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A STUDY OF THE CONGRUENCE BETWEEN THE
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AND THE CARNEGIE COMMISSION REPORTS DEALING
WITH TWO-YEAR COLLEGES.

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF THE CONGRUENCE BETWEEN THE
DEVELOPMENT OF AN URBAN TWO-YEAR
COLLEGE AND THE CARNEGIE COMMISSION
REPORTS DEALING WITH TWO-YEAR COLLEGES

A DISSERTATION

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in partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

by

BEN DAVID DUNCAN

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1974

A STUDY OF THE CONGRUENCE BETWEEN THE
DEVELOPMENT OF AN URBAN TWO-YEAR
COLLEGE AND THE CARNEGIE COMMISSION
REPORTS DEALING WITH TWO-YEAR COLLEGES

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CHAPTER I

Introduction

The phenomenal growth of the two-year colleges in the sixties has resulted in an emergence of a category of uniquely American institutions that is rapidly becoming the focal point of American higher education. In the decade of the seventies, mass higher education seems to be a way of life. No longer is higher education only for the socially and educationally elite. In many states anyone who is 18 years of age is eligible for admission to some form of post-secondary education, regardless of his or her background.

The world's increasing complexity, the growing diversity of student bodies, and the clash between new visions of promoting technological efficiency and old traditions of nurturing human individuality are only three of the contemporary conditions that impose distinctive strains on American colleges and universities.¹ If these conditions have offered rich opportunities and given great advantages to our institutions, they have also led to new student movements, to changing relationships between faculty and administration, to uneasiness about the quality of

¹Charles G. Dobbins and Calvin B. T. Lee, Whose Goals for American Higher Education?, The American Council on Education, (Washington, D. C., 1968), pp. 4-5.

teaching and to criticism of the curriculum. The spiralling dropout rate and the overwhelming number of students who do not drop out but indicate a less than enthusiastic outlook toward education, seem to raise questions dealing with the validity of the "traditional" system.

Entering the seventies, groups of students began to voice feelings of resentment, stating that they were being treated like products on an assembly line. The students felt that while most colleges were concerned with the cognitive development of their students, many of these students were interested in the affective domain and in personal growth and development.² In general, the current approach is committed to the educational product rather than the process. To the student, the danger inherent in mass education and in the government's involvement in education is that it will lead to the creation of a "system" which imposes on its end products--the graduates--certain fixed qualities and constrains them to live up to a narrowly conceived set of specifications.

If these limitations are to be avoided, predictions need to be made that would take into consideration the unique characteristics of contemporary student bodies regarding socio-economic levels, race, sex and ultimate needs as they relate to institutional climates.

There is growing realization that higher education must and will become a dynamic force for the overall improvement of society. History

²Carnegie Commission on Higher Education Report, Toward a Learning Society, (McGraw-Hill, 1973), p. 19.

has consistently recorded the efforts of educators who have attempted to properly define the role of schools in the development of the individual. Although this is an extremely complex and difficult task, it is one that must be relentlessly pursued in order to offer students the opportunity to excel to the utmost of their abilities. Evidences of these changes are pointed out in current literature dealing with the diversification of offerings in post-secondary education and significant increases in institutions labeled as community and junior colleges. In most states these institutions are being created mainly in population centers. The rise of two-year institutions lends support to the idea that post-secondary opportunities need to be provided for a heterogenous population that is in search of ways of developing both economically and socially a better way of life.

Ultimately, the task becomes one of effectively examining and accurately projecting considerations toward a totally comprehensive program of post-secondary education designed to meet the needs of all segments of the American population. Academic degree-credit instruction for full-time students is an essential part of the whole of education, but it is not by any means the sum total of the formal education of Americans beyond high school. A program that gives support to part-time as well as full-time students and to non-credit as well as degree-credit students without diverting attention and support away from the more traditional

forms of higher education should be the ultimate goal of the two-year institutions of the seventies.

Statement of the Problem

The purposes of this investigation were two-fold: the first was to compare data describing Oscar Rose Junior College with data describing successful two-year colleges, according to studies conducted by the Carnegie Commission on Higher Education; the second was to make predictions, based upon these comparisons, regarding the future of Oscar Rose Junior College.

In order to accomplish these purposes, comparisons were made in the following areas:

1. Junior College Students
2. Junior College Programs and Curriculum
3. Junior College Faculty and Staff
4. Junior College Control and Support

Data from each of these areas were gathered, both from the Carnegie Commission Reports and from research at Oscar Rose Junior College, and compared in an attempt to show the degree of compliance between what is being practiced at Oscar Rose Junior College and what is recommended by a national agency of experienced educators and administrators.

From these comparisons, conclusions and predictions were made regarding the future of community junior colleges in general and Oscar Rose Junior College in particular.

Assumptions

1. The data reported both by the Carnegie Commission and by Oscar Rose Junior College were accurate and could be quantified.
2. The panel of experts involved in the production of the Carnegie Commission Reports on Two-Year Institutions adequately represented two-year colleges across the United States.

Definition of Terms

1. Community College - the type of two-year college whose primary purpose is to serve the needs of those individuals who live within the district boundaries. Typically a much larger proportion of funds from the tax base of that community is required. The college is designed to offer programs both of a transfer and a terminal nature leading to an associate degree.
2. Junior College - in the past this term denoted a two-year college, either public or private, whose primary objectives were transfer-oriented, i.e., the first two-years of a planned four-year degree program.
3. Comprehensive Community College - an extension of the "community college" emphasizing an even broader list of course and program offerings in such areas as technical, remedial, transfer and community service offerings. Basically, it is a college that offers courses and programs that change with the changing needs of those it serves.

4. Transfer Programs - those programs , offered at a two-year college , which are designed to give the basic courses needed for transfer to a four-year institution , hence , a baccalaureate degree .
5. Terminal Programs - those programs designed to prepare the student for a competency-level job immediately after completion of necessary coursework .
6. Carnegie Commission on Higher Education - a commission , funded by the Carnegie Foundation , consisting of selected higher education representatives (mostly college and university presidents) as well as representatives from areas outside higher education . Members of this Commission are knowledgeable regarding the financial affairs , human resources , and physical resources affecting the overall college product . The Commission studies and analyzes all areas of higher education reporting their status , their value to mankind and , by projecting into the future , predicts their worth as it applies to the overall success of higher education .

The terms defined on the previous page , although obviously differentiated within the content of related literature , will be congealed and coordinated in the body of this report to refer to a single type of institution . These institutions will include two-year colleges , both public and private , supported by communities or members of state systems , devoted to offering a comprehensive program designed toward meeting the varying needs of those who attend . Whether referred to as a community college ,

a junior college or a comprehensive two-year college, this study will assume that all are dedicated to a common goal.

CHAPTER II

Review of Related Literature

The emergence of the junior college as an established element of the American system of education provides an excellent case study in the sociology of institutions.¹ Public junior colleges were organized near the beginning of the twentieth century. Designed primarily as a part of an integrated system of secondary and post-secondary education, their aim was to more effectively meet the needs of the new society caught up in a transition from a rural-agricultural to an industrial-urban emphasis.² In 1970, approximately 2,500,000 students attended 1,091 institutions. This was four times the number of junior college students and twice the number of colleges that existed in 1960.³

Developmental Stages of the Two-Year College

In the examination of literature dealing with the two-year college metamorphosis, one can identify three basic developmental stages.

¹James W. Thornton, The Community Junior College, (John Wiley & Sons, Inc.), p. 45.

²Leland L. Medsker and Dale Tillery, Breaking the Access Barriers, (McGraw-Hill, 1971), p. 13.

³A Report of the National Advisory Council on Education Professions Development, People for the People's College--Community Junior College Staff Development Priorities for the 70's--A Summary, (Washington, D. C., 1974), p. 1.

The First Stage

The first period, lasting from the 1850's to 1920, was called the Evolutionary Period.

The community college movement began in America in the middle 1800's. Most of the early colleges were privately controlled two-year post-secondary schools. These institutions were designed to serve select groups of youth of certain religious beliefs, and provided them with the traditional lower-division offerings.⁴ Sack indicates that the first two-year college was Monticello College, established in 1835, the second was Susquehanna University, established in 1858.⁵ Colleges such as these were founded to provide a segment of post-secondary education quite similar to the first two years of the traditional American college. Their continued expansion grew out of the desire of various religious denominations to provide education for their young people which emphasized the tenets of their particular faiths.⁶

Many educational leaders of the late 1800's began to speak of the newly conceived concept of post-secondary education. The giants of this era who worked for the reformation of American higher education were

⁴Medsker and Tillery, op. cit.

⁵Saul Sack, "The First Junior College," Junior College Journal, (September, 1959), pp. 13-15.

⁶Clyde Blocker, Robert Plummer, Richard Richardson, The Two-Year College: A Social Synthesis, (Prentice-Hall, 1965), p. 25.

William Rainey Harper, of the University of Chicago; Henry P. Tappan, of the University of Michigan; William W. Folwell, of the University of Illinois; Richard H. Jesse, of the University of Missouri; and Alexis F. Lange, of the University of California. These leaders perceived an institution that could free the university from providing those first two years which, in their thinking, were truly not collegiate in scope. Tappan stated that if these first two years were removed from the universities, they might become "purely universities without any admixture of collegiate tuition."⁷ In 1869, at his inauguration as President of the University of Minnesota, William Watts Folwell stated: "How immense the gain . . . if a youth could remain at the high school or academy, residing in his home, until he reached a point, say, somewhere near the end of his sophomore year, there to go over all of those studies which as a boy he ought to study under tutors and governors! Then let the boy, grown up to be a man, emigrate to the university, there to enter upon the work of a man"8

Although neither Tappan nor Folwell succeeded with their ideas at their institutions, they planted the seed that was to germinate through the efforts of William Rainey Harper in 1892. As President of the University of Chicago, Harper separated the first and last two years into the

⁷Henry P. Tappan, University Education, (G. P. Putnam & Sons, 1851), p. 44.

⁸W. W. Folwell, University Addresses, (New York, H. H. Wilson Co., 1909), pp. 37-38.

"Academic College" and the "University College." The terms "junior college" and "senior college" replaced the original terms in 1896.

President Harper's drastic move is said to have influenced other institutions to do the same, which resulted in the founding of several junior colleges in Michigan, Indiana and Illinois. The school in Goshen, Indiana was short-lived, but Detroit Junior College continued to function and later became Wayne State University. Joliet Junior College, Joliet, Illinois, was founded in 1901, when two years were added to the local high school program. Joliet is considered to be the oldest extant public junior college in America.

President Harper, in common with the other educators of this period, viewed the junior college simply as a continuation of high school. Thus, the early colleges were originally extensions of secondary education. They were housed in high school buildings, with closely articulated curricula and shared faculty and administrative staffs.

In 1903, a conference was held in Chicago, Illinois. At this conference President Harper proposed a plan that called for radical reorganization of the entire public education system. In his plan, Harper called for the connection of the eighth elementary grade with the secondary grades (the junior high school). He also suggested the extension of secondary grades to include the first two years of college work, with these seven

years to be re-grouped into six years.⁹ After much debate, the plan was adopted by the University Committee. "Recognizing that the first two collegiate years were essentially secondary and the plan would hold scores, even hundreds of young men and women for two more years of education."¹⁰ About this same time, Stanford University President, David S. Jordan, made the following recommendations: "It is safe to prophecy that before many years the American university will abandon its junior college, relegating its work to the college on the one hand and to the graduate courses of the secondary school on the other. I ask your board to consider the project of immediate separation of the junior college from the university college, and to consider the possibility of requiring the work of the junior college as a requisite for admission to the university on and after the year 1913, or as soon as a number of the best equipped high schools of the state are prepared to undertake this work."¹¹ President Jordan's faculty committee disagreed with him and thus, delayed the establishment of true public junior colleges still further.

Associate in Arts degrees were first awarded in 1900 at the University of Chicago for those students who completed the junior college

⁹Nathaniel Butler, "The Six-Year High School," School Review, Vol. 12, January, 1904, pp. 22-25.

¹⁰Ibid., p. 25.

¹¹H. A. Spindt, "Establishment of the Junior College in California, 1907-1921," California Journal of Secondary Education, Vol. 32, November, 1957, p. 394.

program. In 1910, Stanford University proposed that "in addition to the present entrance requirements, two years, or sixty units of college work, the equivalent of the requirements for the degree or title of Associate in Arts as granted in the University of Chicago, shall be required for entrance to the University."¹²

Confusion then entered the two-year degree picture. In 1915, the Association of Colleges and Secondary Schools of the Southern States prohibited the granting of degrees by accredited junior colleges. In 1930, Los Angeles City College granted the Associate in Arts degree and the California Junior College Federation passed a resolution authorizing the degree and stipulated that the degree be conferred upon all graduates of the college regardless of whether or not the students had completed the certificate course or the semi-professional course.¹³

In 1934, Campbell reported forty-nine different titles, each granted by at least one junior college. Twenty-six titles were found in public junior colleges and forty-one in private two-year schools.¹⁴ In 1956, Colvert reported "the recognition of the Associate's Degree has gained wide favor in education circles. It is now authorized in all states where

¹²Ibid., p. 395.

¹³W. H. Snyder, "The Real Function of the Junior College," The Junior College Journal, Vol. 1, November, 1930, p. 78.

¹⁴Doak S. Campbell, "Graduation Titles and Academic Costume," Junior College Journal, Vol. 4, April, 1934, pp. 362-65.

there are junior colleges, with the exception of Virginia, and granted by junior colleges and many senior colleges The granting of the Associate Degree places the official stamp of approval on junior college education as definite college accomplishment."¹⁵

By 1921, the number of junior colleges had grown to a total of 207. These included 70 public and 137 private institutions. Also in 1921, the enrollment in public colleges surpassed for the first time that in the private institutions. There were 16,000 students enrolled in all, of whom 52 percent (8,349) were in public and 48 percent (7,682) were in private colleges. In 1922, the American Association of Junior Colleges was formed and provided the first definition of a junior college: "The junior college is an institution offering two years of instruction of strictly collegiate grade."¹⁶ In 1925, the Association expanded its definition stating: "The junior college is an institution offering two years of instruction of strictly collegiate grade. This curriculum may include those courses usually offered in the first two years of the four-year college, in which case these courses must be identical in scope and thoroughness, with corresponding courses of the standard four-year college. The junior college may, and is likely to, develop a different type of curriculum

¹⁵C. C. Colvert, "Development of the Junior College Movement," Chapter 2: American Junior Colleges, Fourth Edition, Washington: American Council on Education, 1956, p. 11.

¹⁶Walter C. Eels, "American Junior Colleges, 1940," Washington: American Council on Education, 1940, p. 3.

sued to the larger and ever changing civic, social, religious, and vocational needs of the entire community in which the college is located. It is understood that in this case also the work offered shall be on a level appropriate for high school graduates."¹⁷

The Second Stage

The second major period of development for the two-year college was between 1920 and 1945. During this period occupational programs were added to the curriculum.

The innovations which took place in education during the 1920's encouraged further development of the two-year colleges. The emergence of the concept of the comprehensive high school, the enactment of pertinent legislation (e.g., The Smith-Hughes Act) and later progress in vocational education provided the historical base for the broadening of the college curriculum. Furthermore, the acceptance of the principle of publicly supported secondary education for all stimulated new thinking about the needs of those students who could not or would not complete the conventional college preparatory program.¹⁸ As more and more of these kind of high school graduates appeared, it became apparent that something other than the traditional college campus educational plan would have to be developed.

¹⁷Ibid., p. 3.

¹⁸Blocker, Plummer and Richardson, op. cit., p. 25.

The broadening of the concept of the two-year college was relatively slow in coming. In 1917 and 1921, California passed legislation which provided for vocational and technical courses in two-year colleges. Mississippi, in 1928 passed a law that greatly expanded the college concept by spelling out the need for correlation of work between high schools and junior colleges. The educational purposes of the two-year college, as set forth in the legislation, were originally based upon the concept that it was to provide either an extension of high school educational programs or a limited number of college-level courses within the existing high school organization. The language of the laws implied that the program of the two-year college was to serve as a preparation for college work--as a basis for further academic study--but there were no clear-cut indications as to whether the program was to be collegiate or secondary school in nature and organization.¹⁹

Lange, in his discussions about the junior college and its role in semi-professional training, stated: "The junior college cannot make preparation for the university its excuse for being. Its courses of instruction and training are to be culminal rather than basal The junior college will function adequately only if its first concern is with those who will go farther, if it meets local needs efficiently, if it enables thousands and tens of thousands to round out their general education, if

¹⁹Ibid., p. 26.

it turns an increasing number into vocations for which training has not hitherto been afforded by our school system."²⁰

According to Dr. Merton E. Hill, former principal of Chaffey Junior College, his institution was the first public junior college to offer terminal courses. At Chaffey College, terminal vocational courses such as art, manual training, home economics, commerce, music, library training, general agriculture, farm mechanics, and soils were first offered in 1916.²¹

Another supporter of semi-professional education was President Snyder of Los Angeles Junior College. Founded in 1929, Los Angeles Junior College established fourteen semi-professional curriculums.²² Snyder did, however, add one important aspect to the development of junior colleges. He saw not only the need for vocational courses, but the importance of coordinating vocational with college transfer. "If the junior college is to be really collegiate, it cannot allow itself to become merely a vocational institution. It must have well established courses which embrace both cultural and utilitarian subjects."²³

²⁰Alexis F. Lange, "The Junior College as an Integral Part of the Public School System," School Review, Vol. 25, Sept., 1917, pp. 471-72.

²¹Merton E. Hill, "History of Terminal Courses in California," Junior College Journal, Vol. 12, February, 1942, p. 313.

²²Snyder, op. cit., p. 74.

²³Ibid., "The Distinctive Status of the Junior College," Junior College Journal, Vol. 3, February, 1933, pp. 236-37.

Several influences can be identified that have contributed significantly to occupational education in the junior college. Under the Smith-Hughes Act, state agencies for vocational education were set up and were especially influential in states where public junior colleges were considered as part of the secondary system. Another influence came into being during the 1950's when automation required workers with higher levels of technical skills. The junior colleges were among the first to respond to these needs and organized classes to train these workers.

Although some progress toward comprehensiveness in two-year colleges began about 1920, it took two significant events to provide the major emphasis necessary to encourage this change. The Great Depression and World War II stimulated the need for areas other than college-transfer work.

The Third Stage

The third period began in 1945 and is still in the process of development. This period introduced the community college concept. Prior to this time the two-year college had been basically a transfer-oriented institution, but the addition of terminal occupational and finally adult education and community services, the two-year college truly became a comprehensive community college.

The drop in enrollment during World War II, together with the emphasis placed on training for defense work, stimulated colleges to

engage in community activities as a temporary measure. These community-oriented courses proved to be so valuable that the colleges elected not only to continue those offered at the end of the war, but to develop and plan a more diversified community service program for the future. These offerings, along with the college transfer and the vocational courses, completed the development of the community junior college.

Following World War II, the public junior college experienced phenomenal growth and two factors were primarily responsible. The first, an expanding job market, particularly based on the broad area of industrial technology, requiring new training programs of varied intensity and scope. The second, the passage of Public Law 16, the G. I. Bill of Rights, heavily augmenting the enrollments of existing colleges and universities. In the first post-war year of 1946, approximately one and one-half million students were enrolled in higher education institutions. During that year, the community colleges grew quickly to absorb the enrollment spillover of the crowded four-year institutions. Junior college enrollment for 1946 was approximately ten percent of the total national enrollments for higher education institutions.²⁴

The community junior college was first defined in the "Junior College Journal" as early as 1930. In the Journal's first issue, Nicholas Ricciardi defined the community junior college as: "A fully organized

²⁴Medsker and Tillery, op. cit., p. 24.

college that attempts to meet the needs of a community in which it is located, including preparation for institutions of higher learning, liberal arts education for those who are not going beyond graduation from the junior college, vocational training for particular occupations usually designated as semi-professional vocations, and short courses for adults with special interests."²⁵

Hillway stated: " . . . three major currents have created the modern two-year junior and community colleges: (1) the nineteenth century efforts to reform American university education; (2) the extraordinary growth in the United States of the various types of adult and vocational education as our economy became increasingly industrialized; and (3) the continuing democratic tendency toward the extension and equalization of educational opportunity for all Americans."²⁶ With the acceptance of these definitions in the Report of the President's Council on Higher Education in 1948, the community junior college reached its full scope of service with the people of the land. Although the impact of its establishment was not to be truly felt until the decade of the sixties, the roots of the community junior college were firmly planted and growth had begun.

²⁵Byron S. Hollingshead, "The Community Junior College Program," Junior College Journal, Vol. 7, December, 1936, p. 111.

²⁶Tyrus Hillway, "The American Two-Year College," (New York: Harper & Row, 1958), p. 33.

Probably the most significant landmark in the history of community colleges came from the adoption, in California, of the California Master Plan for Higher Education. The Plan stipulated that California higher education would be divided into three distinct layers--the University of California, the state colleges and the public junior colleges.

The plan provided that the university was to maintain high admission standards, selecting first-time freshmen from the top one-eighth of all graduates of California public high schools and from graduates with equivalent records at private and out-of-state secondary schools. The university was also to give relatively greater emphasis to upper-division and graduate work than to lower-division instruction. The state colleges were to select their first-time freshmen from the top one-third of all graduates of California public high schools and from graduates of private and out-of-state secondary schools at equivalent levels. Although there was no specific recommendation in the master plan with respect to the admissions policies of community colleges, the California education code requires community colleges, assuming residence requirements are met, to accept "any high school graduate and any other person over eighteen years of age . . . capable of profiting from the instruction offered." The master plan made community colleges, for the first time, an official segment of California's higher education.²⁷ The California master plan

²⁷Carnegie Commission on Higher Education, "The Growth and Development of Community Colleges," The Open-Door Colleges, June, 1970, pp. 10-11.

was studied throughout the country and, during the 1960's, many states adopted similar plans and objectives.

The rapid growth of the two-year colleges in the sixties was unparalleled by any other area of higher education. In 1960, the Committee on National Goals sensed this expansion and predicted that in the near future the two-year college would enroll more than fifty percent of all students entering college for the first time. In 1964, the Educational Policies Commission of the National Education Association maintained that any high school graduate must be allowed to take two years of post-secondary education if the nation's goal of universal education opportunity were to be realized.²⁸

Looking at the future, it can be determined that the nation can expect a steady rise in enrollment of undergraduates in higher education attending two-year institutions. The Carnegie Commission reported a rise, annually, of approximately one percent and predicted this trend to continue through the decade of the seventies.²⁹ It is expected that approximately one-third of all undergraduates will be attending two-year colleges by 1980.

Nationally, almost nothing in higher education is the same as it was just one short decade ago. Selective admissions and the demands for academic excellence have given way to open admissions and the cries

²⁸Medsker and Tillery, *op. cit.*, p. 16.

²⁹*Ibid.*, p. 27.

for equality and competition have given way to coordination by state super boards.³⁰

The United States has embarked on what Bushnell describes as the "Pragmatic 70's." During this decade, 40 percent more people will be seeking jobs each year than in the previous year and 34 million young adults will be entering the job market for the first time. This is the result of half of the males and two-fifths of the females, just out of high school, that elected to go to college in the latter part of the 60's.³¹

Projected population shifts through 1980 show the age groups 20 to 34 will exhibit the most dramatic increases during the decade. Individuals in these age brackets represent the most significant enrollment growth potential for community colleges due to their need for occupational preparation and retraining. Accommodating the needs and expectations of an older, more self directed and more highly motivated student body will require major adjustments in teaching methods, faculty attitudes, course scheduling, organization and prerequisites for enrollment--in short, in all courses, procedures and traditional practices which were geared to the youthful expectations of the traditional (19 to 20-year-old) college age student.³²

³⁰K. Patricia Cross, Serving the New Clientele for Post-secondary Education, A Report Prepared for the Annual Meeting of the North Central Association, Chicago, Ill., March 27, 1973, p. 3.

³¹David S. Bushnell, "Organizing for Change: New Priorities for Community Colleges," (McGraw-Hill, 1973), p. 115.

³²Ibid., p. 116.

The Carnegie Commission Reports predict that enrollments will grow more in accord with societal growth during this and the following two decades; in contrast to their growth during the last century, when enrollment doubled every 14 to 15 years.³³

Reports from the Carnegie Commission as well as many others lend credence to the prediction that non-traditional--those over 21, many married and working full-time--may well account for much of the enrollment increase within community colleges during this and the next decade.

With these expected increases in enrollment, the two-year colleges must investigate all areas of their present systems and develop better methods for identifying both the needs of the institutions and the needs of the students they serve.

The situation involves a reversal from former trends which selected students to fit the colleges, to the creation of colleges that fit the needs of the students who are walking through the open doors. This theme becomes one of the most important areas to be investigated.³⁴

Thus, the two-year college has evolved from a preparatory school for the final two years of a baccalaureate degree program to an institution that is truly unique in all areas of higher education. This uniqueness comes from its comprehensive, community-centered nature, offering programs to meet a multitude of individual needs. Through these diverse

³³Carnegie Commission on Higher Education, New Students and New Places, (McGraw-Hill, New York, 1971).

³⁴Cross, loc. cit.

programs, the American two-year college has provided the opportunity for all individuals to participate in programs and courses that will stimulate lifelong learning.

Concerns have been registered, however, in the Newman Report on Higher Education which states:

"We believe that community colleges have exciting possibilities, but our study has led us to believe that their promise is being rapidly undermined. The public, and especially the four-year colleges and universities are shifting more and more responsibility onto the community colleges for undertaking the toughest tasks of higher education. Simultaneously, the problems of the poor match between the student's style of learning and the institution's style of teaching, the lockstep pressure to attend college directly after high school, the over-emphasis on credentials are overtaking the junior colleges and rendering them increasingly ill-equipped to perform the immense tasks they have been given."³⁵

Newman identified the roles of community colleges as the extension of opportunity for education beyond high school, with great attention being paid to two approaches--one to employment through vocational training, and to further academic training and later transfer to four-year institutions. Unfortunately, however, Newman sees the junior college becoming transformed into an amorphous, bland, increasingly large, increasingly state-dominated, two-year institution which serves interests other than its own students.

³⁵Frank Newman, Newman Report on Higher Education, U. S. Department of Health, Education and Welfare Report #0350065, (Washington, D. C., 1971).

Selection of the Carnegie Commission Reports

Although several studies have been conducted in recent years, regarding the future of higher education, it was found that most dealt almost exclusively with a philosophical approach of "what should be." The primary reason for the selection of the Carnegie Commission Reports for comparison was the emphasis in these Reports on "what was," "what is," and "what will be." It was felt, by this author, that these Reports would provide a more realistic guide for predicting future development, based upon previous comparisons.

It should be noted, however, that some of the statements previously described as concerns from the Newman Report are very relevant to current issues dealing with two-year colleges and should certainly be considered in the formulation of future plans.

CHAPTER III

Presentation and Discussion of Data

I. Junior College Students

The public community college attracts students from all levels of academic ability, family background, age and motivation. Medsker and Trent assessed distribution characteristics in terms of abilities and by rank in high school class and found a relatively equal distribution among junior college students in both areas. The study also revealed great diversity among junior college students in terms of socio-economic background, parent's educational attainment, interests in music and literature, type of curriculum followed in high school and the amount of discussion with parents concerning college attendance.¹

Other reports of studies add to the realization that students tend to be representative of the total population of their communities. In many ways the student bodies in community colleges resemble the high school populations from which they emerged. The Commission pointed out two exceptions to this trend; women, constituting only about 40 percent of

¹Leland L. Medsker and James W. Trent, "The Influence of Different Types of Public Higher Institutions on College Attendance: From Varying Socio-Economic and Ability Levels," Center for Research and Development in Higher Education, University of California, Berkeley, 1965.

the enrollment, are still underrepresented in the college and many community college students are much older than recent high school graduates.²

The Carnegie Commission, in analyzing a study authorized by the California Coordinating Council for Higher Education (1967) concluded that of students in the state's junior college, state college and university categories, those attending junior colleges demonstrated the greatest financial need.³ This should not be surprising, since various studies have shown that a community college increases the number of high school graduates from lower socio-economic homes to continue their education.

Still another characteristic of the two-year student lies in the difference in motivation. Data from Astin and his associates show that junior college freshmen are less confident than four-year college or university freshmen on academic, leadership, mathematical and writing ability traits as well as on drive to achieve and intellectual self-confidence.⁴ Data, drawn from the SCOPE study conducted by Tillery, et al, on intellectual predisposition show a much higher percentage (42.2) of students in universities and colleges came from the highest quartile

²Medsker and Tillery, op. cit., p. 41.

³California Coordinating Council for Education: Financial Assistance to California College and University Students, Staff Report 67-13, Sacramento, August, 1967.

⁴A. W. Astin, R. J. Panos and J. A. Creager, "National Norms for Entering College Freshmen--Fall, 1966," American Council on Education Research Reports, Vol. 2, No. 1, 1967.

scale than did students in junior colleges (22.7).⁵ Medsker and Trent found that, in general, junior college students are more conventional, less independent, less attracted to reflective thought, and less tolerant than their peers in four-year colleges.⁶

Although about two-thirds of all entering community college students claim they expect to transfer, only about one-third actually do. In attempting to determine basic differences between transfer students and vocational-technical students the Educational Testing Service has developed a series of tests called the Comparative Guidance and Placement Program. The tests have been administered to some sixty comprehensive community colleges and include tests on reading, vocabulary, verbal ability, sentences, spelling, English, mathematics, inductive reasoning and perceptual speed and accuracy. Conclusions drawn from test results were that the transfer students had the greatest overall mastery of basic skills.⁷

The Carnegie Commission Report made the following statements regarding the ethnic profile as compared to the existing community:

⁵Dale Tillery, D. Donovan and B. Sherman, "SCOPE Four State Profiles, Grade Twelve, 1966, California, Illinois, Massachusetts, North Carolina," The Center for Research and Development in Higher Education and College Entrance Examination Board, New York, 1966.

⁶Medsker and Trent, op. cit., p. 17.

⁷Medsker and Tillery, op. cit., p. 45.

Although two-year colleges should draw an ethnic profile comparable to the existing community, most do not. It is not possible to say definitely whether the college access rate of black persons is catching up with the majority or not. However, if Spanish speaking Americans and American Indians are included in the minorities categories, neither higher education generally nor any segment specifically is providing equal opportunity for minority students.

There is widespread agreement that if minority students are to have equal educational opportunities, the public community colleges must serve as the bridge for career employment as well as advanced higher education. A problem which seems apparent is the rejection of traditional vocational education by students of modest or impaired educational backgrounds. The Commission pointed out an immediate need to enlist a much higher percentage of these students, especially those of minority groups, into career oriented programs.⁸

The older student is becoming more predominant in community colleges. This is evidenced by the average age, nationally, being approximately 25 years. Some are enrolled full-time, taking a regular program in academic or vocational technical courses, others are doing the same on a part-time basis, and still others are pursuing a part-time program in conventional adult education courses. Many community college students are veterans and most are married, with job and family responsibilities.

Student persistence is another characteristic worthy of consideration. The public community college has been criticized for its lack of holding power. The most frequent statistic is one which indicates that for public two-year colleges, second-year enrollment tends to be less

⁸Ibid., p. 76-78.

than half of the first-year enrollment, suggesting more than a 50 percent attrition rate. About two-thirds completed no more than one year. However, one-fourth of the group that left transferred to another institution. Doubtless, others left to accept employment utilizing skills acquired in the community college.⁹

It is appropriate that concern about the lack of persistence among community college students be expressed. Statistics might suggest that colleges are failing to offer programs and services of a nature and in a manner that holds students. This problem should be one of the greater priorities for research on the part of the state agencies controlling community colleges. On the other hand, it is inappropriate to view all student attrition as a "dropout" problem. Many students transfer to four-year colleges before completing two years in a community college. Of even greater significance is the fact that students often remain in community colleges only until they have satisfied some personal or vocational need, and then leave to pursue employment or other activities. The fact that they do not remain for two years is not of itself cause for criticism, especially if the community college is viewed as a flexible institution capable of serving various types of needs.

⁹Ibid., p. 49.

II. Junior College Programs

There is a growing consensus about the nature of the program of the comprehensive community college which can best be summed up as a program for all. The program, designed to serve the most diverse population of youths and adults in all of education, encompasses six main functions--preparation for advanced study, career education, guidance, developmental education, general education, and community service. While recognizing these several functions, the Executive Director of the American Association of Junior College stressed the institution's responsibility to provide learning experiences which other colleges cannot or will not provide, and to serve students whom others cannot or will not serve.¹⁰

The comprehensive program of the two-year colleges is more than the sum of its parts. It must be rationally planned, coordinated, and renewed so that students are enabled through classroom and guidance experiences to reexamine their educational and career goals and to change directions if they so choose. The educational package designed for each student from the several components of the comprehensive program makes the community college something special.¹¹

¹⁰E. J. Gleazer, Jr., "This is the Community College," (Houghton-Mifflin Company, Boston, 1968).

¹¹Medsker and Tillery, op. cit., p. 53.

The first junior colleges were established to provide interim education for those who could not enter senior colleges immediately after high school. This early trickle of students who deferred entry into traditional colleges and universities has grown into a flood of young men and women who channel themselves into junior colleges and then into a wide range of senior institutions. According to Medsker and Tillery:

Nationally, at least one-third of all high school graduates who enter college choose this route, while in Florida and California this is true of 69 and 80 percent, respectively, of entering college students.

This staggering educational responsibility is complicated by the fact that only a minority of junior college students are eligible to enter most senior colleges at the time of high school graduation. Nevertheless, repeated studies show that over two-thirds of entering students plan to transfer to senior colleges or universities. Regardless of the number who actually transfer, extensive pre-transfer programs must be offered. In 1968, for example, 1.4 million students were enrolled in pre-transfer programs. Central to the concept of the comprehensive community college is the opportunity, through guidance and program exploration, for students to change educational and career directions. Such redirection of pre-transfer students is only partially successful, and some drop out of college with little preparation for gainful employment. About one-third of the entering junior college freshmen do, in fact, transfer and a majority of these earn a baccalaureate degree.¹²

Although articulation between junior and senior colleges is improving under the influence of state master plans and central coordination, the effectiveness of the two-year college programs may be limited by traditional curricula in the senior institutions. Perhaps the problems

¹²Ibid., p. 57-58.

imposed by transfer requirements of state universities, in particular, are more imagined than real. It is more likely that many junior college faculty leaders share the educational conservatism of their senior college colleagues. Whatever the cause, the transfer programs of numerous junior colleges are too closely modeled after those of the state universities to fit the needs of many students with the potential for advanced study but with educational deficiencies.

In many states the majority of lower-division students are enrolled in the public community colleges. It seems inevitable that the faculties of these colleges will play more significant roles in determining the curriculum for the first two years.

How well students from junior colleges achieve after transferring to four-year colleges remains a matter of interest to educators and policy makers. Although continuing studies are needed, the evidence points to academic success for most transfer students.

Knoell and Medsker studied students in ten states who transferred from two to four-year institutions and reported that "The cumulative average at the four college for the entire group (of transfer students) was found to be 2.34, or C+, compared with a cumulative junior college average of 2.56."¹³

¹³D. Knoell and Leland L. Medsker, "Factors Affecting Performance of Transfer Students from Two and Four-Year Colleges: With Implications for Coordination and Articulation," Cooperation Research Project No. 1133, Center for the Study of Higher Education, University of California, Berkley, 1964.

Although recent studies have indicated steady improvement in the ease with which students transfer from two to four-year colleges, there is a need in many states for more careful articulation of policies providing for transfer. Neither the program of the junior college nor its students should be subject to vagaries in admission policies of senior institutions.

Americans are highly pragmatic about education, and most students describe the goals of their education as essentially occupational. Nevertheless, a minority of two-year college students declare vocational majors upon entering college. This resistance to occupational programs has been mitigated somewhat by the development of well taught and excellently equipped programs in 30 to 50 occupational curricula. These include programs in science, electronic and engineering technologies, paramedical fields, health, government, and recreation services, skilled trades and crafts, agriculture, horticulture, forestry, business, commerce, and the applied and graphic arts.¹⁴

Community college leaders have worked diligently to define a level of occupational education which would differentiate such preparation for employment from secondary occupational programs and from those of special post-secondary schools. The carefully developed technical and semi-professional programs of community colleges frequently have such high standards that they must compete for students who aspire to transfer

¹⁴Tillery, D., C. Collins, L. Crouchett, R. Ontiveros, and R. Tealer, Oakland Inner-City Project of the Peralta Colleges: An Interim Appraisal, for the U. S. Office of Education, 1969.

to senior colleges. Neglect of appropriate employment preparation for many students of modest ability and achievement seriously limits the comprehensiveness of the community college program. While community colleges have been wise in developing programs which have clearly earned the respect of employers, nevertheless, there is urgency for these colleges to enter a new phase of cooperation with business, industry, and government to train and retrain youth and adults who have been educationally neglected.¹⁵

Medsker and Tillery continue, stating:

The attitudes of faculties to certain components of occupational education may be related to the pecking order within occupational programs and between academic and occupational education. Whereas there is widespread belief among community college teachers that education should be provided for those students who seek job preparation as well as for those who wish to transfer, there is little agreement on the importance of the several components which are common elements of the comprehensive program. Very few faculty members perceive technical and vocational education as inappropriate although only the first is seen as essential by most respondents. Only half of the faculty members believe pre-employment curricula for skilled and semi-skilled employment to be essential in their colleges, and a small minority feel strongly about the importance of short-term occupational courses and programs to retrain technically unemployed adults. In 1960 less than a quarter of all junior college students in the United States were enrolled in organized occupational curricula. During the 1960's there was an increase in the proportion of students enrolled in occupational programs--from about one-quarter to at least one-third.¹⁶

¹⁵Medsker and Tillery, *op. cit.*, p. 59.

¹⁶*Ibid.*, p. 60-61.

In the Report on Open-Door Colleges, the Carnegie Commission on Higher Education recommends "coordinated efforts at the federal, state, and local levels to stimulate the expansion of occupational education in community colleges and to make it responsive to changing manpower requirements. Continuing education for adults as well as occupational education for college age students, should be provided."¹⁷ The promises of the community colleges are now being taken seriously by a new generation of students and by government alike. To fulfill them, a few innovations in the program will not be enough; new commitments and new approaches to career education will be demanded.

Guidance has a central role in the community colleges. There is also general recognition that the early college years are important in the self-identity of youth. In a sense, community colleges are distribution centers where important educational and career decisions are made before students move on to immediate employment or to senior colleges. But for every student who moves from junior to senior college, there are two who move directly into the world of work.

The Commission recommends that all community colleges should provide adequate resources for effective guidance, including not only provisions for an adequate professional counseling staff, but also provisions for involvement of the entire faculty in guidance of students

¹⁷Carnegie Commission, The Open-Door Colleges, op. cit., p. 21.

enrolled in their courses. The Commission also recommends that all community college districts provide for effective coordination of their guidance services with those of local high schools and for coordination of both counseling and placement services with those of the public employment offices and other appropriate services with those of the public employment offices and other appropriate agencies. The Commission's study of junior colleges shows that two-thirds of the faculty members recognize guidance as an integral part of the educational program in their colleges.¹⁸

It is likely that soon there will be as many adult students in junior colleges as there are youth immediately out of high school. The implications of this for guidance programs are profound. Older students returning to school after many years of absence have fears, aspirations and attitudes different from those of the recent high school graduate. They doubtless require a kind of orientation different from the stock "ease-them-out-of-puberty" introduction to college.¹⁹

Efforts to remedy learning deficiencies cut across all segments of the comprehensive program of the community college. It is estimated that 30 to 50 percent of students enter the open-door colleges in need of the basic skills required for college study. This is as true for those

¹⁸Ibid., p. 63.

¹⁹Medsker and Tillery, op. cit., p. 64.

who aspire to advanced education as it is for those who seek preparation for employment.²⁰

The Commission views developments in the remedial programs as follows:

Developmental reading is taught increasingly by trained reading specialists in properly equipped laboratories. There is little doubt that well-conducted reading programs are bringing many students up to reasonable standards in reading speed, comprehension, and vocabulary.

Remedial composition probably accounts for greater effort in the part of college faculties--and more student suffering--than other aspects of the program. Increasingly, writing and spelling drill is being replaced by instruction to help students understand the nature and power of language.

Remedial programs in mathematics are increasingly important. Some students must renew basic arithmetic skills, while others must take, for the first time, beginning courses in the mathematics sequence which have been shifted in recent years to the high school level.

Learning skills have traditionally been considered a by-product of other aspects of remedial education. It is only recently that help for students who simply do not know how to learn has been viewed as an essential component of remediation. Although routine courses in study habits are still common, many are being augmented by applied study of the psychology of motivation and learning.

The student who is seriously handicapped in one of these basic skills often has difficulty in others. Consequently, community colleges frequently develop core programs--sometimes euphemistically called opportunity programs--to concentrate efforts to bring handicapped students to reasonable proficiency in a reasonably short time.

²⁰C. C. Collins and J. J. Collins, The Case for the Community College: A Critical Appraisal of Philosophy and Function, El Cajon, California, 1966, p. 14.

In spite of the high percentage of students who need remedial courses, only half of their teachers consider such courses essential to the college program. It may be that these attitudes help explain the continuation of practices in two-year colleges which seem so inconsistent with the needs of many of the new students.²¹

The successes and failures of these massive efforts of remediation in the community colleges provide the basis for more effective programs, including tutorials, use of new learning techniques, and efforts to stimulate faith in ability to learn.

The newest, but inevitable, function of community colleges is that of community service. Harlacher, has challenged the community colleges to:

1. Become a center of community life by encouraging the use of college facilities and services by community groups when such does not interfere with the college's regularly scheduled programs.
2. Provide for all age groups educational services that utilize the special skills and knowledge of the college staff and other experts . . . designed to meet the needs of community groups and the college district community at large.
3. Provide the community, including business and industry, with the leadership and coordination capabilities of the college, assist the community in long range planning, and join with individuals and groups in attacking unsolved problems.
4. Contribute to and promote the cultural, intellectual and social life of the college district commu-

²¹Medsker and Tillery, op. cit., pp. 65-67.

ity and the development of skills for the profitable use of leisure time.²²

Harlacher continues: " . . . at present, community service is still an emerging function. One reason for the slow emergence of community services . . . is that many presidents, deans, other administrators, and faculty frequently regard the program of community services as secondary, an amplification of the standard functions, not as a separate function. Problem areas which require new staff commitments and leadership for their solutions include problems of communication, internally and externally; need for staff and trustee support; coordination of services with those of other local and regional groups; identification of community needs and interests; systematic planning and evaluation; administration and program supervision; financial needs; and finally, the development of a program philosophy and identification of objectives."²³ Many junior college leaders believe that the great new thrust of community colleges is toward community service.

In spite of its continued use, the terminal education concept is increasingly rejected and is in conflict with the present--let alone the future--uses of education in America. The changing nature of the

²²E. L. Harlacher, The Community Dimension of the Community Junior College, (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1969), p. 5.

²³Ibid., pp. 7-10.

occupational world gives new meaning to continuing education. The widespread conviction is that the average youth of today will probably shift occupations some five times over the next forty years he is in the labor market. A life of continuing occupational adjustment will mean a life of continuing education to meet changed or additional educational requirements. This assessment may already be outdated because our productivity may soon make it unnecessary for any American to stay in the labor market for anything like 40 years. Instead, his return to education may be increasingly for personal and cultural development. In either case, it is likely that the public community colleges will play a prominent, but by no means exclusive role in such occupational and personal renewal.

The college as a catalyst for self-improvement and as a locus for the cultural, intellectual, and social development of the community is part of the new look for public junior colleges. The "college for the community" is a phenomenon of this decade, although it grows from the early junior college commitment to respond to community needs.

If the comprehensive program is not yet a program for all, many community colleges are striving to make it so. This conviction is widely shared and is reflected in a closing statement on goals of the open-door colleges by the Carnegie Commission on Higher Education:

The community college movement is full of promise for the opportunities it offers to young persons and adults to increase their occupational skills, to get started in an academic career, to enrich the quality of their lives and generally to multiply their educational options and their

chances to choose wisely among them. It offers these opportunities to more Americans in more areas and of more ages than any other segment of higher education.²⁴

III. Junior College Faculty and Staff

The junior college has long prided itself on good student-faculty-administrative relationships, concern for the individual student, close articulation with secondary schools, and excellent teaching. Staffing the burgeoning junior colleges has become big business. Of the total gross staff of approximately 16,000 for both public and private junior colleges reported in the 1969 Directory of the American Association of Junior Colleges (AAJC) for the academic year 1967-68, more than 84,000 were faculty, and more than 11,000 were administrators. The total faculty that year represented more than a 375 percent increase over what it was in 1957-58.²⁵

Who are the junior college teachers, and what are their backgrounds? Some of the answers come from a study of a stratified sample of 57 community colleges throughout the country. The findings from that study are supplemented by data from other sources. From the various studies it is possible to make the following generalizations:

The community college staff is composed primarily of those in the 31 to 50-year-old age bracket. Fewer than 18 per-

²⁴Carnegie Commission, The Open-Door Colleges, op. cit., p. 51.

²⁵Medsker and Tillery, op. cit., p. 87.

cent in the study were under 30, and only 23 percent were over 50. The master's degree is the highest one held by most members of the staff. Of those in the national sample, 77.7 percent held an M.A. or M.S. degree. Only 8.6 percent held a doctorate. Slightly more than ten percent had earned only a bachelor's, and only 3.5 percent were working on less than a bachelor's. These data correspond closely with what was reported about the highest degree held by the 1966 estimated full-time teaching and research staff in public two-year colleges in the United States: doctor's, 5.9 percent; master's, 74.9 percent; bachelor's or lower, 18.4 percent; and first professional, one percent.²⁶

A significant feature of junior college data is the characteristic which identifies that segment of the community college faculty which has pursued graduate work well beyond the M.A. yet have not earned a doctorate. It has been estimated that as much as one-fourth of all faculty in public two-year colleges are in this category. The willingness of junior college staff members to pursue further study to this extent reinforces the current proposals for creating a non-research doctorate for teachers.

Medsker and Tillery continue:

Community college faculty are recruited from a wide variety of sources. In the study of the 57 institutions, staff members were asked to indicate their principal occupation immediately before their current college position. By far the largest number--almost one-third of the total--came from the public school system, usually as teachers, counselors, or administrators from high schools. The next largest group, approximately 22 percent, were directly from graduate school. Next in line was the group, accounting for 11 percent of the total, who were recruited from four-year institutions. Approximately ten percent came from

²⁶Ibid., pp. 87-88.

business or industry and the remainder from a variety of other sources. In a study of the backgrounds of over 1,300 new full-time faculty members employed in the California community colleges in September, 1967, it was found that 36 percent were experienced secondary school teachers. The next largest group, amounting to 19 percent of the total, was composed of individuals who transferred from one junior college to another. Fifteen percent came directly from teaching positions in four-year colleges or universities. Approximately 11 percent were recruited from industry, and another nine percent, many of them from graduate school, came with no teaching experience.

A high proportion of community college faculty members are new to their institutions. Only a minority of community college staff members were oriented to the institution by reason of having once been students in such institutions or by having completed a course or courses dealing specifically with community colleges. In the national study approximately eight percent had once been students in the community college for one year or less, and another 20 percent had been students for more than one year. When asked whether they had completed a course or courses on the community college level, only one-third responded affirmatively.²⁷

No specific data are readily available, but a general impression exists that relatively few junior college faculty members are from minority ethnic groups and that the social class background of many white staff members makes it difficult for them to relate to students from various ethnic groups.

Several issues and problems with respect to staff are emphasized here because of their particular significance for the future of the public community college. Over the years a great deal of concern has been expressed about whether junior college teachers are really in harmony

²⁷Ibid., pp. 88-89

with the avowed purposes of their institutions. Two-year college leaders called attention to the fact that faculty members, in line with the theory of "reference groups," may consider themselves more closely related to a group to which they aspire to belong rather than to the junior college family of which they are actually members. In the recent national study of the 57 community colleges, referred to previously, faculty members were asked several questions about teaching in the community college and about the proper functions of such an institution.

While 53.8 percent of respondents indicated that they preferred to be employed in a community college, 26.7 percent said they would prefer to be employed at a four-year college, and 17.7 percent specified that they would prefer to be employed in a university.²⁸

A growing problem in the expanding community colleges has been the unavoidable proliferation of faculty responsibilities. Many faculty members indicate that there is inadequate time available to perform properly the academic duties for which they are responsible. Teachers in junior colleges carry heavier class loads than do those in four-year institutions and thus are subject to a comparatively unfavorable faculty-student ratio. One rough measure of teaching loads is the number of teaching hours per week, which until recently tended to be in the 15-18 hour range--with some allowance on the lower side for "lecture" courses

²⁸Ibid., p. 91.

and a slightly higher load when much of the work was in a laboratory situation.

The Carnegie Commission reports:

A more realistic measure is the figure for weekly student contact hours per full-time faculty member, which takes into consideration the number of students under a teacher's jurisdiction. In a study of faculty load conducted in 1968 for the San Jose (California) City College by the Field Service Center at the University of California at Berkley, data on this measure were gathered from several California community colleges. The study staff recommended that the college should work toward a 500 weekly student contact hour load per F.T.E. (full-time-equivalent) faculty, but that there should be legitimate variations among programs and faculty.

The American Association of Junior Colleges has made the following rough estimates of the trend in faculty-student ratio from data on enrollments and faculty reported in its Directory: 1965-1 to 26.6; 1966-1 to 24.2; 1967-1 to 22.8; 1968-1 to 22.0; 1969-1 to 23.0. No explanation is given for the increase estimated for 1969, although the use of gross data in making rough calculations could easily lead to variation. Nonetheless, the general downward trend is apparent.²⁹

Obviously, such a trend has widespread implications for institutional costs and also constitutes a variable to be reckoned with in projecting future faculty needs. The community college faculty member, unlike his four-year college and university counterpart, must work with larger numbers of heterogeneous students and must consequently be prepared to offer diversified programs of instruction including beginning, advanced, general, transfer, remedial, and terminal courses.

²⁹Ibid., pp. 92-93.

Class loads and class size directly influence the type of educational opportunities faculty members afford students and relate to the extent of learning taking place in the classroom. This point of view is well documented in Garrison's study of junior college teachers and their problems. Teachers contended that their problems included inadequate time to do their jobs, a need for professional refreshment and affiliation, a role in college government, and a need to be less isolated from one another as groups and as individuals within separate disciplines.³⁰

Traditionally, there have been no generally acceptable guidelines with which critics of faculty work loads can measure faculty productivity or justify reduced class loads to help teachers prepare to meet changing junior college students needs. Currently there is increasing concern by faculty and administrators to develop reasonable solutions to the problems of measuring junior college teaching loads. While there is no simple solution to the class load measurement problem, numerous attempts are being made by educators and others to equalize faculty assignments and responsibilities.

The Commission responded to faculty salaries, stating:

While the salaries of faculty members in public two-year colleges have increased materially in the last few years, there is still a question of whether they are sufficiently high to attract the number of high caliber teachers needed.

³⁰R. H. Garrison, Junior College Faculty: Issues and Problems--A Preliminary National Appraisal, American Association of Junior Colleges, Washington, D. C., 1967, p. 19.

A 1968 survey by the National Education Association revealed that the median annual salary in approximately 500 of these institutions for the academic year 1967-68 was \$9,165. The faculties of about five percent of these institutions received \$13,500 or more a year, 11.6 percent received \$12,500 or above, and 4.7 percent received less than \$6,500. As would be expected, there were differences among regions, with the colleges in the far west paying considerably more than those located in the southeastern part of the nation.

It is difficult to compare salaries paid to faculty in two-year colleges with those in four-year institutions. One reason for this is that most of the four-year colleges and universities utilize the system of academic rank in the employment and promotion of faculty, whereas this system is not used in many of the two-year institutions. Salary data for the four-year colleges are reported by rank. The median salary of all full-time teaching personnel in four-year institutions was \$10,235.³¹

Undoubtedly, part of the difference in salaries between the two types of institutions is accounted for by differences in qualification as measured by degrees held and also by differences in criteria for promotion. Only a relatively small percentage of junior college faculty hold doctoral degrees, but the reverse is true for faculty members in four-year institutions.

In recent years, faculty members in two-year institutions have accelerated their demand for fringe benefits and, to a large extent, have been successful in obtaining them. Thus in recent years junior colleges have increased retirement benefits, improved sabbatical leave privileges, and have initiated health and dental plans. How far junior colleges can go in raising salaries and increasing fringe benefits is a question with

³¹Medsker and Tillery, op. cit., p. 95.

many implications. To argue against higher compensation regardless of its form would seem to argue against quality teaching and adequate teacher supply. However, faculty positions in community colleges must be made increasingly attractive, and it seems unreasonable that the differential between salaries in public and private two-year colleges and in four-year institutions should be as great as it is.

Although it is difficult to ascertain the number of junior colleges using academic rank, increasing numbers of them are adopting such a system. Nevertheless, many educators believe that the two-year college should carefully consider its function and mission before moving toward a reward system so closely associated with the university model. A system of academic rank and the effect its adoption might have on the type and quality of instruction provided in the junior college is of particular concern.

In an article entitled "Academic Rank--Promise or Peril," Dale Tillery contends that professorial rank is identified with the traditions of scholarship and the advancement of the frontiers of knowledge, but that a junior college faculty structure should be based on very different but equally worthy goals. If junior college structure is to be non-traditional, a question arises as to whether a two-year college can best serve its purpose by adopting the traditional ranking system of the four-year college and university.³²

³²Dale Tillery, "Academic Rank--Promise or Peril," Junior College Journal, Vol. 33, No. 6, 1963, pp. 6-9.

If the community colleges are to meet the cultural, educational, social, and vocational needs of the community, the advantages and disadvantages of academic rank should be carefully reviewed before being accepted as a part of the community college image. This is particularly important today when this institution enrolls an increasing number of students who are unfamiliar with and unaccustomed to the rank and status of professorial titles traditionally associated with four-year institutions.

Faculty preparation for junior college teaching is extremely important. Good teaching is said to characterize these institutions, and an enormous number of faculty members must be recruited for the expanding numbers of public two-year colleges. According to the Carnegie Commission, the problem of faculty preparation may be divided into two parts:

1. Preservice Training. The fact that, historically, the public community college was considered an extension of the secondary school meant that initially, in most of the states, credential requirements imposed by the state departments of education dictated a certain amount of professional preparation for junior college teaching. The advent of the public two-year college as a system divorced from the public schools has almost eliminated the credential requirement or at least has placed increasing emphasis on subject matter preparation.

This situation gives rise to concern as to whether those entering community college teaching are sufficiently oriented to the task of dealing with an exceedingly diverse student population. An understanding of the mission and scope of the community college and of how students with varying motivational, interest, and ability patterns learn is essential. It appears that in recent years the preparation of teachers for this level of education has been limited primarily to preparation in subject matter. The major obstacle to the development of

programs for the training of community college teachers is that there has been no clear cut allocation of responsibility for this task.

The American Association of Junior Colleges indicated later that during 1969, 75 to 100 graduate institutions offered an identifiable graduate program designed to include preparation of new, career oriented, junior college faculty in one or more recognized disciplines.

Whether two-year colleges will or should employ an increasing number of teachers holding doctorates is a moot question at this time. The growing number of individuals with such a degree who appear to have difficulty in obtaining employment could lead many of them to seek and obtain positions in junior colleges. However, persuasive arguments can be advanced for specifically designed programs to prepare junior college teachers. There are new demands for such programs growing out of an increasing awareness of the dangers inherent in a system which recruits faculty who are neither familiar with, nor concerned about, the role of the community college, who have no concept concerning the nature of its student body, and who are unaware of learning theories and means of evaluation.

2. In-service Training. Even if the majority of future junior college teachers were to be recruited from well conceived special training programs, their need for professional growth after employment would continue. Faculty will be recruited from many additional sources, and those long on the job will have the usual problems with respect to keeping up with their subject fields. Thus, the need for well conceived in-service programs grows greater each year. Although many administrators admit to this need and annually resolve to do something about it, the pressure of time and other problems seems to reduce the incidence of such programs to a minimum.³³

Whether formally planned or not, the potential for cooperation between local districts and nearby four-year colleges and universities appears

³³Ibid., pp. 98-100.

to be both necessary and real. The costs of such ventures must, of course, be borne by someone, and they may indeed be a responsibility of the districts themselves. One way of assuring developments along this line would be for the state agencies responsible for community colleges to assume leadership in statewide plans that would facilitate cooperative arrangements between districts and teacher training institutions.

A number of uncontrolled variables enter into any projection of the future need for faculty members and administrators. The base, which itself is an estimate, obviously is the number of students to be accommodated. Beyond that, there are trends in the expected faculty-student ratio, the teacher class or clock hour load, and the nature of the educational program.

Based upon full time equivalent enrollment a projection made by the Carnegie Commission shows that rough estimates have been made of faculty needs in public community colleges for the next decade. These estimates show:

Projected F.T.E. enrollments in junior colleges by 1975 will be approximately 2.1 million students, and by 1980 it is predicted that it will be over 2.6 million. Two different assumptions were made about faculty-student ratio. One was that present trends toward a lower ratio would continue and would stabilize at one to twenty. The other was that, due to further development and utilization of teaching technologies, tutorials, and independent study, the ratio might eventually increase to a high of one to twenty-five.

Several aspects of faculty needs during the 1970's have been projected. Estimates have been made for total F.T.E.

as well as for the total number of faculty members needed by 1975 and 1980. Thus, by 1980 a total of 128,000 individuals may be needed if the ratio stabilizes at one to twenty, whereas 103,000 would be required at the higher ratio of one to twenty-five. Based on the requirements for 1970, this would mean an increase by 1980 in new faculty of either 59,000 or 47,000, depending on the faculty-student ratio. It is necessary, however, to allow also for replacements due to separations, retirements, and deaths, and when this is considered, an additional 30,000 or 24,000 will need to be recruited, thus making the total additional faculty either 89,000 or 71,000 by 1980.

Another assumption was that the present distribution of faculty members (on an F.T.E. basis) by major field would remain reasonably constant. While such an assumption may not be entirely correct due to the need for the community college to become increasingly flexible, and also due to shifts in the total occupational patterns in the United States which have obvious implications for the community college curriculum, it at least leads to a rough approximation of faculty needs by fields.³⁴

Estimating the number of community college administrators needed for the future is quite another matter, although here, too, the variables do not remain constant. In 1965, it was predicted that the average number of new administrators of junior colleges per year would be as follows:

TABLE 3-1

Year	Chief Administrators	Chief Administrative Deans	Chief Student Personnel Administrators	Chief Business Officers
1965-70	82.2	86.8	54.8	61.4
1970-75	95.2	101.6	65.0	70.2
1975-80	103.2	113.0	71.4	76.6

³⁴Ibid., pp. 100-101.

In 1968, a follow-up report showed that in 1966 and 1967 the actual numbers of new chief administrators were 161 and 165 and respectively--nearly double the earlier estimate by year during this period. The excess was attributed to the far greater number of new institutions that opened in those years (56 in 1966 and 72 in 1967) that was originally estimated.³⁵

Summarizing the faculty and staff needs, Medsker and Tillery state:

In the light of new projections for the community college during the 1970's it appears that the administrative projections are still too conservative. Assuming that 280 new institutions will be established during the decade, a like number of new chief administrators will obviously be needed. In addition, based on a possible longevity period of 15 years, at least an additional 600 administrators would be required for replacements, thus bringing the possible total to nearly 900.

As present institutions increase in size, additional administrative officers to carry the load of work brought about by such growth will add to the total required for new institutions and for replacements. Fortunately, with funds made available by the W. K. Kellogg Foundation, a number of universities have, over the last decade, established centers for the preparation of administrators for the community colleges. These centers have added substantially to the supply and quality of community college administrators at all levels and in addition have aided the individual colleges in many ways.³⁶

³⁵R. E. Schults, The Junior College President: Who and Where From?, Address at the National Conference on the Junior College President, University of California, Los Angeles, 1968, pp. 3-4.

³⁶Medsker and Tillery, op. cit., pp. 103-104.

IV. Junior College Support and Control

The community colleges are organized and supported in more varied and complex ways than are any other institutions of public post-secondary education. No single national pattern characterizes their governance. Their very title implies a local orientation and that they have had a legal affiliation with some type of local tax district.

Because each state has responsibility for its own educational system, it is not surprising that a variety of forms for the provisions of such a new and rapidly developing institution as the community college should emerge. Today two basic state patterns prevail: (1) situations in which the responsibility for the community colleges is shared between local and state government, and (2) those in which this responsibility rests primarily with the state. There are, however, a few states within which some of the community colleges are maintained under one plan and others under another. A variation is found in several states, where there are two-year branches maintained by major universities which are classified as community colleges. In some instances these exist alongside regular community colleges.³⁷

More confusing still is the variety of state level agencies which are responsible for community colleges. To the extent that community colleges have been maintained by some type of local district, like all local schools they have been subjected to varying degrees of control and

³⁷Medsker and Tillery, op. cit., p. 106.

coordination by some state agency, historically a state board of education or a state department of public instruction.

Medsker and Tillery relate the following:

The number of states exercising full control has increased substantially in the last decade. In Colorado, Massachusetts, and Minnesota, among others, local boards recently have relinquished full control to the state or were in the process of doing so. In other states, such as Alabama, Connecticut, Virginia, and Rhode Island, initial legislation for community colleges provided for this type of control at the outset. In states which changed their form of control, the action was taken because the voters in many metropolitan and suburban communities which badly needed community colleges were reluctant to levy taxes for the necessary partial support. While the states making this change have generally given existing community colleges the option of either joining the state system or remaining under a local board, in most instances the institutions have either affiliated with the state plan or have taken steps to do so. The governing board for fully state controlled community colleges is either separately organized for that purpose or is also responsible for other institutions of higher education in the state.

The practice of operating community colleges under the jurisdiction of a local board but almost always with a degree of control and coordination by the state is the oldest, most prevalent, and most complex of the various governance forms. Its complexity arises out of two situations. The first is the sheer number of separate local governing bodies in states with numerous community colleges. This results in variations in policies and practices throughout the state. Presumably, a separate governing board primarily responsible for the college in a community tends to ensure that the college will be responsive to community needs and characteristics. This contention is difficult to prove, however, and it may be that the virtues of local control lie as much with the emotional involvement of people and their pride of "ownership" as with the ability of a local board to perceive educational needs.

The second problem is the potential conflict between whatever plan for coordination is built into the state system and

the ideal of local control. Now that community colleges are rapidly assuming a prominent place in post-secondary education, a state, as a whole, has even greater interest in their development and efficient operation, hence it increases its scrutiny of them.³⁸

Various types of control agencies at the state level have evolved. Some organizational arrangement within the state department of education or public instruction is still the most prevalent means of implementing the state's role in coordinating community colleges. In most states a subunit within these agencies is responsible for community colleges, and these units are becoming increasingly more powerful and sophisticated.

The Commission points out that:

A proper division of responsibilities should ensure that community college education for an entire state would accomplish as economically and efficiently as possible what the people, through legislative bodies, have assigned to it. The task of building and managing a "system" of community colleges in a given state can no longer be left to chance, and it may be that no one type of state agency is necessarily superior to another in this regard. Perhaps the current diversity of plans may, in the long run, reveal the most effective organizational pattern. It seems certain that the trend is in the direction of greater state control over all public higher education, and while there are legitimate concerns as to whether this trend will impinge on the concept of the community college, there are still ways in which a college can maintain a close relationship with its community. Where there is full state control, strong local advisory committees with responsibility for making recommendations to both the college and state board, and the involvement of college administrators and faculty in state planning and policy making, have helped to retain local initiative.

³⁸Ibid., pp. 106-108.

Acknowledging a decade of phenomenal growth in the number of public community colleges throughout the nation, it seems proper to address the increased need for state-wide coordination of all units of higher education. Significant purposes of such planning included finding a rational means for establishing support priorities and the efficient allocation of responsibilities among units of higher education.

At least half the states in the nation report statewide planning in process. Nineteen states had either officially adopted state master plans or had the development of a master plan firmly under way.

With 739 two-year public institutions in 1968 enrolling approximately 1.8 million full and part-time students, and with the number of colleges and students increasing each year, the total cost of operating these institutions and constructing facilities for them is understandably of great magnitude.³⁹

There is the philosophical stance held by many individuals that the cost of attending a community college should be very low and that tuition should be either nonexistent or minimal. Despite the prevailing belief that an institution designed to democratize higher education should eliminate the charges that tend to prevent students of low economic means from attending it, there are few states where at least a small charge is not required by law or at least made optional. Another factor to consider is the inevitable relationship between patterns of control and support. In states which regard the community college totally as a state function, most--if not all--of the revenue for operating and capital outlay purposes is derived from state funds. On the other hand, in those states which

³⁹A. S. Hurlburt, State Master Plans for Community Colleges, American Association of Junior Colleges, Washington, D.C., 1969, pp. 4-6.

share legal responsibility with local governments, financial responsibility is also shared. In reality, then, there is no single pattern for the support of community colleges but rather a variety, depending upon the legal provisions for these institutions in each state.

A final consideration is student aid. Concern about the availability of funds to enable poor students to remain in school in face of rising costs has increased dramatically in recent years. In no institution is the problem more serious than in the community college, which, by its nature, enrolls so many students from low income families. The problem is accentuated as an increasing number of young people from ethnic minority groups aspire to extend their education. Serious doubts can be raised about the viability of the community college as a democratizing agent unless means can be found to assist needy students to take advantage of it.

Medsker and Tillery indicated:

The foregoing list of questions and problems concerning the financial support of community colleges suggests the complexity of the overall problem and calls attention to some of the reasons why those who advocate and plan for community colleges must be concerned as much about the philosophy of how these institutions are to be supported as with the sources and nature of the support. First of all, it is unwise to consider the community college as a financial bargain, since the cost of educating a student in the first two years of post-secondary education is not necessarily less than in other institutions. A system of community colleges may prove to be economical to a state in that the facilities of the four-year institutions can be utilized to greater advantage for upper division and graduate students--an important factor in state educational planning.

It is also clear that in considering methods of financing, account must be taken of a fundamental purpose of the community college, namely, its role in equalizing educational opportunity. The point should be made that enhancing the opportunity for Americans to continue their education beyond high school depends on the proximity of open-door educational institutions and the availability of relevant programs for the diverse student body. But neither the institutions nor the programs can serve students who cannot afford to avail themselves of the opportunities at hand. Hence a third element must be added, namely, financial ease in attendance.⁴⁰

In regard to financial support of community colleges, there is great variation in support practices that might be expected as a result of varying state plans. The great variation in the percent of expenditures met from each source reflects the nature and size of the total program in each state. Thus, in instances in which the program is vocationally oriented and perhaps of most size the percentage of federal funds would be greater than in states with large and more comprehensive programs.

Medsker and Tillery continue:

Attention should also be called to those state institutions which share control and support with the local community. While the proportion borne by either the state or the local agency may be expected to vary because of tuition and other factors, it is noteworthy that state and local partnership in support of current expenses is the predominant pattern. These data indicate a significant shift in this decade to a more equitable sharing of current expenses between local and state agencies. The sharing of approximately one-third of the current revenues by local and state agencies reflects the national view of support for community college operations, as shown in Table 3-2, and indicates the growing acceptance by state agencies of financial responsibility for community college development.

⁴⁰Medsker and Tillery, op. cit., p. 114.

TABLE 3-2

Source	Amount*	Percent
Local government	\$236,773	33
State government	241,367	34
Federal government	29,735	4
Tuition and fees	93,547	13
Room, board, and all other charges	43,710	6
Earnings from endowment investments	1,163	1
Private gifts and grants	2,657	3
Other Sources	<u>46,483</u>	<u>6</u>
Total	<u>\$695,435</u>	<u>100</u>

*Dollar amounts and percentages have been collapsed and rounded.
 SOURCE: U.S. Office of Education, National Center for Education
 Statistics: Adapted from "Financial Statistics of Institutions of Higher
 Education," Current Funds and Revenue 1965-66, Washington, D.C.,
 1969.

Of general interest is the manner in which revenues are distributed among categories of expenditures. As a supplement to the information in Table 3-2 the expenditures for 1965-66 in public two-year institutions are reported in Table 3-3. The substantial percentage of the income that was expended for instructional and related purposes tends to document the fundamental characteristics of the community college as a teaching institution.

Information dealing with sources of funds for capital outlay again clearly depicts the diversity of practices among states. The rather heavy contribution of the federal government reflects the impact of the Higher Education Facilities Act of 1963 and subsequent amendments which authorized that a substantial percentage of the funds be designated for community colleges on a matching basis by state and local agencies. Many of the states have a formula for the sharing of state and local efforts for capital outlay. In New York, for example, the capital costs are shared equally by the state and local community, and this formula has been adopted in a number of other states. In Illinois, the current formula calls for a state contribution of 75 percent, with the

local district responsible for the remaining 25 percent. The receipt of federal funds reduces the percentage charged to the state and the local community. Still other states operate on a more current basis and are dependent upon legislative appropriations and the revenue from periodic bond issues to assist local communities. In a number of states where community colleges are under local control, no limit is set on the funds that may be raised locally for building purposes.⁴¹

TABLE 3-3
Expenditures 1965-66

Category	Amount*	Percent*
Instructional	\$340,835	52
Extension and public service	19,015	3
Libraries	22,358	4
Physical plant maintenance	61,879	10
General administration	88,566	11
Other educational and general	23,981	4
Student aids and grants	5,169	1
Auxiliary enterprises	52,548	9
Current funds for physical assets	<u>38,106</u>	<u>6</u>
Total	<u>\$652,456</u>	<u>100</u>

*Dollar amounts and percentages have been collapsed and rounded.
SOURCE: Adapted from the U.S. Office of Education, National Center for Education Statistics: "Financial Statistics of Institutions of Higher Education," Current Funds and Revenue Expenditures 1965-66, Washington, D.C., 1969.

It would be easy to assert that the overriding concern about the support of the community college is whether it can be adequately financed. Here again, the discussion must start by recognizing the close relationship between control and support. As previously indicated, the two

⁴¹Ibid., pp. 115-119.

prevalent forms of control are the fully state controlled plan and the sharing of control between the state and local community. It is easy to advance financial arguments in favor of either plan. It can be said, for example, that a state plan ensures more uniform support and that it does so from a statewide tax base, rather than in part from a local base that is often the victim of antiquated tax practices. Proponents of the combination of state and local effort, in addition to pointing to philosophical reasons why a community college should be partly a product of its immediate environment, claim that it can tap local resources and willing support in excess of all possibilities from state effort alone. There is no simple response to either argument, and certainly there is no major reason why either plan should be abandoned in favor of the other. One point that is clear, however, is the necessity that in states which share the responsibility the contribution must be substantial, so that the local community is not burdened with an inordinate part of the cost of either operation or capital outlay.

The responsibility of the federal government is of increasing concern. Proposed legislation, particularly that introduced by Senator Harrison Williams, and in the 91st session of Congress, recognizes the necessity for greater financial assistance from federal sources if the community college is to make the forward leap which public opinion seems to dictate. It seems reasonable to predict that with the recognized need for additional community colleges and further development of those

already in existence, additional federal assistance must and will increase. The question, within the larger issue of the future of institutional support, of how America's urban poor and disadvantaged minorities are to pay even the minimal costs of post-secondary education is still unanswered. Because of this the Carnegie Commission recommended that states revise their legislation, whenever necessary, to provide for uniform low tuition charges at public two-year institutions.⁴²

Still another remaining issue pertains to the availability of funds for student assistance, which is more pressing in community colleges than in most other types of institutions. The Commission reports:

Because of legal restrictions which prohibit funds from local tax sources from being made available directly to individuals, legislation to liberalize the use of tax funds may prove necessary. In addition, implementation of one of several proposed plans emphasizing federal aid to students is needed for higher education generally and specifically for the community college.

Serious thought must be given to the mounting overall cost of community colleges in the next decade. Those who might view critically the outlay of funds necessary to maintain a national network of community colleges should keep in mind two fundamental points. First, total expenditures for all higher education will inevitably increase. Whether it is less costly to educate lower-division students in community colleges than in four-year colleges is not clear. Nonetheless, an efficient use of faculty and facilities at all levels of higher education may depend upon the ability of the community colleges to absorb a large proportion of lower-division students.

The second and more important point is that the nation's needs are such that the services of the comprehensive

⁴²Ibid., pp. 212-122.

community colleges are required for functions not fulfilled by other types of institutions. Accordingly, the intrinsic value of community colleges must justify their costs. It could be argued that the community college increases the total cost of higher education because it attracts into the college stream--even the baccalaureate stream--students who otherwise would never consider college. But this argument has to be considered in terms of the economic and social advantages--to the individual and to society--of an increase in the general education level of the population.⁴³

V. Oscar Rose Junior College Students

Identification of the Oscar Rose Junior College student involves a review of characteristics of the community in which the college is located. Especially revealing are statistics extracted from the 1970 Census of Population and Housing pertaining to the college district and the Standard Metropolitan Statistical Area.⁴⁴

Both Del City and Midwest City are located within the Oklahoma City metropolitan area. Del City is one of Oklahoma's fastest growing communities, showing a 110 percent population increase during the years 1960 through 1970. Midwest City experienced a 34 percent growth in the same decade. The college district has seen a population growth from 48,992 in 1960 to 75,247 in 1970 or approximately 71 percent in the past

⁴³Medsker and Tillery, op. cit., pp. 122-123.

⁴⁴U.S. Bureau of the Census, Characteristics of the Population, Vol. 1, Part 38, pp. 60-73.

ten years. There are over 25,000 households in the district, 80 percent of which are owner-occupied; the average value of these homes is about \$12,900.

The total population of the Standard Metropolitan Statistical Area (SMSA) for 1970 was 640,880, or approximately 25 percent of the total population of the State. Within a 50 mile radius of downtown Oklahoma City there is a total 802,146 people. Within this 50 mile radius live about 95 percent of Oscar Rose Junior College's 5,243 students enrolled for the Fall Semester 1973. The racial composition of the SMSA is roughly 89 percent White, 8.46 percent Black and 2.03 percent Indian. The service area includes 75,247 persons, of which 97 percent are White.

TABLE 3-4
Racial Composition for State,
SMSA and District, 1970

Race	State	SMSA	District
Percent Black	6.71	8.46	0.53
Percent White	89.10	89.13	96.84
Percent Indian	3.84	N/A	2.19

The State saw a 9.9 percent population increase between 1960 and 1970, while the SMSA showed an increase of 35.1 percent and the district, 71.6 percent, during the same period. Population projections for Oklahoma City and college service area are exhibited on the following page.

TABLE 3-5
Population Projections for Oklahoma City
SMSA and College District

Year	SMSA	College District
1970	640,880	75,247
1980	760,000	94,200
1990	900,000	122,800

It is estimated that populations will reach 900,000 for the SMSA and 122,800 for the district by 1990, according to a study accomplished by the Del City and Midwest City Planning Commission. For individual breakdown of population studies, see Tables III-1, III-2 and III-3 in the Appendix.⁴⁵

Comparisons of median incomes reveal that the median income for the college service area is considerably higher than that of the State. The figures for the State, SMSA, and college service area are \$8,972, \$9,345, and \$9,916, respectively. Table 3-6 illustrates that the percentage of incomes below the poverty level is 6.5 percent of families within the college service area, which is significantly less than the 15 percent of families in the State.

⁴⁵Oscar Rose Junior College, Institutional Self-Study, April, 1974, p. 17.

TABLE 3-6
Income Less than Poverty

Description	State	SMSA	College District
Percent of all families	15.0	9.4	6.5
Families with female head	26.3	36.7	32.0
With own children under 18 years	81.6	87.0	91.2
With own children under 6 years	41.9	49.0	N/A
Percent in labor force	37.8	41.9	85.7

Employment figures (see Table 3-7) show 39 percent of the individuals in the college district employed in some form of government work. This is explained by the presence of Tinker Air Force Base which employs over 22,000 civilians.

TABLE 3-7
Employed Persons: Occupational Classification

Employed Persons	SMSA	College District
Percent in manufacturing industries	13.8	11.0
Percent in white-collar	56.1	57.4
Percent of government workers	25.1	39.1

Approximately 40 percent of the females 16 years of age and over are employed within the college district, compared to 38.6 percent for the State, and a national percentage of 41 percent. The census data indicates only a three percent unemployment rate within the college service area, a figure considerably lower than State and national percentages. A

review of the number of persons per household in the state, SMSA, and college service area indicate that the college district is composed of younger families than are the other areas since the number of persons per household is 3.28, as compared to the state, with 2.90 and the SMSA, with 2.96.

Tables 3-8 and 3-9 depict student cultures and student characteristics of Oscar Rose Junior College from the Fall Semester 1970 through the Fall Semester 1973. The College is an open-door institution, providing adult students the opportunity to enter college without having graduated from high school or having attained equivalent status through the General Education Development Exam. In light of this policy, it is not surprising that only about 80 percent of the Fall, 1973 students are high school graduates; however, it is noteworthy that more than 12 percent have passed the GED examination.

TABLE 3-8
Student Cultures

Culture	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1973
Afro-American	3%	3%	5%	6%	6.5%	9%	11.7%
Caucasian	95%	93%	92%	91%	87%	85%	83%
American Indian	2%	2%	1.4%	2%	2%	2.4%	2.3%
Spanish American					0.5%	0.6%	0.5%
Oriental American					0.5%	0.6%	0.5%
Other		2%	1.6%	1%	3.5%	2.4%	2%

TABLE 3-9
Student Characteristics

Description	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	Fall 1973
Total Number of Students	1,747	1,972	3,089	3,167	4,128	4,434	5,243
Full Time	40%	45%	45%	45%	45%	45%	49%
Male	62%	60%	61%	62%	51%	61%	59%
Female	38%	40%	39%	38%	49%	39%	41%
High School Graduates	90%	85%	91%	90%	69%	79%	80%
GED	7%	15%	9%	8%	13%	14%	12%
In-District	64%	67%	59%	57%	52%	58%	58%
Out-of-District	35%	30%	38%	40%	35%	37%	39%
Out-of-State	.8%	1.9%	2.3%	2.5%	1.9%	2.1%	2.1%
Foreign Students	.2%	0.7%	0.9%	1.5%	1.6%	2.0%	2.1%
Single	51%	45%	49%	47%	61%	53%	52%
Married	47%	50%	45%	47%	39%	47%	48%
Widowed or Divorced	2%	5%	6%	6%	--	--	--
Average Age	25.1	25.1	24.3	25.2	27.2	26.2	25.9
Median Age	23	23	22	23	24	24	23.5
Employed:							
Full Time/Part Time	59%	60%	63%	64%	65%	65%	N/A
At Tinker	N/A	N/A	N/A	13%	19%	21%	18%
Enrolled:							
Day Classes	51%	57%	59%	56%	55%	49%	49%
Evening Classes	49%	43%	41%	44%	45%	51%	51%
Day and Evening Classes	7%	7%	8%	10%	6%	8%	7%

From Tables III-4 and III-5 in the Appendix, it is evident that Oscar Rose Junior College's admission requirements and financial costs, when compared to those of other institutions of higher learning in the State and SMSA, provide educational opportunity to many individuals who would not be able to attend college otherwise. One result of this increased opportunity is the wide span of ages represented in the student body. The average age is 25.9 years, with students ages ranging from a few 17-year-olds to over 400 senior adults.⁴⁶

Table 3-10 shows a comparison between college district age categories and those of the SMSA and State. The college district, with a larger percentage of persons both under 18 and in the 18-64 year range, point to the potential population pool during the next several decades.

TABLE 3-10
Population by Age Breakdown

Percentage	State	SMSA	College District
Under 18 years	32.7	34.1	38.4
18 to 64 years	55.6	57.5	57.5
65 and over	11.7	8.4	3.9

These figures, together with present enrollment figures substantiate both the immediate need and the potential in the future for an institution of higher education.

⁴⁶Oscar Rose Junior College, Institutional Self-Study, op. cit., p. 16.

Of the total Oscar Rose enrollment approximately 58 percent reside within the college service area and 39 percent come from the rest of the State and SMSA; the remaining three percent is composed of out-of-state and foreign students. This last category has increased from less than one percent, when the school opened, to the present figure during the Fall, 1973 Semester. Significantly, about 48 percent of the students are married and the enrollment is equally divided between day and night classes, with approximately seven percent attending both sessions.

Perhaps the most important change in student characteristics since the opening of the College is the increase in the percentage of racial/ethnic minorities. In Fall, 1970, about five percent of the students were non-caucasians; but by the Fall, 1973, the figure rose to 16 percent. Among the racial groupings, the number of Black students has increased the most. Their growth, from about three percent in Fall, 1970, to over ten percent in Fall, 1973, can be attributed to the fact that the College is attracting Black students from outside the college primary service area, since the percentage of Blacks within the primary service area is only 0.5 percent.

Each student who enters Oscar Rose Junior College has certain educational objectives and expectations of both the College and himself. Along with these, the student brings a diversity of abilities, aptitudes, and a host of other characteristics.

Research data furnished by the American College Testing Program indicates that Oscar Rose Junior College students compare favorably with national norms for students enrolled in two-year college degree granting institutions.⁴⁷

TABLE 3-11
Mean ACT Scores of Entering Freshmen

Year	English	Mathematics	Social Studies	Sciences	Comp
1971-72	15.8	16.2	16.8	18.7	17.0
1972-73	17.0	15.8	17.2	19.5	17.5
1973-74	16.3	15.2	15.9	18.1	16.5

Mean composite standard scores for entering freshmen in 1971-72 and 1972-73 exceeded the national norm of 16.6 while entering freshmen in 1973-74 scored slightly below with a mean composite standard score of 16.5.

TABLE 3-12
Tested Ability of Entering Frshmen (ACT)

Range of Test Scores Based on National Norms	Percent 1971-72	Percent 1972-73	Percent 1973-74
1-15	39	36	44
16-20	35	33	35
21-25	22	25	17
26-36	4	6	4

⁴⁷American College Testing Program, The Class Profile Service Report, 1971-72/1972-73/1973-74, p. 6.

The mean high school grade point average nationally for men is 2.11, for women 2.50, and total 2.34. In all three of the previously mentioned years, Oscar Rose Junior College students exceeded the national averages. The Table below presents the data as compiled by the American College Testing Program.⁴⁸

TABLE 3-13
Percentage of Students in Various
High School GPA Categories

Entering Freshmen	GPA	Men	Women	Total
1971-72	3.5-4.0	4	15	8
	2.5-3.4	33	51	40
	1.5-2.4	57	33	48
	0.5-1.4	6	1	4
	0.0-0.4	0	0	0
Mean		2.27	2.69	2.43
1972-73	3.5-4.0	8	20	13
	2.5-3.4	42	48	45
	1.5-2.4	47	32	39
	0.5-1.4	4	1	2
	0.0-0.4	0	0	0
Mean		2.42	2.74	2.58
1973-74	3.5-4.0	7	24	15
	1.5-3.4	41	45	43
	1.5-1.4	47	29	38
	0.5-1.4	6	2	4
	0.0-0.4	0	0	0
Mean		2.42	2.79	2.61

⁴⁸ Ibid, p. 8.

At the beginning of the 1973 Fall Semester, Nelson-Denny Reading Tests were administered to students enrolled in freshman English. The purpose of this was to determine students' reading levels. Results of the testing revealed that a significant number of students enrolled in freshman English were reading at less than the fiftieth percentile. This information was used to aid instructors in teaching and as a basis for counseling students into developmental reading and basic communications. The results of the testing is reported by frequency count of percentile scores in Table III-6 in the Appendix.

Instructors administered teacher judgmental composition tests in conjunction with the Nelson-Denny. Scored tests were checked at random. Perusal of the data suggested no correlation between the scores on the Nelson-Denny and the teacher-made composition. Students above the seventieth percentile made no failing grades; however, 16 students on the thirtieth percentile and below received grades of "A" on their compositions. A suggested factor could be the timing element on the reading test as contrasted to no timing for writing. Twenty-eight students were counseled into developmental reading and basic communications classes.

A general analysis of the characteristics of the Oscar Rose Junior College student body beginning with the 1970 Fall Semester, and including the 1973 Fall Semester is presented in Table 3-9. Summer sessions have not been included in this Table.

Perusal of Table 3-9 indicates that the ratio of high school graduates and transfer students to the total enrollment has remained fairly constant. The ratio of students entering on GED Certificates has decreased. This is evidence of a further liberalization of entry requirements by the Oklahoma State Regents for Higher Education. (Non-high school graduates may now be granted provisional admission on the basis of having participated in the ACT Program). The number of out-of-state and international students has fluctuated from semester to semester.

It is also significant to note that approximately 60 percent of the students attending Oscar Rose Junior College are employed. This fact, in conjunction with the average age of the student body, has ramifications important to educational objectives and to involvement in campus activities. These students also usually carry a reduced course load which is reflected in the average number of credit hours taken by Oscar Rose Junior College students.

The Office of Financial Aids consistently has provided assistance to approximately eight percent of the total enrollment. These students have received assistance through the various federal and state loan programs, federal grants, and federally funded college work-study programs.

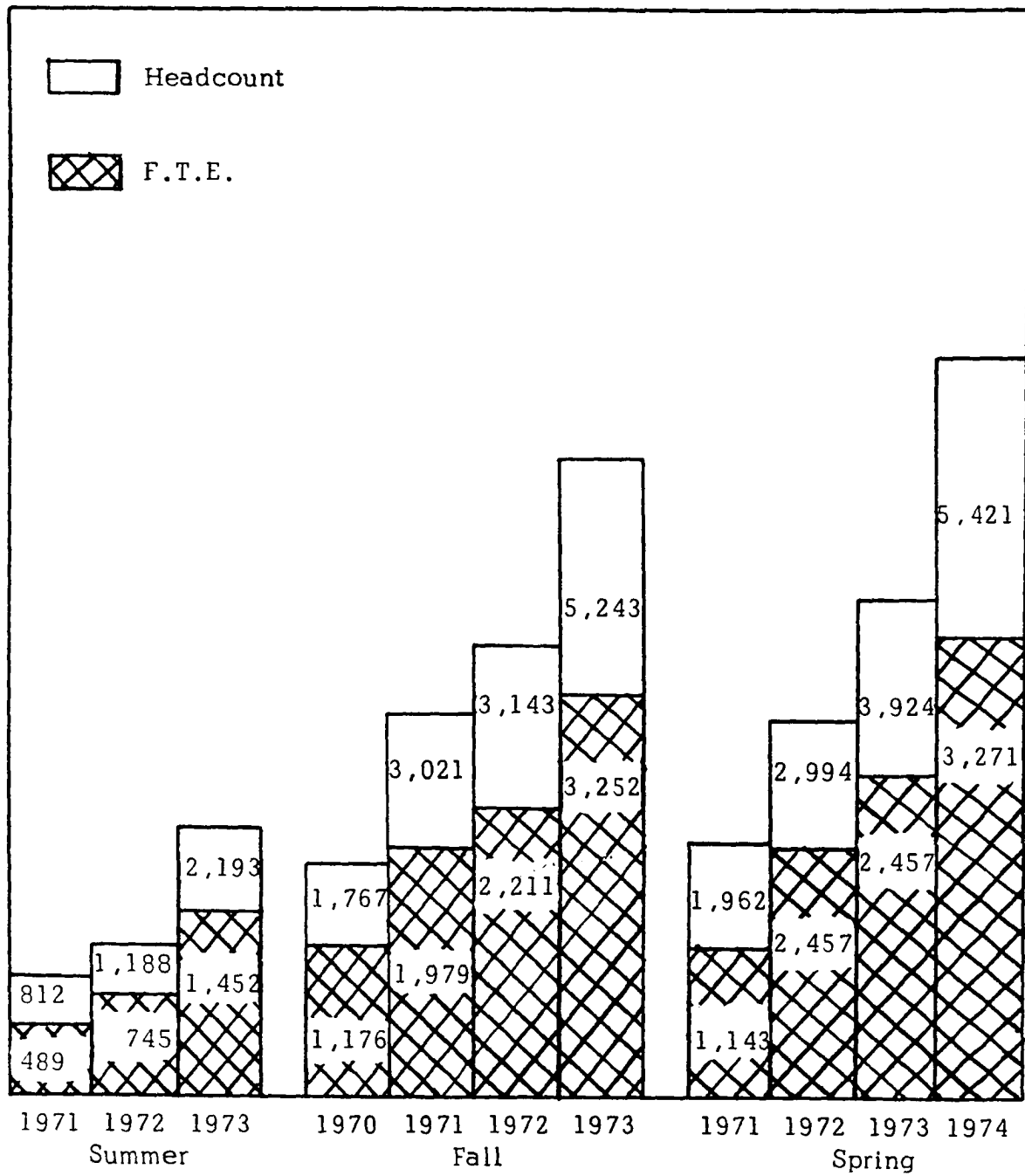
The spring and summer of 1972 found the institution arriving at a decision to embark on a course designed specifically to identify objectives and expectations of the Oscar Rose Junior College student body. The purposes were to provide an organized in-put of this data into the policy-

making bodies of the institution and to design an academic advisement program which would assist students in achieving their objectives. This system of student objective identification has now provided Oscar Rose Junior College with its first real concrete data regarding the objectives of its student body.

Analysis of the data obtained from the initial use of the Educational Objectives Cards appear to indicate that Oscar Rose Junior College students indicated their intent to transfer at a rate of 56 percent; career proficiency as a primary goal was listed by 20 percent; an interest only in continuing education was given by 14 percent; and, data was not available for ten percent. It was also noted that approximately 80 percent of those for whom Educational Objective Cards were completed indicated their desire to obtain at least the Associate Degree, while less than five percent were pursuing one of the certificate programs.

Enrollment at Oscar Rose Junior College has increased at an extremely rapid pace. When the College first opened its doors to receive students in the fall of 1970, the most optimistic prognosticators projected an enrollment of 1,000 students. A total of 1,767 students, rather than the expected 1,000, began their course work at Oscar Rose Junior College that semester. Thus, a trend in enrollments was started which has continued through virtually each enrollment period. This growth pattern is illustrated in Figure 3-1.

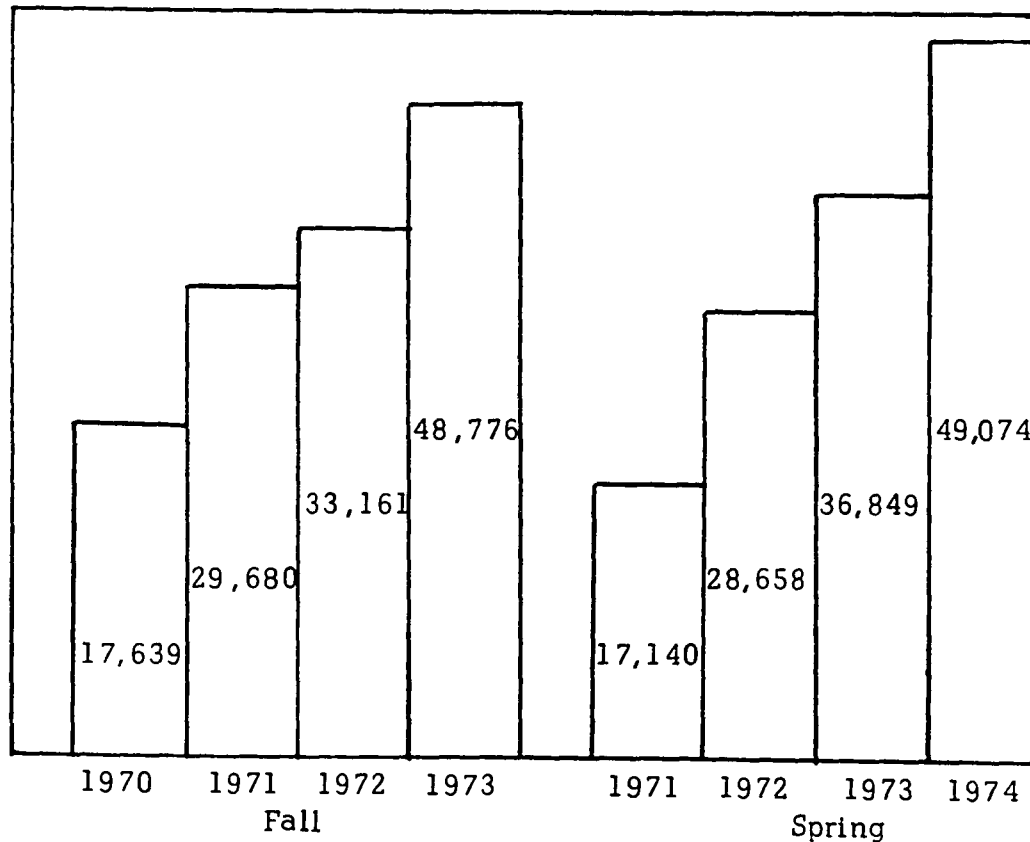
FIGURE 3-1
Headcount and F.T.E. by Semester



The information in Figure 3-1 reveals a steady increase in collegiate enrollments and F.T.E. for summer sessions as well as fall and spring semesters from 1970 until the present. Total enrollment figures show a substantial gain from 1,767 students in the 1970 Fall Semester to the current figure of 5,421 for the 1974 Spring Semester.

Other studies have shown that credit hour production has experienced a growth similar to those patterns found in enrollment and F.T.E. analyses. As indicated in Figure 3-2 below, credit hour production has increased from 17,639 in the 1970 Fall Semester to an all time high figure of 49,074 for the 1974 Spring Semester.

FIGURE 3-2



Steady growth has also been experienced in non-credit enrollments. The College, in its firm commitment to serving the total needs of the community, initiated an intensive non-credit program through the Continuing Education and Community Services Department. Non-credit enrollment trends are shown in Table 3-14.

TABLE 3-14
Non-Credit Enrollments through
1973 Fall Semester

1970 Fall	1971			1972			1973		
	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall
38	73	26	243	208	89	485	510	323	808

Non-credit courses are an integral part of a junior college's realizing its distinctive goal of being a comprehensive institution. Perusal of the trends in non-credit enrollments indicates that Oscar Rose Junior College has made considerable progress in this area.

The student body of any comprehensive junior college portrays a melting pot of the academic community and Oscar Rose Junior College is no exception. A cross-section of the community, the state, and the nation converges upon the College with ability and achievement potentials distributed all along the continuum and with educational objectives ranging from taking a single credit or non-credit course to completion of the Associate Degree and career objectives ranging from escaping the

boredom of retirement to job advancement, job retraining, on to entry into one of the professions.

The attendance patterns of students attending Oscar Rose Junior College are a reflection of the above. Analysis of attendance patterns for students receiving college credits in the 1970 Fall Semester through the 1973 Summer Session indicates that a number of students leave Oscar Rose Junior College after one semester. This is indicative of the large number of students who seek only one or two courses to satisfy their objective. It is interesting to note that of the 1,643 students earning credits for the 1970 Fall Semester, 246 were still in attendance for the 1973 Spring Semester with 89 being in attendance in the 1973 Summer Session. Table 3-15 presents these attendance patterns.

Upon first appraisal, it might appear that Oscar Rose Junior College has an attrition rate that is indicative of a "dropout" problem. When this situation is viewed from a national perspective as reported by Medsker and Tillery, it then appears that the attrition rate experienced by Oscar Rose Junior College is not greater but slightly less than the national average. Medsker and Tillery speak to the matter of college attrition rate thusly:

. . . it is totally inappropriate to view all student attrition as a "dropout" problem. Many students transfer to a four-year college before completing two years in a community college. Of even greater significance is the fact that students often remain in the community college until they have satisfied some personal or vocational need and then leave to pursue employment or other activities. The fact that

TABLE 3-15
Attendance Patterns

Semester	Fall 1970	Spring 1971	Summer 1971	Fall 1971	Spring 1972	Summer 1972	Fall 1972	Spring 1973	Summer 1973
Fall 1970	1,643	1,020	220	648	508	129	277	246	89
Spring 1971	0	965	154	356	257	85	173	149	64
Summer 1971	0	0	427	180	133	78	89	70	31
Fall 1971	0	0	0	1,885	1,075	209	621	517	154
Spring 1972	0	0	0	0	1,167	182	333	268	101
Summer 1972	0	0	0	0	0	533	220	194	97
Fall 1972	0	0	0	0	0	0	1,844	1,084	293
Spring 1973	0	0	0	0	0	0	0	1,124	296
Summer 1973	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>741</u>
Totals	1,643	1,985	801	3,069	3,140	1,216	3,557	3,652	1,866

they do not remain for two years is not of itself cause for criticism, especially if the community college is viewed as a flexible institution capable of serving various types of needs.⁴⁹

A follow-up study of non-graduate, non-returning students was conducted during the 1973 Fall Semester which seems to corroborate the above statement. Questionnaires were mailed to 860 students who had attended Oscar Rose Junior College for the 1973 Spring Semester, but did not return for the 1973 Fall Semester. Data were received from a total of 645 respondents either through return of the questionnaires or via telephone interview. Analysis of the data received indicated that approximately 36 percent had met their objectives; approximately 12 percent stated that their objectives had changed necessitating their transfer to another school; approximately 14 percent reported they had moved, either because of military transfer or civilian move; and approximately 21 percent had changes in employment shifts or increased job responsibilities which prevented them from returning. Health problems accounted for another four percent while 13 percent indicated they did not return for personal reasons. Approximately one-half of those students still residing in the area whose educational objectives had not been met indicated their intention to return to Oscar Rose Junior College.⁵⁰

⁴⁹Medsker and Tillery, op. cit., pp. 50-51.

⁵⁰Oscar Rose Junior College, Institutional Self-Study, op. cit., p. 94.

During the 1973 Fall Semester, a student questionnaire designed to draw opinions from the student body regarding all aspects of their school activities was administered to a random sample of 377 students. The response to the first item, "At Oscar Rose Junior College, I am achieving my desired educational objectives," is of particular importance and interest. An overwhelming percentage of 93.6 percent agreed with the statement; 5.8 percent disagreed, and 0.6 percent did not respond.⁵¹

A total of 391 students have earned the Associate Degree at Oscar Rose Junior College, since its doors opened in the Fall of 1970. Of this total, 266 were awarded the Associate in Arts Degree, 23 were awarded the Associate in Science Degree, and 107 were awarded the Associate in Applied Science Degree. (The distribution by semester is shown in Table 3-16).

TABLE 3-16
Number of Graduates

Semester	Number	AA	AS	AAS
Spring, 1971	12	12	0	0
Summer, 1971	0	0	0	0
Fall, 1971	0	0	0	0
Spring, 1972	88	61	6	21
Summer, 1972	21	11	0	10
Fall, 1972	25	20	0	5
Spring, 1973	126	80	11	35
Summer, 1973	54	38	2	24
Fall, 1973	<u>65</u>	<u>44</u>	<u>4</u>	<u>12</u>
Totals	<u>391</u>	<u>226</u>	<u>23</u>	<u>107</u>

⁵¹Ibid., p. 95.

The number of graduates in relation to the number of students attending Oscar Rose Junior College is admittedly small. If the ratio of enrollment to graduates is considered without knowledge of the circumstances, the reaction might be one of alarm. When the following factors are taken into account, the reasons for the ratio becomes apparent:

1. Oscar Rose Junior College is only in its fourth year of existence.
2. The average credit hour load is nine hours.
3. A large percentage of the Oscar Rose Junior College student body attains their educational objectives prior to graduation.
4. A large number of Oscar Rose Junior College students transfer to four-year colleges and universities prior to graduation.

The mobility of the population in the college service area combined with the proximity of Tinker Air Force Base has resulted in Oscar Rose Junior College students transferring to over one hundred colleges and universities throughout the nation. In addition, seven four-year colleges and universities are within one hour's commuting distance.

Those students who transfer to four-year colleges and universities within the State of Oklahoma most often choose either the University of Oklahoma, Oklahoma State University, or Central State University. Systematic feedback on transfer student progress is received from all three institutions. The data received indicate little difference in academic achievement as measured by grade point averages between Oscar

Rose Junior College and the receiving institution. A comparison of mean grade point averages of students at Oscar Rose Junior College and the receiving institutions is given in Table 3-17.

TABLE 3-17
Comparison of Mean Grade Point Average

Sex	Grade Point Average					
	ORJC	OU	ORJC	OSU	ORJC	CSU
Male	2.81	2.34	2.95	2.64	2.45	2.34
Female	<u>3.10</u>	<u>2.71</u>	<u>3.10</u>	<u>2.82</u>	<u>2.86</u>	<u>2.62</u>
Total	<u>2.91</u>	<u>2.46</u>	<u>3.04</u>	<u>2.75</u>	<u>2.58</u>	<u>2.47</u>

Sample Sizes:

ORJC-OU	Male: 169	Female: 91	Total: 260
ORJC-OSU	Male: 25	Female: 36	Total: 61
ORJC-CSU	Male: 227	Female: 104	Total: 331

The enrollment trends observed at Oscar Rose Junior College appear to compare favorably with national figures published by the American Council on Education in January of 1974. The report noted that two-year colleges experienced the greatest percent of enrollment increase over the 1972 Fall Semester for the 1973 Fall Semester. The rate of increase for two-year colleges amounted to 9.2 percent while universities were up 3.2 percent and four-year colleges were up only .5 percent.⁵²

On the state level, two-year colleges in Oklahoma enrolled 21 percent of the students in institutions of higher learning for the 1973 Fall

⁵²American Council on Education, Higher Education and National Affairs, Vol. XXIII, Number 1, (Washington, D.C., January 4, 1974).

Semester. The Oklahoma State Regents for Higher Education have predicted that by 1980, public two-year colleges should be enrolling approximately one-third of the total lower division students admitted to colleges in Oklahoma higher education.⁵³

Follow-up studies of Oscar Rose Junior College transfer students indicate that the students achieve well at the receiving institutions again indicating successful pursuit of objectives. It comes as no surprise that there is a consistency of performance from one institution to another. Those who arrive at the receiving institution with strong academic marks generally maintain their grade levels, and those who enter with lesser grade averages tend to perform about the same as they did at Oscar Rose Junior College.

VI. Oscar Rose Junior College Programs

Because the greatest resources in today's society are the members who comprise it, Oscar Rose Junior College is dedicated to the principle of educating each individual to the limits of his or her capacity. To this task, the College has provided a two-year comprehensive, post-secondary program of education designed to identify and meet the needs of the individuals at every economic and social level.

It is axiomatic that no social institution can be all things to all men, nor can a single institution be equally effective in the achievement

⁵³Dan S. Hobbs, A State Plan for the 1970's, Oklahoma Higher Education, July, 1971, p. 52.

of all its purposes; therefore, the College will strive to establish meaningful priorities among those goals and programs competing for its attention.⁵⁴

The State Regents for Higher Education, working in concert with the Administration and Board of Regents of Oscar Rose Junior College, determined the functions of this institution to be as follows:⁵⁵

1. To provide a comprehensive, two-year post-high school program of education for the citizens of the Oscar Rose Junior College service area, and for students from outside the service area, as resources will allow.
2. To provide a general education to all students, having as its goal to make the individual a happier and more useful citizen in society.
3. To provide two-year programs of education in the liberal arts and sciences culminating in awarding of the Associate of Arts and Associate of Science degrees.
4. To provide a wide range of vocational and technical programs for students who will terminate their formal study at the end of two years or less to seek employment in the various job fields, with students completing such programs to be awarded the Associate of Applied Science degree or an appropriate certificate of accomplishment.
5. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing a course to transfer to a four-year college and pursue his major to the completing of a baccalaureate or a professional degree.

⁵⁴Oscar Rose, Self-Study, op. cit., p. 24.

⁵⁵Ibid., p. 25.

6. To provide continuing education in the community.
The object of this program will be to serve the needs of community citizens to improve themselves on the job, to advance in their positions, and to achieve self-satisfaction in further education.
7. To provide a program of remedial education for young people and adults whose previous educational experiences have not fitted them to achieve at collegiate levels.
8. To provide complete and effective guidance services for students.
9. To provide a balanced program of student activities for the development of personality, social living and effective citizenship.
10. To provide a program of services designed to improve the cultural, economic, and social environment of the community.

These statements of functions are an attempt to specify those programs and activities which are considered to be of significance in the implementation of the institutional philosophy.

The purposes that evolved from the assigned functions and that have been expanded, revised, and reinforced by the faculty and staff are as follows:⁵⁶

1. To provide a comprehensive program of higher education to thousands of capable individuals who otherwise would be denied this opportunity, taking into consideration local, state, national, and international needs.
2. To provide regular and community service programs calculated to improve the intellectual, physical, economic, political, and moral environment of the society.

⁵⁶Ibid., pp. 26-27.

3. To provide students with the opportunity to learn to appreciate the contribution which the city has made to civilization, and to develop within them a sense of responsibility for making urban life more meaningful and enjoyable.
4. To provide students with the opportunity to learn to affirm the dignity of labor in all manpower fields and in the pursuit of all worthwhile social activities.
5. To provide adult students the opportunity to enter college without having graduated from high school or having completed the equivalency, such as the General Education Development Exam.
6. To provide students who are unable to assimilate college level instruction the opportunity to profit from tutoring services and compensatory courses and programs.
7. To provide relevant educational experiences for the students through the identification, selection, and development of faculty and staff.
8. To provide effective guidance and counseling services to students for assistance in educational, personal, social, and economic development.
9. To provide the psychological climate for the encouragement of inquiry, innovation, and expansion of intellectual curiosity by students and faculty.
10. To provide for students, faculty, and the community, the appropriate personnel, financial, material, and facility resources to maximize learning opportunity.

Transfer and Career Programs

Goals, to be addressed in the analysis of programs and services offered to students at Oscar Rose Junior College, show a dynamic interaction of transfer and career programs which create a climate conducive to learning.

Specifically the goals are:⁵⁷

1. To provide a quality transfer program which will include a wide range of liberal arts and pre-professional subjects that will enable the individual completing such a course to transfer to a four-year college and pursue his major to the completion of a baccalaureate or a professional degree.
2. To provide a wide range of vocational and technical programs for students, who will terminate their formal study at the end of two years or less, to seek employment in the various job fields, with students completing such programs to be awarded the Associate in Applied Science degree or an appropriate certificate of accomplishment.

When Oscar Rose Junior College first opened its doors to students in the Fall of 1970, there were, according to the College catalog, two degree plans offered to students--one was called the Associate Degree program and the other the Associate of Applied Science Degree program. During the first year of operation, programs were studied and revised; however, the same general patterns were followed in program construction with 24 general education hours required with a minimum number of hours for graduation set at 62 hours. At this time there were four divisions offering a total of 45 programs. Table 3-18 identifies the number of programs, by division, offered in the first year of operation.

⁵⁷Ibid., p. 115.

TABLE 3-18
Number of Programs Offered 1970-71

Division	Program
Business	7
Engineering/Science	20
*Humanities	9
*Social Science	6
**Health Occupations	<u>3</u>
Total	<u>45</u>
*Humanities and Social Science operated as one division.	
**Health Occupations programs were omitted from the 1970-71 catalog.	

In 1972, a general education program for non-majors was initiated. The program was designed to accommodate those students who planned to transfer to a senior college but who had not committed themselves to a major area of study.

During the second school year, the four divisions offered a total of 41 programs as shown in Table 3-19:

TABLE 3-19
Number of Programs Offered 1971-72

Division	Program
Business	6
Engineering/Science	17
Health Occupations	3
*Humanities	6
*Social Science	7
Non-Majors	<u>2</u>
Total	<u>41</u>
*Humanities and Social Science operated as one division.	

In the 1972-73 school year, six programs were added to the College curriculum. Growth in the Business Division was represented by the addition of three programs, Legal Assistant/Administration, Real Estate, and Office Administration. The Secretarial Administration program was extended to include a third option, Medical. The new Social Science Division launched a new program in Early Childhood Guidance. Health Occupations programs grew from three to five. These included: Dental Hygiene, Medical Laboratory Technology, Respiratory Therapy, Radiologic Technology, and Dietary Technology.

The same year two certificate programs, Early Childhood Guidance and Mid-Management, were initiated for those students wishing only a concentrated area of study without general education courses.

The practice for the granting of the Associate Degree was re-examined and redesigned by the Admissions Office to reflect the three primary student educational objectives.

During this third year of operation the four divisions offered a total of 51 programs. As indicated in Table 3-20, various programs involved the granting of Associate of Arts, Associate of Science, Associate of Applied Science degrees, as well as certificates in the 51 programs.

TABLE 3-20
Number of Programs Offered by
Division and by Degree 1972-73

Division	Number of Programs	Number of Degrees			Conferred Certificate
		AA	AS	AAS	
Business	13	3		9	1
Engineering/ Science	16		9	7	
Health Occupations	5			5	
Humanities	6	6			
Social Science	9	5	3		1
General Education	<u>2</u>	<u>1</u>	<u>1</u>	—	—
Totals	<u>51</u>	<u>15</u>	<u>13</u>	<u>21</u>	<u>2</u>

In the Fall of 1973, the institution expanded its division alignment. The Humanities/Social Science Division was divided, expanding the number of divisions to five. With the addition of another division, several new programs were initiated.

One of these new programs involved military personnel. The educational opportunities scheduled by Oscar Rose Junior College enable military personnel to complete an Associate Degree through challenge exams and evening courses. In addition, non-traditional time frames and opportunities are provided which enable these personnel to complete courses when their education is interrupted by military obligation.

Another new program, which is being initiated during the Spring Semester 1974, is the Military Internship Program, a cooperative education

program which will combine regular classroom instruction with independent study and laboratory experience attained on the job. This program is designed to recognize educational experiences outside the formal college setting which may earn credit that may be applied toward an Associate in Applied Science degree in the business area or the engineering technology area.

Two other programs including Air Traffic Control and Logistics Mid-Management which were developed in response to needs related to Tinker Air Force Base are approved for implementation during the Fall Semester 1974. Social Service: Corrections, is another new program which has been approved to be offered in the Fall Semester 1974. This program was developed by a statewide task force with leadership from the Oklahoma State Reformatory. The College will offer both an Associate degree and a certificate program in this area, responsive to statewide requests. Many of the courses supported are available throughout the State via talk-back.

The counseling staff advises and enrolls students other than students entering highly specialized interest areas. After the initial advisement, this staff also makes the final degree check of requirements prior to graduation. Subsequent advisement and counseling of all students are the responsibility of faculty division members. Student utilization of

program which will combine regular classroom instruction with independent study and laboratory experience attained on the job. This program is designed to recognize educational experiences outside the formal college setting which may earn credit that may be applied toward an Associate in Applied Science degree in the business area or the engineering technology area.

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The counseling staff initially advises and enrolls students other than students entering highly specialized interest areas. After the initial advisement, this staff also makes the final degree check of requirements prior to graduation. Subsequent advisement and counseling of all students are the responsibility of faculty division members. Student utilization of

educational programs determines whether or not that program fulfills a transfer or career goal.

An institution dedicated to student-centered philosophy will address its efforts toward providing remedial educational opportunities for students whose previous educational experiences have not fitted them to successfully assimilate college-level instruction. Oscar Rose Junior College is aware of and sensitive to the needs of the culturally, educationally, and economically deprived students. Tutorial services and compensatory programs have been created to encourage these students.

The College provides an open writing lab for the purpose of aiding students in the mastery of writing skills in any subject area. The lab's particular strength is giving students one to one and/or small group experience with an English instructor who uses his expertise to meet individual needs. Evaluation of the project shows gain for both the students and participating instructors.

The Developmental Reading Program has been expanded in three ways. Additional equipment has been added to the laboratory so that a maximum of forty students may be given an individualized reading program with a reading instructor and an assistant. The assistant has been employed in order that the lab may be used by any student when class is not in session. Since the Fall 1971 Semester, 843 students have participated in the reading program. The success of the program in fulfilling a need recognized by the student body is evidenced by the rapidly

increasing enrollment trend since the inception of the program. The initial enrollment in the Fall Semester 1971 was 37 students. The current semester enrollment is 274 students.⁵⁸

The International Student Program in English was created in the 1972 Fall Semester in response to a recognized student need, the language handicap of the foreign student. Special sections of basic English courses, emphasizing both verbal and writing skills, were designed to aid the international student in improving his language facility.

A writing lab for the international student was also instituted which employed syntactical linguistics as a tool by which grammar and sentence structure could be effectively taught to a culturally heterogeneous group.

The need for this developmental program has been validated by the enrollment pattern exhibited in the table which follows:

TABLE 3-21
Enrollment in English Courses Offered
for International Students

Courses	Fall 1972	Spring 1973	Fall 1973	Spring 1974
ENGL 1313	22	15	12	28
ENGL 1323	17	18	13	14
ENGL 1210	39	33	(changed to HUM 2103)	
HUM 2103 (I)	(replaced ENGL 1210)		12	29
HUM 2103 (II)	(replaced ENGL 1210)		20	14

⁵⁸Ibid., pp. 123-124.

Basic Mathematics was introduced into the curriculum in the Fall Semester 1971 as a course designed for students who need a review of arithmetic.

Since the Fall Semester 1971, there have been 978 students served. The enrollment increased from 44 students in 1971 to 334 in the Spring Semester 1973 and then decreased to 174 this current semester. The pattern of enrollment is due primarily to the utilization of a pre-test and proper placement of students enrolling in mathematics courses.

A remedial engineering program for those students wishing to major in engineering but who have an inadequate background in science and mathematics is being developed by the Engineering/Science Division for implementation in the future.

The Office of Veterans Affairs became operational on July 1, 1972, and coordinates four remedial developmental services: Special Services for Disadvantaged Students; Upward Bound Veterans Project; Talent Search Veterans Project; and a Tutoring Program.

The Special Services Project is designed to provide intensive and extra services to 60 deprived and disadvantaged students. The overall objective of this project is to assist these students to successfully complete a typical two-year college program. The particular program for each student is dependent upon his individual needs.

The Upward Bound Project provides the substantive education programs for high school, GED equivalency or other post-secondary education as well as other necessary remedial services.

The aim of specialized counseling services is to assist educationally deficient veterans to successfully enter and stay in college. The curriculum of the Upward Bound Project consists of four courses: Developmental Reading; Basic English Composition; Psychology (Personal Adjustment), and Basic Mathematics. Oscar Rose Junior College successfully placed 364 veterans in a special education program last year. This year 489 veterans have been placed.

The Talent Search Veterans Project is concerned essentially, with the veteran who is educationally handicapped, culturally and economically deprived, or unemployed. He is searched out, counseled, and encouraged to take advantage of the special educational program for veterans in the Upward Bound Program here at Oscar Rose Junior College. Five hundred and eighty-eight veterans have been contacted and inspired to take advantage of their GI Bill benefits and recruited into the Upward Bound Project.

Tutoring services are provided to students requesting help. In November, 1971, only two veterans were receiving tutoring. Since then, tutoring services have increased significantly every semester. The number of students applying for and receiving tutoring service are as follows:

TABLE 3-22
Number of Veterans Who Received
Tutoring Services 1973

1973	Students
Spring	35
Summer	23
Fall	<u>41</u>
Total	<u>99</u>

The Community Service Center offers special needs programs which create a learning environment for the community. The goal is to provide continuing education and community service programs created to improve the intellectual, physical, economic, political, and moral environment of society.

Out of 3,922 students surveyed by the Student Services Office at the beginning of the Fall Semester 1973, 482 students declared continuing education as their goal, and 167, enrichment.

The community service philosophy is reflected in the educational activities of Oscar Rose Junior College. During the Spring Semester 1971, an advisory committee was created and charged with the task of formulating ideas and generating suggestions for community service activities which would best meet the needs of the community service. Since then, there have been 52 community service courses, workshops, and seminars offered by Oscar Rose Junior College. Some courses have been offered on a regularly scheduled basis, such as the speed reading and comprehension course.

The offerings of both the Community Service Non-Credit Program and the Senior Adult Educational Program have had substantial participation from the college community. The course offerings in the Community Services Program have increased from 19 sections in 1971 to 61 sections in 1973. The Senior Adult Educational Program has also expanded in terms of both courses and sections offered. In 1972, 16 sections

were offered, as compared with 70 sections in 1973. The Fall Semester 1973 brought over 350 senior adults to the campus at Oscar Rose.

VII. Oscar Rose Junior College Faculty and Staff

The faculty at Oscar Rose Junior College is young and indigenous to the area. As indicated in Table 3-23, 42 percent of the faculty are female and 58 percent are male. The average age of the faculty is 36.6; the average years of teaching experience is 7.8 years.

TABLE 3-23
Faculty, Fall 1973

Divisions	Females	Males	Total
Business	10	7	17
Engineering/Science	3	15	18
Health Occupations	6	6	12
Humanities	12	7	19
Social Science	<u>5</u>	<u>14</u>	<u>19</u>
Total	<u>36</u>	<u>49</u>	<u>85</u>
Percent	42.4%	57.6%	100%

As indicated in Table 3-24, 75 instructors (87 percent) hold at least a master's degree and 12 instructors (14 percent) hold doctorates. Faculty who have less than the bachelor's degree are in Health related areas and have national certification of competency in their discipline. (Two have associate degrees and national certification, in Respiratory Therapy and Radiology; two are registered Dental Hygienists; and the other a Certified Respiratory Therapist).

TABLE 3-24
Degrees Held

Type of Degree	Number
Less than Bachelor's	5
Bachelor's	4
Master's	63
Doctorate	12

Table 3-25 identifies the background experience of the faculty. Sixteen instructors (18 percent) came from four-year colleges or universities and 27 (32 percent) came from secondary schools.

TABLE 3-25
Previous Employment

Type of Employment	Number
Senior College	16
Junior College	3
Secondary School	27
Business and Industry	10
Military	3
Graduate School	20
Other	6

The teaching load for full time equivalent faculty members is 15 equated credit hours each semester of the academic year. An equated credit hour is one hour of regular classroom instruction or two hours spent supervising laboratory experiences. Instructors are required to maintain 15 hours of office time each week devoted to student conferences and academic advisement. In addition, instructors are required to do class preparation,

develop new courses, attend conferences, participate in community service activities and do committee work. It is estimated that the average amount of time spent by an instructor is 50 hours per week.

The Oscar Rose Junior College faculty brings educational experiences from all parts of the United States. Faculty degrees, bachelor's, master's and doctorates, come from 64 different colleges and universities. This figure could be much larger if course work taken by faculty members at various other institutions that was not applied toward an advanced degree was included.

The average salaries as compared to the state and regional averages for junior colleges for the past three academic years is shown in Table 3-26.

TABLE 3-26
Comparison of Average Faculty Salaries

Base for average	1971-72	1972-73	1973-74
Oscar Rose Junior College	\$ 9,100	\$ 9,779	\$10,206
State Average	9,610	9,765	10,293
Regional Average	11,053	11,809	12,204

As shown in the table above, the average salary for Fiscal Year 1974 for a full-time faculty member on a nine month contract is \$10,206. This is an average increase of seven percent over Fiscal Year 1973 salary figures. Although this is still below the regional average, Oscar Rose ranks third from the top of the fourteen junior colleges in Oklahoma.

The two institutions that have higher average salaries are older institutions that have a large number of individuals that have fifteen to twenty years of tenure, causing the average to exceed the average of Oscar Rose Junior College in its fourth year of operation. Faculty members enter the salary scale at the salary level appropriate to their academic experience and qualifications.

Minority groups constitute 12.9 percent of the regular teaching faculty and 4.6 percent of the supplemental faculty. Both regular and supplemental faculty are evaluated yearly by identical procedures which involve self-evaluation, division chairperson evaluation, student evaluation and culminate with a personal conference between the faculty member and the division chairperson. Employment recommendations are made by the division chairperson to the Vice President for Academic Affairs.

The College is divided into five academic divisions and each is served by a full-time secretary with work-study student support and adequate support staff in the area of duplication and production.

A number of fringe benefits have been instituted in the three and one-half years of operation. These benefits represent additional contractual incentives provided by contractual agreement to the employed teaching or administrative faculty member in addition to his contractual salary.

1. Life insurance, paid by the College.
2. Accident and health insurance for employees.
3. Mileage and travel allotment while on school business.
4. Sick leave.
5. Sabbatical leave.
6. Leave of absence.
7. State of Oklahoma Retirement System contribution.

8. Opportunity to earn extra salary for overload teaching.
9. Provision for tax sheltered annuities by payroll deduction.

Supplemental faculty have been utilized to accommodate heavy enrollments in some subject areas and in areas where full-time personnel have not been available. During the seven semesters of operation, thus far, the number of supplemental faculty has ranged from 20 to 70. They normally have taught one course each, while a few have taught two or three each, depending on whether or not they are employed at other jobs.

Supplemental faculty on the average are assigned to approximately 25 percent of the credit hours taught and produce about 27 percent of the student credit hours during the academic year. Regular faculty are assigned to approximately 90 percent of the summer schedule. The number of supplemental faculty employed during the Fall 1973 Semester are summarized in Table 3-27.

TABLE 3-27
Supplemental Faculty, Fall 1973

Divisions	Number of Supplemental Faculty
Business	13
Engineering/Science	15
Health Occupations	7
Humanities	20
Social Science	15

The supplemental faculty are chosen carefully and meet the same academic requirements as the regular faculty, as indicated in Table 3-28.

Fifty-nine (84 percent) hold at least a master's degree and 19 (27 percent) hold doctorates. The average teaching experience for supplemental faculty is seven years.

TABLE 3-28
Degrees Held

Degrees	Number
Bachelor's	11
Master's	40
Doctorates	19

In many cases these faculty have outstanding qualifications both academically and professionally. It would be impossible for this College to employ most of them full-time because of their financial and professional status. Therefore, they are excellent supplemental additions to our faculty and lend a blend of educational talent and professional experience that would otherwise be impossible to procure. (See Table 3-29 for present full-time jobs of the supplemental faculty for the 1973-74 school year).

TABLE 3-29
Present Full-Time Employment

Profession	Number Employed
Senior College	9
Secondary School	14
Business and Industry	7
Military	5
Graduate Asst/Student	8
Housewife	4
Research	3
Psychologist	4
Attorney	4
Dentist	2
Other	10

Table 3-30 illustrates the title of the position held, highest academic degree held, and previous work experience of the members of the Administrative Council of this College. These council members represent all divisions or areas of the institution.

Analysis of the Administrative Council reveals that the personnel is qualified academically and through previous work experience to perform the required functions of their positions. Thirty-five percent of this group hold earned doctorates, and all have appropriate academic credentials. It is noteworthy that of the 21 members of the Council, 24 percent have job related, 71 percent have public school, 14 percent have two-year college, and 66 percent have four-year college or university previous work experience.

TABLE 3-30
Administrative Personnel

Highest Degree Held:	Previous Work Experience:
1-Bachelor Degree	1-Job Related
2-Master's Degree	2-Public School
3-Doctor's Degree	3-Two-Year College
	4-Four-Year College/University

Position	Highest Degree Held	Previous Work Experience
President	3	1, 2, 4
Vice President Business Affairs	2	1, 2
Vice President Student Affairs	3	2, 4
Vice President Academic Affairs	3	2, 4
Assistant to the President	2	2, 3, 4
Coordinator for Institutional Research and Curriculum Development	2	2
Director, Purchasing and Accounting Services	1	1, 4
Director, Student Services	3	2, 4
Administrator for Continuing Education and Community Services Center	2	2
Director, Student Activities	1	2
Director, Admissions/Records	2	2
Administrator, Learning Resources	2	4
Director, Computer Services	1	2, 4
Coordinator, Public Information	1	
Chairperson, Health Occupations Division	2	2, 4
Chairperson, Humanities Division	3	2, 4
Chairperson, Social Sciences Division	3	2, 4
Chairperson, Engineering/Science Division	3	1, 3, 4
Chairperson, Business Division	2	2, 4
Director, Library	2	3
Coordinator, Technical Education	1	1, 4

Table 3-31 shows that supportive personnel at Oscar Rose Junior College is comprised of 37 classified employees, including 32 clerical, and five maintenance positions, plus five administrative and technical assistants, and 52 student workers.

Approximately 50 student workers are employed by the College on a part-time basis at any given time each semester. Many students are not only enabled to continue their education as a result of this employment, but they also make valuable contributions to the College. Their work efforts are comprised primarily of assisting classified employees in providing various supportive services to faculty and staff.

The 31 people who provide the clerical assistance at Oscar Rose Junior College are well qualified in regard to appropriate skills and training to meet the needs of faculty and staff. Most of the clerical positions are secretarial in nature but also included are duplicating room clerks, PBX operators, and business office and admissions office clerks, positions which require refined receptionist's abilities as well as bookkeeping and filing skills.

Available to the faculty and to division chairpersons are clerical stations located at each of the five academic divisions. Centralized mailing and duplicating services are also available to faculty and staff.

Administrative and technical assistants are professional members of the College staff who assist College administrators in their daily operation or who provide expertise in a given area. Examples include an

TABLE 3-31
Supportive Personnel

Areas of Service	Student Workers	Classified Employees	Administrative and Technical Assistants
Admissions/Records		3	
Business Administration:			
Book Store	2	1	1
Business Office		4	1
Duplicating/Mailing	2	1	
PBX		2	
Computer Center	1	1	1
Continuing Education		1	
Divisions:			
Business	2	1	
Engineering/Science	7	1	
Health Occupations	8	1	
Humanities	4	1	
Social Science	7	1	
Institutional Research		1	
Learning Resources/Library	7	2	1
Maintenance		7	
President	1	1	
Public Information		1	
Research and Development			1
Special Projects	9	3	
Student Services	2	1	
Vice President:			
Academic Affairs		2	
Business Affairs			
Student Affairs		1	
Total	52	37	5

administrative assistant who helps coordinate efforts for equal employment opportunities for classified personnel and a technical assistant in the Learning Resources Center who provides expertise in preparation of instructional media.

College employed maintenance personnel maintain the grounds and the facilities. Janitorial services are supplied on a contractual basis. Security personnel services are also maintained on a contractual basis to provide 24 hour service seven days a week. These trained law enforcement officers are deputized as part of the Midwest City Police Force.

To a large degree, the success of any institution is dependent upon the effectiveness of its organizational structure. The organizational structure of Oscar Rose Junior College is one which has been planned and constructed to facilitate communication and decision-making and to lend itself to modification with a minimum amount of difficulty. Flow Charts III-7, III-8, III-9, III-10 and III-11 in the Appendix depict the lines of responsibility and coordination between each agency of the College's administrative structure.

Implicit in the flow charts are the principles which govern the administrative operation of the College and define the process by which decisions are made. The administration, with the advisory assistance of the appropriate committees and councils, has specific responsibilities for the pattern and sequence of the educational program. Responsibility flows through appropriate individuals--including faculty, staff, services

directors, coordinators and administrators, division chairpersons, vice presidents to the president. The College Board of Regents, and, when appropriate, the Oklahoma State Regents for Higher Education are involved in matters of policy and State coordination.⁵⁹

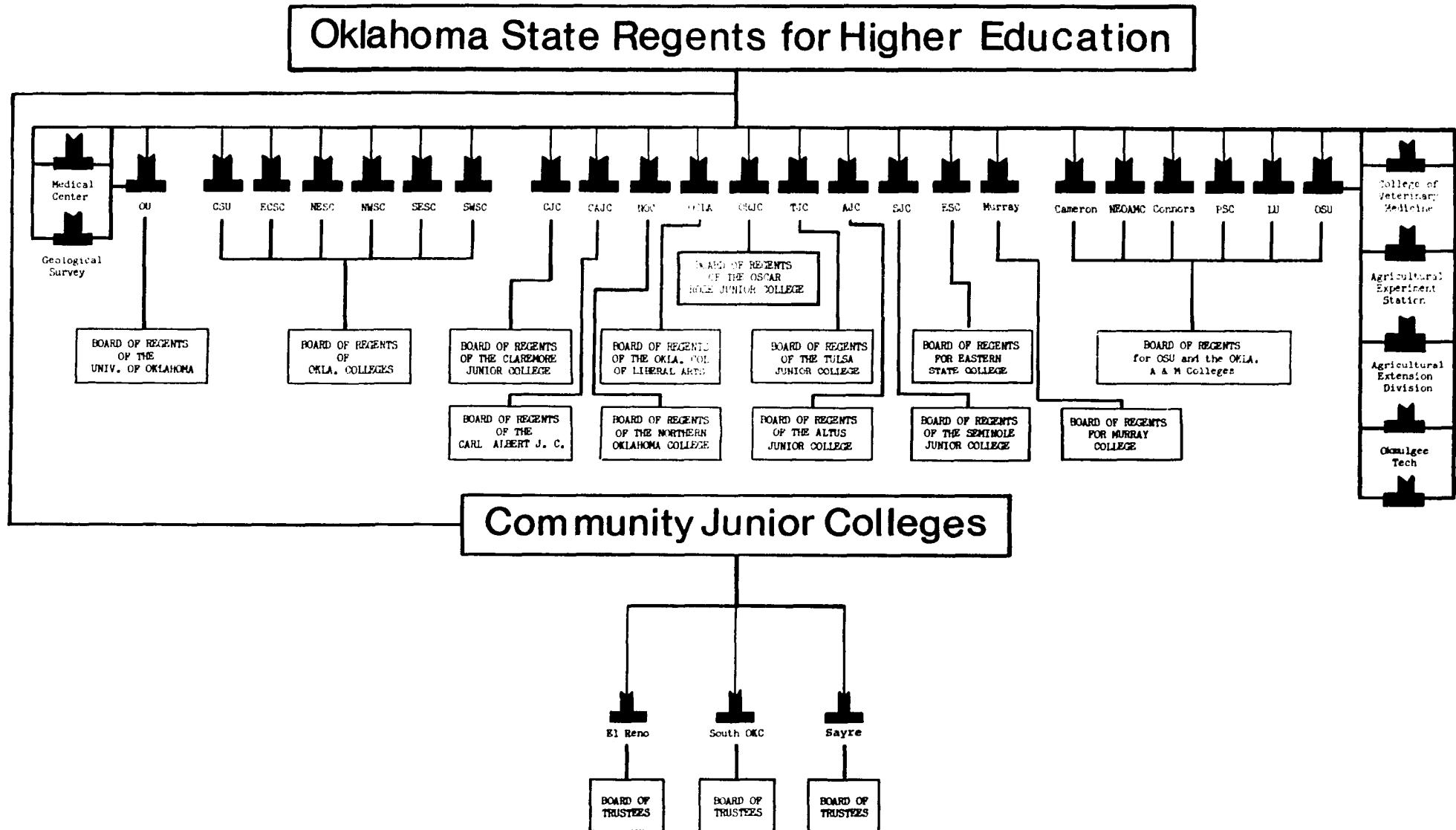
VIII. Oscar Rose Junior College Control and Support

The objectives of Oscar Rose Junior College have been designed around the stated philosophies and functions of the College. This design reflects the functions of the Oklahoma State System of Higher Education which has the responsibility of coordination and administration of institutions of higher education in the State of Oklahoma (Figure 3-3). The Oklahoma State System of Higher Education was established on March 11, 1941, when the people of the State adopted an amendment to the Constitution, Article XIII-A, setting up the State System. The amendment provides, "All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as the Oklahoma State System of Higher Education." The Constitution also provides that the State Regents shall allocate funds to each institution "according to its needs and functions" from appropriations made by the Oklahoma Legislature to the State Regents.⁶⁰

⁵⁹Ibid., p. 75.

⁶⁰Oscar Rose Junior College, Status Study, May, 1972, p. II-B.

FIGURE 3-3
The Oklahoma State System
of Higher Education



It should be noted that for boards of control the State institutions have Boards of Regents, whereas community junior colleges have Boards of Trustees. However, both types of Boards work with the Oklahoma State Regents for Higher Education as the coordinating board of control. The duties of this board of control are as follows:⁶¹

1. Determine functions of courses of study.
2. Prescribe standards of education.
3. Grant degrees and other forms of academic recognition.
4. Recommend budget allocations to State Legislature.
5. Allocate funds appropriated by State Legislature.
6. Allocate revolving funds.
7. Determine student fees.
8. Coordinate higher education activities.
9. Research, study and plan.

In the Fall of 1973 the Oklahoma State Regents for Higher Education voted to accept Oscar Rose Junior College as an integral part of the Oklahoma State System of Higher Education. After being appointed by the Governor, the Board of Regents for Oscar Rose Junior College were sworn in and became functional on December 13, 1973. These Board members were confirmed by the Oklahoma State Senate in February, 1974. Regarding future organization for control and administration, few changes

⁶¹Hobbs, op. cit., p. 40.

are expected because Boards of Trustees have the same duties with respect to community junior colleges as Boards of Regents have with State institutions. The duties of these governing Boards are as follows:⁶²

1. Determine management policy.
2. Employ personnel, fix salaries, and assign duties.
3. Contract for other services.
4. Provide custody for records.
5. Acquire and hold title to property.
6. Administer academic policy.
7. Student life.
8. Administer budget responsibilities.
9. Approve purchasing.
10. Plan and construct buildings.

In addition to these duties, the Boards have responsibility for the issuance of bonds and administration of self-liquidating properties. They also have responsibility for the governing of the institution.

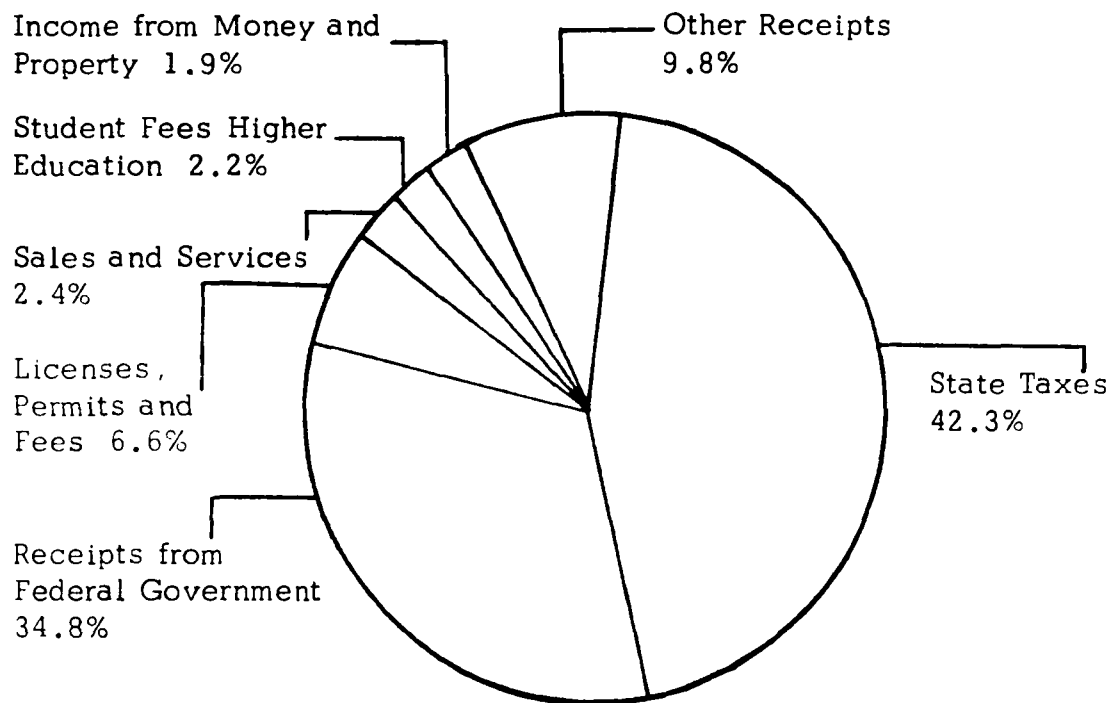
Financial Resources

Total revenues for the State of Oklahoma exceeded \$1.4 billion in Fiscal Year 1973. State taxes and receipts from the federal government account for 77 cents of each dollar the State took in during the year. The

⁶²Oscar Rose, Status Study, op. cit., p. II-B.

remainder came from fees, charges for licenses and permits, the sale of goods and services and income from State owned property, money and other sources.⁶³ The following graph indicates the State of Oklahoma Receipt of funds by Source for the Fiscal Year 1973.

FIGURE 3-4
State of Oklahoma Receipt of Funds
by Source FY-73



A breakdown of the total state revenues of \$1.4 billion shows state taxes accounting for \$597.6 million. Receipts from the federal government totalled \$491.8 million while revenues from licenses, permits and fees amounted to \$93.7 million. Sales and services added another

⁶³The Kerr Foundation, Inc., Oklahoma State Expenditures in Brief, 1973, p. 2.

\$31.4 million and student fees from higher education, contributed \$31.4 million. It is interesting to note that higher education fees accounted for 2.2 percent of the total revenue. Income from money and property totalled \$26.7 million while all other receipts amounted to \$137.7 million.⁶⁴

In January, the Governor submits a budget to the Legislature for the following fiscal year. This document and the legislature's action in response to it determine how funds available for appropriation are allocated.

In Fiscal Year 1973, appropriations by the Legislature represented only 25.4 percent of the total amount of money available (\$1.3 billion) for expenditure that year. The appropriations were made from monies that flowed into the General Revenue Fund, the cash surplus, and limited amounts of dedicated funds. In Fiscal Year 1973 the total amount appropriated by the Legislature was \$341 million; \$320 million from the General Revenue Fund and \$21 million from dedicated funds.

The balance of the State's expenditures were financed through funds rather than through the appropriations process.

In Fiscal Year 1973, the Legislature allocated \$139,235,303 to the State Regents for Higher Education. That allocation consisted of \$48,514,750 from revolving funds and \$90,720,553 from State appropriated

⁶⁴Schedule II, State of Oklahoma Budget for Fiscal Year, June 30, 1975.

funds. Oscar Rose Junior College received, from the State Regents, an initial allocation of \$1,117,372 plus additional income as indicated in Tables I and II on Educational and General Budget.

The purpose of Fiscal Year 1973 Oklahoma Expenditures (\$1.3 billion) was to provide services to the people of the State. These expenditures may be grouped into three areas of activities: Human Resource Development, which includes Education, Health Services and Social Services; Material Resource Development, which includes Transportation, Natural Resources and Industrial Development; and General Control which includes Public Safety and Defense, General Government, Legal and Judiciary and Regulatory Services. More specifically, funds are expended within each of the aforementioned areas. Illustrated below are the ten functional sub-categories and the distribution of expenditures for each of these divisions.⁶⁵

From Figure 3-5 one can determine that a significant proportion of the budget was expended through the Human Resources area; more specifically to Education which received \$543.8 million or 40.5 percent of the total budget.

The educational expenditures were divided into six categories (see Figure 3-6). In examining the breakdown of the educational budget it is apparent that institutions of higher education, secondary and elementary education received \$490.2 million which represents 90 percent

⁶⁵The Kerr Foundation, Inc., op. cit., pp. 4-6.

FIGURE 3-5
 Distribution of Oklahoma State Government Expenditures
 by Ten Functional Categories, FY 1973

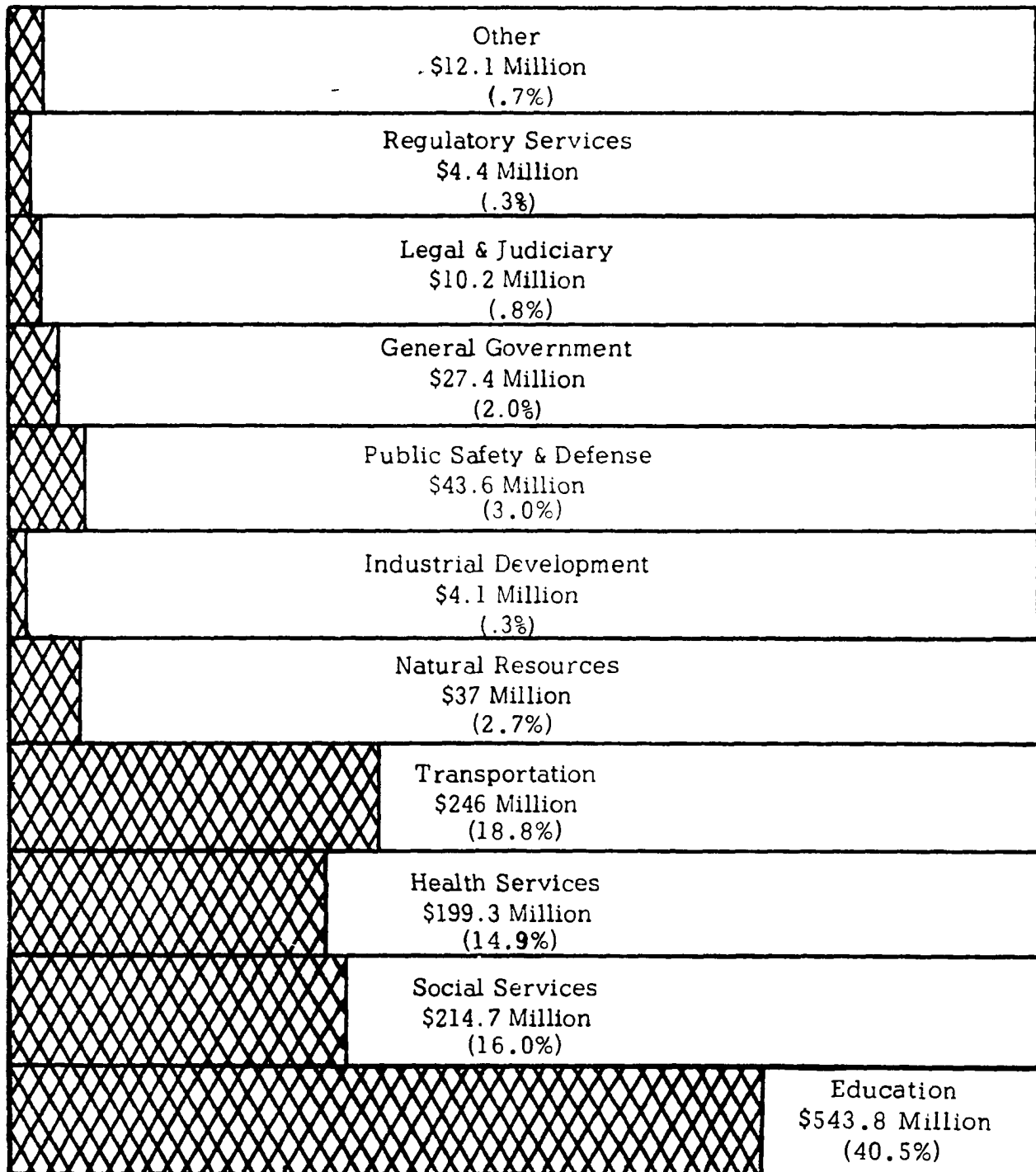
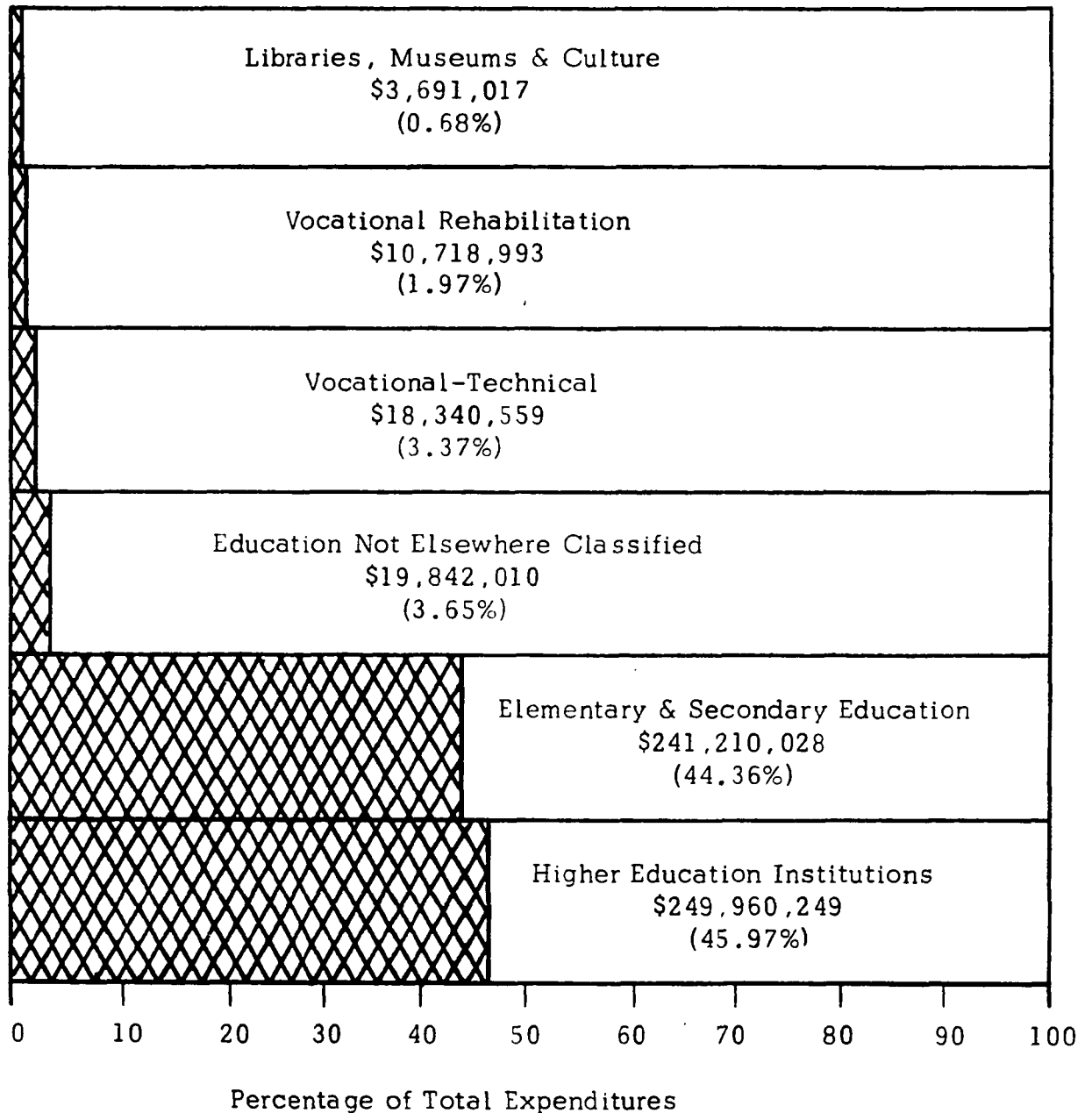


FIGURE 3-6
Distribution of Oklahoma State
Education Expenditures
Fiscal Year 1973
\$543,762,855



of the total educational budget. Most significantly, higher education institutions accounted for a little less than one-half of that total, expending \$249,960,249. Expenditures reflect not only state appropriated funds but include federal funds, sales and services, local taxes and other special funds.

Oscar Rose Junior College has three basic sources of financial support for regular educational and general operating budget: state appropriated funds, student fees, and local tax levy.

The local tax levy is presently based on five mills of assessed valuation of a legally constituted college area school district. The assessed valuation of the college district has been increasing approximately seven percent during the past several years. If the General Motors Corporation maintains its present schedule for constructing and operating a new assembly plant within the college district, the assessed valuation will jump significantly during the 1975-78 time period.

Legislation provides for the State Regents for Higher Education to allocate monies appropriated by the State Legislature on a per capita basis. At present, Oscar Rose Junior College receives 75 percent of the per capita state allocations that were made the prior year to State System two-year colleges, with the computations based on F.T.E. enrollment of the previous academic year. Since Oscar Rose Junior College has recently been made a part of the State System, the per capita allocation can be expected to increase from 75 percent to 100 percent. In addition,

future allocations should be based on projected full time equivalent enrollment formula used for non-State System colleges.

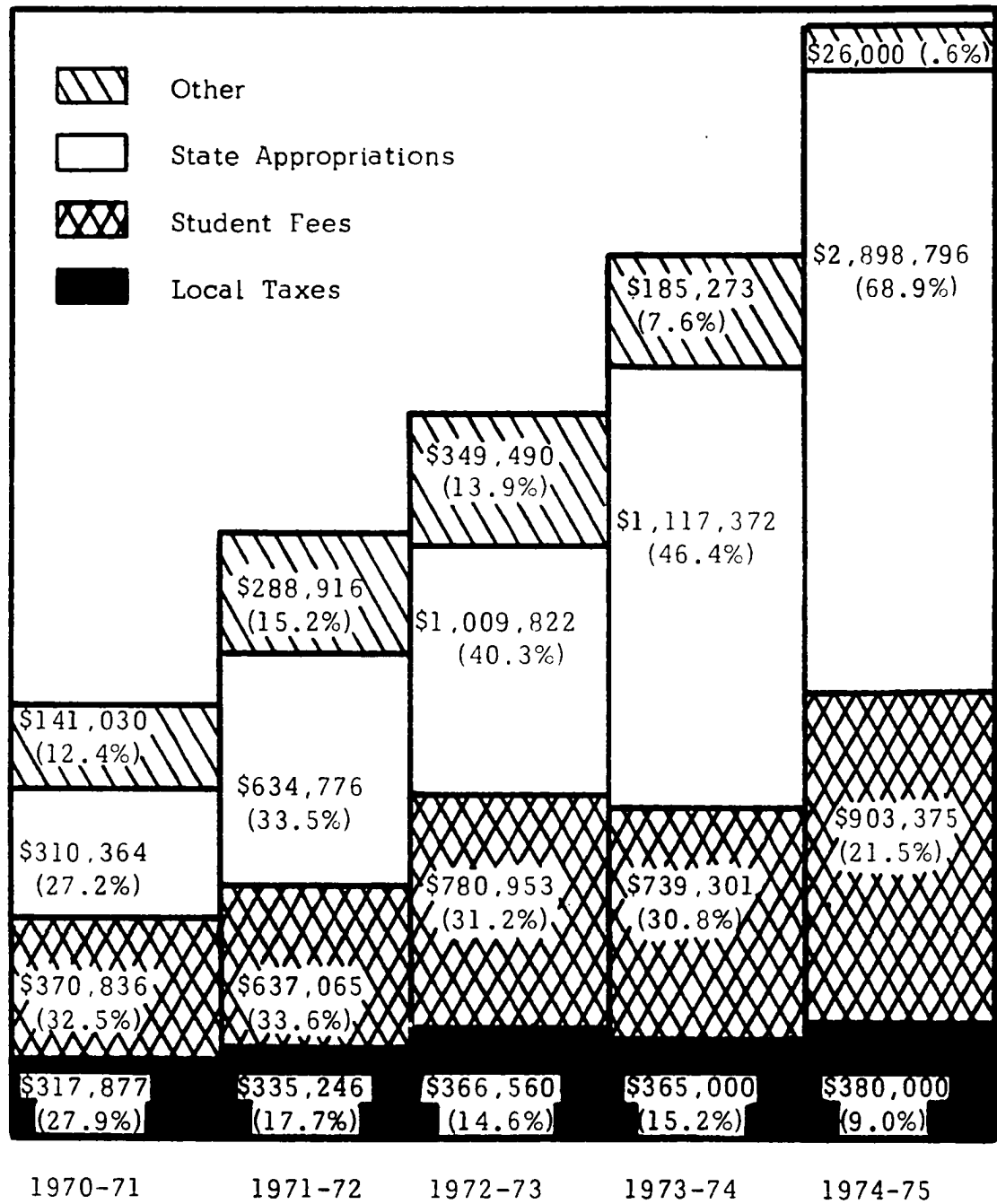
Student fees are forecast to continue to provide slightly less than one-third of the financial support for the educational and general budget. No student fee increase is forecast for the next two years.

Total educational and general operating fund income has been increasing since the inception of the College. In the initial planning phase of the College, financial support for operation was scheduled to be approximately equally divided among local taxes, state appropriations, and student fees. Although the dollar value of each of these has increased, the percent of total income from local taxes has decreased while the percent from state appropriations has increased. The cause of this was the rapid growth of student enrollment and the slow growth of the local tax base. Income from student fees has remained fairly stable at 30 to 33 percent of the total income. A comparison of funds from these sources is shown in Figure 3-7. Revenues shown in Figure 3-7 exclude revenues for student aid, student activities, and auxiliary enterprises. Restricted federal monies do not appear in Figure 3-7.

Federal funds have played a significant part in the development of special programs and services at Oscar Rose Junior College. These funds totalled over \$800,000 in Fiscal Year 1973.

College expenditures show that the General Administration and General Expense functions for the three years have continuously dropped

FIGURE 3-7
Oscar Rose Junior College
Education and General Budget
Income by Source



from a high figure of 20.2 percent in 1971-72 to a low figure of 17.1 percent in 1973-74. The Instructional and Departmental Research function has remained constant at approximately 64 percent during the three year period. The Extension and Public Service, although not as prominent a responsibility in a community junior college as in a four-year institution, receives approximately one percent of the budget.

The budget process, a continuous activity throughout the school year, has a target date of May for presentation of the detailed recommendations of division chairpersons and department heads, through appropriate administrative channels, to the Board of Regents. The recommendations of division chairpersons are compiled as a result of demonstrated faculty and staff needs and requests made by division faculty members for instructional supplies and materials, equipment, and travel. Division budgets include everything that is spent by the division: salaries, supplies, equipment, maintenance of equipment, faculty and clerical salaries, work-study student salaries, fringe benefits, travel, and telephone costs. The proposed recommendations for the budget are forwarded by division chairpersons to the Vice President for Academic Affairs, then to the President for review and approval before presentation to the Board of Regents.

Any single item expenditure that exceeds \$500 must be put out for bid. The Director of Accounting and Purchasing secures all bids and the

decision is made based on the bid replies. Consultation with the person who originated the request is practiced if changes in specifications are necessary.

The college area school district may incur bonded indebtedness not to exceed five percent of its taxable valuation, excluding homestead exemptions, under the Oklahoma Constitutional provisions relating to vocational-technical area school districts. By statutory authority, the State Regents for Higher Education has approved Oscar Rose Junior College as qualifying as a vocational-technical area school, thereby vitalizing the district's corporate existence and authority to issue bonds.

The financial statement for the area in the college district is as follows:⁶⁶

1973-74	Estimated Actual Valuation	\$345,204,068.00
1973-74	Assessed Valuation, Including	
	Homestead Exemptions	103,623,435.00
	Real Property (Net)	79,975,425.00
	Personal Property	14,265,285.00
	Corporate Property	9,382,725.00
1973-74	Assessed Valuation, Excluding	
	Homestead Exemptions	84,392,470.00
	Total Bonded Debt	3,275,000.00
	Sinking Fund (as of 6-30-73)	158,821.00
	NET BONDED DEBT	<u>3,116,179.00</u>
	Ratio Net Debt to Net Valuation	3.69%
	Present Estimated Population--135,000	
	Per Capita Debt	23.08
	Area--60 Square Miles	

⁶⁶Oscar Rose Junior College, Institutional Self-Study, op. cit., pp. 56-57.

The capital indebtedness is presently scheduled to be paid off through regular tax collections. The general obligation bond issues that were passed in 1969 and in 1971 are each to be paid off over a 25 year time period. They are obligations of the college area school district and systematic provisions are established through sinking funds for making the semi-annual payments.

A \$1,750,000 general bond issue was sold on May 12, 1969, which, together with state and federal participation, made \$4,662,750 available to the College for completion of Phase I of its planned development. With those funds, the College was able to purchase and prepare a 61.9 acre tract and construct and equip on site:

1. A \$500,000 Learning Resources Center with a library and a 100 study carrels.
2. A \$650,000 Science and Vocational-Technical Building.
3. A \$675,000 Business Education and Administration Building.
4. A \$400,000 Fine Arts Building.
5. A \$500,000 Physical Education Building and Gymnasium.
6. A \$1,000,000 Student Center.
7. A 150 seat Lecture Hall.
8. A 250 seat Little Theater.
9. A large Building Services Center.

Our newest facility, the Student Center, was officially dedicated on April 7, 1973. The \$1 million, 23,500 square foot Student Center

houses the food services area , bookstore , game room , seminar rooms , and offices and provides an outstanding facility for student social growth and activities . The Student Center is funded by revenue bonds to be repaid from revenue generated primarily by the bookstore , food services , and Student Center fees of fifty cents per credit hour . An interest subsidy grant on this facility from the United States Department of Housing and Urban Development will provide funds of approximately \$800,000 over a 30 year period .

CHAPTER IV

Findings, Conclusions and Predictions

Findings

This study was designed to answer the following questions: What criteria are important in the development and maintenance of successful two-year college programs? Do data taken from studies at Oscar Rose Junior College support the criteria as identified by national studies? Can predictions be made regarding the future success of Oscar Rose Junior College?

The study has followed several major themes based upon the findings of the Carnegie Commission on Higher Education in their studies of two-year institutions:¹

1. It was suggested by the Commission that community colleges be made available, within commuting distance, to all persons throughout their lives.

Data from the previous chapter have indicated that Oscar Rose Junior College is an urban institution located on the outskirts of a metropolitan area that has a population of approximately 650,000 people. Further, the data have shown that there are over 800,000 people within a fifty mile radius of the campus and a well-developed inter-

¹Carnegie Commission, op. cit., pp. 1-2.

state highway system to provide easy access. A description of programs ranging from general education leading to a baccalaureate degree, through occupational programs, to community service offerings dealing with all age groups, including senior citizens, indicate a compliance with the principle of "life-long learning."

2. The Commission favored a comprehensive two-year college with a wide range of options for its students.

Perusal of the data dealing with program offerings indicate that Oscar Rose Junior College has developed a comprehensive approach in serving its clientele. Review of the institutional functions revealed a philosophy that provides for a wide range of educational and vocational options. Included were descriptions of courses and programs from five instructional divisions that offered transfer, occupational, remedial and community service programs, designed to meet the needs of a diverse student population.

3. The Commission believed that two-year colleges should remain two-year institutions and not expect to become four-year or graduate institutions.

Since its beginning, Oscar Rose Junior College had developed under the "Community College Philosophy." The community, governing board, president, faculty and staff firmly believed in, and recognized the need for, a well organized two-year institution. The fact that seven four-year institutions were within forty miles of the College further emphasized the need to remain a two-year institution.

4. The Commission recommended that full transfer rights should be granted to all qualified graduates of community colleges by state colleges and universities.

Oscar Rose Junior College and the other two-year colleges in the State had entered into an articulation agreement with the four-year state colleges. This agree-

ment stipulated that any student receiving an Associate of Arts or an Associate of Science degree from any of the two-year colleges were accepted as having fulfilled the "general education" requirements at the receiving institution. Additionally, the two-year schools were in the process of completing a similar agreement with the two universities within the State.

5. The Commission recommended that occupational programs be given the fullest support and status within the community colleges.

Data have indicated that Oscar Rose Junior College has given strong support to its occupational programs since it began. Currently, there are 21 occupational programs offered which represent 41% of the total program offerings at the College.

6. The Commission supported open access to the "open-door" college for all high school graduates and otherwise qualified individuals.

Review of student characteristics seemed to illustrate a compliance with the "open-door" concept. In the last six semesters the number of non-high school graduates enrolled at Oscar Rose Junior College has averaged approximately 16%. Further examination of the student cultures shows a steady increase in minority enrollments from a low of 5% in the fall, 1970 semester to a high of 18% in the spring, 1974 semester. These figures, together with the overall growth of the institution, supported the claim of compliance with the equal access philosophy.

7. The Commission stated that the community colleges should charge no tuition or low tuition.

Comparison of tuition costs aided in illustrating the effort of Oscar Rose Junior College to offer low cost educational opportunities. Table III-5 in the Appendix indicated that Oscar Rose Junior College offers the lowest tuition rate of any institution of higher education in Oklahoma. The low cost tuition, together with an expanding financial aids program, gives the Oscar Rose Junior College student an opportunity of at least two years of low cost post-secondary education.

8. The Commission felt that guidance should be an important function of the community college.

Data from the previous chapter identified the efforts of the faculty and staff at Oscar Rose Junior College to become involved in the guidance process. It was found that each student, enrolling for the first time, is counseled by a member of the student personnel staff. During this first interview, basic goals are determined. Thereafter, the student is assigned to a faculty advisor, selected according to the student's stated objectives, and this advisor works with the student in the fulfillment of his or her stated goals. These practices, together with an intensive follow-up practice, seemed to provide Oscar Rose Junior College with a guidance program designed to help the students to succeed in their pursuit of objectives.

9. The Commission recommended that the two-year colleges take part in enriching the cultural life of its community by becoming a center for activities involving art, music, drama and intellectual discussion.

Review of the community service objectives indicated that Oscar Rose Junior College has begun to develop as a culture center in the community. A community sponsored art gallery which exhibits guest artist's works, regularly scheduled dramatic productions and community pageants are all indications of the cooperative efforts between the college and the community to aid in the enrichment of cultural life.

10. The Commission believed that the optimum size of a community college is between 2,000 and 5,000 students (full-time equivalency).

Perusal of enrollment figures presented in the previous chapter indicated that Oscar Rose Junior College is progressing well within the parameters of the figures stated by the Commission as "ideal." Oscar Rose Junior College has grown from a full-time equivalency enrollment of 1,176 in 1970 to its present figure of 3,271 in 1974.

11. The Commission believed that the college should relate to its local community and be governed by a local board or at least have a local advisory board.

Although Oscar Rose Junior College is a state institution, review of the duties of the local governing board indicated that the determination of policy, employment of personnel, purchasing, custody of records, planning and construction of buildings and many other similar duties are the responsibility of the local board rather than a state board. Currently, all members of the local board reside in the surrounding communities and are representative of a cross-section of the total community population.

12. The Commission recommended that financing should be increased and equitably shared by federal, state, and local governments.

Data indicates that budget percentages for Oscar Rose Junior College showed a slight imbalance in the "equal" sharing of financial responsibility. Although the original budgets adhered to the "equal shares" concept, when the College became a State institution, a greater share of the financial responsibility was assumed by the State. The advantage in the new percentage is that it is calculated on the projected enrollment figures rather than the previous year enrollments in the case of the colleges that are not State institutions.

Conclusions

In retrospect, this study has shown that Oscar Rose Junior College compared favorably with criteria identified by the Carnegie Commission on Higher Education Reports on Two-Year Colleges.

From the data described above, as well as in the previous chapter, it is apparent that Oscar Rose Junior College is in close compliance with most of the descriptions established by the Carnegie Commission on Higher Education.

Data have shown the College to be within the optimum size range, with a student body that characterizes a cross-section of the institutional community. A balance in the day-evening course offerings, with a wide selection of programs in occupational as well as transfer courses and follow-up studies on completion of objectives, supports the theory of success not always being measured in terms of degrees granted. In addition to being well qualified academically, the faculty is young and dedicated to the two-year college philosophy of equal opportunity to all. This philosophy is also apparent in the administrative area with broad support of the educational programs. Programs have been designed to meet the needs of the students and are constantly being evaluated in terms of effectiveness. Financial support is adequate with improvement projected by the admittance into the System as a State institution. Boards of control, both local and state, are well defined and comply with descriptions offered by the Carnegie Commission studies. Projections of student population, faculty size, financial support and program development fall well within the ranges suggested by the Commission.

Predictions

One of the basic purposes of this study was to predict future development at Oscar Rose Junior College. It is this author's opinion that data previously compared show that there was, in fact, congruency between data describing Oscar Rose and data from the Carnegie studies.

Therefore, by utilizing the similarities of characteristics between Oscar Rose Junior College and the Carnegie Commission Reports, both past and present, a logical assumption would be that these similarities will continue at least through the decade of the seventies. Using this assumption as a basis for projection, the following predictions are made:

1. Oscar Rose Junior College will continue to grow both in size of student body and in its effectiveness in serving the community and the State. Although national figures predict an overall decrease in the number of students attending institutions of higher education during the late 1970's, it should be noted that these same studies identify the urban two-year colleges as the exception. With this exception in mind, it is predicted that the student enrollment figures will continue to increase through 1978 and begin to level off at a full-time equivalency figure of approximately 5,000 students. This would, according to the State Regent's formula, produce approximately 150,000 student credit hours.
2. The student profile will continue to change through 1980. The average age of the Oscar Rose Junior College student will have climbed to 29 years with approximately 65% of those students attending late afternoon, evening and Saturday classes and holding a part-time or full-time job. Although the figure will be small, an increasing number of individuals who already hold a baccalaureate degree will be taking "refresher" courses including retraining for those whose previous training has become obsolete. Technology will be changing even more rapidly by 1980, causing great numbers of people to shift their occupations several times in order to prevent both educational and occupational obsolescence.
3. In view of the occupational needs, the percentage of offerings dealing with technical and occupational programs will have risen drastically by 1980. Community task forces, made up of local occupational groups and college personnel, will be increased to

provide more community input and the major thrust will be toward cooperative education programs with close ties with business and industry. The added emphasis placed on training and re-training individuals for immediate and concurrent employment, will promote the need for the use of non-traditional instructional methods. Those methods will include:

- a. Individualized programs designed to take individuals at any level of competency and move them to the desired level as determined by student goals.
- b. Cooperative education programs that allow for credit through experiential learning, i.e., learning-while-doing experience found only on a job location. These approaches will require a much closer tie with industry to the college.
- c. Behaviorally based instruction that will provide for a measurable outcome for the learner as well as the instructor. By 1980, most budgeting will be based upon some form of needs assessment program, evaluated on the basis of product rather than process.
- d. Multi-media approaches designed through a media center that will utilize varied forms of learning material necessary to meet the needs of such a heterogeneous student body including television, video tape, audio tape, slides and many others.

Although the major emphasis for non-traditional studies will be in the technological areas, these same techniques will also be used in the transfer programs.

4. Occupational programs will exist in three major areas:

- a. Allied Health Technologies. As the nation moves closer to a National Health Care concept, the allied health programs will continue to grow. By 1980, Oscar Rose Junior College will have expanded their allied health offerings from five programs to seven, with the addition of Medical Records Technology and Physical Therapy Technology. The existing programs will double in size in the next decade, increasing the student credit hour production from approximately 150 to 250 student credit hours per instructor.

b. Engineering Technologies. The Engineering Technologies will increase in number primarily due to the increase in job competition. By 1980 there will be a large increase in the number of industrial firms within the state which will create a need for more locally trained personnel. The broader industrial base will also push the entry level demands to the point of forcing many technicians to seek further training. Electronics technology will continue to be in greatest demand through the decade of the 70's. However, by 1980, electromechanical technology and drafting technology will be approaching the magnitude of electronics and the Oscar Rose Junior College programs will grow accordingly.

c. Business Technologies. By 1980, the Business Technologies will have experienced a major change toward varied forms of cooperative education. Federal funding in the cooperative education area will be increased yearly and reach its maximum around 1980. During this decade the emphasis will change from on-campus classroom instruction to industry-oriented internships for most of the technology areas. Business practicums, placing the student at the point of interest, will gradually replace the traditional classroom techniques. Programs most likely to continue to grow will be Accounting, Mid-Management and the Secretarial Sciences. By 1980, there will be an increased demand for an expanded Legal Assistant program as well as programs for Medical Secretary and Court Reporting. Surprisingly, one program will, by 1980, begin to decline. The Computer Technology (Data Processing) program will have fewer offerings due to the economics of rapid change. The computer sciences will be changing so rapidly that the college will no longer be able to supply machinery necessary to implement a wide-range program.

5. In keeping with the growth in student numbers, the faculty will also increase at a proportional rate. Again, by the use of the State Regent's formula, Oscar Rose Junior College should increase its need for faculty to approximately 250 full time equivalency instructors by 1980. This is based upon the current student-faculty ratio of 12:1 for technical, and 28:1 for academic programs.

6. Other major changes are predicted for the faculty and staff. By 1980 the research oriented Doctorate of Philosophy degree will have been replaced by a teaching-oriented Doctorate of Arts degree. Stricter requirements will be placed on faculty regarding pre-service training. By 1980, faculty members will be required to complete a block of pre-service graduate courses, designed to prepare the instructor for the junior college role.
7. The average weekly student credit hour load will increase from the present figure of approximately 340 to a 1,980 figure of approximately 400 per instructor. This figure is computed on the basis of an average class size of 18. During this decade most of the increase in student credit hour production will come through the expected increase in the Allied Health programs.
8. There will be more extensive use of professional personnel in advisory roles to complement the regular instructors in all areas of study. By 1980, the regular faculty will comprise approximately 80 percent of the total instructional force with the other 20 percent being made up of supplemental and "special" teaching personnel.
9. By 1980, the average faculty member's salary at Oscar Rose Junior College will have reached the regional average, although it will still be below the national average. Fringe benefits will have increased to include dental care, full family health coverage and expanded sick leave and sabbatical leave benefits.
10. Institutional research will become an increasingly more important resource for development in the next decade. Feedback information from students, both graduates and non-graduates will directly influence the maintenance of curricular and program offerings. By 1980 the factor of accountability will be the primary evaluative tool to determine the effectiveness of faculty, administrators and even boards of control.
11. Testing techniques, designed to identify learning levels rather than learning capabilities, will become a

counseling tool for the instructors as well as the student personnel staff; and through the use of these test results, students will be placed into programs designed on the basis of their current abilities.

12. The next decade will see a greater emphasis on post-secondary education through the use of increased financial aids. These funds will be placed in the hands of the students to use at any post-secondary institution.
13. Federal financial aids for the institution will be directed toward non-traditional program development, support in the development of the Allied Health Programs and expansion of the community service offerings, including the senior adults program. By 1980 the federal monies now being channeled into veterans programs will be diverted to minority groups programs designed to offer educational opportunities to those students who are otherwise unable to afford post-secondary education.
14. By 1980, the physical plant will approximately double. The additional student population will demand at least three more classroom buildings which will bring Oscar Rose Junior College within the suggested range of just over 200,000 square feet.
15. Finally, finances at Oscar Rose will increase considerably. The move into the State System solidified its financial base. By 1980 the institutional budget will have stabilized, with approximately two-thirds of the funds coming from state appropriations and the remaining one-third from local taxes and federal funds.

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APPENDIX

TABLE III-1
Population Trends and Projections
through the Year 2,000

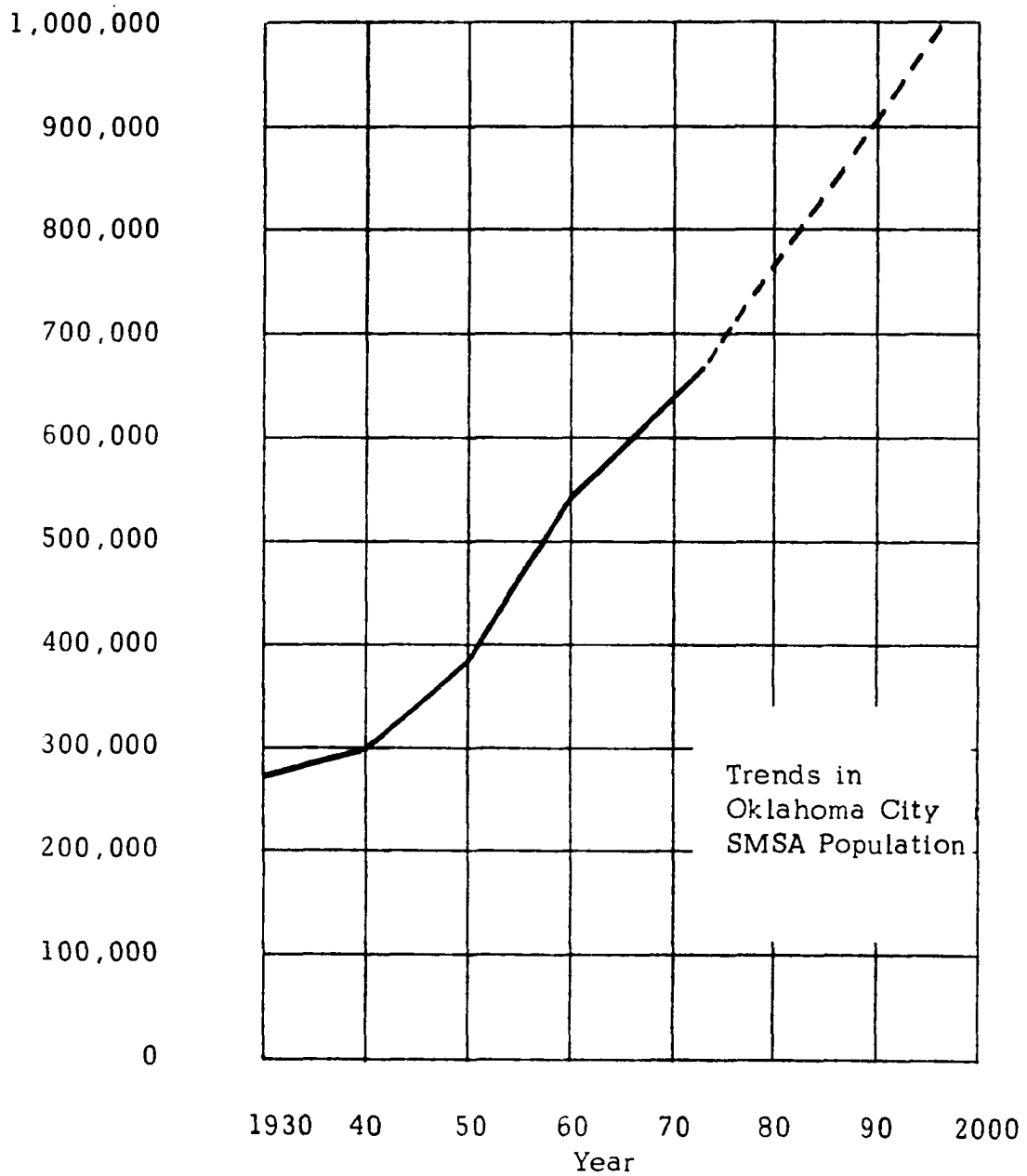


TABLE III-2
Population Trends and Projections
through the Year 2,000

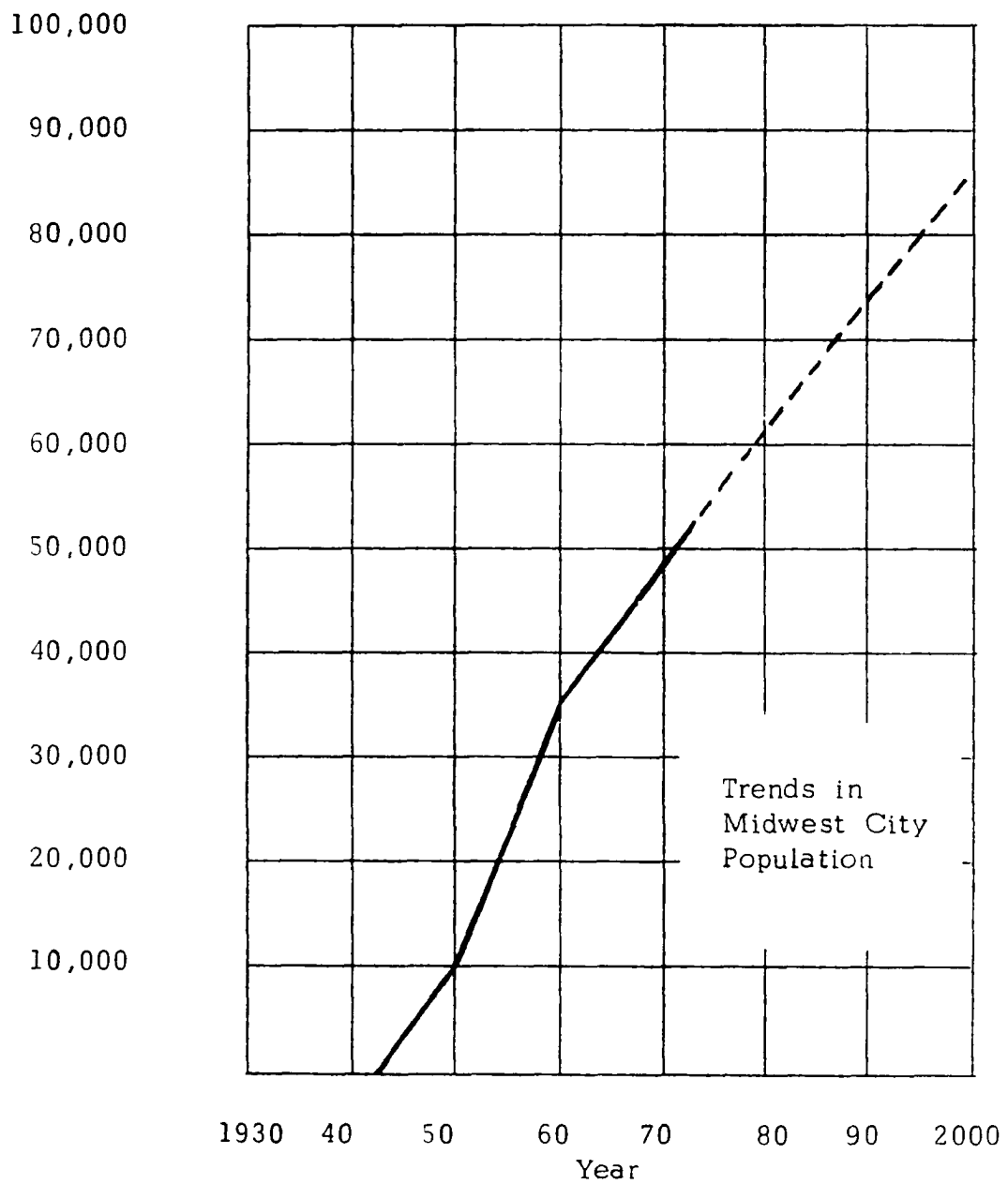


TABLE III-3
Population Trends and Projections
through the Year 2,000

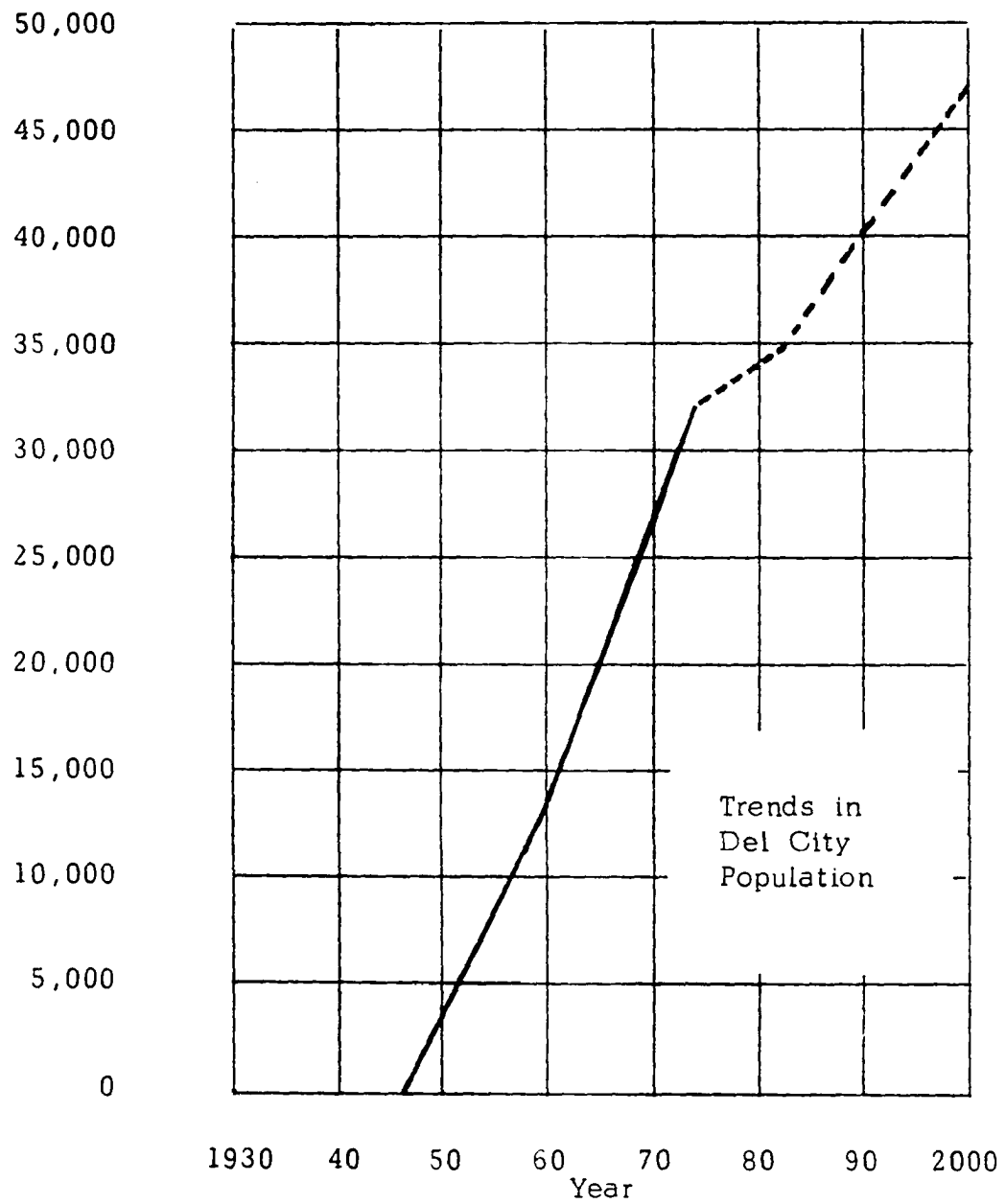


TABLE III-4
Admission Requirements

School	Open-Door Policy	High School Graduate	ACT	High School Grade Average	*Other
Oscar Rose Junior College	X				
Langston University		X	X	X	
Oklahoma Baptist University		X	X	X	
Oklahoma Christian College		X			X
Oklahoma College of Liberal Arts		X	X	X	X
Oklahoma State University		X	X	X	X
Oklahoma City University		X	X		X
Central State University		X	X	X	X
Oklahoma University		X	X	X	X
South Oklahoma City Junior College	X				

*Includes: (1) Character References, (2) Physical Examination, (3) College Board English Test, (4) Language Examination for Arts & Science Majors, (5) Committee Selection, (6) Passing Grade on GED, (7) Probationary Admittance.

TABLE III-5
Basic Attendance Costs

School	Tuition		Fees	*Other
	In-State	Out-of-State		
Central State University	\$ 10.50/hour	\$ 16.50/hour	\$ 12.70/sem	
Langston University	\$ 10.50/hour	\$ 27/hour	\$ 34.50/sem	
Oklahoma Baptist University	\$375/sem	\$425/sem	\$150/sem	\$200/sem
Oklahoma Christian College	\$475/trimester		\$ 13/trimester	
Oklahoma City University	\$450/sem		\$ 40/sem	
Oklahoma College of Liberal Arts	\$147/trimester	\$378/trimester	\$ 95/trimester	
Oklahoma State University	\$ 14/hour	\$ 36/hour	\$ 39/sem	
Oklahoma University	\$ 14/hour	\$ 40/hour		\$ 45/sem
Oscar Rose Junior College	\$ 6.25/hour		\$ 1.50/hour	
South Oklahoma City Junior College	\$ 7.25/hour	**\$ 10/hour	\$ 1.75/hour	

*Includes commuting expenses, and books and supplies.

**Out-of-District tuition rate.

TABLE III-6
Frequency Count of Percentile Scores
of Nelson-Denny Reading Tests
Fall, 1973

Percentile	Frequency	F	D	C	B	A
0	4					
0 - 10	136	34	37	32	38	3
11- 20	127	21	27	43	22	6
21- 30	113	9	25	49	20	7
31- 40	123	13	18	55	22	6
41- 50	71	1	7	32	22	5
51- 60	91	2	9	27	37	10
61- 70	67	2	0	24	29	7
71- 80	55	1	2	13	31	8
81- 90	38	0	4	11	15	6
91- 99	27	<u>0</u>	<u>3</u>	<u>6</u>	<u>10</u>	<u>5</u>
99	5					
		83	132	292	246	63

Number of scores read: 848

Average raw score: 65.82

Median raw score: 64

Number of valid composites: 795

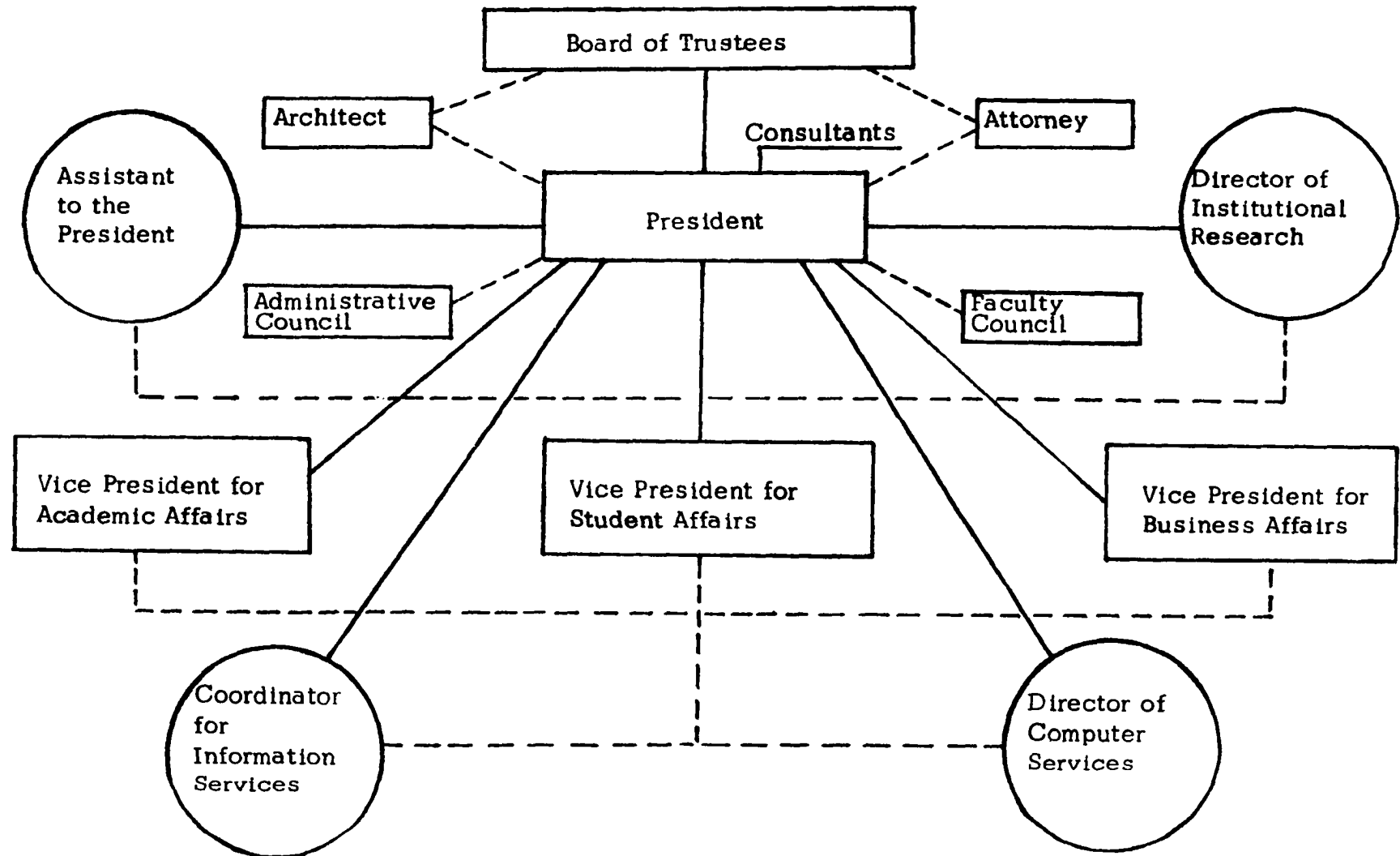
Mode of raw scores: 62

Range of raw scores: 7-145

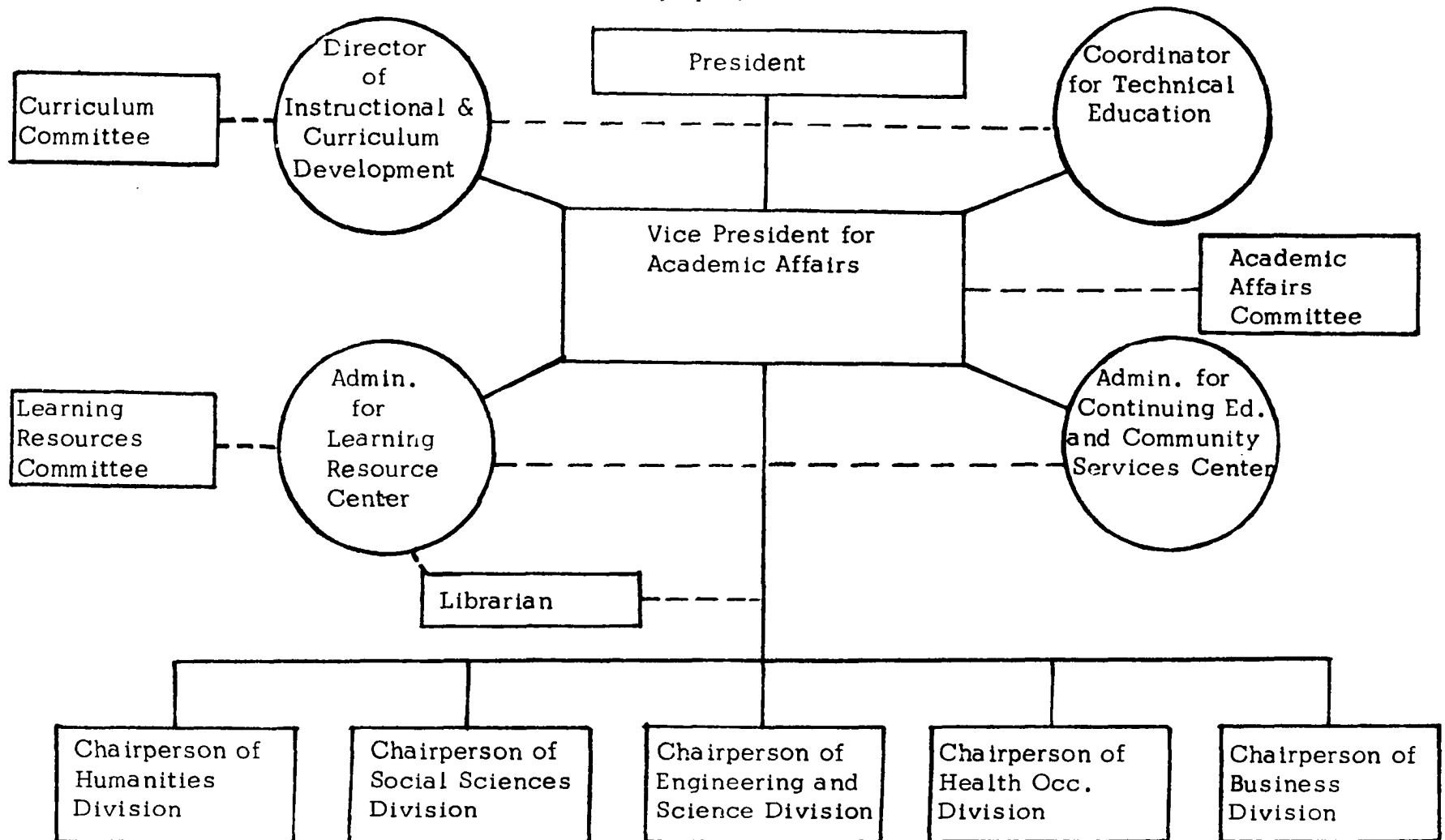
Number of valid percentiles:
848

Number of invalid composites:
53

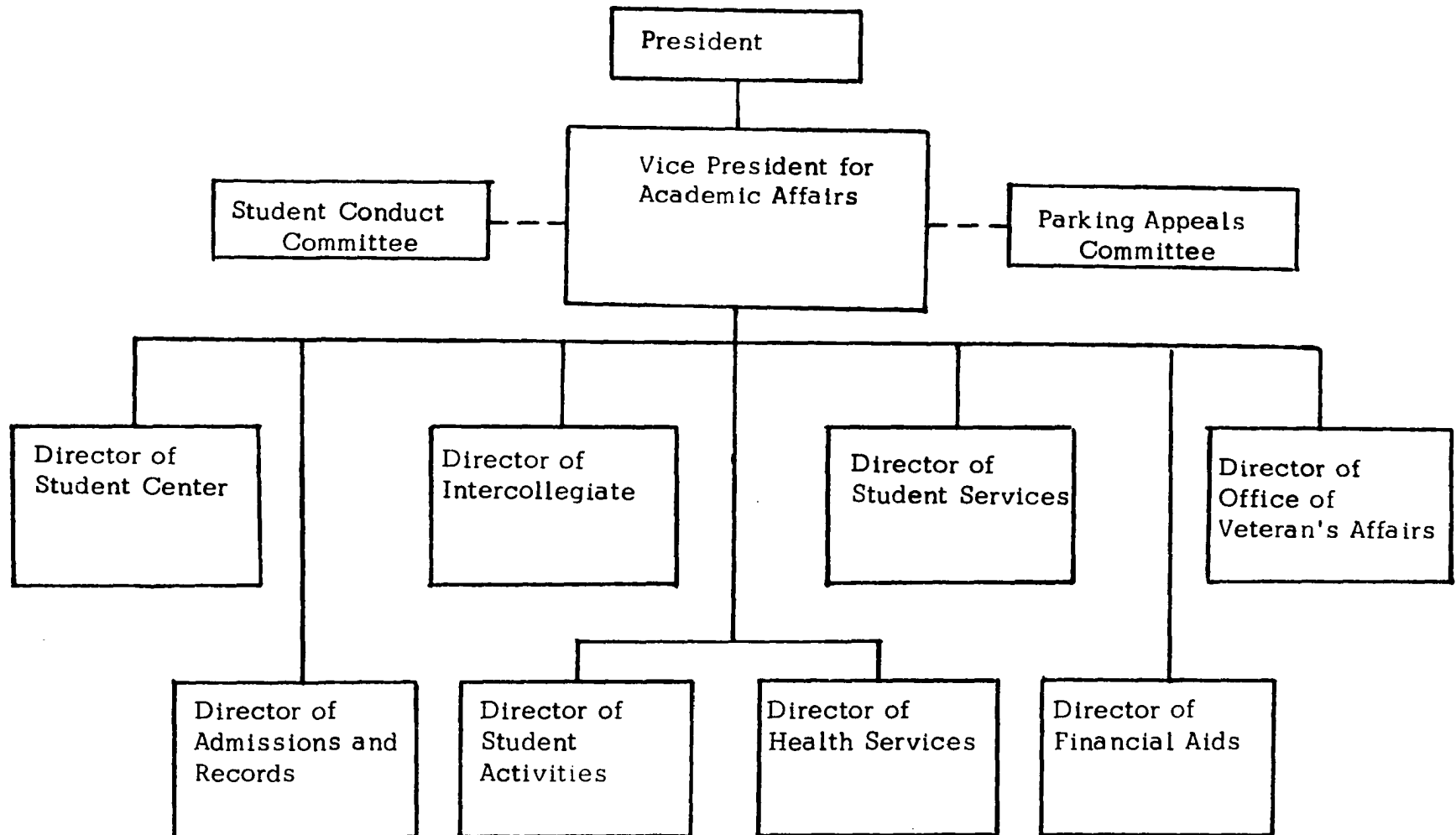
FLOW CHART III-7
Organizational Chart
July 1, 1973



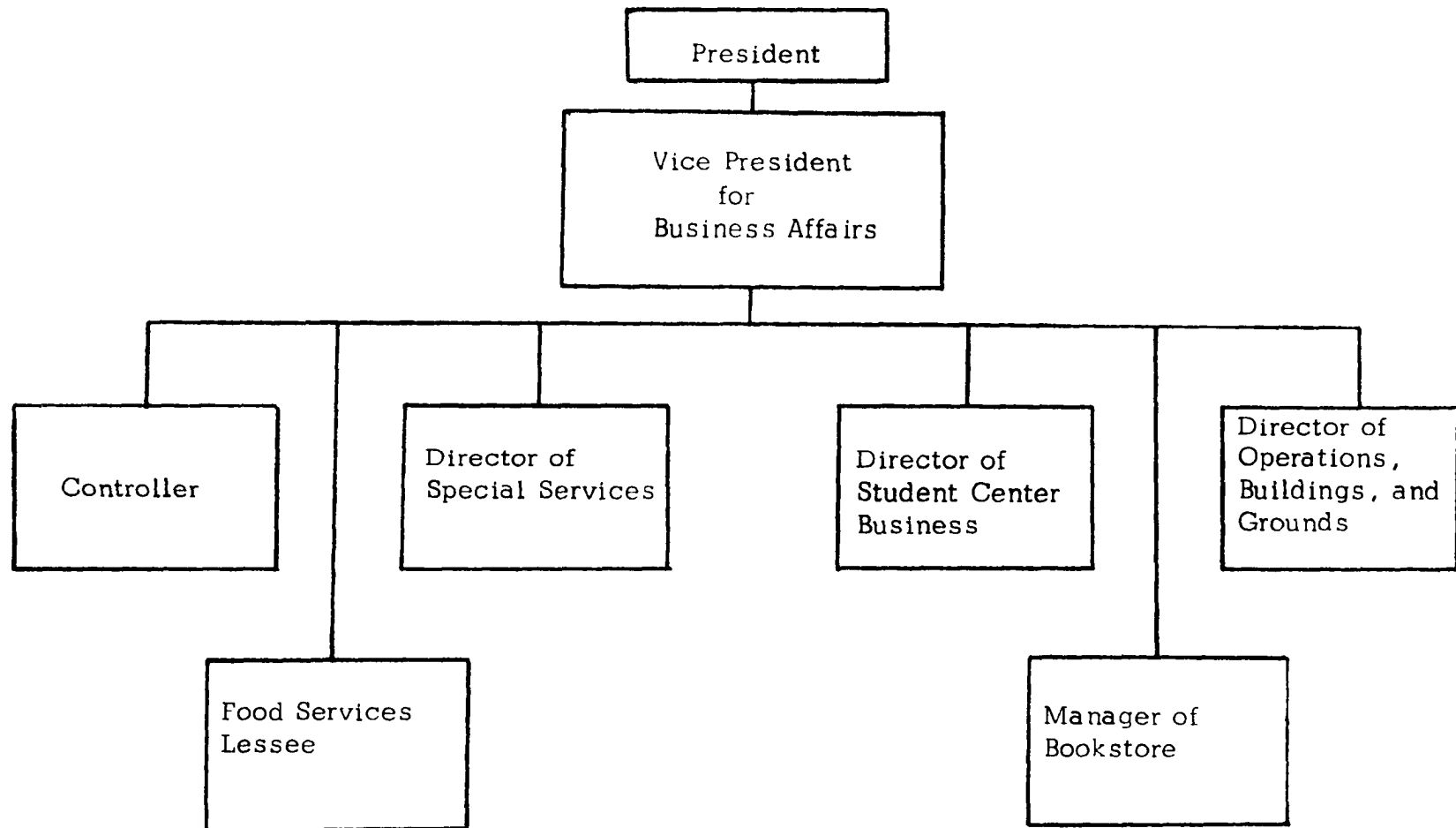
FLOW CHART III-8
Organizational Chart
July 1, 1973



FLOW CHART III-9
Organizational Chart
July 1, 1973



FLOW CHART III-10
Organizational Chart
July 1, 1973



FLOW CHART III-11
Organizational Chart
July 1, 1973

