6% at the Community College; (3) tuition cost is students at $720 per course unit at UVM, $90 at the VSC, and 45 at the Community College; (4) faculty costs are $450 per course at the Community College, and range from $750 to $900 at the VSC; (5) proportion of the total budgeting for in-state instruction is 49% at the VSC and 65% at the Community College. In the Commission's opinion, another state college would be $14,000,000, while another Community College regional site would be $36,548, (7) the percentage of Vermont students going on to higher education is approximately 20% less than the national average; many of the added enrollment in other States are in community colleges, and (8) the Community College's FY74 budget request is 6% of the costs to the State of Vermont. The three community colleges, 20% of the people, whose education is provided by the community colleges, can continue; all functions are carried out by staff as a whole. Roles and functions are described (KM).

464.

ED 082 733
Vermont Community Colleges of Vermont: Planning.

Vermont Community Colleges, Montpelier

Pub Date 1973
Note—30p.

EDRS Price MF-$0.76 HC-$3.29

Descriptors—Community Colleges, Educational Objectives, Educational Planning, Program Coordination, Program Management, Staff Role Utilization

Three documents are presented that deal with planning for the community college system in Vermont. "Central Vermont Regional Site Planning" discusses the populations to be served, geographic location, program emphasis, and interagency linkages. Goals, operational responsibilities, action steps, evaluation, staff responsibilities, and a time frame are covered for each of the four targets. Objectives are listed in an introduction to learning, career choices, contracting for a degree, personal effectiveness, and personal growth. In "Planning, Planning, 1973-1974, Northeast Kingdom Site," the following are discussed: (1) size of student body, (2) geographic location and expansion, (3) curricula, (4) internal linkage, (5) target population, and (6) educational approach. Appendices concern techniques to reach the target population, activities with population groups, and student, teacher and learning support systems. In "Community College Commission, 1973-74 Goals" deals with (1) limits on the site of CCV student body, (2) vacation, (3) geographic location and expansion, (4) curriculum, (5) internal linkage, (6) the population to be served, (7) overall educational approach, and (8) commitment to instructional goals, objectives, and competency-based education/documentation (KM).

ED 082 734
Community College Commission: Student Step-By-Step Guide, Community College of Vermont, Vermont Community Colleges, Montpelier
in the text are available from Learning Services, Community College of Vermont, P.O. Box 81, Montpelier, Vermont 05602 ($10.00)

EDRS Price MF-$0.45 HC-$3.29

Description—Associate Degrees, Community Colleges, Degree Requirements, Educational Objectives, Student Characteristics. Standards, Performance Contracts, Performance Criteria. Post Secondary Education Identifiers—Vermont

This handbook is designed to help the student understand how to write and complete his/her comprehensive curriculum contract. The steps to be followed are: (1) identify what CCV offers, (2) decide on a program, (3) develop your learning plan, (4) meet with your instructor, (5) carry out your learning plan, (6) periodically review your plan, (7) complete your contract, (8) meet with your instructor, (9) carry out your degree plan, and (10) degree is granted. Definitions of CCV terms, the learning plan form, and the contract form are included. A sample of a completed contract is also attached (KM)

466.

ED 083 962 JC 730 258

Hochschul, Steven F. Johnson, James Gilbert Postsecondary Education Access Study. Part I: Develop better School Student Assessment Study Inquest Report. Vermont Commission on Higher Education, Rutland

Spons Agency—Office of Education (DHHEW), Washington, D.C.
Pub Date 73-05-10
Note—34p.
EDRS Price MF-$0.65 HC-$3.29

Description—Academic Assessment, Correlation, Goal Orientation, High School Students, Post Secondary Education, Student Attitudes, Test Administration, Technical Report

Identifiers—Vermont

A study was conducted to assess and account for high school student aspirations for post-secondary education. This study intends to shed some light as to why or why not a Vermont high school student will aspire to further education, the content of that aspiration, and factors which determine the direction and intensity of that aspiration. Major topics discussed include: (1) correlation between the aspiration rate and the continuation rate, (2) variables that account for aspiration rates, (3) high school student preference for specific post-secondary education, (4) analysis of educational aspiration, and (5) analysis of continuation rates. Results are given. (CK)

467.

ED 056 863 JC 740 335


Pub Date 73-07-06
Note—39p.
EDRS Price MF-$0.75 HC-$1.85 PLUS POSTAGE

Description—Annual Reports, College Administration, Community Colleges, Educational Finance, Educational Objectives, Media Research, Post Secondary Education, Program Planning, Staff Improvement

Identifiers—Community College of Vermont

This annual report of the Director, Community College of Vermont, for Fiscal Year 1973, is composed of 3 sections these sections address the following: 1 Report of the Director. Goals, Accomplishments, and Highlights of FY 1972; 2 Legislation and Degree Project; 3 Planning Services; 4 Planning Program Budget System, 5 The Role of the Registrar, Tuition and Financial Aid, 7 Educational Media Research; 8 Staff Development, 9 College Plans and Funding for FY 1974; and 10. Appendices A Vermont State College Board of Trustees and Community College of Vermont Advisory Council, B. Community College of Vermont's Staff, C. Office Locations, D. Financial Reports. (DB)

468.

ED 114 154 JC 750 587


Pub Date 74-05-27
Note—56p.
EDRS Price MF-$0.50 HC-$3.25

Description—Student Evaluation, Community Colleges, Educational Innovation, External Degree Programs, Student Assessment, Student Characteristics

Identifiers—CAEL, Student Characteristics, Student Evaluation, Student Development Materials

This study was conducted to assess and account for high school student aspirations for post-secondary education. This study intends to shed some light as to why or why not a Vermont high school student will aspire to further education, the content of that aspiration, and factors which determine the direction and intensity of that aspiration. Major topics discussed include: (1) correlation between the aspiration rate and the continuation rate, (2) variables that account for aspiration rates, (3) high school student preference for specific post-secondary education, (4) analysis of educational aspiration, and (5) analysis of continuation rates. Results are given. (CK)
CONTROL OF A STATE BOARD FOR COMMUNITY COLLEGES. THE STATE BOARD FOR COMMUNITY COLLEGES IN VIRGINIA ARE COMPREHENSIVE COMMUNITY COLLEGE INSTITUTIONS AND ARE PEDESTRIAN IN THE STATE HIGH SCHOOL PROGRAMS OF MORE THAN 2 YEARS TO INCLUDE OCCUPATIONAL AND VOCATIONAL ARTS AND SCIENCES COMMON EDUCATION, POLICIES ADMINISTRATION AND REGULATIONS BY THE ATTORNEY GENERAL FOR THE ESTABLISHMENT OF A JUNIOR COLLEGE PROGRAM IS A REQUIRED MINIMUM EVIDENCE OF INTEREST OF THE PATRONS EMPLOYERS AND STUDENTS THAT A FULL-TIME ENROLLMENT OF AT LEAST 150 STUDENTS WITHIN FOUR YEARS FOR EACH COMMUNITY COLLEGE. A LOCAL BOARD SERVES IN A LIAISON AND ADVISORY ROLE TO THE STATE BOARD. A STATE DEPARTMENT OF COMMUNITY COLLEGES, HEADED BY A DIRECTOR, IS THE AGENCY RESPONSIBLE FOR ADMINISTRATION AND SUPERVISION OF THE SYSTEM HERSELF THE STATE BOARD PROVIDES FOR OTHER OPERATING EXPENSES, WHICH MAY BE SUPPLEMENTED BY LOCAL CONTRIBUTIONS AND STUDENT FEE. THE DOCUMENT OUTLINES RELATIONSHIPS AMONG AGENCIES AND INDIVIDUALS AT STATE AND LOCAL LEVELS.

475.

ED 033 661 HE 001 176
The Virginia Plan for Higher Education. Virginia State Council of Higher Education, Richmond
Pub Date Dec 67

476.

ED 083 971 JC 730 267
Virginia Community College System Professional Employers' Appointment Policy with Supporting Documents, Grievance, Non-Removal and Dismissal. Virginia State Dept of Community Colleges, Richmond
Pub Date 10 Aug 73

477.

ED 074 287
Learning Resources for the Disadvantaged Stages. Progress Reports, Virginia Community College System, Richmond.

478.

ED 014 285 JC 660 487
McDaniel B. Library services in Virginia's institutions of higher education. Richmond, The Virginia State Council of Higher Education

479.

ED 104 499 JC 750 287
Virginia Community College System, Richmond.

480.

ED 034 540 JC 690 390
Policies, Procedures, and Regulations; Governing the Establishment of the Comprehensive Community Colleges of Virginia. Virginia Community College System, Richmond.

481.

ED 000 000
 term and attendance day, establishment of colleges, including need and suitable sites, establishment of special training programs, administrative responsibilities and relationships, legal policies and procedures, consulting services, amendments Operating policies, procedures, and regulations are found in the Virginia Community College Operating Manual (MS)
EDRS Price MF-09.76 HC-$1.95 Plus Postage
  Descriptors—Annotated Bibliographies, Bibliographies, Classroom Research, College Administration, Community Colleges, Community College System, Counseling, Follow-up Studies, Graduate Surveys, Institutional Research, Juvenile Delinquents, Students, Vocational Education, Vocational Follow-up, Withdrawal

This report presents a review of follow-up studies of former occupational-technical students at 65 community colleges throughout the country. The purpose was to evaluate the effectiveness of follow-up studies. In measuring attainment of educational goals stated in community college catalogs and literature, this evaluation was made by studying research emphases, motivations, and priorities. The follow-up studies, in winter 1967, were all student questionnaires sent to all 720 public community colleges in the two-year colleges which began offering occupational-technical programs before September 1970. The questionnaire was then analyzed using a three-part 84-item coding instrument. Data from community colleges throughout the nation.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
  Descriptors—Educational Assessment, Follow-up Studies, Research: Background, Technical Students, Research: Follow-up Studies.

Note—48p.

EDRS Price MF-09.76 HC-$1.95 Plus Postage
  Descriptors—College Graduates, Employment Emphasis, Research: Graduate Surveys, Junior Colleges, Relevance (Education), Student Attitudes, Student Characteristics, Vocational Education, Vocational Follow-up, Withdrawal

This report describes post-community college activities of former occupational/technical students at 13 Virginia community colleges. The college identified 11,623 former students as eligible, of whom 4,587 earned an associate degree, diploma, or certificate. The overall response rate of 61 percent was obtained for graduates and 5 percent for nongraduates. The data were summarized to establish academic and technical knowledge and understanding, job skills, earning potential, and general education and technical courses present. The responses indicated the research emphases, motivations, and priorities for improving follow-up studies.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
  Descriptors—Females, General Education, Graduates, Junior Colleges, Participant Satisfaction, Student Attitudes, Student Characteristics, Vocational Education, Women.

During the past year, all students were questioned as to their attitudes toward their community college programs. The total of 11,623 former students were questioned at the five community colleges. Students demonstrated a higher degree of job congruence than either degree or certificate graduates. Women and graduates were much more positive than diploma graduates. Diplomas graduates had higher rates of enrollment and intention to enroll, college graduates greater percentages of graduates than nongraduates were enrolled full-time. Women demonstrated higher rates of employment than either degree or certificate graduates. The current financial situation of public service and health showed a higher degree of job congruence than other areas. The median salary for initial jobs was $3,619 for the present jobs. Nongraduates received higher median initial and present salaries than graduates.

EDRS Price MF-$0.76 HC-$1.95 Plus Postage
  Descriptors—College Graduates, Employment Emphasis, Research: Graduate Surveys, Junior Colleges, Relevance (Education), Student Attitudes, Student Characteristics, Vocational Education, Vocational Follow-up, Withdrawal

EDRS Price MF-$0.76 HC-$1.95 Plus Postage
  Descriptors—Annotated Bibliographies, Bibliographies, Classroom Research, College Administration, Community Colleges, Community College System, Counseling, Follow-up Studies, Graduate Surveys, Institutional Research, Juvenile Delinquents, Students, Vocational Education, Vocational Follow-up, Withdrawal

This report provides a means of improving and formalizing the follow-up studies. It was based on the results of an occupational-technical research conducted at the 23 colleges in the Virginia Community College System. The first section analyzes the data for the 13 colleges and includes the other colleges. The second section included the top 50 colleges, and the third lists the all others by college. The type of materials included were selected from the highest interest, from routine reports to innovative proposals. Some of the reports were compiled separately in the report. The file from which this document was prepared does not necessarily contain all of the reports compiled by the 23 colleges.
most all the Virginia community colleges. Although it appears that the mathematics courses listed in the VCCCG are well designed to meet the needs of all college transfer students, one possible exception is the absence of a course specifically designed to provide a mathematician background for prospective secondary school teacher Summaries of the general comments of the Four-year college mathematics charac- who took more than three years to complete their programs Tabular data on graduates' character-
dictated an occupational goal as a reason for attending the community college. (1) 25% had no degree aspirations, and (12) 3% aspired to a baccalaureate degree. Overall, it appeared that the VCCS was serving a somewhat different population from that of many two- and four-year public colleges across the nation. The student data form and tabular data on student characteristics are appended (JDS).

492.

ED 135 429 JC 770 158
Adams, June Johnston. Roetler, Elmo
Virginia State Dept of Community Colleges.
Pub Date Aug 76
Note—42p. For previous eds see ED 114 131 and 132
EDRS Price MF-50.83 HC-S2.09 Plus Postage.

493.

Washington

ED 061 440 VT 014 960
Teliou, Joan. Nicholson, Athleen
Note—22p
EDRS Price MF-50.65 HC-S3.29

494.

ED 061 440 VT 014 960
Teliou, Joan. Nicholson, Athleen
Note—22p
EDRS Price MF-50.75 HC-S3.15 PLUS POSTAGE

Identifiers—*Educational Redoubts Information Center, ERIC.

The intent of this bibliography is to assist the reader to determine some of the important questions and concerns of higher educational governance and to serve as an example of the variety of sources on the topic. It consists of a collection of recent ERIC items and books on the subject. Nine areas of concern are considered: (1) The General Topic of Governing, (2) Governing Boards, (3) The Office of the President for Coordinating System and Governing and Governance, (4) The Faculty and Governance, (5) The Students and Governance, (6) The Coordination Personnel Boards, (7) Governmental and Universities Governance, and (9) The Question of Freedom and Order in Higher Education. The entries under each of these areas are not intended to be either comprehensive or complete. ERIC items are identified by the month and volume number (Author/DB).

495.

ED 046 374 JC 710 025
Pub Date [70]
Note—21p
EDRS Price MF-50.65 HC-S3.29

Identifiers—*Washington

This third of three related volumes outlines the development and current objectives of community-junior college education in the state of Washington. Beginning with the liberal arts colleges, the 2-year colleges were limited in growth until 1961, when the concept of "comprehensive" junior colleges as a 2-year program was adopted by state legislation. In 1963, 2-year college funds and accounting were segregated from the public school system and, by 1967, the state legislature created an independent system of community colleges. Today, responsibility for community college education, and for adult education, is shared by the local districts and the state, with the local board of trustees responsible for operating the colleges in their respective districts. The state board has determined policy, curriculum, award degrees, and establish administrative rules and regulations. Organizational structures at both state and district levels recognize the need for flexibility in responding to local problems, and coordination is achieved through a system of advisory committees made up of district and state officials. The specific operating objectives of the system emphasize open-door admissions, school and community cooperation, the involvement of all concerned groups in formulating the policies that will affect them. (JO)

496.

ED 059 018 JC 740 459
Command, Edward M.
Pub Date July 70
Note—56p
EDRS Price MF-50.75 HC-S3.15 PLUS POSTAGE


ED 059 018 JC 740 459
Command, Edward M.
Pub Date July 70
Note—56p
EDRS Price MF-50.75 HC-S3.15 PLUS POSTAGE

Washington State Council on Higher Education.

ED 093 786 HE 005 860
Chance, William
Finding for the Study and Coordination of Washington Higher Education.
Washington State Council on Higher Education.
Pub Date Mar 72
Note—42p
EDRS Price MF-50.75 HC-S1.85 PLUS POSTAGE
The coordination of programs and services at a state college requires a thorough understanding of the community's needs and the implementation of new programs. Recent expansions in higher education have been influenced by state universities and colleges, as well as the community college system. A study conducted by the State Board for Community Colleges, Yakima, Washington, to conclude the study of the community college system, found that (1) the boards of regents and trustees of state universities and colleges may in the exercise of their discretion adopt rules to authorize and govern collective bargaining between such state college staff and their faculty members, (2) the College on Higher Education, Community College Professional Negotiations Act should be amended by procedural changes to increase its workability, and (3) the governance of such institutions should be deferred until the legislature makes a determination on the continued operations of the community college system under the Professional Negotiations Act (Author/HS).

500.
ED 094-835 JC 740 291
EDRS Price MF-$0.75 HC-$3.15 PLUS POSTAGE
The proceedings of a conference to consolidate the partnership between the correctional system and the community college system are presented. The conference objectives were (1) to identify potential solutions to the identified needs; (2) to support common goals and coordination projects; and (3) to identify, evaluate, and use approaches for the development of educational opportunities for inmates and staff in adult correctional institutions. The workshop focused on creating a community-based corrections program, and IV

501.
ED 098 629—HE 005 381
The Select Commission on Non-Traditional Study was appointed by the State of Washington in January 1973 to explore alternative methods of providing educational opportunities. After discussing the needs and goals for educational alternatives, this document presents methods, guidelines, and strategies for developing alternative programs. Relations with the community and the secondary schools are focal points of the fifth chapter. The sixth chapter presents summaries of the recommendations and the senate resolution defining the commission (Author/PG).

502.
ED 100 423 JC 750 062
1975 United Legislative Program of the Community College Legislative Council. Washington State Board for Community College Education, Olympia Pub Date 1975 Note—17pp
EDRS Price MF-$0.75 HC-$15.50 PLUS POSTAGE
The Community College Legislative Council was organized in 1971 to provide a means through which a uniform approach to the state legislature and legal council could be achieved by the various organizations representing components of the community college system. For each session of the legislature, the council prepares the United Legislative Program. Issues selected for inclusion in the unified program must have the support of a majority of the constituent groups and the opposition of none. The unified program provides the legislature with an indication of those issues on which there is general agreement between community colleges. Position papers adopted by the Legislative Council for 1975 are presented on the following subjects: (1) Operational budget, (2) cost-of-living adjustments, metas—professional and classified, (3) exemptions of cooperative preschools from unemployment compensation, (4) extended instruction to individual colleges, (5) authority to communicate with legislators, (6) health care for students, (7) instruction for the blind and deaf, (8) state board, (9) tuition-free high school completion, and (10) tuition (Author/AB).

503.
ED 118 101 JC 750 407
Descriptors—Community Colleges. Comparative Analysis.—Educational Finance.—Faculty.
policy and by funding. As a result of this study, three recommendations are made (1). That public institutions of higher education be supported at a level which makes access possible without tuition levels which economically would deny opportunity to some individuals, (2) That tuition not be raised when the academic year begins if the individual contribution drops below the range of two-thirds to three-fourths of the economic costs of attendance. Incentives to increase charges have been gathered within the public sector to reflect the growth in benefits resulting from additional education (DC).

508.

ED 103 060  JC 750 206
Recommendations for Institutional Roles and Missions in Washington, Part II: The Community College Staff Report for the Advisory Committee on Institutional Roles and Missions- Draft Discussion Document.

Post Date 23 Jan 75

Note.—219p.

EDRS Price MF-50.76 HC-510.78 PLUS

POSTAGE

the reader with the nature and extent of off-campu
us offerings. (JMF)

512.
ED 129 020  JC 760 456
O'Brien, John E.
Community College Capital Analysis Model: A 
Report to the Washington State Legislature. 
Performance Audit Report No. 75-12, 
Washington State Legislature, Olympia. Legisla-
tive Council. Pub Date 16 Oct 75
Note—This paper in appendices may repro-
duce poorly due to small type size.
EDRS Price MF-50.83 HC-$6.01 Plus Postage.
Description—Authoritative. *Capital Outlay (for 
Flaxed Assets), Community Colleges, Educa-
tional Facilities, *Junior Colleges, Measure-
table Fundamental Indicator, *State Standards, 
Identifiers—Capital Analysis Model, *Washington 
Legislature. Pub Date 16 Oct 75

513.
ED 115 329  JC 760 004
Final Quarterly Enrollments Report, Academic Year 75.
Washington State Board for Community Coll 
Education, Olympia. Pub Date 7 Jan 76 
Note—29p.
EDRS Price MF-50.76 HC-$1.95 Plus Postage
Description—Authoritative. *Demography, Service Programs, 
Demography, *Enrollment Trends, *General Education, 
Identifiers—Washington.

514.
ED 119 767  JC 760 160
Howard, Alan And Others
A Plan for Community College Educational 
Development
Washington Association of Junior Colleges, 
Washington State Board for Community Coll 
Education. Pub Date Dec 75 
Note—82p.
EDRS Price MF-50.83 HC-$4.67 Plus Postage
Descriptors—Community Colleges, Computer 
Assistance, Instruction, Computers, Computer Science, 
*Computer Science Education, Course Descriptions, 
Course Outlines, Curriculum, *Curriculum Guides, *Data 
Processing, Equipment Utilization, *Junior Colleges, 
Identifiers—Washington.

This document presents a comprehensive plan 
for future growth in instructional computing within 
Washington's 27 community colleges. Two chap-
ters define the curriculum objectives and content 
recommended for instructional courses in the 
community college system, as well as the utilization 
of the community colleges, based on estimated area 
requirements for each type of campus as well as 
expected utilization of the PTE program. 
Lack of measurable long-range capital facilities objectives and goals are shown to be inadequate projections are cited as the greatest weaknesses of the planning function. CAM space standards and computer utilization needs are compared with actual space utilization and the space and occupancy standards of 21 other states in the operating of a similar system. The State Board for Community College Education is stated to be limited by the Board's desire to keep the planning function postage free and to adequately meet the requirements of the identified course content objectives. The final chapter presents the resources, specifications and acquisition procedures which will permit the community college to move from the present level of fragmented, individually based approaches to meeting the instructional computing needs of students, to a fully coordinated and distributed computing network of computer hardware and software, and to a more efficient utilization of total state computing resources. The glossary and bibliography are appended (Author/DC)

ED 118 204  JC 760 133
Task Force on Board Relationships Final Report. 
Washington State Board for Community Coll 
Education, Olympia. Pub Date 7 Jan 76 
Note—49p.
EDRS Price MF-50.83 HC-$2.66 Plus Postage.
Descriptors—*College Administration, *College Administration, 
*College Administration, Community Colleges, Educational Facility, 
Junior Colleges, *Junior Colleges, *State Board for Educational 
Administration, *State Board for Education, *State 
Identifiers—Washington.

The governance and management of the com-
munity college system in the state of Washington 
is based upon a division of responsibilities 
between the 27 district boards of trustees and the 
State Board. In 1967, a formal division of responsi-
bilities between the districts and the State Board 
was enacted by the state legislature. Later 
reports of district and State Board activities 
included these responsibilities into 10 problem areas: 
(1) operating budget allocations, (2) capital budget 
and capitalization, (3) personnel actions, including 
professional negotiations, (4) real property 
acquisitions, (5) program and curriculum-related 
actions, (6) planning, (7) fees and charges, (8) 
legislative program, (9) State agency staff (10)
multidistrict cooperation. This report reassesses 
district and State Board responsibilities in each 
10 area, and makes a number of recom-
mendations. A matrix graph is appended which 
explains the recommendations and responsibilities of 
the boards, enumerates recommendations, 
explains the implications of the recommendations 
and board responsibilities, and describes the steps 
necessary for implementation. (NHN)

516.
ED 122 878  JC 760 258
Mundy, John C.
Statement [on community college finance in 
Washington].
Washington State Board for Community Coll 
Education, Olympia. Pub Date 29 Jan 76 
Note—10p.: Text of statement made at a news 
EDRS Price MF-50.83 HC-$1.67 Plus Postage.
Descriptors—Community Colleges, Comparative 
*Student, *Financial Need, *Financial Support, 
Full State Funding, *Junior Colleges, *State 
Identifiers—Washington.

While enrollment in Washington's 27 commu-
nity colleges has risen from 74,363 in 1967 to 
nearto 160,000 in 1976, and full-time equivalent 
(FTE) enrollment has grown 113 percent to 
90,380, the funding of the community college 
system has not kept pace with increases in 
enrollment. In 1969-70, the community colleges 
received $1,083 in state and local FTE. Adjusting for inflation and the recent 75 
percent enrollment increase in more expensive 
special education programs, $1,686 per FTE 
was required in 1976, while only $1,356 was received. 
Further, Washington's funding level per student was $209 lower than the average of 14 other states. Three charts illustrating community college en-
rollment and funding problems in Washington are appended. (NHN)

517.
ED 131 881  JC 760 641
McKenzie, Catherine E. Wolfz, Christine. 
Evaluation of a Non-Traditional College: Costs 
and Effectiveness. Washington State Board for 
Community Coll Education, Seattle Research 
and Planning Office. Pub Date 16 Oct 76 
Note—76p.
EDRS Price MF-50.83 HC-$4.67 Plus Postage. 
Descriptors—*College Role, Community Colleges, 
Comparative Analysis, *Cost Effectiveness, 
*Economic Aids, *Economics, *Financial Aid, 
*Financial Support, *Higher Education, *Junior Colleges, 
Objectives, *Program Effectiveness, *Student, 

This document compares the operating effec-
tiveness and costs associated with Whatcom Community 
College (WCC), a non-campus educational 
system, to estimated alternative costs of 
traditional operational WCC. Comparative data were obtained by using WCC colleges as proxy institutions for a hypothetical campus-based WCC. Among the findings of the evaluation were: (1) WCC without campus per-
formed at least as well as a WCC with a campus in 
meeting the majority of its operational needs; (2) WCC without a campus did no better than its 
campus-based WCC Among the findings of the 
report was that WCC with campus was significantly 
less effective than its campus-based counterpart; (3) educational services were adequately provided without a campus; (4) WCC without a campus spent 10% less per student and per course, and (5) enrollment-related in-
structional costs per student was spent in the non-
campus operation. Overall, WCC without a campus demonstrated the average performance of other campus-based 
colleens. Appeared are three WCC documents entitled (1) WCC, Leave at Pat 14 others, (2) Internal Mandates, and (3) How a College Without a Campus Plans to House its Services Also appended are tabular data used in the study. (JDS)

518.
ED 131 893  JC 770 003
Community Education: Final Report. A Position 
Paper Presented to the State Board for Commu-
nity Education, Olympia.. Washington State Board 
for Community Coll Education, Olympia Advisory Council 
Community College Planning. Pub Date 29 Nov 76 
Note—15p.
EDRS Price MF-50.88 HC-$1.67 Plus Postage.
Descriptors—*Adult Education, Community Colleges, 
*Community Education, *Community Services, *Community 
Rgile, *Interagency Cooperation, *Institutional 
Cooperatives, *Junior Colleges, *School 
Community Relationship, Statewide Planning 
Identifiers—Washington.
between most community colleges and senior institutions and establishment of transcript evaluation procedures, articulation agreements, (1) that the student is well-developed, evaluation procedures promote the progress of transfer students to graduation without excess credit discussion, or actual transferred and graduate compare favorably with native student, in terms of average grade point averages, and (2) that academic credit is granted to support general education systems.  #3. West Virginia

§21. ED 102 903 HE 006 268
Foley, Arthur P. and Others
West Virginia's State System of Higher Education: Annual Report - Current Operating Revenue and Expenditures. West Virginia Board of Regents, Charleston. Pub Date Dec 74. Note - 45p EDRS Price MF-$0.76 HC-$1.95 PLES POSTAGE


Identifiers - West Virginia

This report, prepared by nationally accepted classifications of current operating revenue and expenditures for the West Virginia state system of higher education for fiscal year 1973-74. Data are presented for total operating revenue expenditures, regular educational and general revenue expenditures, and per student basis. Data are presented for per full-time-equivalent (FTE) student. Sponsored research revenue and expenditure, auxiliary enterprise operations, and West Virginia University Medical Center revenue (MMR).

523.

ED 124 080 HE 007 114
Foley, Arthur P. and others

EDRS Price MF-$0.83 HC-$3.30 PLES POSTAGE


Identifiers - West Virginia

The fifth annual financial report of West Virginia's state system of higher education is presented by the Board of Regents. Current revenue and expenditures for fiscal year 1974-75 are given, including trend data pertaining to total revenues and expenditures for fiscal years 1971-72 through 1974-75. Operating revenue and expenditure are classified according to five major categories: Educational and General, Auxiliary Enterprise, and Student Aid Data for two medical schools are shown separately. This Current Fund Analysis does not include other fund groups, such as Loan Funds, Plant Funds, or Agency Funds. The tables attempt to group similar institutions, but social factors as enrollment differentials, curriculum or academic programs, geographic location, funding levels, and faculty characteristics must be considered. The first section of the report presents and discusses revenue and expenditures for the state system, and the second section relates to expenditures. The appendix presents supplemental detailed data concerning student, faculty, and non-faculty, and general revenue and expenditures (LBR).

524.

ED 125 388 HE 007 852


Identifiers - Wisconsin

This publication presents annual cost data for public postsecondary institutions and state system of higher education in West Virginia during the 1974-75 academic year by all institutions of higher education in West Virginia. The report presents supplemental detailed data on cost of education for the state system, and the second section relates to expenditures. The appendix presents supplemental detailed data concerning student, faculty, and non-faculty, and general revenue and expenditures (LBR).
Apprenticeship and unclassified enrollments were derived by subtraction of the other programs from the total. Some of the projections are (1) 1970—all programs, 37,775, college transfer, 5,149, associate degree, 12,846, vocational diploma, 7,987, apprenticeship and unclassified, 6,765, (2) 1984—all programs, 49,302, college transfer, 5,807, associate degree, 14,120, vocational diploma, 18,039, apprenticeship and unclassified, 11,336.

528.

ED 037 154
HE 001 353
EDRS Price MF-$0.50 HC-$4.50
Descriptors—Curriculum Development, Educational Planning, Program Planning, Public Education, State Universities
Identifiers—Wisconsin

The Academic Plan was developed to avoid unnecessary duplication of program effort, make more efficient use of facilities and teaching staff, and insure continuing excellence of higher education in Wisconsin. The first part of the plan discusses its purposes, which include increasing educational opportunities in the state and insuring the diversity of institutions. Part 2 contains the basic principles of the Plan and broad goals for Wisconsin higher education. Part 3 outlines the academic mission and the 1970-1980 program development plan for each of the state's public universities. Part 4 describes the procedure for Council Review of the Plan. Part 5 discusses the Coordinating Council's policy on special areas of need including the financing of 2-year institutions, adult education, and secretarial science. The purpose of the study was to compare the five programs among the community colleges and the University of Wisconsin.

The report is divided into four sections: (1) bases of comparison and data definitions, (2) presentation of the data, (3) conclusions of the study, and (4) recommendations for future direction. (Author/DB)

531.

ED 097 080
JC 740 403
Morr, Stephen
EDRS Price MF-$0.75 HC-$5.45
POSTAGE

Describes—Campus Planning, Community Colleges, Data Collection, Educational Objectives, Post Secondary Education, Program Planning, State Colleges, Technical Reports, Universities
Identifiers—Wisconsin


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Revised July 1977