The 2-Year Community College

An Annotated List of Unpublished Studies and Surveys, 1957-61

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FOREWORD

Evidence of the rapid growth of 2-year colleges can be found in the increasing number of institutions and in the number of students. Current data indicate that total enrollments in junior colleges are increasing at a faster rate than total enrollments in 4-year colleges. Between 1939 and 1961, for example, the total degree-credit enrollment increased by 250 percent in 2-year colleges and by 177 percent in 4-year institutions.

It is important to observe also that all types of 2-year colleges enroll large numbers of students who do not have as an immediate goal the traditional bachelor's or higher degree. Some are adult students who are not concerned with either transfer credit or occupational preparation. Others are preparing for technical and semiprofessional positions. During each of the 5 succeeding years that the Office of Education has collected data on enrollments and graduates in organized occupational curriculums, 2-year institutions have accounted for an increasingly larger percentage of enrollments. Of the quarter of a million students now in these programs, two-thirds are in 2-year institutions.

This bibliography is intended as a reference work for administrators, professors, and students of 2-year college education. It gives information on sources and materials which generally are not annotated in national professional journals or in publications such as Education Index and Doctoral Dissertations.


For more detail on a particular study, interested persons are requested to direct their questions to the source, rather than to the Office of Education.
The authors wish to express their special appreciation for the detailed help furnished by Eleanore Jacoby Smart, Jean M. Dickson, Flora B. Heath, and Barbara L. Mauer.

At the time that the major work for this project was being performed, Dr. Martorana was chief of the State and Regional Organization Section. Early in 1963, he assumed a new position as Director, Office of Planning for Higher Education, New York State Education Department.

The Division of Higher Education is grateful to State directors of 2-year colleges, deans of graduate schools and colleges of education, professors of junior college education, and others who supplied the basic information for the present bibliography.

R. Orin Cornett
Acting Assistant Commissioner
for Higher Education
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INTRODUCTION

This is the fourth Office of Education bibliography of studies pertaining to the 2-year college. One was prepared in 1950 by Bertalan and Conley, another in 1953 by Wood, and a third by Morrison and Martorana in 1958. A favorable response came from persons concerned with this component of education, principally the State directors or coordinators of junior college programs and persons in the universities who are engaged in teaching, studying, or doing research in community-junior college education.

Soon after the 1958 bibliography was published, requests were received in the Office of Education to keep the information up to date. Resolutions were introduced to this effect at several of the annual meetings of the American Association of Junior Colleges. Consequently, plans were soon made for a repetition of the service within 5 years.

This particular bibliography is intended to serve a recognized need by providing in one publication a listing of studies which have not been published either as books or as articles in widely circulated periodicals, since such projects are usually already annotated in well-known indexes. It was felt that this policy would avoid duplication of listings and would provide a reference aid to supplement the standard indexes. Indexes which can be consulted for listings of studies in the junior college field include the Education Index and Reader's Guide to Periodical Literature. Other useful sources are Doctoral Dissertations, which contains abstracts of advanced graduate theses, many of which are unpublished, and the May issue of the Junior College Journal, which provides an index of its publications for the preceding year.

In addition to these standard references, there are two other sources which should be mentioned. One is an annotated bibliography by Eells and Hollis listing 23 basic items about the junior college which were printed between 1950 and 1959, 26 other items pertaining to associate degree programs, and cross references on an additional 82 items relevant to 2-year college education. The other publication is a summary by D'Amico and Martorana of all articles and books on 2-year colleges cited in the Education Index between 1950 and 1960.1


It should be noted that the 1958 bibliography contained a number of annotations on unpublished doctoral dissertations. In the present bibliography, however, no completed graduate studies above the master's level are included because of the indexing service provided by Doctoral Dissertations and other reference publications. The "projects underway" section does include several doctoral dissertations which were in progress as of July 1, 1961.

The organization of this bibliography is designed to provide clarity and ease of reference for the reader. The increased variety of research topics and the number of studies included have resulted in changes in categorical listings from those used in previous bibliographies. There are two major sections for completed projects—one for institutional and regional studies and one for topical studies. Items are indexed by author or survey director and subject.

The table of contents gives an overview of the areas where attention is being focused. This identification of current research was a principal reason for the project. Persons who are engaged in 2-year college research can use this bibliography to avoid duplication, to facilitate the planning of projects in their early stages, and to enhance communication and collaboration with others conducting related studies. It is readily apparent that some categories need added research; it is hoped that this publication will stimulate investigation of these topics. It is intended, too, that the findings summarized in the annotations will be applied toward continued improvement in organization, administration, instruction, student personnel services, and other aspects of 2-year institutions.

As in the 1958 bibliography, the first two categories—regional and institutional studies—are the largest. A significant change is noted, however, in the current edition with institutional studies replacing regional studies as the grouping with the most items. One-third of the completed projects, or 77 studies, are now classified as institutional studies. This is not surprising when consideration is given to the number of changes in education and to the new demands on 2-year institutions. It should be mentioned that the majority of institutional studies referred to are self-studies, i.e., studies made by the administration and faculty of a particular college.

Typically, self-studies are not given wide circulation; they are seldom published in book form or reported in professional journals, since they are intended to serve specific institutional purposes and the interest of readers outside the institution is generally limited. In addition, an institution might be reluctant to circulate the findings, for a really good institutional self-study includes both strengths and weaknesses and good public relations preclude broadcasting institutional liabilities.
Most of these self-studies are prepared in connection with visits by representatives of accrediting associations. Formal reports of accreditation action are confidential, and reports of the related self-studies are not usually available. The annotations, however, report only the general content and scope of the studies. Interested readers should correspond with the institution directly concerning the availability of additional information.

The institutional studies included in this bibliography generally are broad, covering many phases of a college’s activity: Purpose, philosophy, organization, administration, financing, curriculum, instruction, facilities, student personnel, faculty, and library. Many of these reports indicate action taken on recommendations made by previous accreditation teams. Of the studies which are more limited in coverage, the areas investigated most frequently are organization and instruction.

The 47 regional studies listed represent 20 percent of completed projects, the greatest proportion being statewide surveys. Other studies were concerned with surveying the needs of a particular township, school district, city, county, or metropolitan area. It may be noted that in Missouri two major metropolitan area studies were conducted to reveal the present and projected needs for post-high school education and the facilities available to meet them.

Other subjects cited frequently in this publication are transfer students, faculty and staff, curriculums, campus planning, and student personnel. Within the latter group, followup studies are especially noted. A comparison of the 1958 bibliography shows a marked increase in the number of studies concerned primarily with faculty and staff, transfer students, and campus planning.

A new category for this bibliography was educational television, the subject of five studies. This is but another indication of the increased interest in educational media to assist colleges and universities in meeting the problems of growing enrollment and teacher shortage.

The library section, as in the 1958 bibliography, includes only a few studies. It should be noted, however, that D’Amico and Matorana found 16 articles on junior college libraries listed in Education Index for the 1955-60 period as compared with only one for the 1950-55 period. It is possible that the previous bibliography and a followup article by Morrison pointing to the neglect of the library have served to stimulate publication in this area.

According to the annotations in this bibliography, other categories given relatively little attention are instruction, general education, adult education, guidance and testing, general administration, and

1 Ibd., p. 295.
cooperative relationships. Although there are few entries under the advanced planning category, many of the institutional studies include this topic within their scope and thus this area is not as neglected as it might first appear. A few of these smaller categories have been fairly well covered by published articles and books. It seems evident, however, that more research is needed in the areas of general education, adult education, and administration.

The foregoing identification of topics of high activity and areas of relative inactivity should provide helpful guides to individuals planning or carrying on research in the junior college field. The gaps in the 2-year college literature should be brought to the attention of graduate students seeking a thesis topic in this area. Some of the more obvious needs for research have already been pointed out. Other gaps which may be less observable are suggested by the following questions:

What institutional changes have emerged from the institutional, statewide, and regional studies?
Does accreditation lead to changes in methodology, recordkeeping, or institutional outlook?
What changes in the 2-year college operations and educational programs can be traced to increases in financial aid, especially that provided by the State?
Is there a correlation between degree of local control and the comprehensiveness of programs?
Has teacher certification by the State education agency been intensified or decreased in recent years? What has been the result?
What changes in outlook or attitude of leadership in large universities have occurred toward the 2-year college? What impact has this had on the programs and operations of 2-year colleges?
What impact on the operation of 2-year colleges can be traced to the National Defense Education Act of 1958, Public Law 85-864, and its several titles?
Has the definition of an institution of higher education as it appears in title I of the act caused any institution to redefine its goals? Along what lines?
Might it have decided to emphasize transfer programs over organized occupation (or "terminal") programs?
What have been the successes and failures of science, mathematics, and foreign language aid to junior colleges under the provisions of title III? How did these funds strengthen articulation between the elementary and secondary schools and the junior colleges in a community?

It is very likely that some of the suggested research topics are currently being studied by persons interested in 2-year colleges. Since June 30, 1961, the authors have received copies of studies which they plan to annotate for another edition of this publication. It is hoped that the users of this bibliography will cooperate by sending copies of completed studies or information on newly initiated projects. This assistance is needed so that the series will continue to make a positive contribution to the literature on the 2-year college.
The research projects in this bibliography are identified with 2-year colleges. These institutions include community colleges, junior colleges, technical institutes, and freshman-sophomore extension centers of 4-year colleges and universities. The terms 2-year community junior colleges and junior colleges are used interchangeably throughout the report. The projects, surveys, and studies dealing with these institutions cover a wide range of topics and are either unpublished or limited in circulation.

In their efforts to compile a complete listing of pertinent items, the authors first prepared a preliminary draft of the bibliography from sources available in their files and from notes made in the course of their routine work. The draft was then circulated to all State directors or coordinators of 2-year colleges, professors of junior college education, directors of the Kellogg junior college leadership programs, and deans of the graduate schools or colleges of education in major universities. These persons were asked to review the preliminary bibliography and to extend or correct it. From the responses to this request for cooperation, the final version was compiled. This bibliography should not be considered, however, as containing all of the research done in the 2-year college field between 1957 and 1961, since some studies may not have come to the attention of the authors.
I. PROJECTS COMPLETED

Regional Studies


Studies the types of technical and vocational training programs needed and the future school building requirements. Proposes a master plan calling for one centrally located junior college at the apex of the Belleville public school system and recommends a building program.


Provides basic information regarding community colleges in Michigan in order to determine what should be done to meet urgent needs for the expansion of educational facilities beyond the high school. Gives major steps that could be taken to improve Michigan community colleges.


Shows the needs of Columbia County for a community junior college and the potential enrollments, finances, facilities, and faculty. Suggests sites for the proposed college.


Presents the arguments for establishment of a community junior college in the county. Surveys the potential enrollments, finances, facilities available, and teaching and administrative staff available.


Surveys the needs and justification for establishing public junior colleges in New Mexico. Concludes that junior colleges would be a relatively expensive way to serve the educational needs of limited sections of the State.


Presents the policy statement of the Board of Higher Education for community colleges. Includes an analysis of policies and procedures relative to the establishment and operation of new colleges and lists the estimated community college operating costs.


Surveys in detail the socioeconomic-population description of the county, its high school graduates and prospective junior college students, programs needed and programs now in operation, and plans for a junior college. Discusses available sites.

8. Community Junior College Survey—Lake County and Sumter County, Flor-
Projects Completed

Florida. Lake County and Sumter County Boards of Public Instruction, 1958. 68 p.

Presents factual and statistical data to substantiate the need and justification for the establishment of a junior college in the Lake-Sumter area.


Contains information taken from the 1961 State accreditation reports completed by 20 Florida community colleges, providing some idea of the methods used by the institutions in their development and operation. Breaks down by individual institutions such topics as methods used in formulating objectives and evaluating the extent of their implementation, ways of following up transfer and terminal students, examples of extracurricular activities, plans for inservice education of teachers, and types of institutional research studies currently being conducted.


Examines the nature and training needs of business and industry in the community and seeks to identify occupational categories having educational requirements in sufficient demand to be included in the junior college curricula. Makes recommendations to assist the college in planning for the future in the area of occupational training.


Surveys previous recommendation for public 2-year colleges and status of 2-year colleges in the State, economic conditions, need for technical education, and post-high-school plans of New Jersey high school seniors and juniors. Makes recommendations regarding establishment of new junior colleges.


Encompasses a survey of all phases of higher education, but studies in detail future needs of the State in the area of junior colleges and vocational-technical schools. Presents 19 recommendations for junior colleges and vocational-technical schools.


Presents survey data on types of institutions, tuition and fees, enrollment, and faculty and staff of 166 higher education institutions located in six New England States, including 28 private and 3 public junior colleges. Data tabulated from responses to questionnaires sent by participating institutions.


Reports enrollment data in New York State colleges and universities, including junior colleges, for the fall of 1958, both by totals for the State and by individual institution.


Studies the probable future role of junior and community colleges in Michigan and their incorporation into the total educational system of the State. Surveys functions of the community college and relationship to other higher education institutions.

16. Higher Education and the Future of Youth in the Greater St. Louis Educational Area. Report made to the Governor's Committee on Education Beyond the High School in Missouri and the Citizens of the Greater St. Louis Educational Area by the Committee of Higher

Gives enrollment and resource information in order to compare assets with needs in the St. Louis Metropolitan area. Includes five junior colleges.


Places primary emphasis on the University of Kansas City and the Junior College of Kansas City. Devotes a chapter to the study of the junior college programs, physical plant and setting, administration and faculty, students, and future plans.


Outlines needs for higher education in Rhode Island and presents the plans recommended by the Commission to meet those needs. Recommends the establishment of community colleges and outlines in a general way their services, responsibilities, and methods of finance.


Includes articles on the establishment and expansion of specific junior colleges, the role of the Office of the Superintendent of Public Instruction in community-college development, general education programs, and the training of skilled technicians in junior colleges under Title VIII of the National Defense Education Act. Elaborates a new approach in the preparation of nurses in associate degree programs of junior colleges, providing guiding principles for such activities.


Surveys the urgent needs of higher education in Illinois, devoting a chapter to the extensive discussion of junior colleges. Presents the need for junior colleges, reasons for expanding them, and possible location of future public junior colleges, and makes recommendations with regard to financing and establishment.


Presents staff findings and suggestions after investigating the feasibility of increasing existing facilities and expanding and maintaining 2-year colleges in South Carolina, in order to pass them on to a succeeding committee which is to conduct a broad study of higher education in the State.


Defines the role of the junior college in Minnesota, explores the services which they now provide, and suggests ways these services might be extended to youth and adults in the State. Recommends separating from high schools and instituting a regional junior college system for Minnesota.


Presents facts pertaining to prospective enrollments, educational needs, financial resources, housing facilities, and community attitude and willingness to support an educational program on the 2-year level. Includes studies of community characteristics, high school graduates, and occupational needs.

24. The Nebraska Study of Higher Education. Prepared for the Nebraska Legislative Council Committee on Higher Education by Lyman A. Glenny, Director, and Walter M. Niece, Assistant to
PROJECTS COMPLETED


Examines the present state of higher education in Ohio and makes recommendations. Contains sections presenting the need for 2-year programs to cope with the demand for technicians and suggesting ways of establishing and financing such programs. Advocates the development of specific programs for the training and placement of teachers for 2-year colleges.


Presents a specific plan for the statewide development of public area junior colleges and calls for an investigation of the availability and means of providing vocational and technical education for Iowa youth and adults. Recommends that the State superintendent appoint a full-time director of the study on community colleges and a research committee, a group of consultants, and a State committee on area community colleges to carry out the study and to propose appropriate legislation.


Surveys economical location of community colleges, local tax burden, public understanding and experience, duplication of facilities and curriculums, accreditation, standards, and transfers. Recommends that a State Board of Regional Community Colleges be created to coordinate a statewide system of community colleges.


Reports the findings of a 6-month survey to determine the feasibility of establishing a public junior college for the area and the possibilities of such a college if it were established. Includes sections on the community and its people, the educational program, buildings and sites, and financial resources and costs. Recommends establishing an area community college and presents guiding principles for so doing.


Studies all phases of higher education in Nebraska, including junior colleges. Chapter IX deals only with the 4 public junior colleges, covering present status, characteristics of the colleges, proposals for new junior colleges, and problems and issues.

Presents projections of enrollments in California higher education institutions, including junior colleges. Devotes a major portion of the report to a discussion of the assumed impact of master plan recommendations on California college enrollments.


Studies need for and desirability of establishing technical institutions, junior colleges, and university branches in Ohio, as well as ways and means to organise, charter, supervise, and finance them. Recommends an independent community college agency to charter and supervise new 2-year public institutions of higher education.


Studies the problems of public higher education in Illinois. Discusses the scope and function of the community colleges, plans for their expansion, the State's responsibility for providing post-high-school educational opportunities, and vocational-technical education.


Surveys the need for expanding educational opportunities beyond the high school in Georgia. Presents the university's proposal for expanding its program of university centers at which the first 2 years of college work could be offered, as well as terminal curriculums, to help meet this need.


Surveys the Harrisburg district to ascertain the feasibility of establishing a junior college. Analyzes enrollment potential, educational needs, building facilities available, financial resources, existing higher education institutions in the area, and community interest and willingness to support a junior college. Concludes that the Harrisburg District meets all legal requirements for establishment of a junior college provided that students from neighboring districts within a radius of 25 miles are included. Suggests that a program based on present high school boundaries be viewed as a beginning and that a stronger program might be achieved later by involving a greater area and a larger tax base, and by the cooperation of adjacent high school districts in forming an enlarged junior college district.


Surveys public school population trends in Arizona, trends in employment, crisis in education beyond the high school, and the junior college as a way of providing the education, junior college possibilities in Arizona, and statutory provisions for public junior colleges.


Surveys the enrollment potential, educational needs, building facilities, financial resources, and other related factors to determine the advisability of establishing a junior college in Mt. Carmel. Concludes that Wabash Community Unit District satisfactorily meets all the legal requirements for a junior college at Mt. Carmel provided tuition students from neighboring high school districts are counted from a radius of 15 to 20 miles.

Emphasizes the need for more extensive financial support for existing public and private universities, colleges, and junior colleges in effectively expanding and improving higher education. Recommends the development of a plan for State-supported junior colleges, stressing the importance of a degree of control by the State Board of Education to ensure reasonable economy and educational effectiveness. Devotes a small section to a State scholarship plan.


Presents data on the need in Dade County for a community junior college and surveys community attitudes, personnel, finances, and possible programs. Summarizes the outstanding facts in support of establishing a community junior college.


Studies community college needs in six counties of southeastern Michigan, including detailed reports on procedures and recommendations of the major committees. Strongly advises the immediate establishment of five new community colleges, early planning for 15 more, and continual regional studies; financial support from State appropriations, tuition, and countywide taxes; and the local control of each community college district by the county board of education.


Presents statistical information on 2-year colleges within the State and in other States. Discusses programs of instruction, capital funds, and physical facilities. Analyzes patterns of organization and criteria for establishing local public 2-year colleges. Cites the need for additional data on transfer students and on college enrollment projections for the State to 1970.


Studies how successful the plan is of admitting 12th-grade high school students to junior colleges. Reports the number of superior high school students enrolled in California public junior colleges and the number of semester units of credit they have carried.

43. Survey of a Proposed Junior College District to be Composed of Yuba County and the High School Districts of Sutter County. Prepared by the Division of Public School Administration, California State Department of Education. Sacramento, Calif., 1958. 28 p.

Determines what the possible result would be if a new junior college were formed to include the present Yuba Junior College district and all the high school districts of Sutter County, since the latter now accounts for 83 percent of the average daily attendance at Yuba Junior College.


Surveys the higher education facilities in the Greater Philadelphia Area and recommends how the growing number of those wanting more than a high school education could best be served.


A comprehensive study, involving citizens in a three-county area in Michigan to determine the feasibility of reorganizing Jackson Junior College, operated by the Jackson City School District, into an area community college controlled and operated by a separate board of trustees elected from three counties. The study covers the legal basis of organization, post-high-school needs, location, facilities, finances, and resources. Recommendations are included in the study.

46. Young, Raymond J. Is There Educational Waste of Illinois Human Resources? Published by the Illinois Coun-
Institutional Studies


Describes the significant changes that have occurred in the institution since 1959. Reports the clarification of principal objectives, an increase in faculty salaries, the size of the faculty and administrative staff, improvement in the quality of the faculty, a reorganization of the administration, increased library resources, and the establishment of a core curriculum.


Examines the aims and purposes, curriculum, instruction, student personnel, and administration of the institution, and reports actions taken on recommendations made by a previous accreditation team.


Presents data on purposes and aims, curriculum, instruction, student personnel, and administration of the college. Reviews actions taken on previous recommendations.


Presents factual data on Cerritos College in the areas of program, organization, and administration. Lists actions taken on recommendations made previously.


Surveys the curriculum, instruction, student personnel, and administration of the college, presenting for each area the actions taken on previous recommendations.


Reviews and surveys operation and program data regarding Coalinga College.


Reports data on curriculum, instruction, student personnel, and administration as well as actions taken on previous recommendations.


In addition to general information regarding the college, presents specific data on the administration and operation of the institution. Lists recommendations of a previous committee, along with actions taken on its recommendations.


Surveys the curriculum, instruction, student personnel, and administration of the college, and presents actions taken on recommendations made by a previous accreditation team.


Reports implementation of previous recommendations. Surveys the present status of the institution's program and organization.

Studies the operation and administration of the institution and reports actions taken on recommendations made by a previous accreditation team.


Surveys the program and operation of the college, along with actions taken on recommendations made by the previous accreditation team.


Surveys various programs and operations of Porterville College. Presents actions taken on recommendations made by a previous accreditation team.


Surveys the areas of curriculum, instruction, student personnel, and administration, and reports actions taken on previous recommendations.


Surveys factually the areas of curriculum, instruction, student personnel, and administration.


Presents a factual review and survey of the various phases of administration, organization, and operation of the college.


By means of a question and answer procedure, evaluates the administration, operation, and finances of Newton Junior College.


Studies the need for expanding Moline Community College to better serve all of Rock Island County. Concludes that a proposal for growth is sound and makes specific recommendations for implementing the development, such as submitting the proposition to the voters of the greater metropolis community of East Moline, Moline, and Rock Island and asking for tax increases in the referendum.


Reports the results of a study to determine both the need for a junior college in Iroquois County and the extent of support that might be expected for such a project. Contains data on population trends, characteristics, and educational needs, including junior college enrollment projections; the various curriculums and buildings needed; and the ability of the community to supply adequate financial backing. Offers conclusions on the advisability of establishing a county junior college.

A statistical study made for purposes of evaluation and for use in planning the future development of Port Huron Junior College. Areas covered are: enrollments and class distribution; origin, background, and characteristics of students; academic comparisons of students; and physical facilities.


Surveys various phases of administration and operation, presenting recommendations of a committee on objectives and outcomes.


Evaluates the institution and recommends improvements to strengthen the quality of the program.


Concentrates on changes and areas of most needed improvement, rather than on points covered in previous self-surveys.


Evaluates the administration, operation, and programs of Tyler Junior College, using the ratings suggested in Guide for Self-Evaluation of Junior Colleges, published by the American Association of Junior Colleges.


Surveys and evaluates the organization and administration, student personnel services, curriculum, instruction, and atmosphere of Dodge City College.


Reports on the organization and administration, student personnel services, curriculum, instruction, and college atmosphere of the institution, presenting a tabular evaluation for each area.


Using the evaluation guide for junior colleges of Kansas, examines all phases of administration, organization, and operation of Pratt Junior College, rating various items in each area.


Evaluates the program and operations of the college and judges its effectiveness in terms of meeting the needs of the youth of the community.


Using the standard evaluation guide for Kansas junior colleges, surveys and rates its organization and administration, student personnel services, curriculum, and instruction.


Report I combines statistical data with factual information to present current status of the college in the area of administration and operation. Report II covers individually each division of the school.

78. Faculty Report to the Oregon State Board of Education. Submitted by the Oregon Technical Institute, Oretech Branch, Klamath Falls, Oreg., 1958. 31 p.

Describes current status of the institute and outlines assumptions and conclusions of previous reports of surveys.


Forecasts the enrollment of El Camino College, by year, for the decade 1960-70.

Projects Completed


Surveys Hartnell College in the areas of curriculum, instruction, student personnel, and administration, and presents actions taken regarding recommendations of previous evaluating committees.


Uses the evaluation guides for junior colleges of Kansas to evaluate and examine the philosophy and purposes, organization and administration, student personnel services, curriculum, and instruction of the college.


Surveys the operation and program of the college in support of an application to upgrade accreditation from junior college to senior college status. Evaluates the progress made under the master development plan.


Covers the areas of curriculum, instruction, student personnel, administration, and institutional relationships. Makes recommendations on each.


Report I presents data on the administration and operation of the college, while Report II covers each division of study individually, as well as the evening and part-time adult education programs.


Points out areas indicating need for more intensive study and makes general recommendations for improvement.


Evaluates the organization and instructional program of Colby Junior College, and presents conclusions.


Studies Belleville Junior College from the standpoint of the community, the purposes of the college, the educational program including curriculum, instruction, faculty, extracurricular activities, student personnel services, measures of achievement, and the evening division, college resources, and administration. Presents a critical analysis of the areas studied, indicating strengths and areas for improvement. Develops a master plan to improve and strengthen the college program, with time schedules for various phases of the plan to indicate the pattern of progress believed feasible.


Intensively surveys the operations of the college, analyzing its strengths and weaknesses. Presents master plan intended to improve various phases of the college program.


Briefly surveys the administration, business management, and curriculum of the college, pointing out problems and weaknesses. Recommends means by which the Board of Trustees can solve many of the problems of the college.

11. Report of the Faculty Self-Evaluation Study of Spring Arbor Junior College. Submitted to the North Central...

Surveys the various aspects of operation and program, evaluating each and presenting recommendations.


Presents data pertaining to the educational program, administration and organization, faculty noninstructional employees, student services, finance, and building needs of the college. Throughout makes recommendations to improve these programs.


By answering questions posed, examines the operation and programs of the institution.


Surveys Casper College's present status in faculty, curriculum, instruction, library, student personnel services, administration, finance, and plant, giving for each area the elements of strength and the elements of weakness.

95. Report on Monticello. Prepared for the Board of Trustees by the staff and faculty, under the direction of Dr. Leland L. Medsker, Consultant, and Dr. Russell T. Sharpe, President. Alton, Ill., 1958. 103 p.

Prepared in two volumes, (1) Text and Recommendations, and (2) Charts and Tables. Presents a comprehensive analysis of data concerning Monticello's program and student body to guide the Board of Trustees in making important long-range policy decisions.


Surveys and evaluates Bellarmine College, a private, nonterminal 2-year college, by means of questions and answers. Presents findings.


Surveys and evaluates the various programs offered at Yuba Junior College. Also surveys the administration, instructional staff, and student personnel services.


Compares the utilization of lecture and laboratory classroom over a 5-year period, using the standards recommended in the "Master Plan for Higher Education," published in 1960 by the State Board of Education.


By a question and answer method, surveys and evaluates the junior college's operations and programs.

100. Self-Evaluation Analysis by Faculty Committees. Middle Georgia College, Cochran, Ga., 1958. 84 p.

Considers each phase of college operation and program, first rating it and then presenting recommendations for improvement.


Evaluates and surveys the various operations of the college by presenting the objectives sought and the activities offered to achieve these objectives.


A factual survey and evaluation of the operations and programs at Del Mar College.


Surveys the institution's finances, plant, library, curriculum, staff, administration, and students.


Report I surveys the resources and administration of Centralia College, while Report II deals with each division of the junior college.


Part I presents factual data on the administration and organisation of the college. Part II deals with a detailed analysis of each division.


Presents in Vol. I in detail a survey and evaluation of the organisation and administration of the college. Devises the eight divisions of the college. Deals with the programs of each.


The study reviews factual information concerning the institution's financial resources, organisation, educational programs, library, faculty, student personnel services, and physical plant. Gives strengths and weaknesses of each and makes recommendations for improvement. The supplement presents the implementation of recommendations made in the institution's self-evaluation study concerning organisation, educational programs, general education, library, faculty, student personnel services, and special activities.


Devotes a chapter to the survey of each area of operation, concluding the chapter with a list of weaknesses and strong points. Presents future plans for new programs and buildings.


Reviews history, aims, and philosophy of the college. Surveys student population, curricular objectives, how objectives are achieved, services to students, evidences of success, college resources, and plans for the future, including an educational blueprint and a campus development program expected to begin in 1962.


Surveys the areas of faculty, curriculum, instruction, library, student personnel services, administration, finance, and physical plant, presenting strengths and weaknesses of each. Proposes a 15-year master plan for the institution.


Compares the college with each of 15 standards set up to accredit a junior college, rating the institution as to weak and strong points.


Surveys in detail the entire program and operation of the college. Enumerates the strengths and weaknesses of the administration, curriculum, instruction, faculty, li-
library, student personnel services, athletics, and physical plant, presenting a 2-year master plan for correcting some of the weaknesses.


By means of a question-and-answer procedure, surveys and evaluates the operation and program of the institution.


Studies the community area, philosophy and purposes, administration, curriculum, faculty, physical facilities, library, finances, athletics, student personnel, and student records. Summarizes strengths and needs in areas studied.


Surveys and evaluates the program of the college as a first step in the procedure for applying for membership in a regional accrediting association.


Makes a thorough analysis of various areas of operation including faculty, curriculum, instruction, library, student personnel services, administration, finance, and physical plant. Identifies in specific terms the points of strength and weakness and recommends solutions.


Analyses and evaluates the program of operation of the college and presents areas of strength and of needed changes. Also includes as part of the appendix a progress report made by the college after starting to implement the improvements.


Presents in three sections (description, evaluation, and future plans) a survey and evaluation of the Institute, including a presentation of its weaknesses and how they can be overcome.


Explores and evaluates the entire program of the college. Presents outcomes in terms of reaffirmation of the basic strengths of the college, specific projects underway, proposed improvements, and suggests where solutions to difficult issues might be found.


Examines procedures used in conducting a self-survey. Presents faculty committee reports on various areas of operation with detailed recommendations.


Rounds out an institutional self-study and describes work undertaken to correct, where possible, deficiencies that the original study brought to light. Documents major developments since the last study.


Objectively surveys the college's curriculum, instruction, administration, student personnel services, and institutional, intercollege, and community relationships, offering recommendations on each.

124. Trenton Junior College Evaluation Report for the Commission on In-
Topical Studies

Curriculum

General Education


 Discusses history, role, organization, and administration of general education in the junior college. Specific attention is given to the importance of biology, the humanities, the physical sciences, and social sciences in general education.


The study is an attempt to reveal characteristics of community junior college academic programs designed to provide a broad, liberal, general education background for terminal students and transfer students.

Organized Occupational Curriculums


Undertaken to ascertain how the three junior colleges might best aid in meeting community as well as individual needs, the report surveys the occupations of Orange County residents, educational plans and aspirations of parents in the county for themselves and their children, types of employment available and training required, the adequacy of pre-employment training, and trends in employment.


Determines the number of persons enrolled in vocational-technical post-highschool courses as of February 1960, and analyzes trends of enrollment growth or change in the areas of instruction offered by these schools.


Reports on the classes set up to provide higher education to those employees working on swing shifts who felt they could learn more about the technology of their jobs and earn promotions if they could go to college. Presents significant findings and evaluations.


This survey determines needs for various levels and types of vocational-technical education in junior colleges and technical institutes, assesses the present provisions for meeting these needs, and projects the planning needed to meet them better in the future.

132. ROHHL, HArveY N. A Preparatory Program for the Technical Junior College. A Report Prepared for the Annual...
Examines vocational education in the public schools, beginning with the programs in the high schools and extending to the more specialised or technical programs beyond the high schools. Presents a guide and criteria for planning and developing a statewide system of comprehensive-type junior college.


Presents the vocational-technical programs of the four junior colleges in Wyoming in the light of present status and future needs, pointing up the urgency of expanding the terminal-occupational programs.

Adult Education


Reports progress and accomplishments of an adult education program for the communities in the San Bernardino Valley conducted through articles published in the newspaper, followed by lectures over the radio and small home discussion groups. Evaluates mass-media communications and home discussion groups as ways of conducting adult education courses.


A conference for sharing the nature of programs, in addition to college credit offerings, through which community junior colleges render services to their communities, and to give attention to the administration and financing of these programs, to provide an effective means of promoting their further development. Challenges the junior colleges to rise to the opportunity afforded by community service programs and points up factors which have deterred the development of such programs. Reports on discussion dealing with administering and financing such programs. Con-
tains reports presented by representatives of junior colleges summarising their non-credit community service programs.


Investigates and reports how the business administration departments of the public colleges of Washington have been of service to their communities. Answers questions concerning adult education, surveys of the community, guidance work, and terminal curriculums.


Surveys the adult education program at Modesto in order to ascertain whether it is meeting the needs of the citizens of the community. Recommends revisions in and additions to the program.

Educational Television


Surveys the results of the second year of a TV experiment, covering the areas of enrollments, retention of credit students, and comparisons of student achievement. Proposes an experimental design for the third year of the project.


Describes the day-to-day operation of a complex TV college experiment, including its administrative and instructional aspects, statistics on enrollment, retention, and costs. Presents new conclusions derived from this project and recommends lines of future experimentation and research.


Reviews the history of this TV experiment, its purposes and objectives. States conclusions and recommendations and describes the low cost, yet effective, installation used in two Los Angeles junior colleges.


Analyzes enrollments, attrition, and achievement in instructional television courses. Reports student acceptance of this mode of instruction and attitudes of TV instructors.

Other


Identifies special need for program planning purposes, general characteristics of a special junior college offering a preservice program in nursing. Recommends similar studies in other health occupations, such as medical technologist, and the development of characteristics and criteria to guide in the establishment of a multipurpose junior college offering programs in the health fields.

146. The College Credit Program for Selected High School Seniors at Fresno City College. A study made by John S. Hansen, Vice President of Fresno City College. Fresno City, Calif., 1960. 5 p.

Reports for the academic year 1959-60 and for the fall of 1960-61 the outcomes of the college credit program for selected high school seniors at Fresno City College.

147. Hendrix, O. R. The Need for Non-Degree Programs at the University of Wyoming. A report prepared for the
Committee to Study the Post-High School Educational Needs of the State of Wyoming and for the Committee to Study the Adviser System of the University of Wyoming. Laramie, Wyo., 1967. 23 p.

Studies the number of low-ability students and methods for identifying them prior to enrollment at the university in order to ascertain whether there are sufficient low-ability students entering the university to justify providing special curriculums for them. Recommends that nondegree curriculums suitable to their needs be established under a special administrative unit of the university.


Examines the types of programs in agriculture needed at Casper College for the period 1958-68, dividing the problem into five phases: nature and function of a junior college; main sources from which agricultural students are enrolled; future plans of high school vocational agricultural seniors; interests and needs of these seniors; and recommendations as to types of agricultural programs to be offered.


Tabulates the responses from 63 public junior colleges to the foreign languages taught and the enrollment in each, the texts used, the number of full- and part-time instructors, the extent of use of electromechanical aids in foreign language instruction, and special opportunities for professional improvement desired by instructors.


A conference to interchange information on what is being done in the State universities in freshman- and sophomore-level course work in mathematics, chemistry, physics, and engineering graphics, and on what is expected of a student transferring from a junior college to a State university in one of the programs; to establish communication in these areas between the junior college and the senior colleges; and to explore ideas for raising the quality of programs in institutions of higher learning.


Shows the lower division courses which are required preparation for majors and curriculums offered at UCLA, along with the equivalent courses offered in the Los Angeles City Junior Colleges. Includes a section on new and discontinued programs at UCLA.

Instruction

152. Cahm, Meyers M. Problems of Music Appreciation Teaching as Perceived by Students and Teachers in Northern California Colleges and Junior Colleges. Stanford, Calif. Stanford University, 1960. 6 p.

Examines music appreciation teaching behavior at six 4-year and six 2-year colleges, and determines and defines major teaching problems as perceived by college students and instructors.


Presents speeches on effective teaching in 2-year colleges, the teacher's contributions, and methods of improving instruction. Offers a sampling of questionnaires used by community colleges in the State to evaluate instruction.


Cites the need for foreign language study. Reviews methods of teaching language, the role of the junior college in language training, the language laboratory and its role in foreign language training, and electronic classroom procedures. Discusses financial aspects and uses of the language laboratory.

Surveys the quality of the work of those teachers having less than a full degree, primarily transferring to Emporia Kansas State Teachers College from junior colleges or unaccredited 4-year colleges. Compares these data with similar data obtained for teachers certified on the basis of a full degree.


Examines the emerging needs of higher education in view of technological and social change and attempts to discover what resources are presently available to help meet these needs. Determines which of the technical teaching aids being produced colleges can actually afford and which teachers can realistically use.


Presents salary schedules for 55 public California junior colleges, giving maximum and minimum salaries for classifications according to degrees, as well as the number of steps in each classification and the amount of the increments.


Discusses the particular faculty personnel needs of various types of 2-year colleges and the qualifications necessary to make the most effective teacher. Summarizes discussions on the identification and preparation of junior college teachers.


Designed for use by junior college administrators and those responsible for the development of faculty handbooks. Analyzes informatively the faculty handbooks of 51 California junior colleges.


Studies the availability of qualified personnel to serve as part-time faculty members and the effectiveness of a specifically designed preservice preparation program with an experimental group of newly recruited part-time teachers.


Studies actual and projected faculty supply and demand in California, 1959-75, and makes recommendations. Considers estimated number of new staff members needed by 1975 for all types of higher education; the characteristics of faculty as related to training and experience; the probable supply nationally and from California; oversupply, balance, or under-supply in subject-matter fields at present; and the possibilities of meeting demands until 1975. Indicates interest among California colleges and universities in preparing more and better trained teachers for junior colleges.


Chapter VIII is devoted to salaries paid in both public and non-public junior colleges for the academic year 1959-60, as well as for the summer session. Overall medians and trends, summer employment opportuni-
ties, and part-time teaching are other subjects dealt with in this chapter.


Presents salary information based on a study encompassing 33 representative technical institutes throughout the Nation, all junior colleges in Washington State, the colleges of education in Oregon, and all junior colleges in California. In addition, compares the going rates of wages paid journeymen and shop foremen or technicians in the industrial field, with those paid instructors at the Institute.


Designed to provide at least partial answers to questions which seem to be uppermost in the minds of students who are considering junior college teaching, graduate students, and experienced teachers, concerning the opportunities for, credentials, and preparation of junior college teachers.


Determines to what extent the goal of reducing the average teacher load to an equivalency of 16 lecture hours per week per teacher has been met. Includes only full-time teachers whose entire load was in class instruction.


A conference to explore the problems involved in providing the needed 100 qualified community college teachers anticipated each year for the next 10 years in Florida. Contains papers presented at the conference dealing with the qualifications of the good junior college teacher, recruitment, preservice training of the junior college teacher in both the academic and technical areas, inservice training, and the librarian as teacher.


Section 2 is devoted to the effort to staff junior colleges. Presents such topics as qualifications of new full-time teachers employed in junior colleges, distribution among teaching fields, sex, sources from which they come, unfilled positions, and inservice upgrading.

Student Services

Student Characteristics


Studies a representative group of 217 entering students at Diablo Valley College and relates this experience to their high school backgrounds and post-Diablo Valley College activities, surveying characteristics relative to academic interest, achievement, vocational choice, and educational plans.


Reports on a variety of characteristics of students of 1960 and 1961, including age, sex, veteran and citizenship status, high schools attended, semester class, units in study load, and college majors.


Presents findings of a questionnaire answered by 306 Bismarck Junior College students on their employment and earnings while they were attending the college. Gives answers to questions about employment problems of students in relationship to financial needs, and the time element involved in the scheduling of morning and afternoon classes.

171. Study of Average Grades at End of First College Semester and Their Re
Pollan*.

Implications

le academic bulletin, about college iiti-members plerns wed and college with Dress were felt hard lusters. "ollege 961. improvements.

1957. Orientation Program. presents the problems college freshmen face and the techniques worthy of use in the area of orientation in order to increase the effectiveness of the whole counseling and guidance program.


Surveys the opinions of certain students and recent alumni as to what problems were felt to be a responsibility of the college with regard to helping students who need and want help in dealing with their problems; also surveys the opinions of faculty members to discover their opinions about college guidance responsibility.

Followup, Transfer

175. Academic Achievement of Harbor College Transfer Students to the University of California. Special Faculty bulletin, 24: 10. Los Angeles, Calif., 1981. 5 p.

Presents a statistical report comparing the academic achievement of all junior college transfers to the University of California in the first semester after transfer, 1958–59, and that of Los Angeles Harbor College transfers, with scholastic achievement computed according to a specific grade-point plan. Also includes a summary of grade differential reports of all junior colleges and of Harbor from 1954 to 1960, as well as the grade report by subject.


From data received from 21 public and private junior colleges in Florida and 12 public and private degree-granting institutions, presents tables comparing the academic performance of students having completed 12 or more semester hours of work in the junior college and at least 12 semester hours of work in the degree-granting institutions to which they transferred, with other students in their classes.


Surveys the number of graduates who continued their education after graduation from Bradford and the types of institutions they attended.


Surveys the academic success of the graduates of the 1948 through 1957 classes of Bradford at senior institutions to which they transferred. Reports on them 2 years after their Bradford graduation.


Reports on 17 students who transferred to the University of California, Berkeley. Includes adjustment and evaluation of credits, academic preparation, and academic achievement at the university.

Reports the results of analyses of records of junior college transfer students who enrolled in the University during the 1957-58 year. Restricted to the study of the success of transfer students during their first year at the university.


A study to determine the degree of success achieved at the University of Michigan by transfer students from nine women's junior colleges and to draw conclusions for purposes of future admissions policy. Used credit evaluation sheet and records of the University. Findings: generally, transfer students carried programs at the university successfully, with somewhat better performance by non-Michigan residents, whose entrance requirement is higher, and also by students transferring at the junior level. Suggests cooperation between junior college and university to facilitate adjustment to transfer, and recommends further study.


Investigates the characteristics and academic progress of students identified as low achievers who transferred from San Diego Junior College in the fall of 1956. Provides information basic to answering the question of whether there is a need for adjustment in the present admissions policy as set forth in the California Administration Code.

183. STECKLEIN, JOHN E. Achievement of 1957-58 Minnesota Junior College Transfers to the University of Minnesota During the First Year After Transfer. A study conducted by the Bureau of Institutional Research in cooperation with the Senate Committee on Institutional Relationships. Minneapolis, Minn., 1959. 6 p.

Investigates the characteristics and academic progress of students who transferred from San Diego Junior College in the fall of 1956. Provides information basic to answering the question of whether there is a need for adjustment in the present admissions policy as set forth in the California Administration Code.

184.——— Two-Year Achievement of 1956-57 Minnesota Junior College Transfers at the University of Minnesota. A study conducted by the Bureau of Institutional Research in cooperation with the Senate Committee on Institutional Relationships. Minneapolis, Minn., 1959. 12 p.

Reports the results of analyses of records of 1956-57 Minnesota Junior College transfers at the University of Minnesota. Restricted to the study of the success of transfer students during their first year at the university.


Fourth in a series of such annual studies, analyzes the academic performance of Florida junior college transfer students enrolled in the Florida State University. Includes, however, only work taken by junior college transfer students in residence in the university during the fall semester, 1958-59.


Compares general academic averages and academic distinction attained by transfer students at their former colleges with their averages and academic distinction at Barnard in order to ascertain whether such students contribute to the caliber of education at the college, or if they are in too many cases a liability.


Presents data on psychometric performance and scholastic performance of students who...
PROJECTS COMPLETED

entered Fresno State College from junior colleges and other colleges and universities. Information obtained through ACE psychological examinations, cooperative English achievement tests, and records on grade-point averages.


Considers only those students transferring as full-time students to 4-year colleges and universities. Provides data on institutions entered, problems encountered, and adequacy of counseling at Alpena Community College.

Follow-up—General and Other


Provides information concerning the postgraduation activities of high school graduates—employment, continuation of education, marriage, etc. Compares data for each year with that obtained from the previous year.


Reports on 1,000 graduates and dropouts who obtained employment after leaving school. Relates job categories, job-holding ability, promotional possibilities, and strengths and weaknesses to sex and type of curriculum pursued.


Shows what happened to the class of 1958, analyzing what happened to the dropout group compared to the total class in order to determine whether there was any significant difference in relation to educational objectives, origin, age, sex, and the outcome of the psychological examination.


Evaluates the academic offerings and general administration of the transfer student program.


Analyzes the health services of 3 junior colleges and compares the results with York Junior College. Deals with such subjects as school physicians, nurses, infirmary services, inoculations, and additional community health services available to the students.


Presents data as to number and percentage of graduates enrolled in 4-year colleges, enrolled in 2-year colleges, entering trade or business schools, and entering military service. Finds a slight decline in number entering college in 1957.


Presents data similar to 1957 report. Finds an increase of graduates entering college in 1958.


Deals with the 1957 Kentucky high school graduates who attended college, comparing the data with that obtained for 1956 graduates.

198. Lee, Dorothy. An Occupational Follow-up Study of Students Who Were

Investigates to what extent the secretarial science department of Boise Junior College has been training its 2-year terminal students to fit employer needs.


Based on questionnaire returns, surveys the number of graduates employed, continuing their education, and married. Studies the kinds of organizations employing 1958 graduates, salaries, and types of positions held; also lists major fields of graduates continuing their education.


Reports attitudes of graduates toward various aspects of the program of the college. Employs an opinionnaire to obtain data from graduates.


Questionnaire survey of all Michigan Community Junior Colleges. Administrative organizations, personnel, testing and guidance activities, orientation, and student activity programs are considered.

Administration

General


Surveys percentage of enrollment increases anticipated for 1959-70, administrative staff data, and costs of administration in public junior colleges. Based on returns from inquiries sent to 180 accredited public junior colleges throughout the United States and personal reflections of 20 men of note in the junior college field.

203. CLARK, WILLIAM E., and KELLOGG, RALPH E. Development of Job Descriptions for Junior College Administrators. A work-study guide prepared for Dr. Howard Campion, Dr. B. Lamar Johnson, and Dr. Frederick Kintzer. San Diego, Calif., 1961. 31 p.

Introduces a study guide for the development of job descriptions for junior college administrators based on descriptions sent in upon request from 23 junior colleges to California. Examines administrative positions common to most organizational structures, including superintendent/president; vice-president, president, or director; dean of student personnel services, of instruction, and of evening and adult classes; and business manager, and delineates the duties of each.

Finances


Examines administrative salaries in junior colleges in California. Attempts to determine administrative salary structure and the extent to which administrative responsibility is recognized and compensated and compares El Camino with the other junior colleges.


Contains a section on 24 junior colleges reporting to the survey. Reports the dollar amount of support received by these junior colleges from alumni, nonalumni parents, and corporations. Shows the number of donors in the various categories as well as the average amount received from each.


Consists primarily of the principal conference talks, including the following topics: educational planning and campus development, problems and patterns in organization for financial development, role of tre-
PROJECTS COMPLETED

of the planning survey conducted by Caudill, Rowlett, and Scott. Grand Junction, Colo. 3 p.

The planning report, which will be used as the blueprint for Mesa College development and expansion, includes a detailed evaluation of the college facilities and concludes that the entire plant must be designed for long life and flexibility. The report divides the campus activities into three types—academic, student activities, and housing.


Studies the physical plant needs of publicly supported institutions in Colorado, including 6 district-supported and 1 State-supported junior college, in the light of current physical resources in buildings and lands, to what extent these facilities are being utilized, and what additional facilities will be needed over the next 10 years.


Reports on procedures for faculty committees on campus planning for the college. Presents criticisms of the master plan and tentative solutions.


Presents in detail both factual data and diagrams of the specifications of each division of the college, along with a brief description of the overall educational plan.


Planning Campuses and Facilities

210. ALEY, THOMAS H. and WUBBEN, HORACE J. Mesa College Campus Planning Report. This report is an analysis of the role of the 2-year college in achieving new goals for women in higher education.


Deals with projections of estimated revenues to the General Fund of the State, projections of estimated expenditures for other claimants on the General Fund besides public higher education, and some measures of the relative fiscal effort of various States in their financial support of public higher education.


Presents factual and statistical data on such areas as income and expenditures, student costs, enrollments, and salaries, as well as a projected enrollment for 15 towns in the Big Horn Basin. Prepared particularly for use by anyone conducting studies of junior colleges in Wyoming.


Contains information on giving through the junior college governing board, estate management, and educational foundations; powers of the non-profit corporation; and supervision of charitable corporations and tax exemption provisions.

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Planning Campuses and Facilities

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Studies in detail each building to be erected on the campus, including costs, financing, and space allotments. Presents information on the needs, educational program, and organization of the college and district, as well as a master plan for facilities to 1982.


Reviews the development of the College of San Mateo and outlines its role for the next 25 years with regard to enrollment, finance, and physical facility planning. Also presents digested selections from professional literature on criteria for site selection.


Stresses the importance of careful and flexible junior college campus planning. Lists factors to be presented in planning a junior college campus, pointing out the broad scope and complex inter-relationships involved. Gives 11 examples of public junior college campus master plans, along with outstanding features of each.


Surveys present building needs and projected plant needs and costs of 885 higher education institutions, including 122 junior colleges. Underscores the degree to which these institutions, particularly privately supported ones, will have to depend upon voluntary support in the next 10 years.


Surveys the building needs of the district with a view toward future enrollments and present facilities and reports the results of university interviews and visits to other schools in the search for the best solution. Presents general preliminary data on the possibilities of developing a community junior college and suggests a sound study of the problem. Makes recommendations for immediate action and for short- and long-range programs.

Advanced Planning


Presents a plan for the orderly development of community colleges and education centers with a broad concept of program and function on a statewide basis during the next decade. Recommends that priority be established on the basis of such considerations as potential enrollment, evidence of local support and growth potential, and the extent of present programs that might become a part of such a school. Offers a basis for determining potential enrollment and a long-range design for providing buildings.


Makes a synthesis of the best planning practices currently used by business, industry, and institutions, and combines these, along with new concepts, into a comprehensive and practical planning guide for colleges and universities.


Studies Wisconsin’s present programs in higher education; background factors in long-range planning; and areas of concern, including 2-year colleges and technical institutes. Presents the general principles adopted to guide the Coordinating Committee for Higher Education in its long-range planing.


Handbook contains information relative to community junior college needs, purpose, functions and advantages. Statistical data on community junior colleges. Suggestions for organizing a community college study, planning, financing, and legal aspects.
Library


A series of bulletins containing various listings of basic materials for Florida junior college libraries. Designed to provide complete, up-to-date materials lists for Florida's rapidly developing junior college libraries. Bulletins now available on "Reference Books," "Magazines," and "Books: Science."


Defines the role of the junior college library in the vocational guidance program of the school, by data gathered through letters and questionnaires sent to libraries in 8 Minnesota and 41 California junior colleges.


Surveys the effect of college growth on library services from 1950 to 1960 at San Antonio College and provides information needed in developing a library building program and making possible continued effective library service during the next decade. Shows changes produced in library services, collections, and costs as enrollment and curricular offerings have expanded.

Relationships and Interinstitutional Cooperation


Presents addresses from a conference planned around the theme, "The Community College and Its Relations with Four-Year Institutions." Discusses academic performance of transfer students, new approaches to college-university relationships, and designing effective courses in community colleges.


Describes the interinstitutional cooperative plan followed by four colleges and universities in Pennsylvania to provide education beyond the high school for the Harrisburg population. The resulting Harrisburg Area College Center offers instruction particularly on the first- and second-year levels.


Explores the extent to which cooperative efforts are in operation as reported by the presidents of 58 degree-granting institutions. Points out junior college cooperation with local schools of nursing and with colleges and universities. Emphasizes an experimental educational television program providing junior college credit. Recommends further interinstitutional cooperation in such areas as faculty resources, extension classes, admission and scholarship testing, free exchange of operational information and plans, financial appeals, and the development of additional tax-supported institutions.


Provides the framework for a theory of interpersonal relationships in the administration of higher education and identifies some characteristics which administrators may use to determine the quality of their relationships with their staff.


Describes the present scope and problems of future development of 2-year colleges in New York. Maps out guidelines for the orderly planning for the future of 2-year and 4-year colleges in order to insure the optimum relationships between them.
Unclassified


Extensive listing of materials related to 22 selected problems such as administrative organization, recruitment and employment of teachers, planning community college buildings, coordinating adult education with community colleges, standards for professional staff, and salary schedules.


Answers such questions as, what is a junior college and who attends it? How is it established, supported, and controlled? What needs does it serve and what does the junior college idea mean for Wisconsin? Presents some junior college criteria, costs, and steps in establishment.


Contains statistical information on population, education, income, type of employment, and value of dwellings for the immediate area of the Los Angeles City School District served by Harbor College.
II. PROJECTS UNDERWAY

It has come to the attention of the authors that some of the studies in progress as of June 30, 1961 (the cutoff date for this publication), have since been completed. Such studies have been footnoted to indicate the approximate date of completion or publication.

Regional Studies


This study is designed to evaluate the aims and purposes of the community junior colleges in Florida, analyze the actual functions and activities of the colleges, examine ways in which these functions are being accomplished, and identify guidelines for future developments. Task forces will make special studies of legal bases including finances, of junior college students and faculties, and of the aims and purposes of the colleges. Reports will be made through a coordinating committee.


Will survey the historical development of public community and private junior colleges in the State of Maryland, including an examination of its organization, faculty, curriculums, enrollments, library, student personnel services, finances, accreditation, and relationship to other colleges and universities.

Institutional Studies


Will bring the 1957 accreditation report up to date, showing improvements and implementation of previous recommendations.

237. Application for Accreditation: To be submitted by Modesto Junior College to the Western College Association. Modesto, Calif.

This self-evaluation study will include six areas of investigation dealing with general information on history of the institution, aims and purposes, curriculum, instruction, student personnel, and administration. A review of the actions taken on recommendations made by previous accreditation team will also be included.

238. DEMELLO, EDWIN J. A History of the Kern County Joint Union High School and Junior College District, 1898-1963. Doctoral dissertation underway at the University of California at Los Angeles. Los Angeles, Calif.

Will review community factors of a developmental nature over a 60-year period as related to Bakersfield College.
239. A Proposed Plan for a Community College Study by the Citizens of Ionia, Michigan. Study being prepared by Dr. Max S. Smith, Director, Office of Community Junior College Cooperation, Michigan State University, East Lansing, Mich.

Outlines the organizational plan and committee structure for use in setting up a self-study by the citizens of Ionia County, Mich., leading toward the establishment of a new community college.

240. Pueblo College Self-Study. Study being directed by Harold A. Hoeglund, Dean of Instruction, Pueblo College, Pueblo, Colo.

Will define past, present, and future purposes and goals of Pueblo College and will study curriculum objectives and future development of each department.

241. Self-Evaluation Study. Study being prepared by Concordia College, Milwaukee, Wis.

Will study and evaluate the academic and administrative programs and organization of the institution.


Using the Manual for the Institutional Self-Study and Periodic Visitaton Program, will survey and evaluate the various phases of operation of the college.


Will examine the administration, resources, and progress of the college and present official recommendations.

244. An Audit of the Courses of Study as Used by the Whirlpool Foundation Technical Institute, a Division of the Benton Harbor, Mich., Community College. Audit being directed by Dr. Max S. Smith, Director, Office of Community Junior College Cooperation, Michigan State University, East Lansing, Mich.

All materials used in four programs, (1) design and development technology, (2) industrial technology, (3) mechanical technology, and (4) electronics technology, are to be audited and evaluated. Included are courses of study, course objectives, textbooks used, reference material, and subject matter covered.

245. Bills, Donna J. Survey of Medical Secretary Programs. Study being conducted in cooperation with the American Medical Association. College of Business, University of Utah, Salt Lake City, Utah.

Will examine the length of medical secretary programs in private schools, business colleges, junior colleges, and 4-year colleges in the United States; will also explore amount and kind of training provided for the wide variety of functions performed by the medical secretary.


Will survey science offerings with an evaluation based upon selected junior college criteria.


This study will summarize the present status of national and State policies affecting nursing and nursing education in Illinois; review operating and projected plans of nursing education; ascertain what recent developments and modifications of nursing education plans have been made; and propose a plan for nursing education to utilize the resources of the Illinois junior college system.

To determine by interviews what the students and faculty members of Florida junior colleges conceive general education to be, and how they think a general education program should be planned, implemented, and evaluated. Random sample of students, faculty, and Florida junior colleges to be used.

249. SCALAPINO, WILLIAM H. A Community and College Survey of the College of Marin Curriculum. Doctoral dissertation underway at the University of California, School of Education, Berkeley, Calif.

Proposes to discover whether the present curriculum of the College of Marin is meeting the needs of the community it serves. Will investigate both the specific needs and desirable scope of the curriculum.


Will examine the technical education needs of the Grays Harbor area through a survey involving high school seniors, high school principals, and business and industrial leaders. Will develop recommendations for revisions and additions to curriculum.

251. Survey of Education Courses Taught in Junior College. Study underway at the Department of Education, University of California at Los Angeles, Calif.

This study will examine the extent to which specific education courses are being taught in junior college.

252. THOMAS, SISTER JANE, C.S.J. Characteristics of the Psychiatric Nursing Course of 44 Associate Degree Programs. Master of Science dissertation underway at The Catholic University of America, Washington, D.C.

A questionnaire will be sent to the 86 community colleges providing the psychiatric nursing course. Questions will be asked concerning the objectives, organisation, content-learning experiences, teaching methods, and evaluation of this course.

Faculty and Staff

253. Academic Rank. Study being conducted by the Faculty Association of Cerritos College, Norwalk, Calif.

This study will review progress in academic rank from statements requested from selected institutions.

Student Personnel and Student Services

254. CRESCI, GERALD D. Study of Selected Alumni of City College of San Francisco. Doctoral dissertation underway at University of California, Los Angeles, Calif.

Will evaluate a program of the semiprofessional student by a followup of 998 former students in 14 terminal programs.


This study will determine the characteristics of students, faculty, and curriculums in industrial-technical education in 18 Michigan public community junior colleges. It will also deal with students entering during 1958-59, including those who later drop out or graduate.

257. MACKAY, WILLIAM R. Maturity of Interpersonal Perceptions and Persistence of Junior College Students. Doctoral dissertation underway at the University of California, School of Education, Berkeley, Calif.

Will explore the relationship between the maturity of inter-personal perceptions of male junior college students and their persistence in school, examining this relationship singly and in combination with academic aptitude, academic success, certain socio-economic variables, and age.

General Administration

258. HADEL, WALTER. A Comparison of Unit Operating Costs of Selected Jun-
for College Administrative Services in Independent Junior College Districts and in Unified or Commonly Administered Districts. Doctor of Education thesis underway at University of California, Los Angeles, Calif.

This is a study which will compare the costs of selected administrative services in several pairs of junior colleges, one member of each pair being in an independent district and the other in a unified or commonly administered district.


This study is designed to identify the critical tasks of public junior college administration as discerned by public junior college administrators and to compare the critical tasks as identified in the study with those reported by the Southern States Cooperative Program in Educational Administration for public school administrators. Assumes that the identification of tasks is an important first step in improving administrative competency.

260. ROMINE, GEORGE L. Staff Committee Activities Stimulated by Accreditation in California Junior Colleges. Doctoral dissertation underway at University of California, School of Education, Berkeley, Calif.

Will examine and describe those facets of junior college staff committees that are closely related to the accreditation process for their college to determine how the internal management of these accreditation-related activities influences institutional improvement and to what extent the process of accreditation as externally applied to an institution fosters increased educational effectiveness.


Will study the role and responsibilities of public community college presidents. Will use a questionnaire sent to 240 presidents and arrange 30 interviews for supplementary information.


Will discuss the present plant, facilities, and utilization of space; population change and migration; the enrollment, programs, organizational patterns, finances, and economy of the college; and the ability of the community to support a college building program. The Council plans to present several alternate plans for the development of the college facilities.


Will develop guides for planning public junior college campuses.

264. Inventory of Public Junior College Facilities in California. Study being conducted by the Bureau of Educational Research, California Department of Education, Sacramento, Calif.

Will survey the types of buildings, their use, and the capacity of the buildings on the campuses of public junior colleges in California.


Will determine the strengths and limitations of the space adequacy survey; for colleges, a procedure for determining how much of each type of teaching space is needed for an estimated number of students in a known educational program, and will develop recommendations for the improvement of this procedure.

266. Survey of Laboratory Facilities. Study in progress at Baltimore Junior College, Baltimore, Md.

This survey will consider the possibility of expanding offerings in psychology and establishing a laboratory room in conjunction with the program.
Library


Will identify and describe ways a community college library program can best serve the program of its institution. Will cover such aspects as institutional program support and community service.

Unclassified

268. HESS, DANIEL STEWART. A Study of Trends and Extent of Organized Public Relations Programs in Two Year Colleges with Special Application to Ricks College. Doctoral dissertation underway at Brigham Young University. Provo, Utah.

Will examine the organization and administration of public relations programs in 2-year colleges, comparing the programs in State and public junior colleges with those in parochial and other private junior colleges. Will evaluate the program at Ricks College in terms of criteria found desirable.


Will examine, in light of increasing educational demands for junior college services in California, the independent junior college and the junior college within a unified school district as alternative forms of organization. Will evaluate the two forms in terms of curriculums, financial support, professional personnel, and pupil personnel services.

270. MORRISON, ARCHIE M. The Views of California Junior College Administrators, Instructors, and Boards of Trustees on Selected Issues in Junior College Education. Doctor of Education thesis underway at University of California, Los Angeles, Calif.

This is a survey study which will compare and contrast the views of California junior college administrators, instructors, and boards of trustees on selected issues in junior college education.
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