

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY DESIGNED TO ESTABLISH A MODEL FOR
DETERMINING THE FEASIBILITY OF ESTABLISHING A PRIVATE
JUNIOR COLLEGE

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Purpose of the Study

Today one important facet of private education is facing a severe struggle for existence. The private junior college is decreasing in number and enrollment while its public counterpart is experiencing a growth and development that can be described as phenomenal. Much material has been written which gives the criteria for the establishment of public community colleges, but this criteria is not completely appropriate for the private junior college. The purpose of this study is to establish a model for determining the feasibility of establishing a private junior college.

Procedures

Research procedures for this study primarily consisted of a

review of the literature, sending letters to pertinent individuals and organizations, developing and sending a questionnaire to private junior colleges, and analyzing and tabulating the results of the questionnaire. The questionnaire was sent to the presidents of 243 private junior colleges throughout the United States. One hundred thirty-three of the administrators returned a total of 112 usable questionnaires which were tabulated and used in this study.

Findings

A survey of pertinent literature and a study of the 112 returned questionnaires shows the need for a study such as this. An examination of the literature reveals several criteria which must be satisfied if it is to be considered feasible to establish a new private junior college. These major criteria are all included in the following seven categories: (1) philosophy, (2) general criteria, (3) students, (4) staff, (5) curriculum, (6) finance, and (7) facilities.

Conclusions and Recommendations

The final conclusion of the thesis is that while there can be no guarantee of success, adequate preparations including the use of a feasibility study will result in a greater percentage of new private junior colleges being successful. Recommendations for further

studies designed to be of assistance to private junior colleges are included in the final chapter.

A Study Designed to Establish a Model
for Determining the Feasibility of
Establishing a Private Junior College

by

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A STUDY DESIGNED TO ESTABLISH A MODEL
FOR DETERMINING THE FEASIBILITY OF
ESTABLISHING A PRIVATE JUNIOR COLLEGE

I. INTRODUCTION

The junior college movement had its beginning in the United States in the year 1892 when William Rainey Harper launched a series of educational reforms at the University of Chicago (Hillway, 1958). One of president Harper's suggested reforms was an attempt to divide the university into two divisions, one to be called the university college and the other to be recognized as the academic college (Hillway, 1958). The university college was to be the senior institution and would include the junior and senior years of the university. The academic college was to be the junior college and would consist of the freshman and sophomore years. Harper was one of the first American educators to argue in favor of the junior college as an educational unit.

The concept of the academic or junior college as suggested by William Harper has been expanded to include both public and private junior colleges, community colleges, technical institutes, and two-year off campus centers of four-year colleges and universities (President's Com., 1957). The number of these institutions grew from eight in 1900 to 596 in 1955 with enrollments increasing from 100 students to 700,000 during the same period (President's Com.,

1957). This phenomenal growth is continuing with more than 50 new junior and community colleges opening each year. Harper (1969) lists 993 junior colleges in operation in 1968 with a total enrollment of 1,956,116.

The growth of the private junior college has not kept pace with its public counterpart. In fact, the 1969 Junior College Directory reports a net decrease of 68 students in 1968 for the church-related and independent two-year colleges (Harper, 1969). The number of private junior colleges declined from 264 to 254 during the same year. Sixteen private junior colleges closed during 1967 and 1968 and seventeen either became or were in the process of becoming four-year institutions. The closed schools had a two year enrollment of 1224. The primary reasons cited by the colleges closing were inadequate financing and decreasing student enrollments (Harper, 1969).

One hundred and eight of the 254 private junior colleges listed in the 1969 American Association of Junior Colleges Directory are independent. The rest are church related and operated by approximately 20 denominations. The Roman Catholic Church operated the largest number of church-related junior colleges with 56 being listed in the 1969 directory (Harper, 1969). Most of the other denominations operate only one or two institutions.

The private junior colleges are considerably smaller than the public institutions. Fifty-six percent of the private junior colleges

and 11 percent of the public junior colleges had a 1968 enrollment of less than 400. Only four percent of the private institutions had a 1968 enrollment of over 1,000 while 34 percent of the public colleges were in this category. The two largest private junior colleges listed in the 1969 directory are the Junior College of Connecticut and the Florida Junior College at Jacksonville. Each of these institutions has an enrollment of approximately 5,500 students. Thirty-four of the public junior colleges have an enrollment in excess of 10,000.

The decrease in the enrollment and number of private junior colleges is making it evident that the private junior college is facing a severe struggle for continued existence. Raper (1968, p. 21) says, "What was foreseen a decade ago by educational forecasters is now taking place: private education is fighting for its life and some colleges are not going to survive." Garrison (1968) predicts the closure of up to 75 percent of the private junior colleges in the next decade. He further predicts that of the 264 private junior colleges in existence in 1967, not more than 60 or 70 will still be operating by 1980. Of these remaining colleges, some will be hopelessly marginal (Garrison, 1969). The major problems of the private junior colleges as listed by Garrison are: 1. finances, 2. enrollment, 3. competition, 4. management, and 5. teaching. Raper (1968, p. 21) says, "If you were to ask the presidents of private colleges what they considered their most critical needs, the most frequent answer would

probably be money and students."

It seems obvious from these statistics and predictions that a great amount of thorough study would be undertaken by any group contemplating the establishment of a new private junior college. Eells (1931) emphasized the need to know the conditions under which a junior college is likely to be successful. In too many cases junior colleges have been started with more enthusiasm than judgment (Eells, 1931). Local pride, rivalry, or availability of facilities are insufficient criteria for the establishment of a new institution. Any true friend of the junior college is as much interested in seeing that new institutions are not established where conditions do not warrant them, as in having them started where they are needed (Eells, 1931).

Much material has been written which gives the criteria for the establishment of public community colleges. This material has been published by the various state departments of education, regional accrediting associations, and the federal government as well as by private authors. However, Morrison and Martorana (1960, p. 68) point out, "It becomes evident that the criteria for the establishment of public two-year colleges are not completely appropriate for the establishment of private two-year colleges." Although some of the criteria are significant to both types of institutions, the relative importance would not be the same for the private as for the public college (Morrison and Martorana, 1960). These same authors

(1960, p. 70) conclude that,

Additional studies are needed to establish guidelines for securing information needed to determine whether or not a specific type of private two-year college should be established as well as the conditions under which its success can best be secured.

It thus seems that a study designed to establish a model for determining the feasibility of establishing a private junior college would be of service. Such a study would involve selection of the criteria necessary for feasibility.

Eells (1931) recommends that the establishment of a new junior college be based upon the results of an impartial survey by outside authorities. He says that action should be based, in each case, upon an expert educational diagnosis of the local conditions. He further states that the survey be conducted preceding the establishment of any junior college, public or private, in any part of the country. The survey would provide information in the five following areas (Eells, 1931):

1. Need: Is there a need for the junior college in the area?
2. Type: What type of college is needed and would best serve the area?
3. Cost: What will it cost to operate the new institution, and is the money available?
4. Location: Is there space in the area that would offer the room for adequate facilities and future expansion?

5. Organization: Is the sponsoring organization capable of initiating and following through with a project of this magnitude?

Good (1962, p. 1) cautions that we have been too long concerned with discovering "rigid and discrete criteria for the establishment of community junior colleges." He believes that men have for too long been seeking a magic set of figures to apply to all situations to guarantee the success of the proposed new institution. Good (1962, p. 1) suggests "that we not attempt to define a complete and explicit set of criteria for the establishment of our new institutions but rather, that we formulate broad guidelines within which our experienced leadership may work with confidence toward the establishment of sound community colleges." Good (1962) concludes that the literature in the field indicates three minimum requirements as the basic criteria for the establishment of a junior college:

1. Community interest and need
2. Potential student enrollment
3. Adequate financial resources

Eells (1931) agrees with Good (1962) in stating that it is not only impossible, but unwise and dangerous to set up more than the most general minimum standards for the organization of an institution which may be so varied in form or type as the junior college. While it may be possible or convenient to set up a series of ten or

twenty definite standards that could be mechanically applied to any given situation, Eells (1931) warns that this could be educationally disastrous. Investigations to find the minimum criteria for establishing junior colleges need to be encouraged, but the attempt to apply them slavishly and mechanically to any situation is undesirable (Eells, 1931). After considering the criteria listed by seven different authors in the field, Eells (1931) concluded that the following four are the most valuable for the establishment of a public junior college. The material enclosed in parentheses following each of the four criteria is an indication of how it would apply to the private junior college.

The four criteria are:

1. District election (backing of the community)
2. Legal sanction (approval by state department of education, or state board of education, or a special commission, and/or by other governmental agencies as may be required by the state)
3. Assessed evaluation of the community (indication of financial support)
4. Adequate high school population, enrollment, or graduates (an indication of sufficiently high source of enrollment)

While Eells listed these four as the most valuable criteria, he does recognize the following as being of some value.

1. Population of the community

2. Territory to be served
3. Community attitude
4. Other opportunities for higher education
5. Efficiency of elementary and secondary education in the community

The value of information gained through study and research in establishing the initial programs of study for the new institution is self-evident. But, O'Conner (1965) stressed that research, study, and evaluation should not end with the opening of the institution. If a new junior college is to succeed, provisions and plans must be made for follow-up studies. The American Association of Junior Colleges has provided a practical, useful tool for the purpose of aiding junior colleges in their follow-up studies (O'Conner, 1965).

Thornton (1966) discusses the principles, problems, and procedures involved in bringing a new community junior college through its very earliest stages. His comments seem pertinent to the study of the establishment of a private junior college. Thornton's work is divided into two major categories: 1. securing legal authorization, and 2. establishing the authorized community junior college. The first major category would include finding those in the community who realize the need for the new junior college, and then conducting a preliminary study. The study would help to determine the number of students who would enroll, and would assist in translating the

community need into a demand. Thornton's second major category, that of establishing the authorized junior college would include the following seven factors: 1. selecting a board and an administrator, 2. establishing a time schedule, 3. selection of a site, 4. conducting a survey of community needs, 5. securing an adequate faculty, 6. acquiring the necessary equipment, and 7. informing the prospective students of the new institution.

In writing of the challenges of the small college, Hill (1959) as the executive secretary of the Council for the Advancement of Small Colleges, Inc., discusses five areas of importance to the new small college. While the discussion is specifically concerned with the small four-year college, it seems to be of value to the new junior college. The five areas discussed by Hill include: 1. quantity, especially concerning facilities and size of enrollment; 2. quality of faculty, students, and curriculum; 3. cash, not finances but operating cash; 4. how to judge a good college; and 5. diversity and independence in American higher education. According to Hill (1959), the criteria for judging a good college include financial stability, community service, and experimentation.

In 1957, Rodgers (1957) conducted a study of 17 junior colleges to determine the criteria for the establishment of public junior colleges in Texas. He concluded that one of the most important criteria is local interest and approval. To a large extent financial support

rests upon this interest. It must be determined if the local public has the ability and willingness to provide adequate financing. Rodgers also saw the absolute necessity of conducting a preliminary survey to determine the need for a junior college in the district. This survey could help to determine the proximity of the nearest two or four-year college, what should be the minimum enrollment, how the enrollment is to be determined, and the selection of the site. The fourth criterion suggested by Rodgers involves the consideration of the curriculum to be offered. The enrollment must support the curriculum offerings. Rodgers' final criterion is a consideration of the necessity of transportation and/or dormitory facilities.

Jesse P. Bogue (1950), former executive secretary of the American Association of Junior Colleges, gives three minimum requirements for establishing a public two-year college. These three requirements are: 1. community interest, 2. potential student enrollment; and 3. adequate financial resources.

An examination of the literature cited in this chapter reveals several major criteria agreed upon by the authors. These major criteria are all included in the following seven categories. Chapter two consists of a survey of the related literature in these seven areas in an attempt to determine the extent to which these criteria must be satisfied in order to consider it feasible to start a private junior college.

The Major Criteria

1. Philosophy
 - A. private school distinctive characteristics
 - B. goals and objectives
 - C. religion
 - D. opportunity for leadership
2. General Criteria
 - A. need and interest
 - B. library
 - C. student personnel program
 - D. legal sanction
 - E. methods of establishment
 - F. accreditation
3. Curriculum
 - A. transfer education (liberal or general education)
 - B. vocational education
 - C. developmental planning
 - D. control
4. Students
 - A. enrollment
 - B. characteristics
 - C. admission policies and recruitment

- D. opportunities for innovation
5. Staff
 - A. organization
 - B. management and administration
 - C. size
 - D. academic and general requirements
 - E. salaries and benefits
 6. Finances
 - A. operating costs
 - B. sources of income
 - C. budget
 - D. innovative plans
 - E. developmental planning
 7. Facilities
 - A. size of campus
 - B. location
 - C. building requirements
 - D. temporary facilities
 - E. developmental planning

The general procedures and findings of the study are included in chapter three. A three-page questionnaire was sent to the presidents of 243 private junior colleges seeking the opinions of the leaders in the field. Of the 133 replies received, 112 included

completed, usable questionnaires. A copy of the questionnaire and the tabulation of the returns is located in the appendices. An analysis of the gathered information is given in Chapter Four. The study concludes with Chapter Five and includes recommendations for further studies and the model for determining feasibility.

Definitions of Terms Used in This Study

1. Junior College: Throughout this study, the term junior college used without any limiting or descriptive adjective is to be regarded as the generic term to identify an institution of higher learning which offers two years of education beyond the high school. This definition is in keeping with that used by Hillway (1958), Thornton (1966), and Medsker (1960). Although junior colleges are frequently categorized as either public or private, Gleazer (1967) emphasizes that there are actually three general categories of junior colleges classified according to their type of sponsorship: church related, independent, and public institutions.
2. Private Junior College: The term private junior college is intended to include both independently sponsored and church related institutions.
3. Independent Junior College: The independent junior colleges are nonprofit but independently supported and usually operate under

the control of self-perpetuating boards of trustees (Gleazer, 1967). Most of the independent junior colleges receive their major financial support from tuition, endowments, and gifts from alumni and friends. The majority are residential colleges that attract students from beyond the local community (Gleazer, 1969).

4. Church-related Junior College: The term church-related junior college is used to designate those institutions that are sponsored and controlled by a church group or denomination. Church groups were among the pioneers in establishing junior colleges. The church-related junior college typically offers college opportunities in a Christian atmosphere which their founders believe is not available in other types of institutions (Gleazer, 1967). They characteristically are small institutions with residential facilities. Annual cost for attending a church-related junior college would average about \$1,000 (Gleazer, 1967). There are about 170 church-related junior colleges in the United States (Gleazer, 1967).
5. Public Junior College or Community College: While a distinction easily could be made between these two terms, they will be used interchangeably in this study. Gleazer (1967) states that most of the public junior colleges are identified as community junior colleges or community colleges. The public or community

junior college usually draws most of its students from its supporting community, and develops its programs of study in response to the needs of the local community (Thornton, 1966; Hillway, 1957; and Horlacher, 1969). The colleges in this category are likely to offer a much greater variety of courses than the private junior college and the trend is definitely toward becoming a comprehensive junior college which would include in a single institution preparation for employment, and education for transfer (Johnson, 1965). The community college receives much of its financial support from local or state government or a combination of the two (Rodgers, 1957). Tuition is typically kept to a minimum.

6. Transfer Courses: Medsker (1960) defines transfer courses simply as those courses designed for acceptance for credit in senior institutions. This same definition will be used in this study.
7. Occupational Training: Occupational training is training that is organized to prepare junior college students for jobs in agriculture, business, industry, homemaking and civics, health and welfare services (Ward, 1947).
8. General Education: This term is used simply to designate education that is planned to meet the general needs of the student (Ward, 1947).

9. Terminal education: Terminal education is a combining of occupational training and general education (Ward, 1947). It is designed to serve primarily students who do not expect to transfer to another institution upon graduation from the two-year college (Medsker, 1960).

II. SURVEY OF THE LITERATURE

Philosophy

The first consideration of new two-year college boards is almost always the securing of a president. However, Gleazer (1968, p. 103) cautions, "Before the board selects its president it faces the difficult but essential task of determining, if only in tentative form, what kind of college it wants." The kind of college it is to become is primarily determined by the establishment of a general philosophy. The philosophy and goals of an institution are important. "They are the guidelines which blaze the trail toward high accomplishment" (Marsee, 1966, p. 27). Basic to the establishment of this philosophy is a clear understanding of the goals, objectives, and the general definition of a junior college. Hillway (1958, p. 9) makes it very clear that a junior college is not:

1. A finishing school
2. A preparatory school in which students receive tutoring for admission to the freshman year of a standard college
3. A half of a college offering merely the less difficult portions of a collegiate curriculum
4. A refuge for the lazier and less capable student who cannot secure admission to regular colleges

A junior college is a particular kind of college that is quite capable

of standing on its own merits and justifying its existence (Hillway, 1958). Whitaker (1961) emphasizes that it must not apologize for its existence. The Western Association of Schools and Colleges (1964, p. S-2) stresses that,

The institution should state clearly, specifically, and concisely the objectives it seeks and the functions it desires to perform. The stated aims and purposes should be understood and accepted by the staff. The services of the institution should be broad enough to accomplish the purposes which the college seeks to implement.

Basic to the operation of the private junior college is that it be a college and not a high school or a technical institute.

The private junior college is usually small, and most of its students live, study, work, and play together as one family. There is opportunity to play an intensive role in guidance, in social development and attitudes, in cultural relationships and graces, in religious education, and in character education and values (Whitaker, 1961). Even though many of the students in private junior colleges come from outside areas, many of these institutions endeavor to serve the community in which they are located. In fact, Keeler (1961, p. 537) states, "A private college is perhaps more free to use its facilities, faculty, and other resources to answer the needs of the community than is a public college." The private junior college emphasizes the provision of a kind of educational experience (American A. J. C., 1963). This experience should be consistent and complete for all

students. The purposes of the private junior college must be carefully enunciated and reflected in student selection and curriculum planning, and the institution should aim to provide the student with a total educational experience. The number of goals should be limited to those which can be well done. The American Association of Junior Colleges (1963, p. 11) warns that,

If these institutions are to survive, they must be strong in purpose, strong in program, and strong financially. Whether or not these schools make it will depend in large measure on the extent of their commitment to the educational values they claim coupled with a resolve and areadiness to preserve them.

Not only do the private junior colleges need to have their philosophy with its goals and purposes well organized, but they need to pay more attention to self-study and evaluation of their progress in achieving these goals and purposes. This self-evaluation would attempt to answer such questions as the following (American A. J. C., 1963, p. 29):

1. Are we achieving quality in teaching?
2. Is our course organization too rigid, too flexible?
3. How do we know that the uncertain student is making headway?
4. Is there an overabundance of college clubs, organizations, and extra class activities?
5. As a church-affiliated college, are we first and foremost a strong educational institution?

The private institution frequently has been the pioneer in education. This is especially true in the junior college field (Morrison and Martorana, 1960). The private junior college certainly will not replace the public two-year college but neither will it be eliminated by the more extensive growth of the public two-year college (Morrison and Martorana, 1960). Private institutions of higher learning have important and unique functions to perform. The Committee on Higher Education (1960, p. 24) in New York State had this to say about private higher education:

They give American education a diversity and scope not possible in tax-supported institutions alone, and they have an opportunity to emphasize, if they wish, individualistic patterns of thought, causes of social action, or political or religious activity.

Medsker (1960) sees that even though the private two-year colleges have in recent years declined in numerical importance, they still constitute an important segment of post high school education. He sees their importance in terms of student enrollment and in their freedom to offer special services and programs. Whitaker agrees that the private junior college can and will continue as a vital phase of American higher education. He warns, however, that it will exert its opportunity for educational leadership only "to the extent that it renders a service of distinctive character and influence" (Whitaker, 1961, p. 541).

The private colleges are usually responsible only to their own

boards of trustees, not to a state board of trustees, a governor, or a state legislature (Smith, 1969). Therefore each private junior college has the opportunity to develop its own uniqueness (Garrison, 1969).

The small private colleges have a freedom of action all too often unavailable at the public colleges. Garrison (1969, p. 37) concludes that this freedom means that, "Each college must decide with ruthless definition, what it wants to do, what it can do best, and what it should leave to other institutions." If they will do this, Garrison (1969, p. 38) sees an exciting future ahead for the private junior college as "trail-breakers in better ways of teaching, as innovators in special programs, and as affirmers of human values."

One characteristic of the private junior college is its concern for its students. Raper sees this concern as the private junior colleges greatest contribution to higher education. Raper (1968, p. 22) further elaborates on this point by saying,

One of the greatest impacts the technological and social revolution of our times has made upon us is to create a society in which people feel lonely, unwanted, and uprooted, and much of the unrest on campuses throughout the nation stems from these feelings. The private junior college is uniquely prepared to speak to these needs if it will take advantage of its small size and foster a meaningful relationship between students and faculty.

Morrison and Martorana (1960, p. 68) found in their study that,

"Most private two-year colleges appear to have objectives that are more concerned with teaching the students how to live than they are

with teaching them how to earn a living." The American Association of Junior Colleges (1963) also found that the private junior college is more than passively interested in its students. In fact, as Bogue (1950, p. 103) points out, one of the distinctive roles that can be played by the smaller independent college is "the cultivation of personal relationships and enrichment of interests among students and between them and their teachers." Consequently the private junior colleges with their smaller enrollments have opportunities for intensive roles in guidance, social development, cultural relationships, and religious and character education not enjoyed by the average non-boarding public institutions (Bogue, 1950).

The church-related junior college views as a final, necessary, and meaningful component of quality higher education, the emphasis in the realm of religion. Whitaker (1961, p. 541), as the president of a church related junior college has this to say about the place of religion in the Christian college:

In a Christian college, the fundamentals of revealed religion must be carried into every classroom as the backdrop on which the picture of that subject's facts are painted. Involved basically, is a personal faith in Jesus Christ as the revelation of God, as well as the belief that the whole person must be devoted to Him and His way of life. An institution of this persuasion will be thoroughly academic and demand unexcelled quality in the work of both faculty and students. It will create an atmosphere conducive to value-laden spiritual experience.

As a general rule, young people choose church-related colleges

because they want to continue their education in an atmosphere which emphasizes this type of Christian idealism (Gleazer, 1967). This type of college is free to choose its students and faculty in relation to their attitudes toward religious values. Raper (1968) says that unless the church-related college can provide a religious dimension of education not available in the public colleges, it can hardly justify its appeal for general support from a church body. Bogue (1950) noted, in his extensive travels among the independent junior colleges, a tendency to neglect the opportunities for religious instruction and worship. He felt that such institutions were failing to make good use of their freedom. Bogue (1950, p. 106) further commented, "In view of the fact that publicly supported institutions are limited in what can be done in this respect, it is rather puzzling that independent colleges sometimes neglect this field of service."

In general, the philosophy of the private junior college emphasizes the importance of the individual with an adaptation of academic subject matter to the needs and life interests of each student. This philosophy, according to Tead (1960, p. 350) helps to provide "more opportunities for leadership responsibilities in the private two-year college."

General Criteria

Community Interest. The criterion of community interest as it

relates to the feasibility of establishing a junior college, is extremely difficult to establish. Good (1962, p. 7) recognizes the importance of community interest and gives a clear structure to the concept in the following quotation:

Community interest is concerned with such considerations as: socio-economic patterns, unmet needs of high school graduates, needs of industry for trained personnel, the presence of existing institutions and their willingness and ability to change functions to meet needs, the existing loads on currently acceptable tax patterns, leadership of opinion makers, quality and support of elementary and secondary schools, the aspirations of high school juniors and seniors, plans of parents for their high school age sons and daughters, and almost an endless number of real and emotional attitudes toward this relatively new institution.

Community interest is listed as a criterion for the establishment of a new public junior college by 11 states, but the manner in which it is measured varies greatly from "strong desire" in Michigan to a required vote in several states (Morrison and Martorana, 1960). New York considers it an indication of sufficient community interest if the community is able to provide appropriate and continued employment opportunities for graduates of the junior college (Morrison and Martorana, 1960). New York's standards for measuring community interest would not apply, however, to the institutions offering only liberal arts and science programs.

Morrison and Martorana (1960) conducted a survey among 40 administrators and other leaders in the junior college movement. Twenty-eight of the 40 expressed the opinion that appraisal of

community attitude was a necessary step in founding a junior college. Twenty-four of those surveyed said that the community attitude toward higher education should be favorable. One administrator expressed the opinion that the attitude prevalent in the immediate community was "important from the viewpoint of gifts and donations." In speaking specifically of the new private junior colleges, Morrison and Martorana (1960) state that the attitudes of the community must be considered as an important indicator of its successful operation. A favorable local area opinion facilitates acceptance of the college in a locality and launches the entire public relations program on a positive note.

Sound positive community interest is essential to the new private junior college, even though it is a residential college that attracts students from beyond the local setting. Methods suggested for ascertaining and judging the existence and importance of community interest and felt need are usually related to questionnaires or surveys, or in the case of public junior colleges, petitions or non-political elections (Good, 1962).

Methods of Establishment. Once it has been decided upon to establish a private junior college, it is extremely desirable to have at least a year of planning before starting classes (Richardson, 1968). One of the first decisions to be made involves the selection of the method of establishment. In the early stages of the junior college,

development was more by chance than by plan. Little attention was paid to desirable or necessary criteria by which to judge in advance the likelihood of success of a two-year college. Eells (1931) reports that before 1920 there were three main ways of establishing junior colleges. The first plan he calls the amputation method. In this method a four-year college separates its first two years and starts to operate them as a separate college. This is the method suggested in 1892 by William Harper of the University of Chicago. The second method of establishing a new junior college suggested by Eells is called the stretching method. This plan was used by both public and private secondary schools and academies. Eells (1931) stated that this method was in evidence again in 1930 as many private secondary schools saw the needs and opportunities for service at the post high school level. The third method of establishing a junior college is called the decapitation method. This process has been used by small senior colleges unable to offer a strong four-year program. The method consists simply of discontinuing the third and fourth year. Another method of establishing junior colleges is the 6-4-4 plan (California S. S. E., 1928). The basic concept of this plan is a recognition that the thirteenth and fourteenth years are secondary in character and are in fact, a part of a well-rounded system of secondary education. Today the independent creation method of establishing junior colleges is used almost exclusively

(Morrison and Martorana, 1960). Increased experience, greater public knowledge, and acceptance of junior colleges have increased the chances for success in starting the new institutions by the independent creation method.

Legal Requirements and Control. Private two-year colleges begin as a result of special authorization, the granting of a charter by the state legislature, or by the incorporation of the board of trustees of a proposed institution under the laws of a state (Morrison and Martorana, 1960). Since the laws pertaining to the private junior college vary among states, it is strongly advisable for those in charge of the new institution to secure legal advice and counsel. In some states, Washington for example, an annual registration fee may be required (Carbone, 1970). Oregon is one of several states that has special statutes that would apply to the private junior colleges if they desire to award degrees (Kahananui, 1970). Even though the private junior college may not be under the direct administration of the state, it is nevertheless under some external control. C. C. Colvert (1960) conducted a study for the American Association of Junior Colleges, on the external official control of private junior colleges. In his study of 136 private junior colleges, he found external control over the colleges by such groups as boards of control, supporting bodies, state departments of education, state legislatures, and state and regional accrediting agencies. Colvert (1960, p. 133)

found two good features of official external control most often mentioned by the private junior colleges:

1. State and regional accrediting agencies did much to improve colleges as to faculty, curriculum, instructional facilities, buildings, and the like. These agencies support the administrator in his efforts to improve the college.
2. The board of control of the college kept the objectives of the college and constituency constantly before the administration and faculty.

Accreditation. Accreditation of the junior college is made by the regional accrediting association in whose territory the institution is located. The six regional accrediting associations in the United States are: the New England Association of Colleges and Secondary Schools, the Middle States Association of Colleges and Secondary Schools, the Southern Association of Schools and Colleges, the North Central Association of Colleges and Secondary Schools, the Western Association of Schools and Colleges, and the Northwest Association of Secondary and Higher Schools. Regional accreditation means (Northwest A. S. H. S., 1969, p. 2):

that an institution's own goals are soundly conceived, that its educational programs have been intelligently devised, that its purposes are being accomplished, and that the institution is so organized, staffed and supported that it should continue to merit such confidence.

The same criteria for accreditation apply to both public and private junior colleges (Bemis, 1970). An institution must meet the following eight standards to be eligible for consideration for

accreditation (Northwest A. S. H. S., 1969, p. 1-2).

1. It should already have a charter and/or formal authority from the appropriate governmental agency to award a certificate or the associate or higher degree.
2. It should be a nonprofit organization with a governing board representing the public interest.
3. It should offer at least two years of higher education at the undergraduate level or at least one year at the graduate level.
4. It should have been in existence long enough to have graduated at least one class.
5. It should require for admission the completion of not less than an appropriate secondary school curriculum or satisfactory evidence of equivalent educational achievement.
6. It should have adequate financial support to achieve the institutional objectives.
7. Its principle educational programs should rest upon a base of liberal studies required of all or most students. An institution offering specialized post-secondary education may qualify for membership if such specialty rests upon a base of liberal education.
8. It should have a substantial core of full-time faculty to insure continuity, permanence, and adequacy of the program.

Newly founded junior colleges which meet the basic eligibility requirements except for the graduation of a class may apply for Correspondent Status. This status is not accreditation but rather is designed to indicate that, "The institution intends to work toward accreditation, that it has provided evidence of sound planning, that

the resources to implement these plans appear to be adequate, and that the institution would seem to have the potential for attaining accreditation within a reasonable time" (Northwest A. S. H. S., 1969, p. 3). After the junior college has been in operation for one year and meets the basic eligibility requirements except for the graduation of a class it may apply for recognition as a Candidate for Accreditation.

Candidacy indicates that an institution is actively engaged in the process of accreditation, and appears to be offering its students on at least a minimally satisfactory level, the educational opportunities implied in its objectives (Northwest A. S. H. S., 1969, p. 3).

The Western Association of Schools and Colleges (1963) believes that accreditation has two main values; that coming from the institution's self-evaluation, and that derived from evaluation by a professional agency outside of the institution itself. Dr. Benjamin Fine, former education editor of the New York Times, had this to say on college accreditation (Education Review, 1956, p. E 9):

Accreditation is important. Even though a college that does not have the seal of approval of its regional accrediting agency may be doing a good teaching job, it is seriously handicapped. For one thing, graduate schools frequently deny admittance to students who come from an unaccredited college. So students may not go to a nonaccredited institution except as a last resort.

Hill (1959) comes to the conclusion that regional accreditation is good in principle in that it encourages all colleges to meet certain minimum standards. However, he warns that it is also dangerous

in that it provides foundations, corporations, prospective students, and the general public with an extremely questionable device for measuring the true worth of a college.

Student Personnel. Necessary to the success of a junior college is a policy and a coherent plan of organizing and administering the student personnel services (Medsker, 1960). In some junior colleges such a plan involves the designation of an individual to be responsible for the direction of all services and for the supervision of other persons who perform services. However, the plan may be decentralized with responsibilities divided among many persons with no coordination other than that by the chief administrator of the institution. Medsker (1960, p. 146) says, "There is no one best way to organize and coordinate a college personnel program."

Hoyt and Raines (1965) conducted a study of 123 junior colleges in the United States. The study was designed to reveal the student personnel functions necessary to meet basic institutional needs. Seventy-four of the colleges in the study had enrollments of less than 1,000 students. The basic student personnel functions revealed by the study were classified into the following seven groups: 1. orientation functions, 2. appraisal function, 3. consultive functions, 4. participation functions, 5. regulatory functions, 6. service functions, and 7. organizational functions.

Medsker suggests that the student personnel program should

spring from the basic philosophy and objectives of the institution. Each institution, regardless of size, should consciously structure a plan for its student personnel program. Such a plan, if it is to be at all adequate, will entail costs that must be provided by the institution. The program demands the services of a professionally trained staff. Even in the smallest institution a staff member with experience and training in guidance should be in charge of all testing and counseling (Medsker, 1960). Medsker (1960, p. 16) found in his study "evidence to indicate that administrators and boards of control had not put student personnel services on a par with instruction and that all too often insufficient budget appropriations had been made to ensure a full range of such services."

The student personnel program should involve the cooperation of all the staff and include the services of specially trained individuals (Western A. S. C., 1964). Professionally trained guidance personnel are normally within the means of most private junior colleges. The American Association of Junior Colleges (1963, p. 28) emphasizes that, "It is unwise for a college to 'make-do' with inexperienced untrained faculty advisors." James Harvey (1967) concludes that a careful study of the counseling process at the community college level, and current ratios used at the secondary and higher education levels indicate that a student to counselor ratio of 300:1 is reasonable. A different approach to student counseling is being

undertaken at the William Rainey Harper College in Illinois (Harvey, 1967). Here the counselors are being used as academic advisers in place of the more traditional method of having faculty members serve as faculty advisers. Medsker (1960) found that the plan of administration of the pupil personnel program in the junior college is related to the size of the institution. The general tendency in the junior colleges is for the person second in charge of the college to assume responsibility for both the instructional and the pupil personnel functions. A summary of Medsker's (1960, p. 148) findings is given in Table 1, which shows the administrative officers in junior colleges of various sizes who coordinate student personnel programs.

Table 1. Administrative officers who coordinate all student personnel services in 73 two-year institutions, 1956-57

Enrollment Categories	No. of Institutions	Chief Admin. of Institution	Assistant Admin.	Special Dir. of Student Personnel
Under 200	8	4	4	0
200 - 500	29	20	8	1
500 - 1,000	19	6	8	5
1,000 - 1,500	8	2	2	4
1,500 - 2,500	4	0	0	4
Over 2,500	5	1	2	2
Total	73	33	24	16

Library. Central to the entire operation of the junior college and essential for its success is the library. Typical of the

importance placed upon the junior college library is the following quotation from Frank Merlo and Donald Walling (1964, p. 33):

The community college, no matter how well planned with regard to program or instructional facilities, cannot accomplish its objectives unless it has a well equipped, functionally designed, and broadly supplied library. In order to accomplish this goal it must carry the material necessary for preparation of the instructional program and to meet the individual needs of both faculty and students.

A search of the literature failed to reveal any material written specifically for the private junior college library. However, since the requirements for membership in the regional accreditation associations are the same for private and public junior colleges, their requirements seem pertinent to the private institutions. The Western Association of Schools and Colleges (1964) emphasizes the importance of the junior college library. In their Kit for Accreditation, the Accrediting Association says, "A trained library staff is essential" (Western A. S. C., 1964, p. S-3). They also stress that, "Library materials should be available in type, number, and recency sufficient to cover, to the extent needed in junior colleges, all fields of instruction" (Western A. S. C., p. S-3). Other minimum library requirements of the Western Association include sufficient space for a reasonable percentage of the students enrolled, and organization of the library which will facilitate and encourage student and faculty use.

Curriculum

It would be convenient and advantageous if the student body of the new junior college could be selected before the curriculum was established. As a result the curriculum could be developed to suit the needs of all or at least the majority of the students. This is not the general procedure and consequently the establishment of the curriculum greatly influences the selection of the student body. The choice of the curriculum, therefore, is a decisive factor in determining the future success or failure of the institution. The process of establishing the junior college curriculum should be a profitable and stimulating study (Weitzel, 1940). Certainly the curriculum must be in keeping with the proclaimed philosophy of the school. Bogue (1950) emphasizes that the independent junior college should stress the kind of education it offers rather than the extent of its offerings. He adds that:

If the independent college fails to take advantage of its unique position and to provide education of the highest possible quality. it is missing the mark, and not justifying its existence (Bogue, 1950, p. 107).

The new junior college board, with its administration should agree upon a statement of guiding principles for its curriculum development. The following are four possible statements of guiding principles suggested by Gray (1929, p. 2):

1. In its curriculum the junior college will look only to the later college and university work.
2. The junior college will give the information and academic discipline that are to function during adult life subsequent to college years.
3. The junior college will prepare a balanced program that will give the information and the academic discipline needful both for later college work and for later adult years.
4. The junior college will assist its students to a continuity of current, diversified, and elevated human living, with the expectation that the continuity once set into operation will continue in and through the later adult years.

Weitzel (1940) believes that the junior college should, to the limit of its abilities, set up curricula suited to both student and community needs and at the same time provide guidance services to see that these needs are met. This results in what Weitzel (1940, p. 5) calls the curricular classification of junior college students, i. e. "seeing that each student, with proper guidance, selects the best possible curriculum for him." Two distinct types of junior college curriculum discussed by Weitzel (1940, p. 10-11) are:

1. Liberal Arts: subjects preparatory to subject specialization in the junior and senior university years or by pre-professional curricula, the completion of which is demanded for entrance to the various professional schools of a university.
2. So-called finishing curricula or curricula of the semi-professional type.

Whitaker (1961) states that the private junior college curriculum

should stress the kind of liberal education which will permit it to render a contribution which will stand the test of time. The opportunity of the independent junior college for educational leadership, in Whitaker's (1961) opinion is dependent upon its basic, if not exclusive, image as a college of liberal arts. While some junior colleges do operate on the principle of general or liberal education as a sole objective, Hillway (1958) says that this is not true of those institutions which are trying to serve the varying needs of a particular community. Koos (1947) recommends that the junior college curriculum include a core of general education and a two-way specialization. One of these specializations would emphasize vocational training and the other college training. Weitzel (1940) found in his study a pronounced tendency for junior colleges to offer but a single curriculum, and that of the university preparatory type. This tendency has changed with the more recent growth of the community college as, "Practically all of the early community colleges offered vocational education exclusively" (Hillway, 1958, p. 103). Since the liberal arts college no longer considers vocational or special education as its proper function, and since training for the professions is now provided by the professional schools, the junior college has been left with the responsibility for special education in those fields requiring more training than the high school can give and yet less than that usually required for the recognized professions

(Hillway, 1958). This responsibility is being carried out largely by the community colleges. Whitaker (1961) is convinced that there is no basic conflict between vocational training and liberal education. The only difficulty he sees is lack of time to do full justice to both. Many private junior colleges, however, would experience the added difficulty of lack of sufficient finances necessary to offer vocational training.

The junior college curriculum of today can be described as terminal, transfer, or comprehensive. The formal curriculum of most private junior colleges is comparable to the first two years of a four-year college (American A. J. C., 1963). Thus, its curriculum consists largely of transfer courses even though these courses may be organized and presented toward ends that differ from the public junior college (American A. J. C., 1963). Medsker (1960) believes that few if any two-year colleges, public or private, can avoid the responsibility of offering standard lower-division transfer courses. The transferability of a course depends on its acceptance for credit by a four-year college and these colleges vary in what they will accept (Medsker, 1960). Oregon is one state which has developed a "Transfer Curricula" for the use of the state two-year colleges. This Transfer Curricula (Oregon S. S. H. E., 1968, p. i) lists "transfer programs recommended by the committee (and approved by appropriate deans and departments at state system institutions) for

community college students interested in transfer to a four-year institution." Weitzel (1940) observed that no one has ever said that a junior college should provide any particular number of transfer curricula. He believes, however, that four is the ideal minimum number of preparatory curricula to be offered by a junior college even though he would consider a minimum of two transfer curricula as being adequate. The Western Association of Schools and Colleges (1964) states that the junior college should offer a pattern of instruction which will qualify students for admission to senior institutions. They further state that, "The instruction should be of such quality that after transfer the scholastic functioning of students will be satisfactory." (Western A. S. C., 1964, p. s-2)

In contrast to the transfer curriculum of the junior college, the terminal curriculum primarily consists of courses not specifically designed for four-year college credit. Theoretically, a terminal program may either be general, occupational, or a combination of the two. Medsker (1960) found in his study that junior college administrators reported that few students are interested in a strictly terminal general education curriculum. The basic problems encountered in developing a terminal curriculum are essentially those of establishing a need, organizing the curriculum, administering, supervising, evaluating, and revising it (Ward, 1947). The first step in developing a terminal curriculum consists of

establishing the need for the curriculum and identifying the occupational and cultural needs of the community and the short-term and long-term needs of the students (Ward, 1947). The Western Association of Schools and Colleges (1964, p. 2-S) states:

A junior college should provide a broad program of vocational education which should qualify students in a period of two years or less to get jobs and hold them. These offerings should be geared to the needs of business and industry with special reference to the area served.

The comprehensive curriculum of the junior college includes both the transfer and the terminal course offerings.

The junior colleges actually were among the first collegiate institutions in America to introduce the type of course we now associate with general or liberal education (Hillway, 1958). There is no general agreement on the nature of general education (Medsker, 1960). Some writers view general education as meaning a common basic curriculum, while to others it means common outcomes of a fundamental educational experience. Still others view general education as an education which prepares a man to live more fully as a person and more effectively as a citizen (Medsker, 1960). Hillway (1958, p. 98) states that the aims of general education:

can be achieved by exposure to several foundation courses in the earlier years of college that provide a general survey of the essential fields of learning; these fields are sometimes classified as communications, the humanities, science, and the social studies.

The Western Association of Schools and Colleges (1964, p.

s-2) states that:

Every junior college should provide a program which promotes common knowledge, skills, and attributes needed by a student to be effective as a person, a worker, and a citizen. The general education program should be complementary to, but different in emphasis from special training for a job, profession, or high scholastic attainment in a particular field of studies.

The liberal or general education curriculum of the junior college usually includes two years of English, social sciences, natural sciences, mathematics, humanities, occasionally the fine arts, and physical education (Reynolds, 1965). The rule-of-thumb, according to Reynolds (1965) indicates that 50 percent of the total courses offered in the junior college are general education courses.

Some critics of today's liberal arts colleges claim that the accumulation of knowledge has been emphasized with little regard to ways in which the individual makes use of it (American A. J. C., 1963). This has led some observers of higher education to suggest that the private junior college may be the ideal institution to bring a return to the traditional concepts of liberal education seemingly absent in other institutions. Since in the private junior college, the student need not be bound to the selection of a rigid major or minor field, the opportunity is increased for structuring genuine interdisciplinary experiences. The American Association of Junior Colleges (1963, p. 420) states:

Church-related private junior colleges particularly should be able to reinforce certain of the precepts of liberal education in view of the importance they attach to the culcation of moral values and principles.

If a private junior college perceives liberal education as a function and purpose of the institution, its curriculum should be specifically designed to accomplish it. The American Association of Junior Colleges (1963) suggests that a strong program in liberal education should furnish the student with intellectual experiences encompassing studies in humanities, social sciences, and physical sciences. These studies should equip the student with the ability to communicate persuasively in writing and speaking. Private junior colleges are steadily increasing their curriculum offerings through the introduction of such special programs as independent study, honor seminars, work-study experiences, and supervised summer travel or service abroad (American A. J. C., 1963). However, the American Association of Junior Colleges (1963) encourages them to pursue new avenues of educational opportunities through the offering of more services to the community such as adult education, college courses for the young housewife, cultural events open to the public, and assistance and participation in community projects.

One of the important functions of a college is the development of procedures by which it may engage in continuous improvement of its curriculum. The Western Association of Schools and Colleges

(1964, p. s-2) proposes that a good plan for curriculum development will provide for :

1. Cooperative development of curriculums in terms of the aims of the institution and the characteristics of the students and community served
2. Careful and periodic evaluation of the success with which the curriculum and teaching methods are actually achieving the goals sought
3. Revision of the educational program in the light of evaluation studies and the changing needs of society.

The private junior college is in an easier position to bring about curriculum change than is the public junior college. Colvert (1960) found that about one-half of the 51 private non-sectarian junior colleges in his study said that no courses are required in their institutions by any official external agency. The remainder of the colleges in the study stated there were no unusual required subjects. Most of the church-related junior colleges in Colvert's (1960) study were required by their boards of control to offer six to eight semesters of Bible and/or religion. No other requirements were mentioned.

Students

Morrison and Martorana (1960) found in their study that 13 states consider adequate enrollment as a necessary criterion for the establishment of a public two-year college. Excellence of any

college, public or private, partially results from the presentation of a strong and broad curriculum. Priest (1965) emphasizes that a college must be large enough to support an adequate curriculum. He also observed that the smaller junior colleges experienced real problems in attempting to provide a comprehensive program in technical education. It is wrong to be big or small, says Marsee (1966), if provisions are not made for reasonably sized classes and for an adequate staff. While many advocates of the smaller junior college would claim superior education and concern for the individual student to be a partial result of small enrollment, Marsee (1966) makes the point that largeness does not necessarily bring neglect any more than does smallness assure excellence. Graduates of smaller junior colleges tend to stress the institution's small congenial atmosphere among their fondest memories of college life (American A. J. C., 1963). While it is true that students can and usually do derive certain personal values from experience in a small junior college, the American Association of Junior Colleges (1963, p. 45) cautions that, "We should not equate size (small or large) with prospects for educational success or personal fulfillment." Close faculty-student and student-student relationships are more evident on small campuses, but they also exist on large campuses (American A. J. C., 1963).

Since size does have a direct correlation with finances, a big

problem of enrollment for the privately supported junior college is the determination of "how small can we afford to be" (American A. J. C., 1963, p. 46). Garrison (1938, p. 121), writing of his experiences with a small junior college with less than 100 students, states:

In the light of our own experience, it would seem that a small junior college can meet a variety of student needs, offer good instruction and adequate facilities, give students varied and valuable social and extracurricular experiences, and at the same time be so moderate in its cost that it can not be classed as an educational luxury.

Speaking in defense of the small junior college, Garrison (1938) states that much of the credit for the growth and esteem of the public junior college movement may be due to the small junior colleges. Most people are aware that size and financial resources are not the only measure of a college's success (Garrison, 1938). Dvorak and Merrick (1933, p. 154) discussed the limitations and problems of the small junior college and came to the following conclusion:

It is axiomatic that if the number of students is small, classes will necessarily be small, probably unstimulating, and the curriculum severely restricted. Likewise it is clear that if the number of students is small, unless the junior college is adequately endowed or unless the tuition is high, the inevitable limitations of funds will necessitate a curtailed offering, instructors' salaries will be low, and the instruction will not meet the present high expectations of its sponsors.

Good (1962) emphasizes that it is difficult to determine the minimum number of students necessary to operate a junior college unless it can be determined at the same, or prior time in what programs the students will enroll. If this is known, Good (1962, p. 4) would

then conclude:

An associated junior college offering only a freshman year program in liberal arts in a high school building with an adequate faculty might do an excellent job with as few as 50 students. Correspondingly, with a very restricted liberal arts program and in association with a good high school, we might have fewer than 100 students in a two-year program.

Early writers on ten junior colleges have suggested that in order to guarantee the success of a new college, it should have a minimum enrollment of 100 to 300 students (Thornton, 1966). Because so many variable conditions affect the desirability of founding a college, no specific stipulations can apply to all areas. Thornton (1966) notes that the need for a limited academic program in a remote area may justify recommending the establishment of a junior college for a prospective 100 or 150 students. He also, however, notes that in a more metropolitan area it would probably be unwise to plan for a new junior college unless at least 1,000 day students, a comprehensive curriculum, and an extensive adult program were in sight. Thornton (1966) also suggests that the proximity of other junior colleges would affect the minimum size necessary to establish a new junior college. Koos (1925), early in the history of the junior college movement wrote about the relationship between the size of the enrollment and the financial operation of the school. He cautioned that the cost per student is likely to run unreasonably high for units which do not enroll as many as from 150 to 200 students

(Koos, 1925). After pointing out the limitations upon the curriculum that a small enrollment would have, Koos (1925, p. 380) concluded that, "Present indications are that enrollment should extend from 200 students upward." Later writers in general, have suggested larger minimum enrollments to be necessary before a new junior college should be established. One of the later writers, Good (1962), suggests that the new public junior college should be large enough to offer well a minimum of four or five university parallel transfer programs and a reasonable list of technical-vocational programs in keeping with the needs of the local area. The same author (1962, p. 5) recommends, "A minimum enrollment should be 300 students and optimumly, 400 students." Morrison and Martorana (1960) conducted a survey in 1959 among 141 individuals who had experience in the administration, supervision, and advisement of public and private two-year colleges. Forty administrators of private junior colleges all agreed that enrollment was a vital factor in establishing a new institution. In response to a specific question on the survey, only 18 cited a specific figure as the necessary minimum enrollment for the new junior college. Of these 18, ~~only~~ one person said that an enrollment of under 100 would be adequate to start a new junior college. Most of the administrators in the survey stated that an enrollment of 200 to 299 students is necessary before the new private junior college should be

established. The same study revealed that the consensus of two-year college administrators, both public and private, seems to be against establishing very small institutions. While the administrators were willing that the new junior college start with 200 full-time students, they felt that the potential enrollment for the new institution should be a student body of over 400 (Morrison and Martorana, 1960). In summarizing the findings of their study, Morrison and Martorana (1960, p. 69) concluded:

It is believed that a private two-year college should have a potential enrollment of at least 300 students. Emphasis must be placed on the fact, however, that although 300 students may be adequate for a beginning college, additional economies can be expected with an institution that has a larger enrollment.

Dvorak and Davidson (1932, p. 197) came to the conclusion that:

In order that a junior college may offer a variety of educational opportunities, that it may develop a definitely collegiate atmosphere, that it may conduct classes sufficiently large to be economical, approximately 200 students are necessary. With approximately 200 students there can be offered several sections of the required courses, and with intelligent administration, courses in which only one section is offered will attract 15 to 35 students.

Perhaps it would be worth noting at this point, that while most writers were increasing their estimates of the minimum enrollments considered feasible to start a new junior college, Smith (1969) tells of a private junior college in Vermont that decided to split itself into two campuses partly because it felt that with 350 students it was

too large for its purposes. This well illustrates the thought suggested by Good (1962), Eells (1931), and others that the required enrollment considered feasible for starting a new junior college must be based upon broad guidelines and not specific figures.

The public community college has an easier task than the private junior college in determining its potential enrollment. The public community college can determine its potential enrollment by the size of the local high school. Good (1962, p. 5) found that experiences in many states show that, "Approximately 300 to 400 high school graduates annually will eventually produce an enrollment in the junior college of approximately 400 students." As most students in private two-year colleges are residential students, strictly local area statistics cannot be used as the primary determinant of potential enrollment (Morrison and Martorana, 1960). However, in their survey, Morrison and Martorana (1960) found over half of the private college administrators responding stated that the number of high school graduates within 25 miles of the college was an important fact in considering potential enrollment. Several of the nine administrators, giving a specific estimate, chose a minimum of over 1,000 yearly high school graduates as being the necessary minimum within a 25 mile radius of the new private junior college. It appears to Morrison and Martorana (1960) that the best way to measure potential enrollment is to determine the number of students

needing and wanting the kind of program to be offered by the new school. Whatever method is used to determine the potential enrollment, a survey of some type seems to be clearly indicated (Morrison and Martorana, 1960).

In private junior colleges in which over 80 percent of the operating funds may be derived from student fees, the incentive to obtain larger amounts of money for conducting the institution's work often places an emphasis upon the student-recruiting efforts (Hillway, 1958). Junior colleges that draw their students from a wide area, need to have an extensive public relations and recruiting program. Hillway (1958, p. 9) cautions that, "Only those applicants for admission who can definitely profit by the program being offered should be encouraged to enroll." Therefore the purposes of the institution need to be carefully enunciated and reflected in student selection (American A. J. C., 1963). Any recruiting program that admits students for which the particular program of the institution is not fitted must be termed as dishonest (Hillway, 1958). The private junior college should seek to build its student body from a specialized clientele; those that are attracted to the school's unique philosophy (Morrison and Martorana, 1960). Bogue (1950) notes that the independent junior college can determine the size of its enrollment with greater freedom than can the public institutions, and the American Association of Junior Colleges (1963) emphasizes

that the private junior colleges are in the enviable position to do some exciting things in admission. However, Raper (1958, p. 22)

cautions that:

Excellence in education does not require being exclusive in admissions, classical in our curriculum, and unrelated in our grading. As much as it may injure our pride, we must be willing to admit the students available to us.

Garrison calls to our attention the fact that the decline in enrollment in the private junior colleges is changing recruiting and admittance policies which is resulting in a decrease in selectivity.

Ten to 15 years ago many private junior colleges had an application-to-acceptance ratio of three and four to one; their ratio now is more likely to be two to one or less. This is changing the nature of the job the schools must do (Garrison, 1969, p. 36).

Hillway (1958, p. 89) concluded that the student who should attend the two-year college is:

1. One who does not (for any reason) wish to commit himself immediately to more than two years of college education
2. One who plans to enter one of the semi-professions
3. One who has not yet made up his mind with regards to future plans
4. One who cannot afford to attend college away from home or who wishes to save money for his later education
5. One who is relatively immature and who for that reason should live at home for another two years.

Hillway also found that other writers disagreed with his

concept of who should attend the two-year college. He sounded somewhat appalled as he wrote:

Even such an astute and well-informed observer of the American educational scene as James Bryant Conant seems to think of the two-year college primarily as an institution for students who do not have sufficient ability to "make the grade" at regular four-year colleges. This is a basic misconception which might in the future do much harm to the development of junior and community college programs (Hillway, 1958, p. 84).

Medsker (1960) found that the average academic aptitude level of students entering two-year colleges is somewhat below that of those who enter four-year colleges. However, there is a wide range of abilities among two-year college students, and many of them are superior in ability to many students in four-year institutions.

DeRidder (1951) summarized statistics compiled by Congdon, Eells, Sammartino, and Pendorf and concluded that junior college students actually demonstrate marked superiority over comparable groups of students who have entered four-year colleges and universities as freshmen. The Psychological Examination of the American Council on Education is a test that many colleges and universities throughout the United States use constantly in testing the scholastic aptitude of their freshmen. In studying results from their examination given in 1943 to both junior colleges and four-year institutions, Hillway (1958, p. 86) came to the following conclusions:

1. Four-year colleges on the whole admit more students with exceptionally high ability.

2. The average of scholastic ability is not much lower for junior college freshmen than for four-year colleges and universities.
3. Vast variations exist among institutions.

Ordway Tead (1960) noted a difference in attitude between the private and public junior college student. Typically students come to the private junior college with an indeterminate attitude about their own educational career while those attending the public community colleges typically have a specific occupational or vocational goal in mind (Tead, 1960). The American Association of Junior Colleges (1963) observed that one finds the same range of student abilities and aptitudes in the private junior colleges as is found on any campus, junior or senior. Medsker (1960) found that private junior colleges vary greatly in the type of homes from which their students come. While a few of these colleges do serve young people from low-income families, the fact that tuition and residence costs in most of them are by necessity relatively high means that students are drawn mainly from upper-middle-class and upper-class groups. The private junior college holds promise for the high mental ability student who for psychological reasons may be unready for the immediate transition from high school to a four-year institution (American A. J. C., 1963). The private junior college also may be the answer for the average or medium student who in this country is being overlooked and neglected (American

A. J. C., 1963). "The private junior college can and does accept these average students on more subjective criteria of personality, leadership, potential, interests, attitudes, and objectives" (American A. J. C., 1963, p. 25). On the average, well over 50 percent of the students in the private junior colleges transfer to the third year of college (American A. J. C., 1963).

Staff

The Western Association of Schools and Colleges (1964) views the administration of the junior college as being vitally important in providing the best possible junior college education. The administrator is a key figure in the success of the schools. Lackas (1966) believes that the administration of the community college during its initial organizing stages is too diverse for one individual to supervise. Consequently he suggests that the founding college employ several men, each experienced and qualified in different areas. After the several men have completed their work in organizing the new college, the task of administering the institution should be turned over to a president selected by the sponsoring agency. The way in which the new president is chosen is of great importance. The process must ensure a wide and wise selection and also assist the board in sharpening its view of the job to be done by the new junior college (Gleazer, 1968). Gleazer (1968,

p. 105) lists three questions for the junior college board to ask in considering a candidate for its presidency:

1. Does this man have enough stature in the field of education so that the leadership of other educational institutions will have respect for him and hence for this new institution? - If not, does he have the potential?
2. Do his attainments suggest to the community that the institution holds marked promise because it can attract a man of this caliber?
3. What is there about him to persuade outstanding people to join in making this a superior institution?

Morrison (1960) found in his study that most junior college administrators agreed that trained effective leadership is essential to the success of any new junior college. Gleazer (1968, p. 104) lists the following criteria to be met by the individual to be considered for the new junior college presidency:

1. Conviction of the worth and dignity of each individual for what he is and what he can become.
2. Appreciation of the social worth of a wide range of aptitudes, talents, interests, and types of intelligence
3. Understanding of the interpersonal processes by which the individual comes to be what he is
4. Knowledge of community structure and process
5. Understanding of education in our society and viewpoints about its role
6. Some understanding of the elements at work which are changing society throughout the world.

7. Ability to listen, understand, interpret and reconcile, and the capacity to communicate

William Ramstad (1966), after a 1963 study of 233 public junior colleges, came to the conclusion that the personal attitude of the chief administrative officer was the most important single factor to be considered in the adoption of experimental programs. In other words, if a junior college is to become innovative, the chief administrator must lead the way. Tead (1966) stresses that the junior college administrative leadership needs to be returned to its rightful educational role. The role must be changed from that of fund raiser, public relations expert, new construction supervisor, and other similar tasks. Garrison (1969) agrees with the importance of the role of the junior college president and adds his conclusion that much of the failure of the private junior colleges can be attributed to poor management. He concludes, "The management of many private junior colleges is appallingly slip shod" (Garrison, 1969, p. 36). Priest's (1965) list of qualifications for the junior college president includes the following criteria not listed by the authors previously cited:

1. A Ph. D. or Ed. D. degree or a national reputation or experience.
2. Hold or be eligible for a state administrative credential
3. At least five years of highly successful administrative experience, preferably top level

4. Experience in working directly with a board of education
5. A firm commitment to the open and flexible nature of the junior college
6. A commitment to the idea that the individual junior college should develop a distinctive philosophy and character
7. Age preferably between 35 and 55

Morrison and Martorana (1960) found in their study that both private and public administrators agreed that the availability of a qualified faculty was of prime importance to the new junior college. It seemingly is not feasible to start a new junior college unless a qualified staff can be secured. "The instructional staff is the heart and life of a college" (Western A. S. C., 1964, p. s-3).

In junior colleges, teaching effectiveness is of primary importance. Accordingly, teachers should be deeply concerned with the quality of their instruction and with its adaptation to their students. They should keep abreast of their fields by in-service and other programs of continuing study. Teaching should be carried on in a manner which relies heavily on student use of appropriate library and other instructional material as aids to the achievement of instructional objectives. (Western A. S. C., 1964, p. s-3)

Keeler (1961) emphasizes that in the two-year college, teaching, in comparison to research, is the main interest. Consequently she feels that the junior college needs instructors well versed in their fields, with a broad background of general knowledge, and a deep abiding interest in their field (Keeler, 1961).

From many listings and studies of good teachers, Hillway (1958, p. 186) lists the following seven characteristics that make for a successful teacher in the junior college:

1. A well-adjusted personality
2. Interest in teaching rather than research
3. A good cultural background
4. Interest in the subject matter taught
5. Adequate professional training
6. Good habits of citizenship including active participation in community activities
7. A mature professional attitude

Garrison (1967, p. 17), speaking as a dean of instruction and veteran teacher, describes the qualities he looks for in hiring instructors:

1. A basic articulateness; ability to speak clearly and directly to a point at issue
2. A capacity to explain, to illustrate, to interpret a point, and a willingness to work with student questions
3. A kind of "command presence" i. e. a sufficient force of personality to convince students on early meeting that here is a teacher who not only knows what he is talking about, but is willing and even eager to communicate it
4. A knowledge of his subject so well that he can simplify without distorting or diluting his material

Conly (1939) envisions a new type of instructor emerging in our junior colleges. This new instructor is not a glorified high

school teacher or a transplanted college professor and he realizes that there is a different type of student in the junior college than in either the university or the high school (Conly, 1939). Instructors in vocational and technical areas should have successful occupational experience in their field as well as thorough training (Western A. S. C., 1964). Blocker (1965) believes that the junior colleges need individual instructors with a deep commitment to teaching, together with competence in one or more academic disciplines. He says that the master's degree and extensive experience in secondary or higher education are the evident qualifications of potentially successful teachers.

In 1965, Garrison conducted a one year study of the academic requirements for junior college teachers. The study was directed by the American Association of Junior Colleges and involved 14 institutions. These 14 institutions included a college in a large city system, a community college in an urban area, and private and church related schools. The following conclusion is among those arrived at in the study:

At the present time, the basic acceptable preparation for junior college teachers seems to be the master's degree; the B. A. or B. S. plus 30 hours of credit, mainly in content, rather than in education or methods courses (Garrison, 1967, p. 72).

Blocker (1965) expressed concern that community colleges seem to be in the Ph. D. race even though much has been written on the

inadequacy of the Ph. D. as a criterion for excellence in teaching. He conducted a study in 1963 of 429 public and private two-year colleges to determine the degree requirements for their instructors. Medsker (1960) reported on similar studies which he conducted in 1958 and Koos conducted in 1941-42. The findings of the three studies are summarized in the following table which lists the percentages for the highest degree held by the staffs in the two-year colleges studied:

Table 2. Percentage of the highest degree held by the staffs of junior colleges

Degree	Koos Study 1941-42	Medsker Study 1958	Blocker Study 1963
Doctorate	6.3	9.6	7.2
Master's	63.6	64.6	73.2
Bachelor's	26.8	17.0	18.4
No Degree indicated	3.3	6.7	1.2
Non-classified or intermediate	<u>0</u>	<u>2.1</u>	<u>0</u>
Total	100%	100%	100%

Gleazer (1968, p. 115) reports the following findings that give the qualifications of new teachers in the junior colleges:

National studies over an eight year period (1957-1965) show no significant change in the proportion of new junior college teachers who hold the doctorate (6.2 percent in 1964-65) or those with one year of advance credit beyond

the master's degree (20.7 percent). The proportion of new teachers holding the master's degree rose from 43.6 percent to 51.3 percent while that of new teachers starting full time service before achieving a master's degree declined from 28.1 percent to 21.8 percent. About nine percent of all junior and community college teachers hold the doctorate.

Hillway (1958) found that the number of private junior college teachers possessing master's degrees rose from 27 percent in 1918 to 62.9 percent in 1955. During the same period, the number of master's degrees in the public junior colleges increased from 39 percent to 68.5 percent.

Gleazer (1968) found that the national trend is to eliminate a state credential requirement for junior college teachers. In general, a master's degree is considered sufficient evidence of professional preparation. Medsker (1960) found in his study that the majority (62 percent) of the public junior college teachers responding favored state certification as a requirement for junior college teaching. However, most teachers in the private junior colleges were opposed. Teachers in private junior colleges generally are not covered by state certification requirements. Burkhart (1967) found in his study that only nine states issue junior college teacher's certificates and in five states the secondary teaching certificate also covers the junior college level. Burkhart (1967) found that ten states require a master's degree for public junior college teachers, four require a master's degree or "its equivalent", and one state requires a

master's degree only for department heads. The trend seems to be toward subject matter degrees to be required of junior college teachers with specific course work in educational psychology, psychology, and the junior college. The minimum standard for regular approval as an instructor in college transfer courses in Oregon's community colleges are listed as follows: (Oregon S. D. E., 1967, p. 16)

1. Primary teaching field
 - A. A master's degree in the field of primary teaching assignment or
 - B. A master's degree and at least 30 quarter hours of graduate credit in academic courses in the field of primary teaching assignment
2. Secondary teaching field
 - A. A minimum of 24 quarter hours of graduate credit in academic courses in each second teaching field

The American Association of Junior Colleges (1963, p. 30-31) in discussing the role of the private junior college instructor gives three basic qualities that should be included in the faculty's attitudes and activities within the college.

1. The faculty should thoroughly understand the purposes of the junior college in general and the purposes of its own institution specifically.
2. In the private junior college, a faculty member's allegiance to his academic field of interest should be at least matched by a cognizance of the philosophy of the institution.
3. The faculty needs to be aware of the fast and rapid changes taking place in higher education.

For the private junior college, the pursuit of teaching excellence is

central to the attainment of its goal. The private junior college faculty must be a teaching faculty, not divided between teaching and research (American A. J. C., 1963). Since the private junior college faculty frequently must teach more than one subject, they must have a broad academic background. Historically the private junior college has claimed to have superior teaching. However, Garrison (1969, p. 37) states, "To my knowledge there exists no reasonable evidence that superior teaching is offered at these private junior colleges." Many private junior colleges do have excellent records of student transfer to senior institutions. Again Garrison (1969, p. 37) cautions that while such records do indicate capable instruction, "We do not have satisfactory substantive descriptions of expert instruction."

It is vital to know the requirements for junior college faculty, and it is equally important to know where the new junior college can find its needed qualified teachers. Gleazer (1968) reported that the results of a national study revealed that 30 percent of the new junior college teachers come directly from high school classrooms, 17 percent from college and university teaching, 24 percent from graduate schools, and 11.3 percent from business occupations. A study similar to that reported by Gleazer was conducted by the Research Division of the National Education Association during the school years 1961-62 and 1962-63 (Maul, 1963). The study was designed to reveal the source of new full-time junior college teachers

and the summary of the findings are contained in Table 3 as presented by Ray C. Maul (1963, p. 7):

Table 3. Source of new full-time junior college teachers employed in 1961 and 1962

Source	% All J. C.	% Public J. C.	% Non- public J. C.
Graduate school	23.8	23.9	23.6
Bachelor's degree class	3.8	2.9	7.1
College or univ. teaching	17.6	17.6	17.7
High school teaching	30.0	31.2	25.4
Elem. school teaching	1.4	1.2	2.0
School administration	1.2	1.2	1.4
Research	1.5	1.6	1.2
Other ed. service	2.3	2.5	1.4
Homemaking	1.9	1.9	2.0
Religious service	1.3	0.5	4.4
Business occupations	11.1	11.4	10.0
Government service	1.2	1.2	1.3
Military service	1.0	0.9	1.2
Miscellaneous	<u>1.9</u>	<u>2.0</u>	<u>1.3</u>
Number colleges reporting	542	356	186

Hillway (1958) found that the typical teacher in the two-year college divides his time roughly as follows: 15 hours in the classroom; 15 hours in lesson preparation; and 15 hours in conferences, community meetings, and similar activities. Thornton's findings agree in general with Hillway's as Thornton (1966) concluded that

teaching assignments in public junior colleges tend to approximate 15 credit hours of teaching per semester with some variation between 12 and 18 credit hours. Koos (1947) reporting on a study made in 1941 and involving 1458 teachers in 48 public junior colleges found that almost one-half (44.8 percent) of the academic teachers taught only one subject and that 49 percent taught two or three subjects. The number of different subjects taught by teachers in small junior colleges is larger than in institutions with larger enrollments (Koos, 1947). Conly (1939) compared the teaching assignments of the public and private junior college instructors. His findings, expressed in the mean number of clock hours per week are summarized in Table 4 (Conly, 1939):

Table 4. Junior college teaching assignments (expressed in mean number of clock hours per week)

	Teaching	Institutional Duties	Other Duties	Total Duties
Public Junior College	17.3	17.7	16.3	51.4
Private Junior College	16.0	18.3	19.6	53.9

Dvorak and Davidson (1932, p. 199) in studying the junior colleges in the state of Washington, arrived at the following conclusions which would be of assistance in determining the size of the faculty of a new junior college:

A junior college of 200 students would call for a minimum faculty of nine or ten full-time instructors. By distributing

the extra teaching duties among the whole staff, nine to twelve departments of instruction can be offered. Accordingly, it is possible to offer college work in nine to twelve departments and have in each department an instructor who is a specialist in his department and who offers work only in one department.

Eileen Kuhns suggests that part-time teachers can be employed to help strengthen the new college curriculum. She says that outstanding local people, sometimes retired, may bring new zeal to their assignments. She found in her study that absenteeism does not seem to be a problem. She does acknowledge, however, that while the employment of part-time faculty members may be distinctly satisfactory and efficient in most cases, it is not without its problems (Kuhns, 1963).

Although teachers in the two-year institutions do not enter their field primarily for its financial attractiveness, but mainly to be of service educationally, there seems to be little doubt that improvements in salaries and other benefits will help to keep the best instructors in the junior colleges rather than allowing them to be lured away by industry or other educational institutions (Hillway, 1958). On the whole, salaries are significantly lower in the private junior college than in the private four-year institution, and are often much lower than in the public two and four-year college (American A. J. C., 1963). Hillway (1958) reported that in 1952-53, data from 159 junior colleges.

revealed that the average salaries of teachers in public junior colleges were about \$1,000 higher than the averages among the private junior colleges. According to Thornton (1966) the 1957-58 median salary in public and private junior colleges respectively was \$7,828 and \$5,719. The National Education Association research for the 1965-66 school year indicated that the median annual income of instructors in public junior colleges was \$8,361 and for the private junior college was \$6,407 (Elkins and Blocker, 1966). In general, junior college salary schedules are based on academic training, teaching experience, related experience, and professional growth (Hillway, 1958). Along with salary increases have come increased fringe benefits. These fringe benefits include retirement plans, social security, and group insurance (Hillway, 1958). On the whole, the private junior colleges have had good success in recruiting and keeping top faculty (American A. J. C., 1963). Indications are, however, that the gap between the salaries of the public and private junior college instructors needs to be greatly decreased.

Finances

The private junior college is in a financial squeeze caused by high costs of salaries and operating expenses. This is causing them to examine their very purpose for existence. The limitation of finances has caused many private colleges to close and has kept

many others from reaching their goals (American A. J. C., 1963).

The small private junior college is not the only part of higher education that is in financial difficulty. The Association of American Universities (Smith, 1969, p. 52) warns:

American higher education is experiencing critical and widespread financial pressure. Virtually every type of College and university faces a widening gap between available income and the level of expenditures required to undertake needed expansions or improvements - or even, in many cases, to sustain normal operations.

Garrison (1969) reports that all private institutions of higher learning are having increasing economic difficulties; even Harvard with an endowment of over one-billion dollars and Yale with an endowment of over 500 million dollars. In contrast with the largely endowed universities, few if any private junior colleges have much endowment (Garrison, 1969). Weak colleges of all types will face hard times in the future as they have in the past, warns Bogue and, "There is no cure for weakness except strength." Bogue (1950, p. 108) further advises:

Unless foundations and religious bodies sponsoring junior colleges have resources and the will to support them liberally, they should reduce the number under sponsorship or abandon them honestly.

Independent junior colleges should be less frightened than some of them appear to be about what will happen when tuition-free community colleges become generally established (Bogue, 1950). Bogue (1950, p. 107) suggests that the independent junior colleges in order

to help their financial condition should:

Aim at greatly needed fields of quality education, narrow their sights to a limited number of attainable objectives, and build up their resources and husband them with care. If they are willing to devote themselves to this type of program, their future should be as secure as strong independent senior colleges and universities that have followed a similar program.

The amount of money it takes to operate a junior college depends on many factors including size, extent of curriculum, salaries paid, and according to Teigen (1962, p. 70), "the extent to which the school has to cater to the glory of the affluent and comfortable living." Smith (1969) informs us that 1969 instructional costs per student in small undergraduate colleges have increased by roughly 100 percent over the past decade while the economy-wide cost index has increased by only 20 percent. The new junior college in addition to the cost of maintenance and operation faces the cost of building and equipping facilities. Koos (1925) found that the median educational cost per student decreased as the enrollment of the junior college increased. In his study of 15 public junior colleges, Koos (1925) reported a 43 percent decrease in the median educational cost per student as the enrollment increased from less than 100 to over 200. Dvorak and Davidson (1932) concluded in 1932 that a reasonable minimum figure for operation of a public junior college is \$200 per student. Rodgers (1957) in his 1956 study of 17 public junior colleges in Texas, indicated that the average cost per student

for operation and maintenance was \$435 per year. He found the average debt service cost to be \$67.35 per year per student. Good (1962) concluded that a junior college offering four or five university parallel programs and a reasonable list of technical-vocational programs could operate on \$800 per year per student. Limited programs could be carried on for less and expansion of the technical program would raise the average annual cost to approximately \$1,000. In Oregon (Oregon B. E., 1969) lower division collegiate cost per full-time-equivalent enrollment for the state's 12 public community colleges in 1967-68 ranged from Salem's \$509.43 to Central Oregon Community College's \$1,347.45. The average cost per student per year was \$901.52. Vocational education costs for Oregon ranged from a low of \$564.38 for the Portland Community College to a high of \$1,688.00 for Central Oregon Community College with an average cost of \$944.79 (Oregon B. E., 1969). An analysis of operating costs for Oregon community colleges for 1968-69 reveals the following distribution of funds: administration, 6.91%; instruction, 74.48%; plant operation, 6.86%; plant maintenance, 1.57%; and student services, 1.61% (Oregon C. C. A., 1970).

Howe (1957) found the four main sources of financial support for all types of higher educational institutions to be listed in order as follows: (1) college alumni, (2) general welfare foundations, (3) religious denominations, and (4) corporations. Morrison and

Martorana (1960) in their survey reported that the private junior college administrators generally agreed that there were two main sources of support: (1) student fees and tuition; and (2) gifts, endowments, and donations. Table 5 shows the recommended minimum percentages for these two main sources of junior college income as agreed to by 40 administrators. It is significant that over one-half of the administrators believe that the students should provide less than 70 percent of the total income. None of the administrators believed the minimum percentage of the institution's income to be received from gifts, endowments, and donations should exceed 70 percent. All agreed that students should pay at least 30 percent of the total cost of operating the school.

Table 5. Percentage of total income to be received by private junior colleges from two sources and the number of administrators agreeing with these percentages

Source of income	none	under 50%	50-59%	60-69%	70-79%	80-89%	90-100%
Student fees, tuition	0	3	2	4	4	1	2
Gifts, endow., donations	1	5	5	3	0	0	0

24 administrators indicated no specific percentage to come from student fees, and 26 indicated no specific percentage to come from gifts. Total number of administrators equals 40.

It seems obvious that the private junior college will have to get money from somewhere besides the student. Teigen (1962) suggests

that the church related junior college will certainly rely heavily on its supporting church. Morrison and Martorana (1960, p. 69) state, "A subsidy of at least \$200 per full-time student per year supplied by the supporting organization seems to be essential." This is especially true for the church-related college because of lower tuition. While Morrison and Martorana (1960) found that some church related two-year colleges receive annual support, in some cases amounting to \$200 per year, Garrison (1969) found that about 100 church-related junior colleges receive minimal support or none at all from their parent organization. For most of the church-related institutions, the source of operating funds is almost exclusively tuition income (Garrison, 1969 and Morrison and Martorana, 1960). Since tuition is lower in church-related junior colleges than in other private two-year colleges, the church schools are experiencing especially difficult financial problems. Usually students in the non-church-related schools pay most of the current operational costs and the donations, gifts, and endowments are used primarily for capital expenditures. As early as 1925, Koos (1925) cautioned the private junior colleges:

One of the chief hindrances to wider service of private junior colleges is the present cost to the student, particularly to the student who leaves home to attend. . . The trend is to be more expensive than in standard higher institutions. The means of reduction must be through having sources of income other than student fees, such as endowments, with which private junior colleges are too meagerly supplied, or more generous church support, or both.

Garrison (1969) found that financial help, to a limited degree can come to the private junior college from its alumni. In general, alumni support is gradually rising but only after years of strenuous effort to stimulate it. Garrison (1969) stresses, however, that whether it is increasing or not, alumni giving is usually "a drop in the bucket" compared to the total financial need. The number of alumni of the private junior college is small and usually they are also graduates of four-year colleges and so they have split interests (American A. J. C., 1963). This split interest results in less giving to the junior college.

Some financial support from the local community is possible for the private junior college. Raper (1968) emphasizes that to the degree that a college wants financial support from a community, it must orient itself to serve the community. Stewart (1957) concluded that it appears certain that the private junior college must look to philanthropy as a primary source for its needed financial support. Raper (1968) agrees as he points out that gifts constitute the major financial resource for most private junior colleges. He feels that it is to the advantage of the private junior college that they are dependent upon voluntary support, since "otherwise, they would become very independent and even indifferent toward those whom they were called into being to serve" (Raper, 1968, p. 23).

Not much financial help for the private junior college can be

expected from private foundations except in unusual cases (Garrison, 1969). Frequently private junior colleges are passed over by large foundations in favor of four-year schools (American A. J. C., 1963). Foundation money accounts for less than five percent of all funds available to all colleges, and Garrison (1969, p. 36) adds that, "The private junior college is low man on the foundation totem pole." There are, however, some foundations that do give to private junior colleges. The American Association of Junior Colleges (1963, p. 52) suggests that, "The methods of communicating and interpreting the private junior college's program to the foundation needs to be upgraded." Elkins and Blocker (1966) found that evidence points towards the fact that financial support from business and industry is available to the private junior college if an effort is made or a program is designed by the college to secure this support. The fact that each year more corporations are making contributions to higher education for the first time and the contributions are getting larger, has led Howe (1957) to conclude that corporation support is more promising than any other source. Business and industry appear to be assuming a greater role than ever before in the support of our nation's private institutions (Elkins and Blocker, 1966). Even with their contributions increasing, Howe (1947) notes that most corporations give less than one percent of their net annual profit while the government permits five percent as tax deductions. Howe (1957,

p. 196) explains the role of the corporation in its involvement in private education in the following paragraph:

It is because corporation managers are aware of how much their firms are providing for public education (through taxes), that many of them have been persuaded that they are obligated to contribute to the support of private education. They believe that private enterprise serves both the nation and itself in using part of its earnings to help maintain a balance between privately supported and tax supported institutions.

As a general rule, no public funds are available to the private junior college for current operations (Morrison and Martorana, 1960). Garrison (1959, p. 36) has concluded that:

Properly qualified colleges will probably gain some initial assistance for new programs or for additional facilities and equipment. But federal funds are not now - and probably will not be in the future - designed to sustain these additions; eventually they become a charge to the college budget.

Teigen (1962) warns that every private and church related college should study most thoroughly what effect federal aid may have on its institution and then decide on the basis of its philosophy of education whether or not to accept federal aid.

A study of the financial support, excluding student assessments, of private junior colleges was made in 1964 at the University of Texas (Elkins and Blocker, 1966). The study indicated the urgent need for private junior colleges to plan and organize effectively for their financial support. The American Association of Junior Colleges (1963) says every private junior college should be able to

forecast where it is going, what and where it wants to be in ten years time, and how much it is going to cost to get there. With intelligent long-range planning, a junior college is usually in a far better position to initiate a campaign for financial support that is convincing and understandable to the prospective donor (American A. J. C., 1963). Raper (1968) adds that people do not support colleges because they need the money, but because they benefit from and believe in the services that they are rendering. Raper (1968, p. 23) concludes:

The burden of proof is on the private junior college to convince the church, individuals, and business firms that they are providing for them any kind of distinctive service which merits their support. I believe there is money available for those colleges which will adequately meet the needs of their students, which will properly serve their church and communities, and which have good administrative leadership. The time has come when we in the church-related colleges must build our cases not upon the beautiful statements in our catalogs, but upon what we are doing to provide viable and relevant educational services in a society which is undergoing a technical, social, religious, and political revolution.

In agreeing with the need for proper planning, Howe says that most of the institutions which are not getting much corporate support are not doing much to get it.

Solicitors of corporate gifts for education are succeeding, increasingly, as they present evidence of their institution's value to the corporation directly, or indirectly via contributions toward maintenance of that intellectual-social-political climate which corporations feel will insure future profits. (Howe, 1957, p. 197).

For most private junior colleges, it is becoming increasingly necessary to raise tuition. The average rate of tuition increase has been \$100 per year for the last 15 years (Garrison, 1969). Garrison warns that as tuition and fees increase to over \$3,000 per year, the private junior college may be pricing itself out of the market.

Not only is it important to the private junior college to secure adequate financial support, but it is equally important to determine that the monies received are spent in a wise manner. Badger (1945, p. 70) emphasizes that, "It is obvious that an institution without a financial plan is headed for distress if not for absolute extinction." Any such plan includes the development and proper use of a budget. A budget, according to Badger (1945) is "a statement of the estimated income and expenditures during a fixed period." One of the most important functions of the budget is that of delegating authority and fixing responsibility for the details of financial management (Badger, 1945). In the independent junior college, the preparation and administration of the budget are comparatively simple matters, but are of the utmost importance.

Facilities

There are obvious and vast differences among junior colleges, but all of them share some characteristics in common. One of these shared characteristics is the colleges' facilities. Merlo

believes that it is possible to draw up generally applicable guidelines for all colleges. However, he says, "No single plan could be flexible enough to cover every situation and meet every need."

(Merlo, 1964, p. 3). The physical plant of any educational institution is of major importance in obtaining the objectives of the school's entire program. Merlo (1964) suggests that the architectural motif of the buildings should be left to a good creative architect. But, again, even the motif of the buildings should be in accord with the objectives and philosophy of the institution. Unless the proper physical facilities are constructed, the overall program and operation of the college will be greatly handicapped. Merlo (1964, p. 5) stresses:

Any type of physical facilities that evolve should be based on who is to be taught, what is to be taught, when it is to be taught, and how this space can best serve the teaching objectives that are a part of the school's philosophy.

The Western Association of Schools and Colleges (1964) emphasizes that a junior college must have adequate buildings to do an effective job. The shops, laboratories, and other rooms must be well equipped. "Adequate light, heat, ventilation, and pleasant surroundings make learning easier and more effective." (Western A. J. C., 1964, p. s-3). Frequently, especially with private junior colleges, it is necessary to construct only one or two new buildings at a time. Merlo (1964) cautions that when this is the situation,

each building should be built in terms of its eventual use and not for only immediate needs.

The size and capacity of general purpose instructional areas are usually figured at 15 square feet per student with an additional 175 square feet for the area between the front row of desks and the chalkboard (Merlo, 1964). Table 6 gives the minimum general purpose room size for different capacities as suggested by Merlo (1964, p. 17):

Table 6. Junior college minimum general purpose room size (suggested by Merlo)

Type of Room	Maximum Capacity	Minimum Size
General classroom	25	600 sq. ft.
General classroom	40	800 sq. ft.
General classroom	75	1300 sq. ft.
Lecture halls	100-125	1700 sq. ft.

The amount of instructional space needed in a community college is determined by the planned educational program and the utilization of scheduled facilities (Oregon S. D. E., 1967). Utilization formulas are based upon full-time-equivalent (F. T. E.) students. The following paragraph, using the formula suggested by the State of Oregon, shows how to determine the number of student stations needed by a junior college:

A typical transfer student spends 13 hours per week in a classroom. The planned utilization in smaller institutions is at the rate of 20 hours per week. Therefore, each F. T. E. transfer student will occupy 13/20th or .65 of a classroom student station per week. Then, in order to determine the number of classroom student stations needed for transfer students, the ratio .65 multiplied by the planned F. T. E. students will give the number of student stations needed (Oregon S. D. E., 1967, p. 13).

Tables 7 and 8 further illustrate the method of determining the number of student stations needed for small schools with an enrollment of 200 (Oregon S. D. E., 1967, p. 13):

Table 7. Illustration: Determining number of student stations needed by collegiate transfer F. T. E. day students (smaller schools)

Facility	Typical F. T. E. Student hrs/wk	Planned hours all stations filled/wk	Student station ratio	Number of F. T. E. Students	Number of Student stations
Classroom	13	20	.65	200	130
Laboratory	3	18	.17	200	34
Activity	2	16	.13	200	26

Table 8. Illustration: Determining number of student stations needed by vocational-technical F. T. E. day students (smaller schools)

Facility	Typical F. T. E. Student hrs/wk	Planned hours all stations filled/wk	Student station ratio	Number of F. T. E. Students	Number of Student stations
Classroom	10	20	.50	200	100
Lab-shop	8	18	.45	200	90
Activity	2	16	.13	200	26

The institution should have facilities for instruction of both small and large groups, and for the sake of economy should try to utilize all areas as much as possible. Merlo (1964) suggests that for community colleges, 80 percent utilization of general classrooms is desirable and 70-75 percent utilization for shops and laboratories should be obtained. In a survey conducted by Morrison and Martorana (1960), the majority of junior college administrators expressed the opinion that the minimum facilities should include one classroom for each 30 students plus special facilities for large lecture sections. The same administrators also felt that initial construction should be adequate to house at least 200 students. Naturally construction must meet all health and fire regulations. The following method is suggested by Merlo (1964, p. 19) to determine the number of teaching stations required for each subject:

$$\frac{\text{Number enrolled average class size} \times \text{Class hours per week per teaching station}}{\text{hours per wk per teaching station}} = \text{number of teaching stations}$$

Storage space and other auxiliary areas must be provided for in the planning and building. Minimum office space must be at least 100 square feet (Merlo, 1964; Oregon S. D. E., 1967). Merlo (1964, p. 29) suggests, "Each faculty member should have a separate office of at least minimum size and have provisions for seating at least two or three visitors." Adequate space must be provided for the

guidance center and auxiliary services.

Merlo (1964) gives as a rule of thumb for determining the size of a junior college campus, a minimum site of 100 acres plus two acres for every 100 full-time students enrolled in excess of 1,500 students. He cautions, however, that, "A specific formula cannot be used to determine the size of a community college site, since each is unique to a proposed college" (Merlo, 1964, p. 6). The State of Oregon lists the following as its minimum standards for campus size (Oregon S. D. E., 1967, p. 20):

A minimum standard shall be at least 40 acres for the first 500 day F. T. E. students anticipated plus a minimum of one acre per each additional 100 day F. T. E. students for which the institution is being planned.

Merlo (1964, p. 6) stresses that the size of the campus should be based on the following four factors:

1. The maximum size of the student population as determined by sophisticated survey techniques.
2. The maximum size of the student population as determined by the college philosophy.
3. The amount of land available.
4. The type of facilities required for the institutional, administrative, and operational programs of the college.

A master plan for ultimate campus size, showing the arrangement of all proposed buildings and other facilities should be considered in the site selection. Other factors to be considered include availability

of garbage disposal service, fire and police services, utilities, and sewerage disposal.

Ideally the junior college should be centrally located with reference to the population that it serves and should be accessible to as many people as possible. The private junior college usually attracts students from a wider area than does the public college, and therefore, the private college serves a smaller proportion of local students. The need for a junior college may be greatly modified by the presence near it of some other institution of higher education. Eells (1931, p. 561) cautions:

That there should be no junior college organized if there is any other college work, public or private, within 25 to 100 miles, as proposed by some as a fair criterion, would automatically eliminate several of the strongest and most useful junior colleges in southern California. Criteria in terms of distance are dangerous.

A study was made in Texas in 1956 of 17 public junior colleges in which it was found that junior colleges as close as 27 miles lost appreciably few students to each other (Rodgers, 1957). Rodgers (1957, p. 159) concluded from the study, "It would appear that proximity to other colleges affects the enrollment of a good junior college but little." Garrison (1969) found that competition from the local community college is hurting private junior colleges, especially from the faculty salary standpoint. In their study, Morrison and Martorana (1960) found that 21 out of 40 administrators were

convinced that proximity to other colleges was an important criterion to consider when establishing a new two-year college. However, one administrator wrote, "If a distinctive type of education is emphasized, there would be little conflict if the college is in the same town with another higher education institution" (Morrison and Martorana, 1960, p. 36). Garrison (1969) found evidence to support his opinion that the rapid growth of public community colleges is hurting the private junior college.

Bill J. Priest, president of Dallas County Junior College

District says:

You can't build a brand new campus overnight even if you have the money. So, if the needs are great enough, you improvise in order to meet the immediate requirements of your community. You establish an interim campus (Sofokidis, 1967, p. 15).

Consequently, the interim campus has become an accepted fact in the fast growing community college field. Examples of interim campuses include Rockford, Illinois, use of a former farm; Dallas, Texas, use of a renovated downtown department store; and Bartow, Florida, use of a municipal air base (Sofokidis, 1967). Morrison and Martorana (1960) found in their study that in general, both the private and public junior colleges agreed that it is desirable to use temporary buildings when there is no other way to house a new junior college. Fifteen of 40 private junior college administrators thought it desirable to have temporary buildings available when

starting a new junior college. However, Morrison and Martorana (1960) viewed the administrator's hesitancy for the new junior college to use temporary facilities as a warning to those interested in beginning such institutions. Use of temporary facilities should be done with caution and not without a plan for more permanent housing for the college. Frequent comments from the junior college administrators in the study by Morrison and Martorana (1960) indicate that the temporary use of facilities, while not without disadvantages, is preferred to joint use of facilities with a high school. The administrators expressed the general belief that the joint use of high school facilities, "develops difficulties which offset the advantages, particularly in situations where the enrollment potential of the two-year college is small" (Morrison and Martorana, 1960, p. 48). This, however, did not rule out the joint use of the high school's gymnasium, shop, or athletic field. One of the most commonly chosen solutions and an easy one to implement for obtaining interim facilities involves opening classes with an evening program in a secondary school (Richardson, 1968). In a survey conducted by the American Association of Junior Colleges, 17 of 91 junior colleges responding indicated that they started operation with evening classes in a secondary school (Richardson, 1968). Advantages of this method of starting a new junior college include speed and ease of implementation, and low cost. Other methods of commencing operation of the

new junior college include; day and evening programs in leased facilities; day and/or evening programs in purchased and renovated facilities; day and/or evening programs in new facilities erected through short-term or prefabricated construction; and day and/or evening programs in new facilities erected through standard construction (Richardson, 1968). Each of these methods has its advantages and disadvantages discussed by Richardson (1968). The leaders of the new junior college will do well to give long and serious thought in finding the best method for the commencement of their institution.

III. RESEARCH PROCEDURES AND FINDINGS

General Procedures and Survey of Literature

Research procedures for this study primarily consisted of three divisions: (1) review of the literature, (2) letters to pertinent individuals and organizations, and (3) development and use of a questionnaire to private junior colleges. The first named, a review of the literature, has been discussed in Chapter Two. It should be noted that several sections of Chapter Two contain information that pertains to both public and private colleges in general. The literature failed to reveal much material pertinent exclusively to the private college. Only material that was applicable to the private as well as to the public junior college was included. It is hoped that this general information may be of special significance to anyone planning to start a new private junior college.

Communications

Letters were sent to the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges, and to the Commission of Higher Education of the Northwest Association of Secondary and Higher Schools. The two accrediting associations stated in response to the letters that the same criteria for regional accreditation apply to both public and private junior colleges.

Information received from the two accrediting associations is contained in Chapter Two.

Letters were sent to the state departments of education of nine neighboring states seeking information concerning their laws and/or regulations governing the establishment, operation, and accreditation of private junior colleges. Replies indicated that the basic requirement for establishing a private junior college is the acquisition of a charter similar to that required by any other corporation. None of the states responding accredit private junior colleges. Because of the variety and lack of consistency of other regulations imposed on new private institutions, it was decided not to seek information from other states. Rather it is recommended that those in charge of a new junior college secure legal advice and counsel to determine if all state laws and regulations are being satisfied.

The National Science Foundation provides financial assistance for science and mathematics programs at public two-year colleges. In response to a letter concerning the eligibility of private institutions to receive assistance from the National Science Foundation, it was learned that private junior colleges are eligible to apply for grants through the Instructional Scientific Equipment Program, the College Science Improvement Program, and the program of Cooperative Projects for Two-Year Colleges. All three programs are under the direction of the National Science Foundation. Further information

may be secured by writing to:

College Teacher Programs
Division of Undergraduate Education in Science
National Science Foundation
Washington, D. C., 20500

Information secured from the American Association of Junior Colleges and the Clearinghouse for Junior College Information of the University of California at Los Angeles, provided general information used throughout this study.

Questionnaire

General Information. A three-page questionnaire was sent along with an explanatory letter to 243 private junior colleges listed in the 1969 Junior College Directory. The letter was addressed to the president of each institution asking for his cooperation in the study. Five weeks later a follow-up letter was sent to the institutions that had not replied to the first letter. A copy of both letters and the questionnaire is included in Appendix I. The purpose of the questionnaire was to obtain the opinions of leaders in the private junior colleges regarding different criteria necessary to determine the feasibility of establishing a new private junior college. The opinions of these current junior college leaders, as well as those of the authors cited in chapter two, are used in this study as the basis for the selection of the feasibility criteria. One hundred and thirty-

three responses including 112 usable questionnaires were received. This represents a 55 percent return. Eight of the colleges responding were closed or in the process of closing and seven had become or were in the process of becoming four-year institutions. One of the eight and two of the seven institutions returned usable questionnaires that are included in the tabulation. In general the comments and remarks included in the responses were very encouraging. Only one individual expressed the opinion that the study was of little value. A list of the colleges submitting usable questionnaires is given in Appendix I. The colleges have each been assigned an identifying number and arranged by state according to the regional accreditation area in which they are located. The complete tabulation of the 112 questionnaires is given in Appendix II. Fifty-two of the 112 colleges are church related, 56 are independent, three are neither, and one school did not indicate its organizational identity. Figure 1 gives the years the 112 junior colleges in this study were founded. Seventy-two of the 112 institutions began and are continuing as two-year colleges, five started as four-year schools, nine as high schools plus two years of college, nine as high schools only, 16 started according to some other organizational plan, and one did not indicate its original organizational pattern. Three of the eight institutions that started before 1850 were founded as two-year colleges.

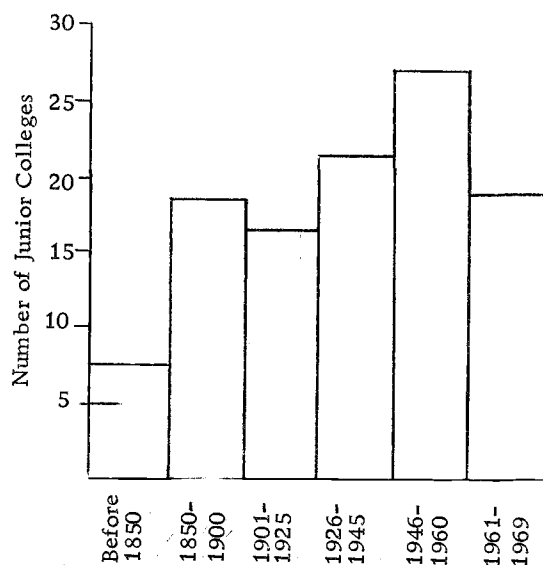


Figure 1. Founding dates for 112 private junior colleges

Of the 112 colleges completing the questionnaires, 110 stated that they are accredited. This number is expectedly high, since the Junior College Directory from which they were selected lists only accredited schools. The schools were asked if accreditation affected their enrollment. Seventy-two answered yes, 27 said no, and 13 did not respond. Fifty-eight colleges indicated that accreditation influenced their finances, 36 said it did not, and 19 did not respond to the question. The opinions of the private junior college administrators might be summarized by stating that, while accreditation is not essential for survival, it should be one of the first goals of the institution.

The colleges were asked to indicate if a feasibility study was

conducted before they commenced operation. Only 13 indicated that such a study was made and all of them stated that no copy of the study was available. Of the 88 colleges that reported they had not conducted a feasibility study, 37 stated that they felt it would have been helpful to have done so. Twenty-seven stated that it would not have helped. Typical comments from these 27 include: "The need was evident at the time," "The founder had his own plan," "The feasibility was an informal judgement," "Needed today, but not at time school was founded (1900)."

Student Enrollment Information. The present and original enrollments (first year) of the 112 junior colleges submitting questionnaires are indicated in Figure 2. Thirty-three of the institutions did not indicate or did not know their original enrollment.

The mean original enrollment of the 79 schools providing this information was 191, and the 1969 mean enrollment of the 112 institutions was 525 students. Nine of the private junior colleges started operation with ten or less students. This includes two which began with one student each. Nearly one half (47 percent) started with less than 50 students. Two of the schools have a present enrollment of less than 25, and two have an enrollment of over 3,000. Several of the smaller schools indicated that their enrollment was limited in keeping with their philosophy and goals.

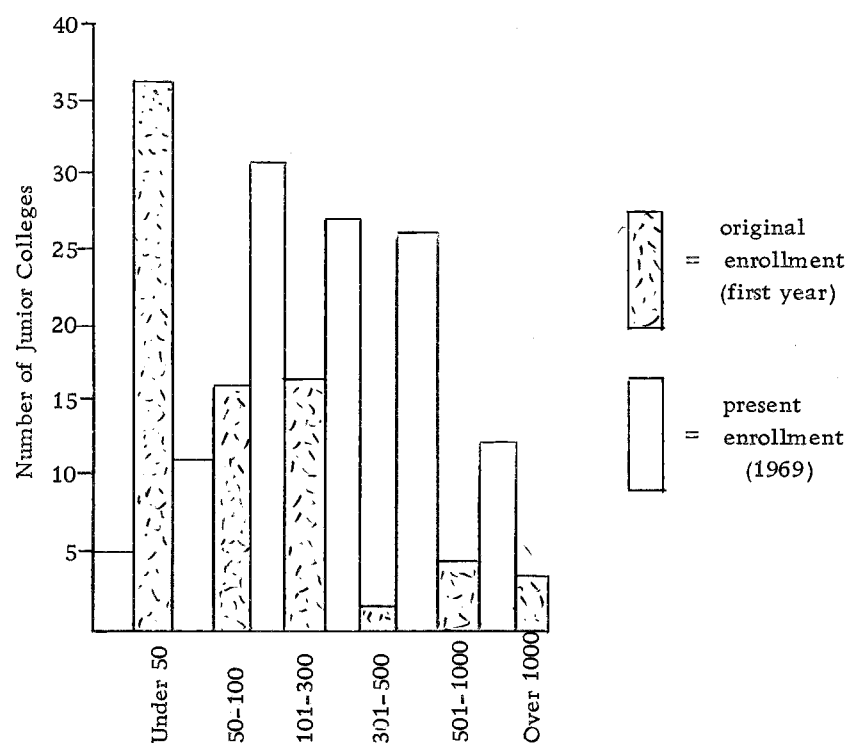


Figure 2. Original and present enrollment status of 112 private junior colleges

The administrators were asked to state the projected enrollments for their institutions for the next five, ten, and 20 years.

Table 9 presents the projected enrollments.

Table 9. Projected enrollments of 112 private junior colleges

Projected Enrollments	Number of Colleges		
	5 years	10 years	20 years
Under 50	1	1	1
50 - 100	0	0	0
101 - 300	19	9	4
301 - 500	35	21	14
501 - 1,000	33	38	30
Over 1,000	15	18	20
No Response	9	25	43

The mean 5 year projection is for an enrollment of 732 students, and represents an increase of 207 students for the 103 schools making a five year projection. This small increase, averaging only two students per school is partially explained by the fact that several of the schools plan to retain their enrollment at the present level in keeping with their philosophy. Other administrators said that projection was impossible because of new community colleges moving into the area.

The administrators were asked to indicate what they thought the minimum potential enrollment should be for a new private junior college for its first, fifth, tenth, and twentieth year of operation. Their responses are summarized in Table 10.

Table 10. Minimum potential enrollment necessary to start a new private junior college as suggested by 112 administrators

Minimum Potential Enrollment	Number of Administrators Recommending Minimum Potential Enrollment for:			
	1st year	5th year	10th year	20th year
Under 50	3	1	0	0
50 - 100	19	1	1	0
101 - 300	53	24	7	4
301 - 500	11	33	17	10
501 - 1,000	5	13	34	29
Over 1,000	1	1	4	9
No Response	<u>20</u>	<u>39</u>	<u>49</u>	<u>60</u>
Total	112	112	112	112

The mean enrollment suggested by the administrators to be the minimum necessary to start a new private junior college was 250. Most administrators said that the minimum original enrollment of a new private junior college should be in the 101 to 300 students category. In general, presidents of larger private junior colleges stated that a larger original enrollment is necessary to start a new institution. A correlation of $r = .22$ (Pearson's product moment) between the 1969 junior college enrollment and their administrator's suggested enrollment necessary for starting a new private junior college is significant at the five percent level. Conclusions drawn from comments of administrators indicate that the minimum enrollment for these schools will depend on their philosophy and goals, finances, and available facilities. Several said that there are too many individual factors involved to be able to set a minimum number. The following is a typical statement coming from an administrator of a private independent junior college with an enrollment of 650 students located in the North Central region, "A private college must do things better than public colleges or we should not operate; better faculty, guidance, general staff, food service, dormitory personnel, and physical plant. Enrollment must be large enough to cover all these costs." Several administrators stated that it is uneconomical to operate with less than 800 students, and one administrator said that "unless a college enrolls 2,000 it will be in difficulty." Forty-five percent of

the administrators responding expressed the opinion that a new private junior college should obtain an enrollment of over 300 in five years, and 54 percent said it should enroll over 500 students in ten years. The administrators were reluctant to suggest what the enrollment of a new private junior college should be in 20 years, but 29 of them did say that it should reach at least 500 in 20 years.

The questionnaire revealed the fact that the majority of the private junior colleges are boarding schools. Fifty-seven percent of the responding colleges indicated that more than one half of their students live in college provided housing. Sixty percent of the institutions indicated that more than half of their first year's enrollment lived in college dormitories. Only 22 of the 112 junior colleges have less than 25 percent of their students living in dormitories.

Staff Information. Section three of the questionnaire was concerned with securing general information about the private junior college staff members. The administrators were asked to indicate the minimum degree requirements for faculty members at their institution and what they thought the requirements should be at a new private junior college. Seventy-seven percent of the schools responding require their faculty members to have at least a master's degree and 79 percent of the administrators recommend similar requirements for faculty members of a new private junior college. None of the schools require all of their faculty members to have a

doctor's degree, but one college requires ten percent and another requires 20 percent of its staff to hold this degree. Many of the schools stated that the academic requirements of their staff are determined by the standard of the accreditation association. Several of the institutions would have requirements for teachers in vocational-technical areas different from those for teachers in the college preparatory areas. Special preparation or experience would warrant making exceptions to the general degree requirements. Several administrators commented that teaching ability is more important than advanced degrees. Table E-1 in Appendix I summarizes the responses of the administrators.

The number of class hours considered by the private junior colleges to be a full time teaching assignment ranged from a low of nine hours to a maximum of 18 hours. Five of the colleges required nine hours for a full time assignment, 35 required 12 hours, 66 required 15 hours, and one required 18 hours. Several of the administrators indicated that extra hours were added to the full time assignment for laboratory or shop classes. One college has the policy of lessening the required number of hours for a full time teaching assignment for teachers of English and science.

The administrators were asked to state the minimum and maximum annual salary for instructors at their institution, and what they think it should be for a new private junior college.

Forty-seven of the colleges are paying a minimum salary between \$6,600 and \$7,500. The highest minimum annual salary paid by any of the private junior colleges is \$8,600 and the lowest is \$5,000.

Forty-three of the 88 administrators answering the specific question said the minimum annual salary for an instructor in a new private junior college should be between \$6,600 and \$7,500. The largest maximum annual salary paid by any of the colleges in the study is \$20,000. Table E-2 in Appendix I summarizes the minimum and maximum salary levels for the colleges included in this study and the suggested levels for new private junior colleges.

The number of administrative offices varies greatly among the private junior colleges in the study. It is evident in examining the returned questionnaires that the duties and responsibilities of a particular administrative title vary considerably among the colleges. Most of the administrative offices are held by individuals devoting part of their time to classroom teaching. In some of the colleges one individual may combine the work of two or three offices into one position. The administrators receiving the questionnaire were asked to check the administrative offices which their college has and the ones they consider necessary for new private junior colleges of five various sizes. Table 11 summarizes the responses of the administrators. Column one lists the title of the administrative office, column two gives the number of colleges in this study that have the

office, and the remaining columns list the number of administrators that consider the various administrative offices necessary for new private junior colleges of five different sized enrollments.

Table 11. Administrative offices of 112 private junior colleges and offices recommended for new institutions

Administrative Office	Colleges in study	Offices recommended for various sizes of new private junior colleges				
		Under 100	100	150	200	300
President	108	93	93	94	95	97
Bus. Manager	99	71	71	74	80	84
Registrar	99	48	52	60	65	73
Dir. Pub. Rel.	81	18	21	29	34	42
Dean of College	104	84	86	88	89	91
Dean of Students	89	37	41	45	59	67
Dean of Women	33	6	7	8	21	29
Dean of Men	20	1	1	1	9	16
Dir. Counseling	58	17	19	27	35	44
Dir. Health	44	13	13	14	19	27
Dir. Admissions	23	18	22	24	27	30
Dir. Development	20	2	5	7	8	15
Others	34	9	6	8	19	30

The majority of the administrators recommend that new private junior colleges of 100 or less students have a president, business manager, and dean of the college. They would recommend adding a registrar for a school of 150 students and a dean of students for an enrollment of 200. Forty-four of the administrators would

add a director of counseling and forty-two would add a director of public relations to the staff of a private junior college of 300 students.

Financial Information. The administrators were asked to indicate the operating cost per student per year for their institution. No attempt was made in figuring operating costs to distinguish between predominately vocational and college preparatory schools. It is recognized, however, that this distinction could greatly influence the figures. Table E-3 in Appendix I shows the number of schools functioning at various levels of operating costs per student. Forty-three percent of the 94 schools responding to the question have annual operating costs of more than \$1,600 per student. Nineteen of the colleges have annual operating costs which exceed \$2,200, and 15 have annual operating costs of less than \$1,000 per student.

Table 12 reveals the mean annual operating costs per student for the institutions arranged according to their enrollment. The colleges are further classified according to the accrediting region in which they are located. The numbers in parenthesis indicate the number of private junior colleges in each particular classification. It should be emphasized that the number of colleges in several of the classifications is too limited to yield a significant mean. It seems worth noting, however, that the mean annual operating costs for schools enrolling 101-300 students in the North Central, Middle States, and Southern accrediting regions as well as for the total sample are less

than the costs for the schools of 301-500 students. In general, however, the findings of the study agree with the principle that larger enrollments make for smaller operating costs per student.

Table 12. Mean operating cost per student for private junior colleges arranged according to enrollment and accrediting region

Enrollment	N. West	Western	N. Central	New England	Middle States	Southern	Mean of all Schools
Under 50		\$4200 ⁽¹⁾	\$1400 ⁽²⁾				\$2333 ⁽³⁾
50 - 100		2000 ⁽¹⁾	1484 ⁽⁴⁾		\$2100 ⁽³⁾	\$2915 ⁽²⁾	2007 ⁽¹⁰⁾
101 - 300	\$2136 ⁽²⁾		1485 ⁽¹¹⁾		1632 ⁽⁴⁾	1466 ⁽⁸⁾	1557 ⁽²⁵⁾
301 - 500			2634 ⁽⁶⁾	\$2139 ⁽⁴⁾	1662 ⁽⁴⁾	1736 ⁽⁸⁾	1949 ⁽²²⁾
501 - 1000			1488 ⁽⁶⁾	2726 ⁽⁵⁾	1777 ⁽³⁾	1274 ⁽⁹⁾	1711 ⁽²³⁾
Over 1000				1250 ⁽⁴⁾	1013 ⁽⁴⁾	1063 ⁽⁹⁾	1118 ⁽¹⁷⁾

The study revealed that annual tuition in the private junior colleges ranged from zero to \$2,700. Tuition in the study does not include costs for room and board. Several of the colleges indicated that the tuition costs were to be increased for the next school year. The tuition costs cited in this study are all for the 1969-70 school year. Table 13 is designed to show the number of private junior colleges that charge various annual tuition rates.

Table 13. Tuition rates of private junior colleges

Tuition	No. Colleges	Tuition	No. Colleges
Under \$400	2	\$801 - 1000	17
\$400 - 600	24	\$1001 - 1200	16
\$601 - 800	24	Over \$1200	22
No response - 7		N = 112	

The mean annual tuition cost per student was figured for the private junior colleges of six different sized enrollments and for the six accreditation association regions. The summary of these findings is given in Table 14. It should be emphasized in studying these tables that the number of colleges in several of the classifications is too limited to yield a significant mean. The numbers in parenthesis indicate the number of private junior colleges in each classification.

Table 14. Mean annual tuition cost per student for private junior colleges based on enrollment and accrediting region

Enrollment	N. West	Western	N. Central	New England	Middle States	Southern	Mean of all Schools
Under 50			\$ 750 ⁽²⁾				\$ 750 ⁽²⁾
50 - 100		\$ 600 ⁽¹⁾	712 ⁽⁴⁾		\$ 833 ⁽³⁾	\$1170 ⁽²⁾	729 ⁽¹⁰⁾
101 - 300	\$ 988 ⁽²⁾		760 ⁽¹¹⁾		1033 ⁽³⁾	917 ⁽⁸⁾	865 ⁽²⁴⁾
301 - 500			1148 ⁽⁵⁾	\$1779 ⁽⁴⁾	1325 ⁽⁴⁾	785 ⁽⁸⁾	1164 ⁽²¹⁾
501 - 1000			893 ⁽⁶⁾	2013 ⁽⁴⁾	1038 ⁽²⁾	720 ⁽⁹⁾	1046 ⁽²¹⁾
Over 1000				1209 ⁽⁴⁾	1180 ⁽³⁾	645 ⁽⁴⁾	996 ⁽¹¹⁾

The administrators were asked to rank in order of amount received the source of income for their institution. Table E-4 in Appendix I indicates the various sources of income and the number of private junior college administrators that ranked the source as yielding the greatest, second greatest, or lesser source of income. Eighty-six of the administrators agreed that the greatest source of income for the private junior college is tuition and fees. The next three largest sources of income are the federal government, private

individuals, and the governing body of the school. Alumni and corporations tied as the sixth largest source of income.

The administrators were asked what percentage of the operating costs they thought should be paid by student tuition and fees in private junior colleges. It is interesting to note that 54 percent of those responding to the question said that at least 70 percent of the operating costs should be paid by student tuition and fees. Only six of the administrators said that student tuition and fees should pay less than 30 percent of the operating costs. Table E-5 in Appendix I indicates the percentage of operating costs the responding administrators felt should be paid by students.

Facilities Information. Information gathered from the questionnaire illustrates the variety of facilities that is to be found among the private junior colleges. This variety is especially evident in the size of the campuses which range from one city block to a sprawling 2,504 acres. That campus size is not directly related to size of enrollment is well illustrated by these two examples, for the one city block houses the 19 story building of the Central Y. M. C. A. Junior College of Chicago with its 3,374 students, and the 2,504 acre campus is that of the Deep Springs Junior College with a total enrollment of 25. Several of the colleges have land that is being held in reserve for further campus development or as a financial investment. Twenty-seven of the colleges have a campus

of less than 20 acres and 26 have more than 100 acres. One half of the colleges indicated that they have campuses of at least 40 acres.

Thirty-nine of the private junior colleges started in temporary facilities. Administrators of 24 of these 39 colleges would recommend that a new private junior college start in temporary facilities and 12 would recommend that the new school should not. Seven of the 39 colleges stayed in their temporary facilities for two years or less, 13 stayed for three to five years, eight for six to ten years, six for 11 to 15 years, one for 20 years, and one for 40 years. The fact that the administrators of the colleges staying in temporary facilities for 20 and 40 years both recommend that a new private junior college start in temporary facilities indicates that it can be a gratifying and worthwhile experience. One of the two administrators remarked, "I see no gain in starting on the campus (nice if you can)." The other commented that it is good for a new school to start in temporary facilities if a firm growth and support plan is developed. The 112 administrators submitting questionnaires were fairly evenly divided in their opinions of starting in temporary facilities as 43 recommended it, 39 did not, and 30 did not respond to the question.

The administrators were asked to indicate how close they are to the nearest two or four-year college or university, and how if at all, this proximity affects their own institution. Forty-two of the

90 colleges responding stated that they are within five miles of another two or four-year college or university. Twenty-nine of the administrators of these 42 colleges said that the other institutions have no affect on their college. Eight said the affect of the other institutions this near is bad and two said it is good. Two-thirds of the administrators said that regardless of their proximity, other two or four-year institutions have no affect on the private junior college. Table E-6 in Appendix I summarizes the responses of the administrators.

The last question on the questionnaire asks if the size of the city in which it is located is important to the private junior college. The response was an overwhelming 93 yes to 13 no. Comments from the administrators indicated that larger cities offered many opportunities to the private junior college including opportunities for developing sharing programs, libraries, transportation, student employment and placement, cultural advantages, added sources of financial support, shopping facilities, and potential student enrollment. One administrator commented, "We succeeded in a small town which made it more difficult." Several remarked that the size of the city is more critical for a commuter college than for a boarding school. Three administrators said that a smaller city would tend to have more pride in a private junior college.

IV. ANALYSIS OF INFORMATION

A review of the literature and results of the survey of the private junior colleges indicate seven major divisions of criteria to be considered in determining the feasibility of starting a new private junior college. These seven divisions are: philosophy, general criteria, curriculum enrollment, staff, finances, and facilities. The six items included in the general criteria division are items that several authors in a survey of the literature indicated to be essential to the success of a private junior college. Not enough material was found to warrant a separate division for each of these six items.

Philosophy

A central theme found in both the review of the literature and the responses of the private junior college administrators is that the philosophy of the institution is of paramount importance to its success. Absolutely every facet of every program of the institution should be in keeping with its basic philosophy and goals. Indeed the successful evaluation of the remaining six divisions of criteria must be dependent upon their conformity to the basic philosophy. The importance placed upon the philosophy of the institution is emphasized by the fact that many of the administrators in responding to the questionnaire commented that the answer to various questions was

dependent upon the new school's philosophy. In fact, several stated that they could not answer some of the questions since they did not know the basic philosophy of the proposed institution. Because it is of such importance, it cannot be considered feasible to start a new private junior college until a well developed philosophy has been decided upon. This philosophy must emphasize the distinctive characteristics of the institution.

General Criteria

Community Interest. Both a review of the literature and the results of the questionnaire disclose that community interest is equally important to public and private junior colleges. Favorable community interest is essential to a private junior college even though it is primarily a residential school that enrolls many of its students from outside the local area. To a private junior college, the concept of community has a broad meaning and may include not only the city or area in which it is located, but also the general constituency that may be scattered across the entire nation. This is especially true for many denominational schools. Whatever the definition of community may be, community interest must be favorable if it is to be feasible to start a new private junior college.

Methods of Establishment. The several methods (amputation, stretching, decapitation, and independent creation) for establishing

a new junior college which were cited in chapter two have all been used successfully. It is feasible for the new private junior college to use any of these methods as long as it is applicable to its particular situation and adequate time is allowed for planning before actual commencement of operation.

Legal Requirements and Control. Each state has its own particular laws that govern the organization of any corporation including the private junior college. It is not feasible to start a new private junior college unless legal counsel is retained. In addition to the required legal controls, responsibility for voluntary control must be agreed upon in areas of curriculum development, finance, and general administration. It is not feasible to begin operation of the new private junior college until the organizational structure is provided which assigns the responsibility for this voluntary control.

Accreditation. The regional accrediting associations do not award actual accreditation to any institution during its first year of operation. Private junior college leaders disagree as to the effect of accreditation upon their institutions. Most agree that accreditation is good but not essential to the success of the institution. Therefore, it is feasible for the new private junior college to commence without meeting accreditation requirements. It seems highly advisable, however, to strive to attain accreditation as soon as possible.

Student Personnel Program. Not all of the private junior colleges responding to the questionnaire have an individual devoting full time to the student personnel services. However, they have made provisions for these services to be performed by one or more members of their staff. A review of the literature and the questionnaire responses both show that if the establishment of a new private junior college is to be considered feasible, a policy and coherent plan for organizing and administering the student personnel services must be developed.

Library. The library of any educational institution is of prime importance to its success. While a search of the literature failed to reveal standards designed particularly for the private junior college library, the general library requirements of the regional accrediting associations seem to be pertinent to the private as well as the public junior colleges. It is recommended therefore, that the new private school plan to meet these requirements at the earliest possible date. Unless this can be done, it is not feasible to start the new private junior college. Book selection of the new school must be in keeping with the curriculum offerings and general philosophy.

Curriculum

The organization and successful operation of a new private

junior college is feasible only if guiding principles are established and provisions are made for following them in the organization and development of the curriculum. The curriculum must be in keeping with the basic philosophy and goals of the institution. The founders of the institution must decide if the curriculum is to stress offerings in college preparatory, liberal arts, and/or vocational-technical areas, and if the general program is to be a terminal, transfer, or a combination program. The new private junior college should emphasize the kind and not the extent of the offerings. The distinctive characteristics of the college must be emphasized in the curriculum or there is no excuse for its existence. The needs of both the local community and the constituency must be seriously considered. Financial limitations must be thoroughly considered as some programs in vocational or other special areas are more expensive to offer. Unless an area in the curriculum can be presented in a satisfactory manner, it should not be offered at all. Plans for the curriculum must be made that provide for its continuous evaluation and improvement.

Enrollment

The size of the enrollment is a vital factor in the establishment and successful operation of any new private junior college. The enrollment must be large enough to support the curriculum

established by the school and allow for the classes to be a reasonable size. An adequate staff requires an enrollment large enough to support it. There is a direct relationship between the size of the enrollment and the successful financial operation of the junior college. This relationship is further discussed in the sections on finance in chapters three and four.

Statements of authors, in a review of the literature, and of administrators responding to the questionnaire warned against attempting to establish a magic number to be considered as the minimum enrollment necessary to establish a new junior college. An enrollment of approximately 200, however, appears to be a practical size for offering a minimum but adequate curriculum. Any enrollment to be considered feasible for starting a new private junior college must be based on broad guidelines in keeping with the institution's philosophy rather than on a specific figure. This becomes evident as the range in size of the private junior college is considered, as administrators in this study represent successfully operating private junior colleges with a range of enrollment from less than 25 to more than 3,000.

A sound recruitment program must be designed to provide the desired enrollment. Care must be exercised to make sure that the philosophy of the school is clearly enunciated to prospective students so that a wise selection can be made.

Staff

Administration. The chief administrator is the key figure in the success of a new private junior college. Consequently the requirements must be high and extreme diligence must be exercised to secure an individual who has the qualifications for the position. The authors cited in a review of the literature do not all agree on the specific requirements for the administrative position, but all would agree that it is not feasible to start operation of a new private junior college without the services of a highly qualified administrator. All but four of the 112 private junior colleges in this study gave the title of president to their head administrator. Academic qualifications of the president usually include a Ph. D. degree and administrative experience. Regardless of his experience and academic achievement it is essential that the president be in complete agreement with the philosophy of the new private junior college.

Teaching Staff. It is feasible to establish a new private junior college only if a qualified teaching staff can be secured. Faculty members should be selected primarily for their ability to teach rather than for their ability to do research. Since it is common practice for faculty members in private junior colleges to teach in more than one area of the curriculum, teachers must have a broad

background of general knowledge as well as intense interest and preparation in their area of specialization. Attitude, citizenship, and personal commitment to ideals that are in keeping with the philosophy of the institution are necessary prerequisites for membership on the teaching staff.

Administrators responding to the questionnaire and the authors in a review of the literature agree that the minimum academic requirement for teaching in the private junior college should be a master's degree. Exceptions may be made in some areas such as vocational training when exceptional experience warrants it. Since private junior colleges are not generally regulated by state departments of education, state teaching certificates are not usually required. Teachers, however, should meet the academic requirements of the regional accrediting association.

The average assignment for private junior college teachers includes 15 or 16 clock hours per week in the classroom. Usually extra classroom hours are assigned for laboratory or shop work and fewer hours are assigned instructors in English or science. Salaries, generally lower in private than in public junior colleges, are usually based on academic training, experience, and professional growth. Private junior college administrators recommend that new institutions pay instructors a minimum salary of \$6,600 to \$7,500 and a maximum salary of \$8,000 to \$10,000. The high school

classroom has proven to be the most ready source of new teachers for the private junior college. Second to this source are the graduate schools.

Finances

It is feasible to establish a new private junior college only when the costs have been counted and it is determined that these costs can be met. Finances, like the other criteria, must be in keeping with the general philosophy of the school since the type of program the institution is to offer will determine the cost.

A review of the literature and the responses of the administrators indicate that the general operating cost of a private junior college is in direct relationship to the enrollment of the institution. In general, the larger the enrollment, the smaller will be the operating cost per student. Results of the questionnaire indicate that an enrollment of 100 to 300 students is an economical size for operating a private junior college. Since the salaries paid by private junior colleges are usually less than those paid by public junior colleges, it may be possible to also keep the operating costs at a lower level.

The total expenses of the institution including operating costs, capital outlay, and other charges minus the total student income should equal the amount that the institution must raise from other

sources. The four main sources of income for the private junior college, as listed in order by the administrators responding to the questionnaire, are tuition and fees, private individuals, federal government, and the governing body of the institution. The majority of the administrators said that student tuition and fees should pay at least 70 percent of the operating costs. While the federal government was the third greatest source of income for the private junior college, most of this income was in the form of loans rather than outright grants. Indications are that more federal and state monies may become available to private education, but the new private junior college would be wise not to count on it too heavily to help pay the operating costs. The governing body of the private junior college may include both the institution's board of directors and the sponsoring denomination. Authors in a review of the literature recommend that the governing bodies assume a greater share of the financial obligations for operating the private junior college.

It is becoming increasingly difficult for the private junior college to provide adequate finances. Authors and administrators alike expressed the opinion that private individuals, business, and corporations will contribute to the private junior college if they can be convinced of the value and relevance of the institution to their own programs. It is the responsibility of the private junior college to prove the worth of its own institution in order to secure the financial

support it so desperately needs.

Facilities

The physical plant of any educational institution is of major importance in obtaining the objectives of the school's entire program. Consequently it is not feasible to establish a new private junior college unless adequate facilities are acquired. Campus size, size and number of classrooms, building motif and spacing, location, office space, and general equipment are all factors in determining adequacy.

The size of the campus should be determined according to the maximum projected enrollment and be in keeping with the particular circumstances and philosophy of the individual school. It is certainly feasible and may be advantageous for the new private junior college to start operation in temporary facilities. These temporary facilities, however, must meet minimum educational standards and present to the community an image of the college that is conducive to respect and support. Plans for the permanent facilities should be made and announced as soon as possible.

In deciding the location of a new private junior college, the proximity of other educational institutions must be considered. Both the philosophy and reputation of nearby institutions must be considered. Statements from authors in a review of the literature and

from private junior college administrators indicate that as long as the private institution is doing a good job and is maintaining its distinctive characteristics, the presence of a nearby institution will not have an adverse effect upon the private college.

The private junior college must be considered an exception if it is not affected by the size of the city in which it is located. Larger cities do have many opportunities and facilities to offer the educational institutions. It is feasible but also a disadvantage for a private junior college to start in a small city.

V. SUMMARY AND RECOMMENDATIONS

Private junior colleges are in a precarious position in this time of unparalleled success and growth in education by the public community colleges. Public support through taxation provides money for supplying facilities and equipment to the public junior colleges in amounts that are extremely difficult if not impossible for the private junior college to equal. Low or no tuition charges of public education further aggravate the plight of private junior colleges as most of them depend upon student income to supply at least 70 percent of the operating costs. The rising costs of construction and operation in this inflationary period add to the difficulties of the struggling private schools. Yet, even in these times it can be feasible, however difficult, to establish a new private junior college. This study has been designed to emphasize the criteria that must be satisfied if it is to be considered feasible to start the new institution.

One of the conclusions of this study is that dedicated people are the key that makes possible the provision for satisfying these criteria. Dedicated people will be required to develop the philosophy which will express the ideals, goals, and objectives of the new institution and meet the needs of the community and constituency. Others with equal or even greater dedication must be found that will join in the venture as administrators and staff members. Still others must

provide through their own contributions or solicitations the finances upon which the new college is so obviously dependent. If young people with enthusiasm and dedication matching that of the others involved can be enrolled in the student body, success seems inevitable.

It is recommended that at least one year should be devoted to an investigation before determining if it is feasible to establish a new private junior college. The year should be spent conducting surveys, contacting individuals and organizations, visiting and corresponding with other private junior colleges and promoting the prospective institution. At the conclusion of the year, sufficient evidence should be available to enable a sound and wise decision to be made. If the decision is to proceed with the establishment of the new school, much of the initial planning will have already been completed. If the decision is that it is not feasible to continue, the money and effort expended in the year's study should be considered as a sound investment that could, over a period, save many times the amount spent.

In the process of developing this thesis, it has become evident that there is need for other studies to be made that will assist private junior colleges, especially those schools struggling for survival and those waiting to be established. One of these needed studies should attempt to discover causes for failure of private junior colleges. Harper (1969) suggests that the primary reasons for failure are inadequate financing and decreasing student enrollment.

Behind these two primary reasons, however, may be found many less obvious ones such as weak administration, inadequate public relations programs, or poor pupil personnel programs. Whatever the reasons found, their exposure would help others to avoid making the same mistakes and may prevent other failures.

The financial difficulties being experienced by the private junior colleges suggest another study that would provide helpful information. This would be a study designed to determine why individuals or organizations contribute to private junior colleges. This should include a discussion of successful public relations and fund raising programs. An investigation of the relationship between the amount of money received from various sources and the effort spent to secure them would prove helpful.

Patterns of administrative structure vary greatly among the private junior colleges. A study of these patterns could prove interesting and profitable. One purpose of such a study would be to determine the most advantageous pattern to be followed as the college enrollment grows. At what enrollment for example, would it be expedient to add a full time dean of women to the staff? Is it more successful to combine administrative roles than to have administrators devote part of their time to teaching? Could standard job descriptions be developed or agreed upon for the administrative titles of the private junior colleges? These and similar questions could

be examined.

Since many of the institutions in this study expressed concern about the competition from the new community colleges, a study of the actual effects upon the private junior college should prove to be of interest. An investigation of the possibility for cooperative programs by the private junior college and the neighboring community college would be profitable.

The following pages include a model for determining the feasibility of establishing a private junior college. It is recommended that this model be used as a guide by any group considering establishing such an institution. While there can be no guarantee of success, adequate preparations including the use of this model should result in a greater percentage of new private junior colleges being successful. The establishment of such an institution represents a great step of faith that must be combined with an equal portion of hard work. These two factors have made the operation of many private junior colleges successful. This same combination will be of immeasurable value to any group contemplating the establishment of a new private junior college.

A MODEL FOR DETERMINING THE
FEASIBILITY OF ESTABLISHING
A PRIVATE JUNIOR COLLEGE

This model contains seven major criteria that must be satisfied before it can be considered feasible to establish a new private junior college. It is intended to be used as a guide by individuals considering starting a new institution. It provides broad general guidelines, not specific figures, for determining feasibility.

IT IS FEASIBLE TO ESTABLISH A PRIVATE JUNIOR COLLEGE IF SEVEN MAJOR CRITERIA ARE SATISFIED

I. Philosophy

- A. A well organized, comprehensive basic general philosophy of the new junior college has been or is in the process of being developed by the board of directors of the institution. The general philosophy is implemented by a written specific listing of all goals and objectives.
- B. The basic general philosophy is written in a direct, easily understandable form that can be presented to prospective staff members, students, donors, and anyone else expressing interest in the new organization.
- C. The basic general philosophy is understood and accepted by all members of the board of directors, administration, and other employees of the new junior college.
- D. The basic general philosophy is the underlying guide of the total organization and operation of the new school.
- E. Provision is made for periodical reviews to evaluate the progress of the school in achieving the objectives and goals of its philosophy.

II. General Criteria

- A. Community Interest. It has been determined through a properly organized and conducted survey that there is favorable interest in the new private junior college by both the local community and the general constituency of the institution. This interest is evidenced by willingness to supply students, finances, and general support.
- B. Legal Requirements and Control. Fully qualified legal counsel has been retained to determine that all action of the board of directors of the junior college is in keeping with all laws and ordinances pertaining to the institution.
- C. Student Personnel Program. A coherent policy and plan for organizing and administering the student personnel services has been or is in the process of being developed.

- D. Library. The junior college library requirements of the regional accrediting association have been fulfilled or plans with specific dates for achieving these requirements have been established. Book selection is in keeping with the general philosophy of the school as well as with the accrediting association requirements.
- E. Board of Directors. Members of the board of directors have been or will be selected that will provide the new institution with academic, financial, business, and general leadership, and for the general prestige that they will bring to the institution. Board members are able and willing to devote the time required for this service.

III. Curriculum

- A. The new junior college curriculum has been carefully designed to implement the goals and objectives of the general philosophy of the school and to reflect its ideals and values.
- B. The distinctive characteristics of the institution are emphasized through the offerings of the curriculum.
- C. The extent of the subjects offered is limited to those that can be financially and academically justified.
- D. The needs of the local community and the total constituency have been considered in the construction of the curriculum.
- E. Provision has been made for the continuous evaluation and improvement of the curriculum.

IV. Enrollment

- A. The size of the prospective student body is in agreement with the general philosophy and goals of the institution.
- B. The size of the enrollment is large enough to support the curriculum established by the board.
- C. Students are selected who are in agreement with the general philosophy and goals of the junior college.
- D. Student enrollment is sufficiently large to provide adequate income, without excessively high tuition, so that the

institution does not have to rely upon an excessive amount of income from non-student sources.

- E. A sound student recruitment program is designed to provide the institution with an adequate source of potential students.

V. Staff

A. Administration

1. The head administrator or president has the qualifications and appropriate experience to fulfill the requirements of the regional accrediting association.
2. The head administrator enthusiastically endorses the philosophy and goals of the institution and is eager to implement them in the entire program of the junior college.
3. Because of his special experience and training, the president is able to emphasize and augment the distinctive characteristics of the school.
4. The private junior college has developed or is in the process of developing a chain of command indicating the channels by which the control and authority of the board is distributed.

B. Teaching Staff

1. Teachers in the private junior college are chosen primarily for their ability to teach and not to do research.
2. All teachers have a master's degree with a few exceptions allowed for extraordinary experience in occupational areas.
3. The academic training of the faculty includes a broad background of general knowledge plus an area of specialization.
4. The faculty's attitude and personal commitments are in keeping with the general philosophy of the college.
5. The general teaching assignment of all full time teachers does not exceed 15 or 16 clock hours of classroom

instruction per week.

6. Salaries of all faculty members are commensurate with the institution's financial position and are conducive to the securing of a highly qualified staff, and offer an encouragement for further improvement.

VI. Finances

- A. The new private junior college has a carefully developed budget based on a conservative estimate of anticipated income and a liberal estimate of anticipated expenses.
- B. Provision is made for especially close control of the budget during the first years of operation.
- C. There is reasonable assurance that income from tuition and fees plus non-student income will at least equal total expenses.
- D. A sound professionally developed accounting system is adapted to the program of the institution.
- E. The size of enrollment, extent of curriculum offerings, and salaries are all within the limitations of the available finances.
- F. An efficient and appropriate public relations program is in operation or is being developed that keeps the new private junior college before the community and constituency, and assists in securing the necessary finances.
- G. The new institution has the capacity to secure or borrow the funds necessary to acquire the initial facilities, equipment, and supplies.
- H. Arrangements have been made to secure the services of qualified individuals to assist in establishing financial programs, such as the floating of a bond issue, as a means of obtaining funds.

VII. Facilities

- A. The size of the campus is such that it allows for the program of the school to be developed in a manner that is conducive

to the goals and objectives established by the general philosophy.

- B. Either permanent or temporary facilities have been secured that will enhance the educational program of the college and increase the confidence of the community in the new institution.
- C. Location of the campus is such that necessary services such as fire and police protection, garbage and sewerage disposal, and general utilities are readily available.
- D. The amount of space for instruction, administration, and general purposes has been or is being determined according to projected enrollments and through the use of acceptable utilization formulas.
- E. The general philosophy, distinctive characteristics, and general reputation of the other educational institutions in the area have been thoroughly examined to make certain that the program the new private junior college will offer is not already being provided.
- F. The city in which the new private junior college is to be located is capable of providing utilities and services, students and staff, and other general advantages needed by the new institution.

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APPENDICES

APPENDIX I

- A. Letter to Presidents of 243 private junior colleges introducing the study.
- B. Follow up letter requesting return of the questionnaire.
- C. List of 112 private junior colleges returning usable questionnaires with identifying number of each college.
- D. Questionnaire used in the study.
- E. Tables
 - E-1 Minimum degree requirements for faculty of 112 private junior colleges and suggested requirements for new private junior colleges
 - E-2 Minimum and maximum salaries paid by 112 private junior colleges and the suggested limits for new institutions
 - E-3 Annual operating cost per student in private junior colleges
 - E-4 Private junior college income sources
 - E-5 Percentage of private junior college operating costs to be paid by student tuition and fees
 - E-6 Affect of other two and four-year colleges and universities of varying proximities on private junior colleges

APPENDIX A

199 Stoneway Dr., N.W.
Salem, Oregon 97304
March 2, 1970

Dr. John Doe, Pres.
Private Junior College
Anytown, Anystate 12345

Dear Dr. Doe:

I am writing this letter because I know that you as the head of a private junior college are interested in the future progress of private education. Many of us in private education have had the experience of observing new schools fail and have to close their doors, while others succeed and obtain their goals. Can success or failure of a new private junior college be projected or predicted? What are the conditions that make the starting of a new school feasible? If these conditions were known, I believe that the untimely closure of many private schools and colleges could be avoided. In an effort to identify these conditions, I am currently conducting a study designed to establish a model for determining the feasibility of establishing a private junior college. I am convinced that such a study could be of service to any organization considering the establishment of a private junior college.

As part of this study, a questionnaire is being sent to selected private junior colleges. If you or some other qualified person at this institution would complete the enclosed questionnaire it would be of tremendous value. It would be especially helpful if it would be returned promptly. It would also be appreciated if you would send a copy of your current college catalog to the same address.

Thank you for your help.

Sincerely yours,

Eugene J. Fadel

APPENDIX B

199 Stoneway Dr., N.W.
Salem, Oregon 97304
April 11, 1970

Dear President:

A few weeks ago I sent to each of the private junior colleges of the United States a questionnaire. You may recall that the questionnaire is part of a study designed to establish a model to determine the feasibility of establishing a private junior college. It is encouraging to note that almost 50 percent of the colleges have already returned their completed questionnaires. I believe that the results of this study are going to be highly significant and helpful.

We would like very much to have your junior college included in this study. In case you didn't receive the first letter or questionnaire, I am taking the liberty of sending this one to you. Your help in completing and returning it would be greatly appreciated.

Sincerely yours,

Eugene J. Fadel

APPENDIX C

PRIVATE JUNIOR COLLEGES SUBMITTING
QUESTIONNAIRES USED IN THIS STUDY

Note: Schools are listed by accrediting region in which they are located and are not necessarily members of the associations.

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

1. Columbia Christian College
2. Concordia College (Oregon)

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

3. Center for Early Education
4. Deep Springs

NORTH CENTRAL ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

5. Assumption College
6. Freeman Junior College
7. Presentation College
8. York College
9. Central College
10. Donnelly College
11. Hesston College
12. Saint John's College
13. Bartlesville Wesleyan College
14. Saint Gregory's College
15. Bethany Lutheran College
16. Saint Mary's Junior College
17. Mount Saint Clare College
18. Ottumwa Heights College
19. Palmer Junior College
20. Sioux Empire College
21. Crowley's Ridge College
22. Concordia College (Wisconsin)
23. Holy Cross Junior College (Wisconsin)
24. Central YMCA Community College
25. Felician College
26. Kendall College
27. MacCormac Junior College
28. Mallinckrodt College
29. Monticello College
30. Robert Morris College

31. Springfield College
32. Winston Churchill College
33. Concordia Lutheran Junior College (Michigan)
34. Suomi College
35. Holy Cross Junior College (Indiana)
36. Kettering College of Medical Arts
37. Lourdes Junior College
38. Ohio Valley College

NEW ENGLAND ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

39. Vermont College
40. Colby Junior College
41. New England Aeronautical Institute
42. White Pines College
43. Bradford Junior College
44. Dean Junior College
45. Endicott Junior College
46. Leicester Junior College
47. Mount Ida Junior College
48. Pine Manor Junior College
49. Wentworth Institute
50. Worcester Junior College
51. Mitchell College
52. Mount Sacred Heart
53. Quinnipiac College
54. Roger Williams College
55. Westbrook Junior College

MIDDLE STATES ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

56. Kirkland Hall College
57. Villa Julie College
58. Xaverian College
59. Brandywine College
60. Assumption College for Sisters
61. Salesian College
62. Tombrock College
63. Manor Junior College
64. Mount Aloysius Junior College
65. Northeastern Christian Junior College
66. Spring Garden College
67. York College of Pennsylvania
68. Adacemy of Earonautics
69. Bennett College

70. Cazenovia College
71. Elizabeth Seaton College
72. Hilbert College
73. Packer Collegiate Institute
74. Maria College
75. Maria Regina College
76. Mater Dei College
77. Trocaire College
78. Villa Maria College of Buffalo
79. Voorhees Technical Institute

SOUTHERN ASSOCIATION OF SCHOOLS AND COLLEGES

80. Lubbock Christian College
81. South Texas Junior College
82. Southwestern Junior College
83. Gulf Park College
84. Mary Holmes College
85. Saints Junior College
86. Southeastern Baptist College
87. Wood Junior College
88. Alabama Christian College
89. Walker College
90. Brewton-Parker College
91. Emmanuel College
92. Gordon Military College
93. Norman College
94. Reinhardt College
95. Florida College
96. College of Orlando
97. Webber College
98. Spartanburg Junior College
99. Chowan College
100. Mitchell College
101. Mount Olive College
102. Peace College
103. Wingate College
104. Hiwassee College
105. Lees Junior College
106. Southeastern Christian College
107. Saint Catharine College
108. Sue Bennett College
109. Bluefield College
110. Ferrum Junior College
111. Marymount College of Virginia
112. Southern Seminary Junior College

APPENDIX D

PRIVATE JUNIOR COLLEGE QUESTIONNAIRE

_____ date

Name of person completing questionnaire _____ Title _____

I GENERAL INFORMATION

1. Name of college _____ Year founded _____
 2. Sponsorship: independent ____, church ____, other (please name) _____
 3. Accredited by: _____ Year _____
 4. Has accreditation influenced enrollment? Yes ____, No ____ Finances? Yes ____, No ____
 5. Original organizational plan: two-year college _____, four-year college _____, high school _____, other (please explain) _____
 6. Did this college conduct a feasibility survey before commencing operation? Yes ____ No ____
If yes, please send a copy. If no, do you think it would have been helpful? Yes ____ No ____
- Comment: _____

II STUDENT INFORMATION

1. What is the present F. T. E. enrollment of this college? male ____ female ____
2. What percent of the students live in dormitories? _____
3. What was the first-year enrollment of this college? male ____ female ____
4. What percent of the first-year enrollment lived in dormitories? _____
5. What do you estimate the enrollment of this college will be in 5 years _____,
10 years _____, 20 years _____
6. What do you consider to be the minimum initial enrollment necessary to start a new private junior college? _____
7. What should be the minimum potential enrollment for a new college in 5 years from its

beginning? _____, 10 years _____, 20 years _____

III STAFF INFORMATION

1. What are the minimum academic requirements for faculty members of this college?
less than A.B. _____, A.B. _____, M.A. _____, Ph.D. _____, other _____
2. What should they be for a new private junior college? _____

3. How many class hours does this college consider to be a full time teaching assignment? 9 _____, 12 _____, 15 _____, 18 _____, 18+ _____, other _____
4. What is an instructor's minimum salary at this college? _____ maximum _____
5. What do you consider the minimum annual salary range feasible for a new private junior college?
minimum _____ maximum _____
6. Which of the following administrative offices does this college have?

president _____	dean of the college _____	dir. of counseling _____
business manager _____	dean of students _____	dir. of health services _____
registrar _____	dean of women _____	other _____
dir. of pub. rel. _____	dean of men _____	_____
7. What administrative offices do you consider necessary for a private junior college of less than 100 students? _____

What administrators would you add as the enrollments reached those listed below?

100	150	200	300
-----	-----	-----	-----

IV FINANCIAL INFORMATION

1. What is the operating cost per student per year for this institution? _____
2. What is the yearly tuition per student at this college? _____ (do not include room and board or other fees in this figure)

3. Please rank in order of amount the following sources of income for this college.
(place a 1 next the source of greatest income, a 2 next to the 2nd, etc.)

_____tuition & fees	_____federal aid	_____governing body (church, etc.)
_____corporations	_____private individuals	_____
_____alumni	_____private foundations	_____

4. From which of the following sources do you actively seek funds? (rank in order)

_____alumni	_____federal government	_____
_____corporations	_____private individla	_____
_____private foundations	_____governing body (church, etc.)	_____

5. Please check the percentage of the total operating cost you think should be paid by student

tuition and fees: under 30%____; 30-39%____, 40-49%____, 50-59%____,
60-69%____, 70-79%____, 80-89%____, 90-100%____

V FACILITIES INFORMATION

1. What is the size of this campus? _____acres.
2. Did this college start in temporary facilities? Yes____ No____. If yes, how long did the college stay in them? _____
3. Do you recommend that a private junior college start in temporary facilities? Yes____ No____
Comment: _____
4. How close is the nearest college or university? _____ How does this affect the enrollment of this college? _____
5. Do you consider the size of the city in which a new private junior college is to be located to be important? Yes____ No____ Comment: _____

THANK YOU !!!

APPENDIX E

Table E-1. Minimum degree requirements for faculty in 112 private junior colleges and suggested requirements for new private junior colleges

Degree Required	In Schools in Study	In New Private Junior Colleges
Less than Bachelor	2	2
Bachelor	23	16
Master	86	79
Doctor	0	0
Other	0	3
No Response	<u>1</u>	<u>12</u>
Total	112	112

Table E-2. Minimum and maximum salaries paid by 112 private junior colleges and the suggested limits for new institutions

Annual Salary	Number of Administrator Responses				
	Minimum Salary		Maximum Salary		
	Colleges in study	New Private Junior Colleges	Annual Salary	Colleges in study	New Private Junior Colleges
Under 5,500	5	2	Under 8,000	6	3
5,500 - 6,500	27	24	8,000 - 10,000	30	27
6,600 - 7,500	47	43	10,001 - 12,000	21	19
7,600 - 8,500	18	15	12,001 - 15,000	17	14
8,600 - 9,500	1	3	15,001 - 18,000	5	3
Over 9,500	0	1	Over 18,000	2	4
No Response	<u>14</u>	<u>24</u>	No Response	<u>31</u>	<u>42</u>
Total	112	112	Total	112	112

APPENDIX E

Table E-3. Annual operating cost per student in private junior colleges

Operating Costs	No. Colleges	Operating Costs	No. Colleges
Under \$1,000	15	\$1,601 - 1,900	12
1,000 - 1,300	21	1,901 - 2,200	10
1,301 - 1,600	17	Over 2,200	19
No Response = 18		N = 112	

Table E-4. Private junior college income sources

Source	Rank								
	1	2	3	4	5	6	7	8	9
Tuition, Fees	86	14	3	0	0	0	0	0	0
Corporations	0	5	3	20	12	7	7	1	0
Alumni	0	6	14	8	12	15	6	1	0
Federal Aid	1	12	20	13	4	8	4	0	0
Private Individuals	2	31	23	15	6	3	1	0	0
Private Foundations	1	4	12	16	15	6	4	0	0
Governing Body	10	18	8	3	3	1	1	0	0
Contributed Services	1	7	0	0	0	0	0	0	0
Others	2	5	4	0	1	0	0	0	0

APPENDIX E

Table E-5. Percentage of private junior college operating costs to be paid by student tuition and fees

% to be Paid by Students	No. of Responding Administrators	% to be Paid by Students	No. of Responding Administrators
Under 30%	6	70 - 79%	23
30 - 39%	8	80 - 89%	18
40 - 49%	3	90 - 100%	5
50 - 59%	22	No Response	12
60 - 69%	15		
N = 112			

Table E-6. Affect of other two and four-year colleges and universities of varying proximities on private junior colleges

Distance of Other College	Affect on Private Junior Colleges				
	No. of Private Junior Colleges	Good	Bad	None	No Response
Less than 5 mi.	42	2	8	29	3
5 - 10 mi.	19	4	5	7	3
11 - 15 mi.	8	2	3	3	0
16 - 20 mi.	11	1	4	5	1
21 - 25 mi.	8	1	2	3	2
Over 25 mi.	<u>2</u>	<u>2</u>	<u>2</u>	<u>13</u>	<u>3</u>
Total	90	12	24	60	12

APPENDIX II

A. Tabulation of Questionnaire

Section I General Information

Section II Student Information

B. Tabulation of Questionnaire

Section III Staff Information

C. Tabulation of Questionnaire

Section IV Financial Information

Section V Facilities Information

Key - Section I

Y = Yes
N = No
C = Church
I = Independent
O = Other

Column 1:

Identifying no. of
school assigned in
Appendix C

Column 2:

0 = before 1850
1 = 1850 - 1900
2 = 1901 - 1925
3 = 1926 - 1945
4 = 1946 - 1960
5 = 1961 - 1969

Column 7:

2 = 2 yr college
4 = 4 yr college
HS = high school
2+HS = high school plus
2 yr college
O = Other

Key - Section II

Column 2 & 4:

1 = less than 25%
2 = 25 - 50%
3 = 51 - 75%
4 = 76 - 100%

Column 1, 3, & 5-11:

1 = less than 50
2 = 50 - 100
3 = 101 - 300
4 = 301 - 500
5 = 501 - 1,000
6 = more than 1,000

APPENDIX A

TABULATION OF THE RESPONSES TO THE PRIVATE JUNIOR COLLEGE QUESTIONNAIRE

Section I General Information									Section II Student Information												
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College	Minimum Potential Enrollment New Junior College							
									5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr						
1	4	C	N			O	N		3	4	1	4	4	5	5	2	3	4			
2	2	C	Y	Y	Y	2	N	N	3	4	1	3	3	3	4	3					
3	3	I	Y	Y	Y	2	N		2	1		3	3	3							
4	2	I	Y		N	2	N	N	1	4	1	4	1	1	1						
5	5	C	Y	N	Y	2	N	Y	2	3	2	3	3	4		2	3	4			
6	1	C	Y	N	N	2	N	N	2	3	3	1	3	3		2	2	3	4		
7	4	X	Y			2			3			3	4	4							
8	4	C	Y	Y	Y	2	N	Y	3	4	2	4	4	5	5	2	4	5	5		
9	1	C	Y			2	N		3	4		3	3		3	3					
10	4	I	Y	Y		2	N	Y	5	1	3	1									
11	2	C	Y	Y	Y	HS	N		4	4	1	4	5	5	5	3	4	5	5		
12	1	C	Y			2+ HS	N		4	4	1	4	4	4	4	5					
13	2	C	Y	Y	Y	4	N		3	2				3		3					
14	1	C	Y	Y	Y	2+ HS	N		5	4		5			3	4	5	5			
15	3	C	Y	Y	Y	2			3	4		4	3	4		2	3				
16	5	C	Y	N	N	2	Y		5	2	3	2	5	5		3	4	4	4		
17	3	C	Y	Y	N	2+ HS	N		3	2		4	5		3	3	5	5			
18	2	C	Y	Y	N	2	N	Y	4	2	2	4	4	5		3	4	5	5		
19	5	I	Y	Y	Y	2	Y	Y	5	1	2	4	5	6		3	4	5			
20	5	I	Y	N	Y	2	Y	Y	2	2	3	3	5	5	5	3	3	4	4		
21	5	C	Y	Y	Y	2	N	Y	3	3	2	4	3	4	5	2	3	3	4		

Tabulation of the responses to the private junior college questionnaire, Sections I & II (continued)

Section I General Information											Section II Student Information										
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College	Minimum Potential Enrollment New Junior College							
									5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr						
22	1	C	Y	N	N	2+ HS	N	N	3	3	1		4	5	6	3	4	5	5		
23	5	C	Y	Y	N	2	N	Y	1	2	1	2	3	3	4						
24	5	I	Y	N	N	2+ HS	N	Y	6	1	6	1									
25	3	I	Y	Y	Y	2	N	Y	3	2	2	1	3	4	5	3	3	4	4		
26	3	C	Y	Y	Y	2	N	Y	5	2	1	4	5	5	5	3	5	5			
27	2	I	Y	N	N	0	N	Y	3	1		1				3	4				
28	2	C	Y	Y	N	2	N	Y	2	1	1	4	3	3	4	1					
29	0	I	Y	Y	Y	2	N		4	4	1	4	4	5	5	4	4	5	5		
30	5	I	Y	Y	Y	2	Y		5	4	4	4	5	5	5	6					
31	3		Y	Y	Y	2	Y		5	1		1				3	4	5	5		
32	5	I	Y	Y		2	N	N	3	2	3	4	4	4	4	3	3	3	3		
33	5	C	Y	Y	Y	2	Y		4	4	3	4	5	5	5	3	4	4	4		
34	1	C	Y	N		2	N		4	3	1	4	5	5		3	4	5			
35	5	C	Y	N	Y	2	N	N	3	1	1	4	3	4	4	3	3				
36	5	C	N			2	N	N	3	2	3	2	4								
37	4	C	Y	N	N	2	N	N	1	4	1	4	3	3	3	1	3	3	3		
38	4	C	Y	Y	N	2	N	Y	3	3	1	3	3	5	5	2	3	3	5		

Tabulation of the responses to the private junior college questionnaire, Sections I & II (continued)

1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11
Section I General Information									Section II Student Information										
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College			Minimum Potential Enrollment New Junior College			
													5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr
39	0	I	Y	Y	N	2	N	Y	4	4	3	4	5	5	5	3	4	4	5
40	0	I	Y	N	N	HS	N	N	5	4	2	4	5	5	6	3	4		5
41	5	I	Y	Y	Y	2	N	Y	4	3	1	1	5	5	5	2			
42	5	I	Y	Y	N	2	N	N	3	2	1	1	3	4	4	2			
43	0	I	Y	Y	Y	HS			4	4			4			3			
44	1	I	Y	Y	Y	O	Y	Y	5	4		4	6	6					
45	3	I	Y			2			5	4	1	4	5	5					
46	3	I	Y	Y	Y	2	N	Y	4	4		4	4	4		2			
47	1	I	Y	N	N	2	N		5	4	1	4	5			2			
48	3	I	Y	Y	Y	2	N		5	4		4	5	5	5	3	4	5	5
49	2	I	Y	N	N	2	N	Y	6	2	6	2	6	6	6	3	4	5	5
50	2	I	Y	Y	N	2	N	N	6	1	5	1	6	6	6	5			
51	3	I	Y	Y	Y	O	Y		5	3	2	1	5	5	5	2	4	5	5
52	4	C	Y	N		2		N	1	4	1	4							
53	3	I	Y	Y	Y	2	N	N	6	2	5	1	6	6	6	3	4	5	6
54	4	I	Y	N	N	2	N	Y	6	1	2	1	6	6	6	4			
55	0	I	Y	Y	Y	2	N		5	4	3	4	5			3	4	5	
56	5	I	Y	Y	N	2	N	Y	2	4	1	4	4	4	4	3	4		

Tabulation of the responses to the private junior college questionnaire, Sections I&II (continued)

Section I General Information									Section II Student Information											
1 ID No. of College	2 Year Founded	3 Sponsorship	4 Accredited	5 Accred. Affects Emoll.	6 Accred. Affects Finance	7 Original Organization	8 Feasibility Study Done	9 Study Would Have Helped	1 1969 Enrollment	2 1969 % in Dorms	3 1st Yr. Enrollment	4 1st Yr. % in Dorms	5 Projected Enrollment This College			8 Minimum Potential Enrollment New Junior College				
													5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr	
57	4	I	Y	Y	Y	O	N	N	3	1	1	1	4	4	5		3	4	4	
58	3	C	Y	N	N	2	N	Y	2	4	1	4					4	5	5	5
59	5	I	Y	Y	Y	2	Y		6	3	5	3	6	6	6		3	4	5	5
60	4	I	Y	N		2	N	N	1											
61	5	C	Y	N	N	2	N	N	2	4	2	4								
62	4	C	Y	N	N	2	N	N	4	1	5		5				2	5		
63	4	I	Y	N	N	4	N	N	3	2	1		4	4	4		5			
64	3	C	Y	Y	Y	2	N	Y	4	3	3	3	4				2	3	4	5
65	4	I	Y	Y	N	2	N	Y	3				4	5	5		2	3	5	5
66	1	I	Y	Y	Y	O	N	N	5	1		1	6	6	6		5	5	6	6
67	3	I	Y	Y	Y	2	Y		6	2	1	1	6	6	6		4	5	5	6
68	3	I	Y	Y	Y	O	N		6	1		1	6	6	6		3	5	5	6
69	1	I	Y						4	4			4							
70	0	I	Y				N		4	4	3	4	5				3		5	
71	4	I	Y			HS			4	3			4				3			
72	4	O	Y	N	N	2	N	N	4	1	2	1	5	5	5					
73	0	I	Y			O	N		2	1	3	1	3							
74	4	I	Y	Y	N	2	Y		4	2	2		4				4	5	5	

Tabulation of the responses to the private junior college questionnaire, Sections I & II (continued)

Section I General Information										Section II Student Information										
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College	Minimum Potential Enrollment New Junior College						
													5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr	
75	5	I	Y	N	N	2	N	N	4	2	2	3	4	5	5	2	3	5	5	
76	4	O	Y	Y		O	N		3	4	2	1	4				3	4		
77	4	C	N			2	N	N	3	2	1	1	4	5		3				
78	4	I	Y	Y	Y	2	N	Y	5	1	1		5	6	6	4	5	6		
79	5	I	Y	Y	N	O	Y		5	1	3	1	5	6	6	3	4	5	6	
80	4	C	Y	Y	Y	2	N		5	3	3	4	6	6	6	2	4	5	6	
81	4	I	Y	Y	Y	2	N		6	1	6	1	6	6	6	3	4	5		
82	3	C	Y	Y	Y	4	Y	Y	5	3	1	4	5	6	6	3	3	4	5	
83	2	I	Y	Y	Y	2+ HS	N	Y	3	4	2	3	4	4	4	3	3	4	4	
84	1	I	Y	N	N	2	N	Y	4	4	3	4	6	6	6	5	5	6	6	
85	3	C	Y	Y	N	2+ HS	N	Y	3	1	1	4	4	5	5	1	1	4	5	
86	4	C	Y	Y	N	2	N	Y	2	2			3	3	3	2				
87	2	C	Y	Y	Y	HS	N	Y	3	3		4	3	4		4	5	5		
88	3	O	Y	Y	Y	2+ HS	N	Y	3	3	1	1	4	5	6	2				
89	3	I	Y	Y	Y	2	N		5	2		2	5	5	5	3				
90	2	C	Y	N	N	2	N	N	5	3	1	2	5	5	6	4	4	4	4	

Tabulation of the responses to the private junior college questionnaire, Sections I & II (continued)

Section I General Information											Section II Student Information										
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College			Minimum Potential Enrollment New Junior College					
													5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr		
91	2	C	Y	N	N	O	N		3	3			4	4	5	3	4				
92	1	I	Y	Y	Y	HS	N	Y	4	3			5				4				
93	1	C	Y	N	Y	2	N		3	3			4	4	5	3	4	5	5		
94	1	C	Y	Y	Y	O	N	N	3	3			4	5	5	3	3	4	5		
95	4	I	Y	Y		4	N	N	4	4	3	4	5	5	5	4	6	6	6		
96	3	I	Y	Y	Y	2	N	Y	5	1	4	1	5	5	5	4	4	5	5		
97	2	I	Y	Y	Y	2			2	4		4	3	4		3					
98	2	C	Y	Y	Y	O	N	N	5	3	1	2	5			3	4				
99	4	C	Y	Y	Y	2			6	4	3		6			3	5				
100	1	I	Y	Y	Y	O			5	2			5	5	5	3	5	5	5		
101	4	C	Y	Y	Y	2	N	Y	3	3	1	2	4	5	5	3	4	5	5		
102	1	C	Y			2			4	4	2	4	4	5							
103	1	C	Y	Y	Y	O	N	Y	6	4		2	6	6	6	3	5	5	6		
104	0	C	Y	Y	Y	2+ HS	N	Y	5	3	1	1	5	5	5	3	4	5	5		
105	3	C	Y	Y	Y	HS	N		4	3			5	5		3	3	4	5		
106	4	C	Y	Y	Y	2	N		4	2	1	3	4	5		3					
107	3	C	Y	Y	Y	2	N		3	1			3	3	4	2	3	3	3		

Tabulation of the responses to the private junior college questionnaire, Sections I & II (continued)

Section I General Information										Section II Student Information										
ID No. of College	Year Founded	Sponsorship	Accredited	Accred. Affects Enroll.	Accred. Affects Finance	Original Organization	Feasibility Study Done	Study Would Have Helped	1969 Enrollment	1969 % in Dorms	1st Yr. Enrollment	1st Yr. % in Dorms	Projected Enrollment This College			Minimum Potential Enrollment New Junior College				
													5 Yr	10 Yr	20 Yr	1st Yr	5th Yr	10th Yr	20th Yr	
108	1	C	Y	N	N	HS	N		4	2			4	4	4	3				
109	2	C	Y	Y	N	2	N	Y	4	3			4	4	4	3	4	4	4	
110	2	C	Y	Y	Y	O	N	N	6	4		4	6	6	6					
111	4	I	Y	Y	Y	2	N		5	4	1		5	5	5	3	4	5		
112	1	I	Y	Y	Y	HS	N		4	4	1	4	4	4	4	3	3	3	3	3

Tabulation of the responses to the private junior college questionnaire, Section III (continued)

ID No. of Junior C.	Min. Degree Required This School	Min. Degree New Junior College	Full time hours per week	Column Number				Min. Salary New Junior College	Max. Salary New Junior College	This J. C. - Administrators (by Code #)												New J. C. - Administrators (by Code #)												Administration to be added (code #) as Enrollment Reaches Following Levels:							
				1	2	3	4			5	6	7	8	1 = President	2 = Bus. Manager	3 = Registrar	4 = Dir. Pub. Rel.	5 = Dean of College	6 = Dean of Students	7 = Dean of Women	8 = Dean of Men	9 = Dir. Counsel.	10 = Dir. Health	11 = Dir. Admissions	12 = Other	1 = President	2 = Bus. Manager	3 = Registrar	4 = Dir. Pub. Rel.	5 = Dean of College	6 = Dean of Students	7 = Dean of Women	8 = Dean of Men	9 = Dir. of Counsel.	10 = Dir. of Health	11 = Dir. Admissions	12 = Other	100	150	200	300
23	B	B	15	3	3	3	3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	3	7	10	4			
24	B	O	12	3		4		x	x	x	x						x	x																							
25	B	B	15	3	2	5	4	x	x	x	x	x	x	x																						9	7	4	10		
26	M	M	12	4	3	3	2	x	x	x	x	x	x					x																				6			
27	B		16	2		2		x	x									x																							
28	B	M	9					x	x	x	x	x						x	x																						
29	M	M	15	4	4	3	4	x	x	x	x	x	x																									4		3	10
30	M	M	15	4		4	3	x	x	x	x	x	x																												
31	M	M	15	3				x	x	x	x	x	x																												
32	M	M	15	3		3		x	x	x		x	x	x																											
33	M	M	15	2	3	2	3	x	x	x	x	x	x	x	x																										
34	B		15	3	3	4	5	x	x	x	x	x	x																												
35	M	M	12	4	3	4		x	x	x	x	x																													
36	B	B	15	4	2	4	2			x	x	x	x																												
37	M	B	15	2	2	5	2	x	x	x		x	x	x																											
38	B	B	15	1	2	2	2	x	x	x	x	x	x																												

Tabulation of the responses to the private junior college questionnaire, Section III (continued)

ID No. of Junior C. Min. Degree Required This School	Min. Degree New Junior College	Full time hours per week	Min. Salary This School	Max. Salary This School	Min. Salary New Junior College	Max. Salary New Junior College	This J. C. - Administrators (by Code #)												New J. C. - Administrators (by Code #)												Administrators to be added (code #) as Enrollment Reaches Following Levels:								
							1 = President	2 = Bus. Manager	3 = Registrar	4 = Dir. Pub. Rel.	5 = Dean of College	6 = Dean of Students	7 = Dean of Women	8 = Dean of Men	9 = Dir. Counsel.	10 = Dir. Health	11 = Dir. Admissions	12 = Other	1 = President	2 = Bus. Manager	3 = Registrar	4 = Dir. Pub. Rel.	5 = Dean of College	6 = Dean of Students	7 = Dean of Women	8 = Dean of Men	9 = Dir. of Counsel.	10 = Dir. of Health	11 = Dir. Admissions	12 = Other	100	150	200	300					
1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	100	150	200	300				
103	M	M	15	3	3	3	2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	3, 5	6				
104	M	M	15	3	2	2	2	x	x		x	x	x				x	x																	6				
105	M	M	15	3	2	3	3	x	x	x	x	x	x											x											6	9	10		
106	M	M	12	2	1	2	2	x	x	x	x	x				x	x																		3				
107	M	M	12	2	1	2	3	x	x	x		x	x																							11		4	
108	M	M	15			2	1	x		x	x	x	x	x	x																								
109	M	M	15	3	2	3		x	x	x	x	x	x	x	x																						6, 7, 8		
110	M	M	15	2	3	2	2	x	x	x	x	x	x	x	x	x	x	x	x	x																	2		5
111	M	M	12					x	x	x	x	x				x	x																					6, 12	
112	M	M	12	2	2			x	x	x	x	x				x	x	x	x																				

APPENDIX C

TABULATION OF THE RESPONSES TO THE PRIVATE JUNIOR COLLEGE QUESTIONNAIRE

Section IV & V

Section IV Financial Information													Section V Facilities Information									
1 ID No. of College	2 Operating Cost per Student	3 Yearly Tuition per Student	4 Sources of Income Ranked by Amount									13 % Operating Costs Paid by Students	1 Campus Size	2 Began in Temporary Facilities			3 Time Stayed	4 Recommended	5 Affect of Nearest College			9 Is Size of City Important
			4 Tuition Fees	5 Corporations	6 Alumni	7 Federal Aid	8 Private Individuals	9 Private Foundations	10 Governing Body	11 Contributed Services	12 Other			6 Distance	7 Good	8 Bad			Little or none			
1	6	5	1	6	4	3	2	5				4	1	Y	2	N	2	x			Y	
2	5	3	2		5	4	3		1			5	1	Y	2	Y	2			x	Y	
3	5	2	2		5	3	4	1			x	2		Y	2	Y	2	x			Y	
4	6	0			2	3					1		6	Y	1	Y	6			x	Y	
5	6	2	2	7	3	6	4	5	1			6	2	N			4			x	Y	
6	3	4	1		2		3		2			4	1	N		N	6			x	Y	
7		3											5	N								
8	4	4	1	4	5	3	2	4				6	1	N		N	6			x	Y	
9			1		2		4					6	2	N			1			x	Y	
10	1	2	1	4	5	3	4	4	x	2		1	1	N			1				Y	
11	6	4	1	4	2	6	5	7	3			3	3	N			2				Y	
12	6	2	2				3		1			2	6	Y	1	N	1			x	Y	
13	2	3	1	7	3	6	4	5	2			4	2	N		Y	6			x	Y	
14	1	4	1			4	3			2		4	5	N		Y	1			x	Y	
15	2	2	1	6	5	4	3		2			4	2	N		Y	1			x	Y	
16	4	6	1	3		2	5	4				5		Y	3		1			x	Y	
17	2	2	1							2		6	6	N			6			x	Y	
18	3	2	1		2	3						5	6	N		Y	6				Y	
19		2	1		3		2					7	1	N		Y	1			x	Y	
20	1	3	1	3			2	4				7	2	N		N	5	x			Y	
21	1	2	1		3		2					7	6	Y	3	Y	5			x	Y	
22	4	2	2	6	7	5	3	4	1			5	2	Y	1	N	1			x	Y	

Tabulation of the responses to the private junior college questionnaire, Section IV & V (continued)

Section IV Financial Information													Section V Facilities Information									
ID No. of College	Operating Cost per Student	Yearly Tuition per Student	Sources of Income Ranked by Amount									% Operating Costs Paid by Students	Campus Size	Began in Temporary Facilities	Time Stayed	Recommended	Affect of Nearest College			Is Size of City Important		
			Tuition Fees	Corporations	Alumni	Federal Aid	Private Individuals	Private Foundations	Governing Body	Contributed Services	Other						Distance	Good	Bad		Little or none	
23	2	3	2	4				3		1			5	1	N		N	4			x	Y
24		5	1	5			3	4	6	2			8	?	Y	2	N	1	x	x		Y
25	1	2	1				3	2					4	2	N		N	1	x			Y
26	5	6	1	5	7	4	2	6	3				6	1	N		Y	1			x	Y
27		5	1		3	2							7	1	N		Y	1			x	Y
28	2	2	2		4					3	1			3	N		Y	2			x	Y
29	6	6	1	4	3	6	2	5					7	6	N		Y	4		x		Y
30	5	6	1					2					7	3	N		N	5			x	Y
31	2	4	1	2	3								4	1	N		Y	1		x		Y
32	4	5	1	4	6	3	2	5					6	1	N			6			x	Y
33	6	2	2	5	6	4	3	7	1				2	6	N			1			x	Y
34	6	6	1			3	4		2				6	4	Y	2	Y	1			x	Y
35	5	4	1	x	x	x	x	x	x	x			4	4	N		N	1			x	Y
36	5	5	1							2			6	2	N		Y	1			x	Y
37	3	3	2							1	3		1	5	Y	3	N	2			x	N
38	6	3	1	7	6	4	2	5	3				6	6	Y	2	Y	2		x		Y
39	1	5	1	5	3	4	2	7	6				6	2	N		N	3	x			Y
40	6	6	1	8	5	7	4	6			2		7	2	N			6	x			Y
41	2	5	3	4	5	2	1	6					6	2	Y	1	Y	6			x	Y
42		5	1	4	5		2	3					6	3	N		Y	3			x	N
43	6	6	1		3		4			2			7	4				1			x	
44	4	5	1								x		6	6	N			2				
45														6	N			1			x	N
46	6	6	1	5	4		2	3					6	3				2				Y
47	3	6	1	6	5	2	3	4					8	5	N		N	2	x			Y

Tabulation of the responses to the private junior college questionnaire, Section IV & V (continued)

Section IV Financial Information													Section V Facilities Information										
ID No. of College	Operating Cost per Student	Yearly Tuition per Student	Tuition Fees	Sources of Income Ranked by Amount							% Operating Costs Paid by Students	Campus Size	Began in Temporary Facilities	Time Stayed	Recommended	Affect of Nearest College				Is Size of City Important			
				Corporations	Alumni	Federal Aid	Private Individuals	Private Foundations	Governing Body	Contributed Services						Other	Distance	Good	Bad		Little or None		
48	6	6	1		2	3	2				7	5	N	Y	1			x	Y				
49	3	6	1	5	4	6	7	3		2		1	N		1			x	Y				
50	1	3	1	2			3				7	1	Y	6	Y	1			x	Y			
51		6	1								8	2	Y		Y	1			x	Y			
52																							
53	3	6	1				2	3			3	5	Y	3	Y	3			x	N			
54	2	5	1				2				8	4	Y	4	Y	3				x	Y		
55	6	6	x		x	x	x	x			7	1	N		N	1				x	N		
56	6	2	1								8	5	Y	1	Y	3				x	N		
57	3	5	1	5	6	2	3	4			6	4	Y	2	Y	2				x	Y		
58	1	4	1	7	6	3	5	4	2		6	3	Y	3	N	1				x	Y		
59	2	5	1	4	6	2	5	3			6	2	N		N	2				x	Y		
60																							
61	6	4	1						2		1	1	N			1				x	Y		
62			1				2				7	3	Y	3	Y	1					x	Y	
63		3	1								2	6	Y	4	N	2					x	N	
64		4	1	6	5	3	6	6	4	2	5	6	N		N	1						Y	
65	5		1	4	6	3	2	5			7	2	N			1					x	Y	
66	3	6	1	3	7	6	4	2	5		4	1	N		N	1					x	Y	
67	2	4	1	2			3	4			7	3	Y	5	Y	6					x	Y	
68	2	6	1		2	4	3				7	1	N									x	Y
69	1	6									7	6	N			4						x	N
70		6	1	4	6	7	2	5	3		6	6	N		N	6							Y
71	3	6	1							x	7	2	N			2						x	Y
72	4	3	3						1	2	4	2	Y	4	N	3						x	Y

Tabulation of the responses to the private junior college questionnaire, Section IV & V (continued)

Section IV Financial Information													Section V Facilities Information								
ID No. of College	Operating Cost per Student	Yearly Tuition per Student	Sources of Income Ranked by Amount									% Operating Costs Paid by Students	Campus Size	Began in Temporary Facilities	Time Stayed	Recommended	Affect of Nearest College			Is Size of City Important	
			Tuition Fees	Corporations	Alumni	Federal Aid	Private Individuals	Private Foundations	Governing Body	Contributed Services	Other						Distance	Good	Bad		Little or None
73		6															1		x	Y	
74	2	4	1				2	3					5	1	N	N	1		x	Y	
75		4	1	4			5		4		2	3	4	1	N	Y	1		x	Y	
76	4	4	1				4	2	3				2	6	N		4		x	N	
77	2	4	1	2									4	1	Y	4	1			Y	
78	3	4	1				2	5	4	2			4		Y	2	Y	1	x	Y	
79	5	5	1									2	5	1	N	N	1		x	Y	
80	2	3	2	5	6		4	1	3	4			5	6	Y	4	Y	1		x	Y
81	1	2	1	2				3	2				6	1	N	N	1		x	Y	
82	2	3	1	4	5		7	3	6	2			1	4			5		x	Y	
83	6	6	1		3			2					7	2	N	N	2		x	Y	
84	6	3	3	5	7		1	6	4	2			1	6	N	N	5			Y	
85	1	3	2	7	6		5	3	3	1			1	6	N	N	6		x	Y	
86	2	1	2		4			3		1			1	2	Y	3	Y	2		x	Y
87	4	2	2	5	6		3	4	7	1			2	2	N	Y	4		x	Y	
88	4	5	1		3		4	2					5	5	Y	2	Y	2		x	N
89	1	2	1	4				2					4	2	Y	2	Y	6		x	Y
90	3	2	1					4		2			3- 5	4	6	N	Y	6	x		Y
91	4	2	1	7	4		6	2	5	3			2	5	Y	3	Y	6		x	Y
92	3	3	1				3	2					6	4	Y		N	3	x		Y
93	1	2	1		4			3		2			4	6			N	4		x	Y
94		3	1	7	8		3	6	4	5		2	4	6	Y	Y	6		x		Y
95	3	4	1	4	5			2	3			x	4	2	N	N	1			x	N
96	3	3	1	4	6		7	2	3	5			3	2	Y	1	Y	2		x	Y

Tabulation of the responses to the private junior college questionnaire, Section IV & V (continued)

1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9
Section IV Financial Information												Section V Facilities Information									
ID No. of College	Operating Cost per Student	Yearly Tuition per Student	Sources of Income Ranked by Amount									% Operating Costs Paid by Students	Affect of Nearest College				Is Size of City Important				
			Tuition Fees	Corporations	Alumni	Federal Aid	Private Individuals	Private Foundations	Governing Body	Contributed Services	Other		Campus Size	Began in Temporary Facilities	Time Stayed	Recommended		Distance	Good	Bad	Little or None
97	6	5	2		4		5	3			1	4	6	N		N	5		x		Y
98	1	3	1			3		4	2			5	5	Y	1		1			x	Y
99	3	2	1	4	6		5	3	2			5	6	Y	2	N	6				Y
100	2	2	1			4	3	2				4	1	N		N	5				Y
101	3	3	1	6	7	5	3	4	2			6	5	Y	4	N	3		x		Y
102	5	4	1	4	3	6	2	5				1	1	N		N	1				Y
103	2	3	1	5	6		2	4				5	6	N			5		x		Y
104	2	3	1			2			3			5	5	Y	2	N	4			x	N
105	2	3	1	6	7	2	4	5	3			4	1				6				Y
106	3	2	1	4		3	2	5				5	1	Y	2		4	x			
107	1	2	1		6	3	4	5	2				6	N			4		x		Y
108													3	N		N	6			x	Y
109	4	3	1		3		4		2			4	5	N		Y	1		x		Y
110	2	3	1			4	3		2			2	6	N		N	6			x	N
111	5	6	1	4	3		2	5				6	1	N		Y	1	x			Y
112	4	5	1	5	3		2	4				6	2	N		Y	2	x			Y