R E P O R T  R E S U M E S

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A JUNIOR COLLEGE PROPOSAL FOR BOONE AND WINNEBAGO COUNTIES, JOINT REPORT OF THE NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE AND NORTHERN ILLINOIS UNIVERSITY.

BY- SECHLER, ROBERT

PUB DATE MAR 64

EDRS PRICE MF-$0.75 HC-$5.32 131P.

DESCRIPTORS- *JUNIOR COLLEGES, COMMUNITY COLLEGES, *FEASIBILITY STUDIES, COMMUNITY STUDY, *COMMUNITY SURVEYS, COLLEGE PLANNING, *EDUCATIONAL NEEDS, *COMMUNITY ATTITUDES, POST SECONDARY EDUCATION, BOONE COUNTY, WINNEBAGO COUNTY, ILLINOIS,

A PRELIMINARY STEP IN THE PROCESS OF ESTABLISHING ROCK VALLEY COLLEGE IN ROCKFORD, ILLINOIS, WAS THE COMPLETION OF A FEASIBILITY STUDY IN THE COMMUNITIES TO BE SERVED BY THE COLLEGE. THE REPORT WAS PREPARED IN 10 PARTS--(1) GENERAL DESCRIPTION OF JUNIOR COLLEGES, (2) AREA POPULATION AND ENROLLMENT PROJECTIONS, (3) HIGH SCHOOL STUDENTS AND GRADUATES AND ADULT EDUCATION STUDENTS, (4) BUSINESS AND INDUSTRIAL NEEDS, (5) THE EDUCATIONAL PROGRAM, (6) BUILDINGS AND SITES, (7) ADMINISTRATIVE ORGANIZATION, (8) FINANCIAL ANALYSIS, (9) CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY COMMITTEE, AND (10) THE RESULTS OF A COMMUNITY SURVEY OF ATTITUDES TOWARD THE IDEA OF A JUNIOR COLLEGE. THIS SURVEY WAS CONDUCTED BY MEANS OF A STRUCTURED INTERVIEW AT THE HOME OF THE RESPONDENT, WITH SOME TELEPHONE INTERVIEWS OF THOSE WHO HAD BEEN DIFFICULT TO REACH AT HOME. DETAILED RESULTS OF ALL PHASES OF THE STUDY ARE PRESENTED. (WO)

# A JUNIOR COLLEGE PROPOSAL
*for*
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JOINT REPORT OF THE NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE
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March 1964

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for

BOONE AND WINNEBAGO COUNTIES

JOINT REPORT OF THE NORTHERN ILLINOIS JUNIOR

COLLEGE COMMITTEE
and
NORTHERN ILLINOIS UNIVERSITY

March 1964

Northern Illinois Junior College Committee

Letter of Transmittal

NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE

March 15, 1964

Mr. Ray Page, State Superintendent of Public Instruction
Mr. Charles Espy, Winnebago County Superintendent of Schools
Mr. Charles Nihan, Boone County Superintendent of Schools
Boards of Education of High School Districts in Boone and Winnebago Counties
Citizens and High School Students

Dear Friends:

The accompanying report contains the findings, conclusions, and recommendations of the Citizens Committee appointed to (1) determine the need for and (2) prepare suggestions for the establishment of the proposed Boone-Winnebago Counties Community Junior College.

It is the hope of the Committee that the report will be carefully reviewed by every resident of the area so that the citizenry will be thoroughly conversant with the proposals contained herein.

There will, undoubtedly, be questions and additional areas of study that will not be handled by this report; but the report should provide guidelines and a basic foundation on which to build.

To all who assisted in the project and provided assistance to the committee by completing questionnaires, providing facilities and materials, collecting data, or in any other way aided the project, the committee extends its appreciation.

Sincerely,

Robert Sechler
Committee Chairman

es

# NORTHERN ILLINOIS JUNIOR COLLEGE COMMITTEE

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(Passed away before survey was completed)

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Public Relations

Committee

Industrial Survey

Committee

Citizens Survey

Committee

Curriculum

Committee

Buildings

and Sites,

Committee

Finance

Committee

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# CHAPTER I

## THE COMMUNITY COLLEGE

Reconstruction and change, if not revolution, in conventional patterns of education have obscured the emerging definition of the community college--sometimes called the junior college. The factors that are bringing change to all schools--the population explosion, the accelerated technology, and the increased individual and societal drive for greater knowledge--have an even sharper focus in the post-high school years. The secondary schools have not yet solved the problem of adequately preparing their graduates for immediate entry into the working world, and the traditional college or university program fails to meet the needs of some other graduates in search of higher learning.

Over fifty years ago, the first junior college to remain in operation down to the present day was established in Joliet, Illinois. In the years since 1901, the idea has spread across the United States, more rapidly in other states than in Illinois. Current figures show 495 junior colleges in the country with an enrollment of 385,486 students; of these, Illinois can claim 31 schools and 44,433 students. The colleges in Illinois fall into these types of districts:

| | |
|---|---|
| Part of: | |
| High school district | 10 |
| Unit district | 7 |
| (Chicago, listed with unit districts, operates eight branches) | |
| Independent Junior College District | 1 |
| Private junior colleges: | |
| YMCA of Chicago | 1 |
| Branch of Bradley University | 1 |
| Separate | 11 |

When the student body of 28,000 in Chicago is deducted from the state total, of 44,000, it becomes apparent that the remaining 16,000 are accommodated in 30 other community colleges around the state. It may be of interest to note the apparent affinity between junior college and industry. It has already been noted that the junior college had its origin in the highly industrialized area of Joliet, and its greatest growth has been in industrial Chicago. The one independent junior college district that has been formed, Black Hawk College, is in the industrial complex of the tri-city area around Moline. The high school districts that support junior colleges are of industrial note: Elgin, Thornton, and LaSalle-Peru. In areas lacking industry, the junior college has not fared so well. World War II and the years immediately following found junior colleges in suburban Evanston and residential Morgan Park in Chicago, and both of these have since ceased operations. Recently, the resurgence of interest in the junior college has resulted in surveys supporting junior college proposals in

rural-suburban McHenry County and rural-suburban Lake County. Both of these proposals failed to secure voter support and so were lost at the polls. It should be pointed out that Lake County, with a strong industrial area in Waukegan, came much closer to establishing a junior college than did McHenry. Other areas have also been surveyed and voter reaction registered.

These considerations should be of importance to the Winnebago-Boone area which contains the second largest city in Illinois with an attendant industrial area even now expanding as evidenced by the plan for the Chrysler plant near Belvidere.

## What Is the Community College?

Pioneer schools in the junior college field were two-year institutions, paralleling the freshman and sophomore years of the traditional colleges or universities and offering similar instruction. Today, the community college program has a wider and deeper scope and function. The modern college is concerned with vocational training for students who will seek employment after one or two years of study. It is also aware of the need of general education for citizenship. Short-term and extension courses, and offerings for persons of all ages, receive significant attention in many junior colleges. Fretwell,[1] in his book, Founding Public Junior Colleges, concludes his summary by declaring, "Ideally, if a given organization is large enough and strong enough, it can and should seek to become a comprehensive community college."

In the January, 1964, issue of Illinois Education, Smith[2] discusses the junior college. His study of the catalogs of fifteen Illinois public junior colleges revealed striking similarities in statements of purpose. He cited the Belleville Junior College catalog[3] as typical:

"To provide for the professional, vocational, and cultural needs of youth and adults alike, the college offers the following programs of study:

1. Academic courses and curricula to meet college and university lower division requirements.

2. General education courses and out-of-class activities to prepare students for intelligent living.

3. Vocational programs of varying length, but complete in themselves, to prepare individuals for semi-professional occupations and for positions in business and industry.

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[1]Elbert R. Fretwell, Founding Public Junior Colleges.

[2]Gerald W. Smith, "The Junior College--Fish and Fowl," Illinois Education, January 1964.

[3]Belleville Junior College, Vol. VIII, p. 10.

4. Programs of personal and cultural development to meet the needs of adults in the community."

Smith goes on to quote passages from the Chicago catalog as well as the Black Hawk College catalog to establish that these schools do indeed have quite similar aims and objectives. His summary of their offerings will serve as an introduction to a discussion of the four parts of the program of the junior college.

"The public junior colleges in Illinois offer the first two years of university parallel work for transfer in liberal arts, engineering, education, business, agriculture, pre-law, pre-medicine, nursing, etc.

"General education curricula leading to the associate in arts degree designed as self-contained programs are available in most Illinois community colleges.

"Vocational, technical, and semi-technical courses vary among the schools. Offerings include business management, electronics technology, secretarial, dental assisting, medical technology, data processing, engineering aide, sales and distribution.

"Adults enroll under a variety of arrangements. In some communities the two-year offerings are available in night classes. Most of the colleges set up special programs to meet local needs for adult education. Often these involve specific courses related to the industries and businesses of the communities."

This analysis by Smith of the purposes of Illinois public junior colleges is closely parallel to the statement by Thornton in his book: "the generally accepted purposes may be discerned to include (1) occupational education on post-high school level, (2) general education for all categories of its students, including education for adults, and (5) the counseling and guidance of students."

## Education for Transfer

It is universally recognized that preparation for further study at the four-year college or university is the traditional task of the junior college. Thornton declares it to be the goal which the junior colleges have accomplished most extensively and most successfully and for the greatest numbers of their students, and that it will continue to be a major function of the community junior college.[4] He reasons that:

"In its 'university-parallel' programs, the junior college performs many important educational services. It enables many able young people to complete their first two years of college while living at home and thus aids them in conserving some of their funds for

[4] James W. Thornton, Jr. "Accepted Purposes of Junior Colleges," The Community Junior College. New York: John Wiley and Sons, 1960, p. 59.

upper-division and graduate study. It contributes thus both to equality of educational opportunity and to the development by some young people of specialized talents which might be otherwise neglected. It helps to fill the junior and senior classes of the four-year institutions, after the inevitable attrition has reduced the size of the classes which entered those colleges two years earlier . . . . The later academic success of students from the junior college is important in relation to the success of students who entered four-year colleges as freshmen."[5]

A study made of more than 2,500 annual transfers from junior colleges to the University of California resulted in these four general conclusions:

1. "Junior-college transfers make records approximately the same as those made by transfers from four-year colleges and by native students . . . .

2. Junior-college transfers retain the relative scholastic standing after transfer that they held before transfer.

3. There is clear evidence that junior colleges are salvaging a large number of students for success in advanced studies who would otherwise have missed them entirely.

4. There is variation, sometimes wide, in the findings in different senior institutions and also as between junior colleges in the same institution. It should be noted, in passing, that such variations present a problem to those senior institutions who seek to maintain a uniform policy for recognition of the public junior colleges of their state. By and large, however, the performance of junior-college transfers in senior colleges has proven to be so satisfactory that doubts about the quality of junior college preparation for advanced study no longer exist."[6]

## Occupational Education

Occupational education is a term used to cover the areas of vocational and technical education. Vocational education has its start in the high school, but it is not usually felt that it completes the task because small size of student population, small classes, and other limitations hamper the fullest development in scope of opportunity and level of preparation. It has been traditionally then part of the task of the junior college to extend the limited high school vocational effort. Thornton explains that "In many institutions, courses are planned so far as possible with an eye to the rapid changes which characterize the labor market. Emphasis is placed on preparing the student for families of related occupations rather than for a single job; fundamental abilities are developed so as to contribute to the student's adaptability as employment opportunities change."

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[5] Ibid.

[6] Ibid., p. 64

This approach fails to meet the recently developed need for technical education. R. O. Birkhimer, Junior College Consultant in the Illinois Office of the Superintendent of Public Instruction, was a participant in a study of the junior college program in Illinois. The study found:

"Technical education is the phase of education with specialized preparation for occupational work between the high school and the four-year college which prepares students mainly for professional work. Institutions of higher education have concentrated largely on education for so-called professional work. In recent years, the occupations have had an increasing need for workers with specialized talent and general knowledge superior to that which high school can give and yet requiring less time and different preparation from that which the senior institutions of higher education afford.

"Technical education is in a stage of piecemeal development in Illinois." It consists of a collection of a few special courses of study, operated by local school districts through junior colleges in a few instances and as "special programs" attached to high schools in other cases. The vast range of occupations is hardly touched. What is needed is a well-rounded program of education of two years beyond high school with broad scope and not just a collection of a few special courses. The program of the future must offer individuals a choice among a wide variety of special courses within a context of general education for all persons. Moreover, such a program must be viewed as a part of higher education, requiring a special system for organizing, administering, and financing.

"Technical education, therefore, in reality is junior college education."[7]

## General Education

For a clear, concise discussion of this phase of community college work it would be best to return to Thornton who had this to say:

"Almost all writers who discuss the functions of the community junior college include the concept of general education as one of those functions, although some of the earlier writers did not use that term. Whereas occupational education, in its many manifestations, is concerned with the differences among students, general education is concerned with their fundamental likenesses. General education may be defined as a program of education specifically designed to afford young people more effective preparation for the responsibilities which they share in common as citizens in a free society and for wholesome and creative participation in a wide range of life activities. It attempts to clarify the focal problems of our times and to develop the intellectual skills and moral habits to cope with them.

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[7] Robert O. Birkhimer, "Recent Developments in Technical Education, Conference Proceedings, Dallas, Texas, November 28-29, 1962. Washington, D.C.: U.S. Office of Education, p. 18.

"The purposes of general education are not new purposes. What is new is the reaction against the over-specialization which characterized many college programs during the first half of the twentieth century. General education does not seek to replace specialization; most of the recent technical advances in our culture have come about because of the high quality of our specialized education. On the other hand, specialization is not a complete education for modern living. General education complements specialization through a recognition that although men differ in their abilities, interests, and accomplishments, they share many characteristics which demand common elements of education."[8]

"The need persists for general education for all categories of students. Some progress has been made toward its solution. Further progress will continue as faculty members labor to select and organize experiences which will contribute to more abundant personal life for their students and which stimulate the students to work toward a more stable and more satisfactory society."

## Adult Education

From the established junior or community colleges, one phase of community service has clearly emerged--that of adult education. There are several ways of looking at this particular label. In a sense it could merely be the identification of the age of particular students engaged in any study that the community college offers. But many hold it to have a more special meaning than this. Because the junior college is the only immediately available cluster of scholars, people in all activities of community life look to it for services usually rendered by scholars. Farmers may ask the chemistry instructor to analyze some soil or water or consult the biology teacher on ways and means of plant hybridization; or a citizen may have a letter in a foreign language that he would like the language teacher to translate.

In these and many other ways, the college and its constituency will contribute to community life, and adult needs will find their way into the buildings and into the classrooms. One leader in adult education has summed up a rather universal outlook when he agreed to offer any subject in his college if there is enough enrollment, an organized body of knowledge to be learned, and a qualified teacher available. One writer sees the need for far more progressive and larger scale adult education than is presently available and believes that every college should seek out and encourage adults in the community to improve themselves and their occupational status.

## Organizing a Junior College

Junior colleges have emerged in various forms in answer to local influences, and they are subject to the school laws of fifty different states. In turn, each college is responsive to its duly established governing board. California adopted a statewide system of

[8] Ibid., pp. 61-62.

comprehensive-type junior colleges from the beginning, which is a partial explanation of the pre-eminent position of that state in the junior college field.

In 1958, the Superintendent of Public Instruction in Illinois authorized and provided funds for a two-year study which was to prepare a plan for establishing junior colleges in the state. This study was completed and the report presented to the Superintendent in 1960. A new report was issued by the Illinois Board of Higher Education in December 1963. This is part of the master plan that is being developed for Illinois.[9]

The 72nd General Assembly created a Board of Higher Education, prescribed additional university branches, and mandated a master plan for junior colleges in Illinois. Further, the way has been cleared for local districts, either singly or jointly to create junior college districts and to secure State support for their efforts. This is the path being followed in Boone and Winnebago counties. Smith, in concluding his IEA article has these words of encouragement:

"The genius of the junior college is its potential for flexibility, adaptability, and variety. Its program can be designed to meet the highest standards of traditional college-level work, to offer basic education in technology, to include a wide variety of vocational education, and/or to establish special courses for specific needs either on a continuing or short-time basis. The value and dignity of the community college is enhanced when its student body includes high school graduates representing the widest possible range of abilities and interests. It is a true community college when it attracts adults ranging from non-high school graduate to the college graduate. Those responsible for the administration and development of junior colleges should be encouraged to accept the full challenge inherent in this remarkable educational institution."[10]

Attention could be directed to one other area that would perhaps be helped through the establishment of a community college. Nationally, the drop-out problem is becoming acute, and some educators believe that the junior college can be instrumental in keeping youngsters in school longer.

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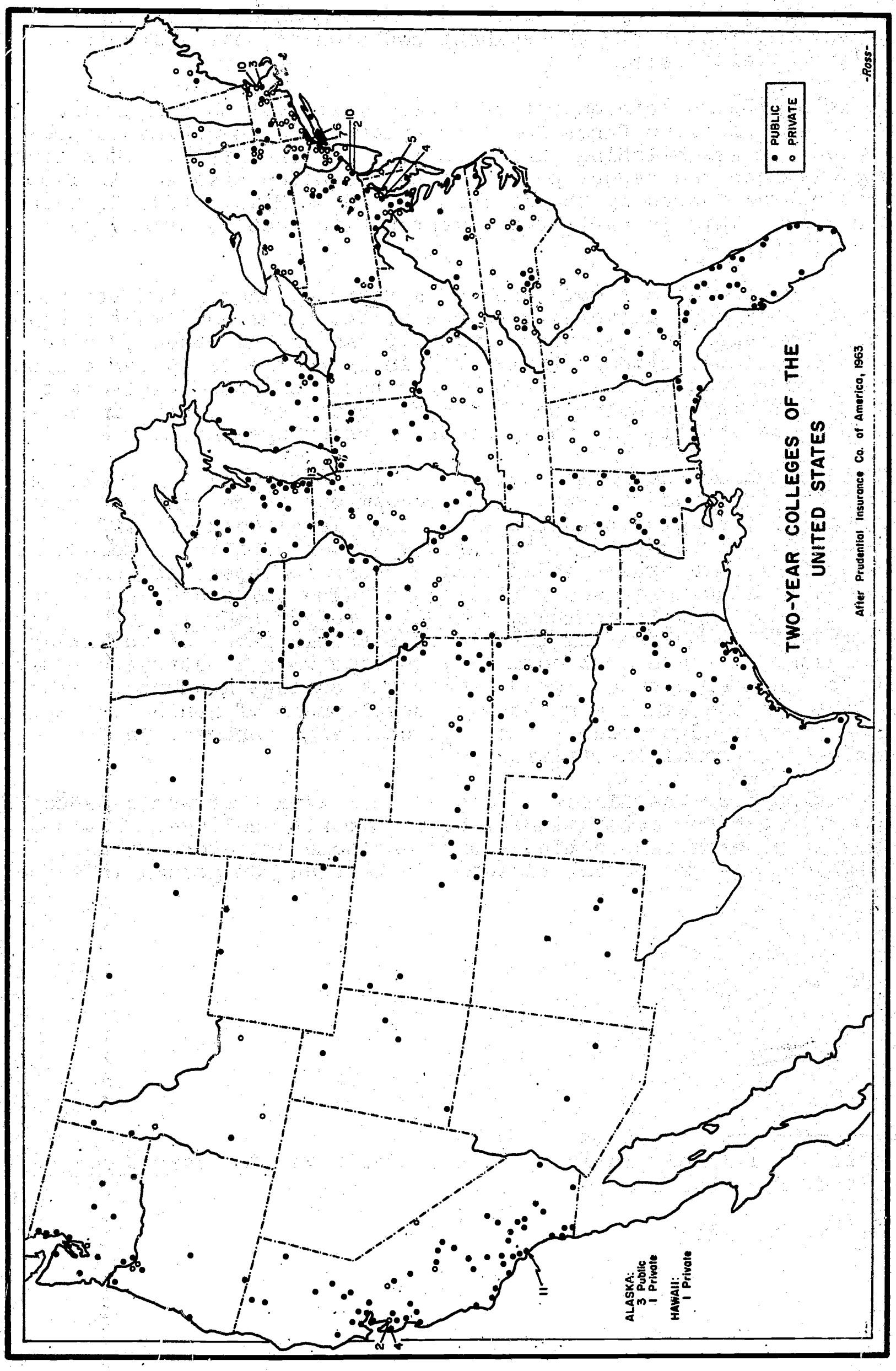
[9] State of Illinois Board of Higher Education, Two-Year Colleges. Springfield, December 1963.

[10] Smith, op. cit.

Figure 1


TWO-YEAR COLLEGES OF THE UNITED STATES
After Prudential Insurance Co. of America, 1963
• PUBLIC
○ PRIVATE
-Ross-
ALASKA:
3 Public
1 Private
HAWAII:
1 Private

## CHAPTER II

## THE POPULATION OF BOONE AND WINNEBAGO COUNTIES

There are six counties in the northern tier of counties in Illinois. From east to west, these are Lake County, McHenry County, Boone County, Winnebago County, Stephenson County, and Jo Daviess County.

The present proposal for a junior college district encompasses both Boone and Winnebago Counties. The two counties measure approximately 36 miles from east to west and 24 miles from north to south; they had a combined population of 169,455 in 1950, and 230,091 in 1960. Present projections indicate a 1970 population of about 300,000 for the two counties combined.

### A Brief Description of Boone County

Boone County was named in honor of Colonel Daniel Boone, first settler of Kentucky and leader in protecting the frontier against Indian attacks. The county was organized in 1837 at the present county seat of Belvidere.

The county is located in an area of fertile farmland, and agriculture has been the major economic activity of the county throughout its history. Major farm products are grain and hay, and milk for the Chicago market.

In recent years there has been an increased emphasis on industrial activity in Boone County. The major manufacturing activities are located in the Belvidere area; and manufactures include sewing machines, rubber products, casket hardware, evaporated milk, beauty-parlor equipment, screw-machine parts, polishes, canned vegetables, computing scales, and milk-bottle caps. Further industrialization is expected along the right-of-way of the Chicago and Northwestern Railway running east and west through Belvidere in the south-central part of the county.

A major development of the past year was announcement of a $50,000,000 Chrysler Corporation plant to be constructed southwest of Belvidere on the north side of the Illinois Tollway (Interstate Highway 90). The plant will be in operation by 1966, manufacturing Plymouth, Dodge, and Chrysler automobiles. Employment is expected to reach 5,000 to 6,000 workers at peak production.

The tremendous impact of this development can be seen by noting in the census reports that there were a total of 8,242 employed workers in Boone County in 1960. The three largest fields of employment were manufacturing (3,115 workers), agriculture (1,386 workers), and retail trade (678 workers).[1] Thus, development of this new

[1] Illinois 1960 Census Final Report PC(1)--15C, p. 408.

Chrysler plant will change the Boone County employment picture dramatically prior to the 1970 census. While some of the 5,000 or 6,000 full-time workers may commute from other counties, it is clear that manufacturing will be emphasized in the Boone County economy in future years.

The Boone County population was 17,070 in 1950 and 20,326 in 1960. With the development of the Chrysler plant and other plants to supply the Chrysler plant, a county population of 49,200 is anticipated in 1970. The greatest share of this population growth is expected to occur near the Chrysler plant--specifically in Belvidere and Flora Townships.

## A Brief Description of Winnebago County

Winnebago County was named after the Winnebago Indians who inhabited the area until the Treaty of Prairie du Chien in 1829. The county was organized in 1836 at the present county seat of Rockford (at that time "Midway at the ford on the Rock River").

Winnebago County is located in an area of fertile farmland, and agriculture has been a major economic activity of the county throughout its history. The area is strong as a dairy center--production of corn and hogs rates high--and the area is renowned for its high quality small grains and vegetables.

But, the population of Winnebago County depends heavily on the manufacturing and trading activities of the Rockford area. Rockford is now the second largest city in Illinois with more than 500 factories making over 350 different types of products. The major industrial locations are south of downtown Rockford along the right-of-way of the Illinois Central Railroad and the Chicago and Northwestern Railway. Manufactures include machine tools and dies, machinery, furniture, screw products and fasteners, airplane and automobile parts, farm implements, chewing gum, pet foods, hardware, hosiery, and paint.

The City of Rockford serves as a trading center for an area embracing thirteen counties in northern Illinois and southern Wisconsin--an area with a total population of over 500,000.

In 1960, there were 82,144 employed workers in Winnebago County. The three largest fields of employment were manufacturing (37,637 workers), retail trade (7,532 workers), and agriculture (1,925 workers).[2] The Winnebago County population was 152,385 in 1950 and 209,765 in 1960. With further industrial developments, and with workers settling in Winnebago County to work at the new Chrysler plant near Belvidere, projections of the county population have been set at 250,800 in 1970.

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[2] Ibid., p. 416.

Figure 2

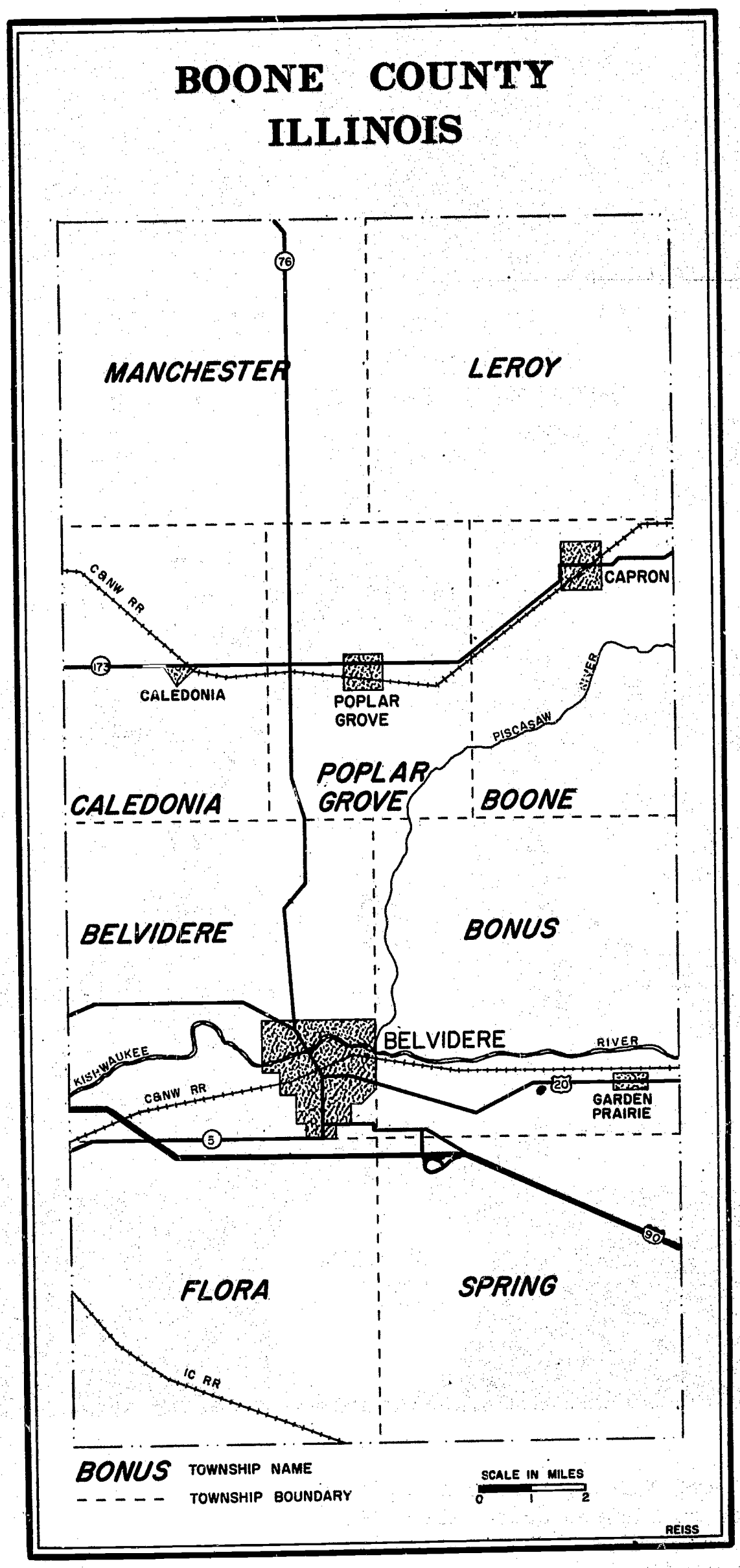
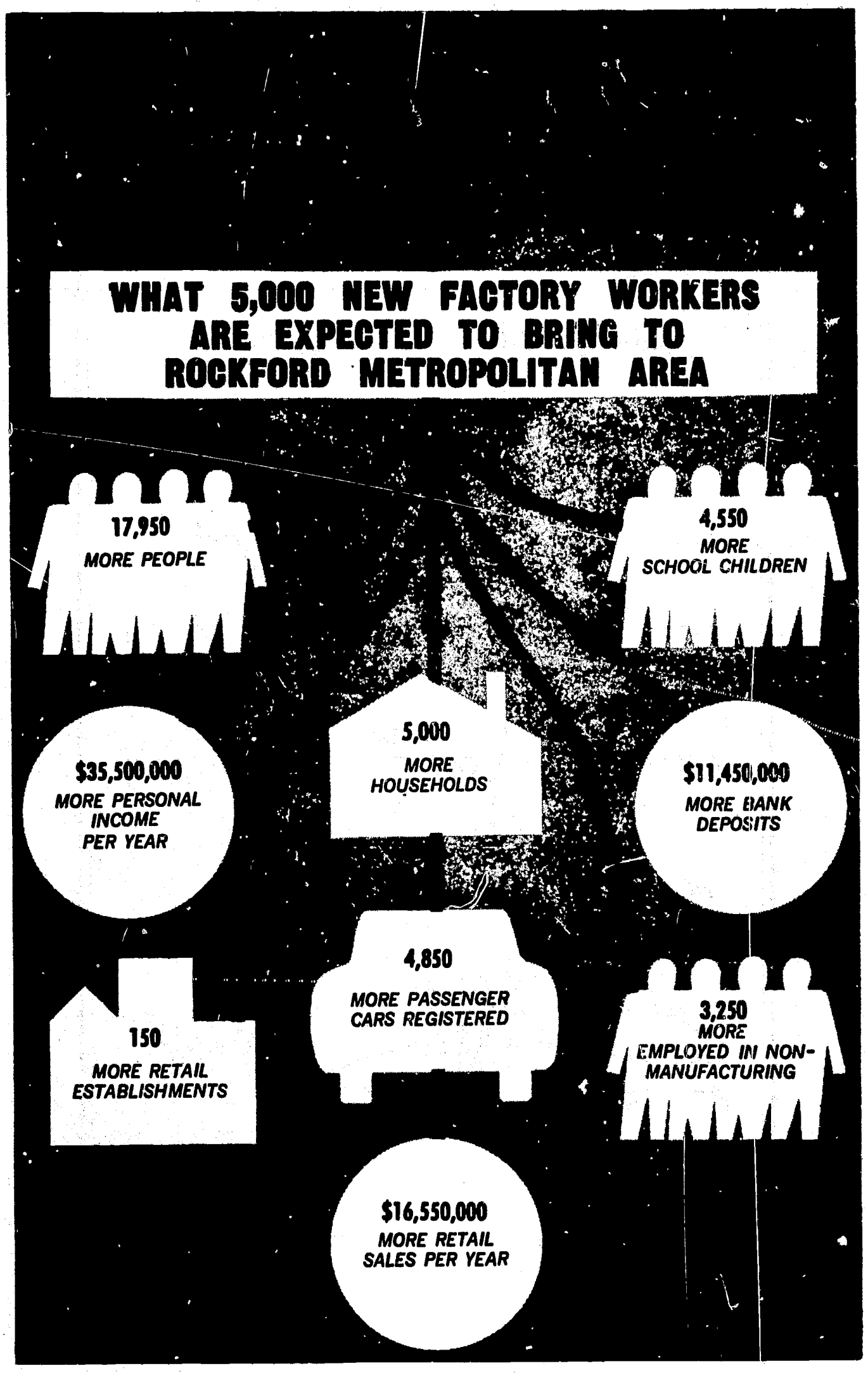
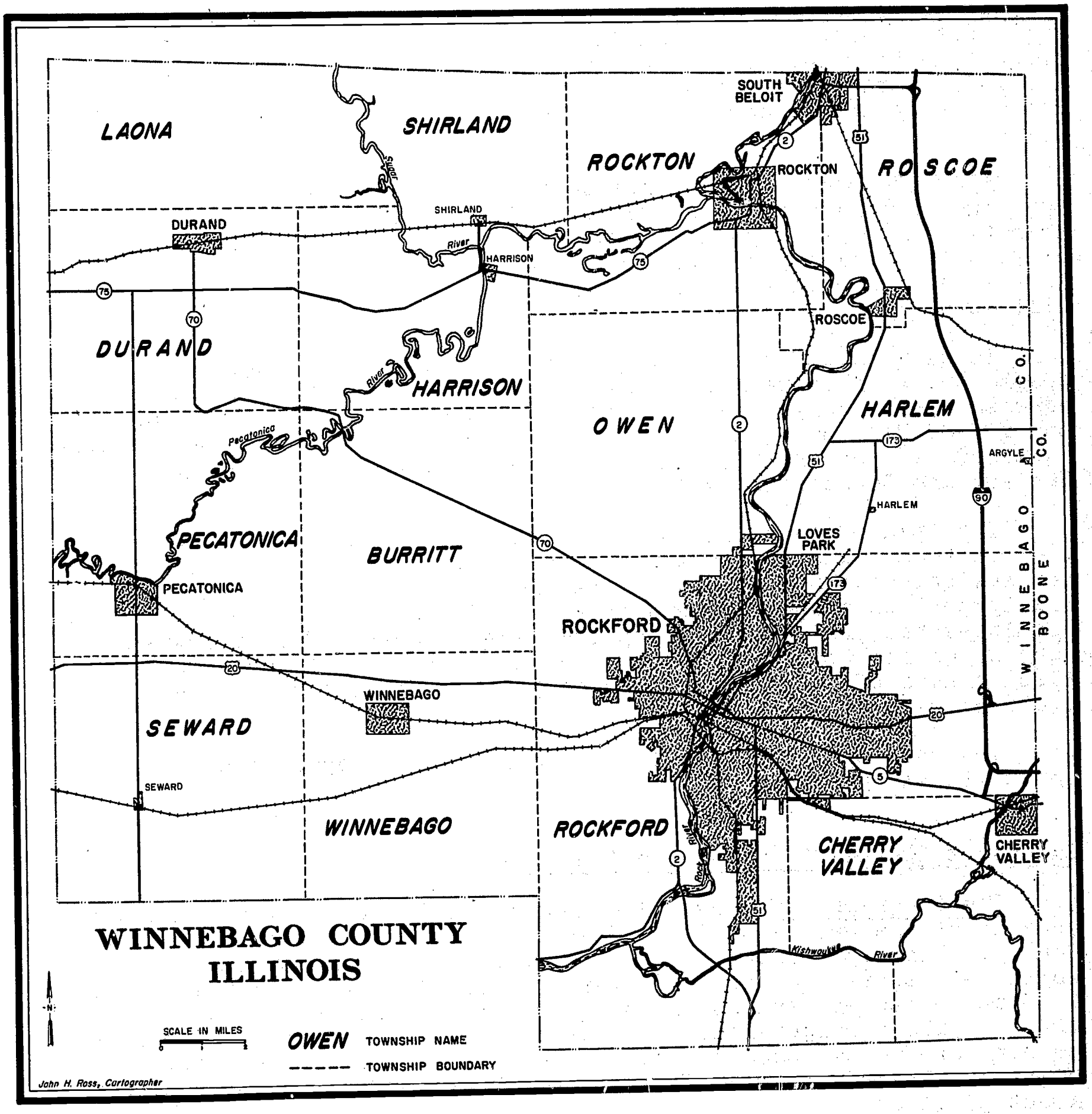

BOONE COUNTY
ILLINOIS
MANCHESTER
LEROY
76
C&NW RR
173
CALEDONIA
POPLAR
GROVE
CAPRON
PISCASAW
RIVER
CALEDONIA
POPLAR
GROVE
BOONE
BELVIDERE
BONUS
BELVIDERE
RIVER
KISHWAUKEE
C&NW RR
20
GARDEN
PRAIRIE
5
90
FLORA
SPRING
IC RR
BONUS TOWNSHIP NAME
TOWNSHIP BOUNDARY
SCALE IN MILES
0 1 2
REISS

Figure 3




Reprinted by Rockford Morning Star and Register-Republic and based on figures quoted in U. S. Chamber of Commerce booklet, "What New Industrial Jobs Mean to a Community."

Figure 4


LAONA
SHIRLAND
ROCKTON
ROSCOE
SOUTH BELOIT
ROCKTON
DURAND
SHIRLAND
HARRISON
ROSCOE
DURAND
HARRISON
OWEN
HARLEM
ARGYLE
HARLEM
LOVES PARK
PECATONICA
BURRITT
PECATONICA
ROCKFORD
WINNEBAGO
SEWARD
SEWARD
WINNEBAGO
ROCKFORD
CHERRY VALLEY
CHERRY VALLEY
WINNEBAGO CO.
BOONE CO.
WINNEBAGO COUNTY
ILLINOIS
SCALE IN MILES
OWEN TOWNSHIP NAME
TOWNSHIP BOUNDARY
John H. Ross, Cartographer

## Recent Population Trends in the Two-County Area

Table 1 shows population trends in the two-county area from 1930 to 1960 and committee projections to 1970. Table 2 shows other population characteristics reported in the 1960 census.

In Boone County, the population was quite stable from 1930 to 1950, but it showed a substantial increase between 1950 and 1960--largely in Belvidere Township. The 19.1 per cent growth between 1950 and 1960 compared with a state average of 15.7 per cent and placed Boone County 16th among Illinois' 102 counties in terms of rate of growth.

The 1970 projections continue the previous trends for seven of the nine townships in Boone County. In Belvidere Township, a dramatic increase in population is expected due to the new Chrysler plant which will employ 5,000 or 6,000 workers. An important increase is also expected in Flora Township in which the new Chrysler plant will actually be located.

In Winnebago County, the population increase averaged 4,500 people per year between 1940 and 1960. The 37.7 per cent growth between 1950 and 1960 compared with a state average of 15.7 per cent and placed Winnebago County seventh among Illinois' 102 counties in terms of rate of growth. The major growth areas have been in Rockford, Harlem, and Rockton Townships.

The 1970 projections continue the previous trends for twelve of the fourteen townships in Winnebago County. Harlem Township seems to be developing as a residential area for workers in Rockford, and it is likely that this upward trend in Harlem Township will continue. The committee has projected a sharp increase in Cherry Valley Township because of its proximity to the new Chrysler plant in Belvidere and also because of its ready access to the new Tri-State Tollway (Interstate Highway 90).

The 1970 projections call for an estimated population of 300,000 in the two-county area.

## Important "Centers" of the Two-County Area

The Geographic Center. The geographic center of the two-county area is at the west end of the Town of Harlem in east-central Winnebago County. Highway transportation into Harlem from the southeast and northeast is satisfactory; however, highway transportation into Harlem from the northwest and southwest involves a round-about course of travel. The straight-line distance from Harlem to each of the four corners of the two-county area is about 20 miles; however, actual highway mileage to Harlem from the northwest or southeast corners is about 30 miles.

The Population Center. The population center of the two-county area is in the east section of Rockford. In the 1960 census, Rockford

Table 1

Population Location and Population Change, 1930 to 1970, in Boone and Winnebago Counties

| Boone County: Townships | 1930[a] | 1940[a] | 1950[a] | 1960[b] | 1970[c] |
|---|---|---|---|---|---|
| Belvidere ..... | 9,029 | 9,097 | 10,632 | 13,004 | 36,000 |
| Bonus ..... | 916 | 943 | 1,106 | 1,295 | 1,500 |
| Boone ..... | 887 | 956 | 1,001 | 1,125 | 1,300 |
| Caledonia..... | 591 | 638 | 614 | 681 | 800 |
| Flora ..... | 794 | 740 | 791 | 904 | 6,000 |
| Le Roy ..... | 614 | 619 | 586 | 646 | 700 |
| Manchester ..... | 712 | 681 | 756 | 810 | 900 |
| Poplar Grove ..... | 784 | 765 | 867 | 1,047 | 1,100 |
| Spring ..... | 751 | 763 | 717 | 814 | 900 |
| Boone Total ..... | 15,078 | 15,202 | 17,070 | 20,326 | 49,200 |
| Winnebago County: Townships | | | | | |
| Burritt ..... | 603 | 569 | 524 | 654 | 700 |
| Cherry Valley ..... | 1,198 | 1,209 | 1,544 | 2,228 | 6,000 |
| Durand ..... | 1,087 | 1,236 | 1,335 | 1,450 | 1,600 |
| Harlem ..... | 1,352 | 1,838 | 5,728 | 14,404 | 20,000 |
| Harrison ..... | 396 | 432 | 572 | 646 | 700 |
| Laona ..... | 427 | 413 | 435 | 479 | 500 |
| Owen ..... | 626 | 679 | 886 | 1,429 | 2,000 |
| Pecatonica ..... | 1,695 | 1,861 | 1,975 | 2,266 | 2,500 |
| Rockford ..... | 102,006 | 104,050 | 127,970 | 170,980 | 198,000 |
| Rockton ..... | 3,759 | 4,258 | 6,106 | 8,179 | 10,000 |
| Roscoe ..... | 1,548 | 1,864 | 2,368 | 3,308 | 4,400 |
| Seward ..... | 881 | 870 | 851 | 1,029 | 1,200 |
| Shirland ..... | 414 | 503 | 512 | 631 | 700 |
| Winnebago ..... | 1,381 | 1,396 | 1,579 | 2,082 | 2,500 |
| Winnebago Total ..... | 117,373 | 121,178 | 152,385 | 209,765 | 250,800 |
| Two-County Totals .... | 132,451 | 136,380 | 169,455 | 230,091 | 300,000 |

a U.S. Census of Population: 1950. Vol. I, Number of Inhabitants Washington: U.S. Government Printing Office, 1952. Page 13-14; page 13-26.

b U.S. Census of Population: 1960. General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. Page 136; page 154.

c Projections, including estimates for Chrysler plant near Belvidere.

Table 2

Other Population Characteristics of Boone and Winnebago Counties as Reported in the 1960 Census[a]

| Characteristic | Boone County | Winnebago County | Illinois Statewide |
|---|---|---|---|
| Per Cent Rural Farm | 19.3 | 2.9 | 5.6 |
| Per Cent Rural Non-Farm | 25.5 | 13.5 | 13.7 |
| Per Cent Urban | 55.2 | 83.6 | 80.7 |
| Per Cent Foreign Born | 2.7 | 5.5 | 6.8 |
| Per Cent Born in Illinois | 74.2 | 63.4 | 71.6 |
| Per Cent of 14-17 Age Group in School | 85.1 | 85.6 | 87.5 |
| Median School Years Completed, Adults Age 25 and Over | 10.1 | 10.7 | 10.5 |
| Median Annual Income per Wage Earner | $5821 | $6702 | $6566 |

[a] U.S. Census of Population: 1960. General Social and Economic Characteristics, Illinois. Final Report PC(1)--15C. Washington: U.S. Government Printing Office, 1962. Pages 241, 242, 243, 244.

City had a population of 126,706 (56 per cent of the total population of the two-county area). Other population centers are Loves Park (population 9,086; adjacent to northeast Rockford), Belvidere (population 11,223; fourteen miles east of Rockford), and South Beloit (population 3,781; nineteen miles north of Rockford).

The Transportation Centers. There is no passenger-train service between communities in Winnebago and Boone Counties. The Illinois Central Railroad runs passenger trains that stop in Rockford, but these trains make no other stops in the two counties.

The Greyhound Bus Line has one bus in the morning from Belvidere to Rockford and one bus in the morning from Beloit to Rockford. Both buses arrive in downtown Rockford at about 9 a.m. There is no morning bus service into Rockford from the west. In general, it would not seem reasonable to plan the junior college location around the inter-city bus service presently available.

The foregoing facts make it clear that the location of the junior college will have to be planned around transportation by private automobile and/or city bus service. This situation led the committee to suggest two optimal locations. One would be Rockford College (downtown campus); the second would be a site located between Rockford and Belvidere, near the intersection of Interstate Highway 90 and U.S. 20. The former location might be preferred because of its more populous location and because of the availability of Rockford City bus service in all directions from downtown Rockford. The latter location might be preferred because of its more ready access to the towns of Belvidere and South Beloit.

## The Projected College-Age Population of the Two-County Area

The "baby boom" of the post World War II era is readily evident in Boone and Winnebago Counties. Table 3 shows that in 1960 there were 3,358 youngsters in the 14-15 age bracket and 5,736 youngsters in the 0-1 age bracket. This table shows the population by age from ages 0 to 15 as recorded in the 1960 census, and it also shows the year in which each age group would reach the college age of 17-18.

The college-age population figures shown in Table 3 are probably quite conservative. While there will be some deaths and emigrations within these age groups, there will very likely be over-compensating immigrations into the two-county area. For example, these figures do not make any allowance for children of families who will move into the area to work in the new Chrysler plant near Belvidere; rather, they simply show the numbers of children who were already here at the time of the 1960 census.

A good estimate would be that, by 1975, there will be at least 6,200 young people reaching college age each year. The next task is to estimate how many of these young people will actually attend a local junior college.

Figure 5

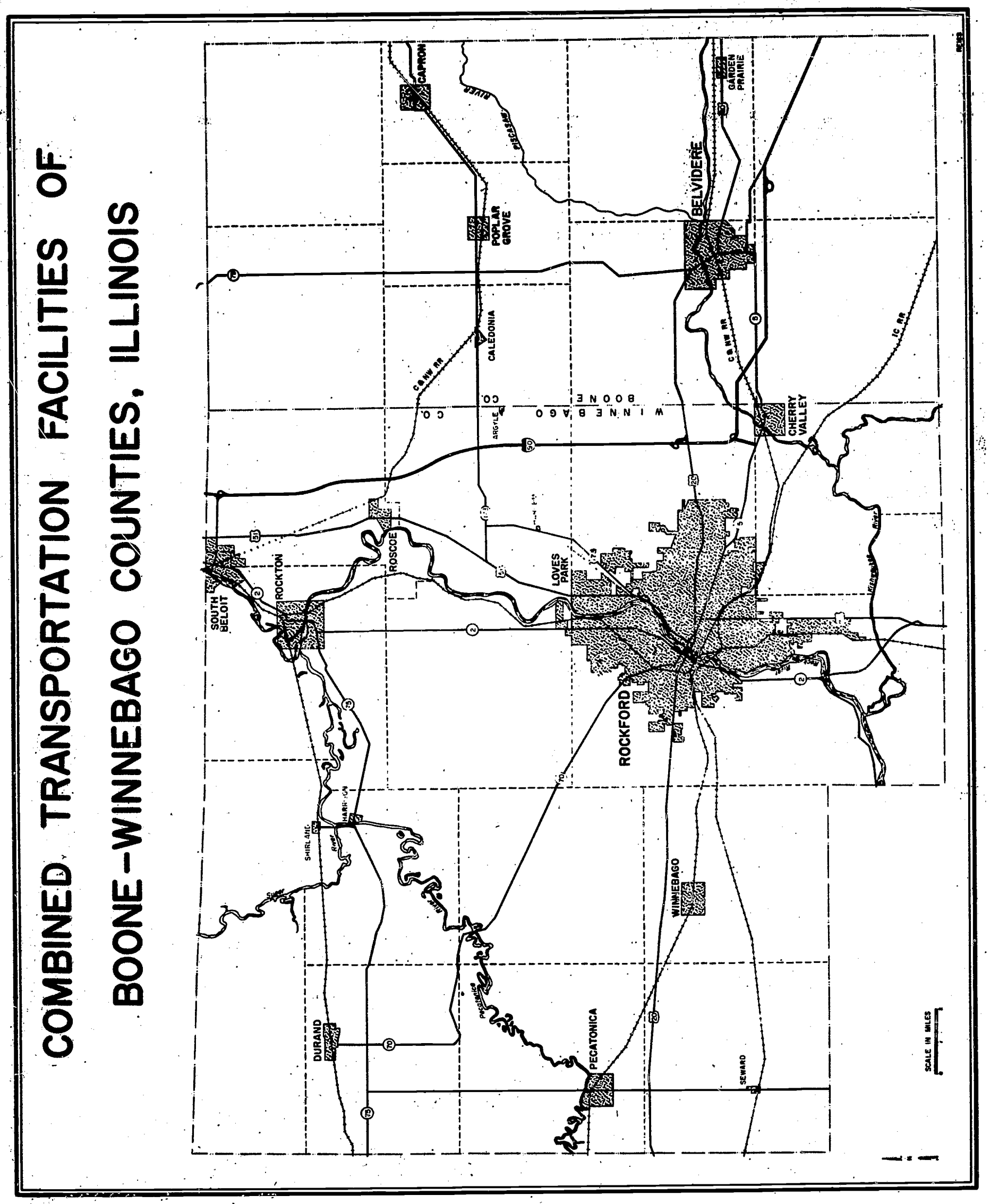

COMBINED TRANSPORTATION FACILITIES OF
BOONE-WINNEBAGO COUNTIES, ILLINOIS
CAPRON
POPLAR GROVE
BELVIDERE
GARDEN PRAIRIE
CALEDONIA
C & NW RR
WINNEBAGO CO.
BOONE CO.
ARGYLE
CHERRY VALLEY
IC RR
SOUTH BELOIT
ROCKTON
ROSCOE
LOVES PARK
ROCKFORD
SHIRLAND
HARRISON
WINNEBAGO
DURAND
PECATONICA
SEWARD
SCALE IN MILES

Table 3

Boone-Winnebago Population by Age Groups, with Projections of College-Age Groups Year-by-Year to 1977

| Population by Age Group, 1960[a] | Boone County | Winnebago County | 2-County Total | Would Reach College Age in... |
|---|---|---|---|---|
| 14-15 | 326 | 3,032 | 3,358 | ... 1963 |
| 13-14 | 435 | 3,891 | 4,326 | ... 1964 |
| 12-13 | 435 | 4,181 | 4,616 | ... 1965 |
| 11-12 | 409 | 4,002 | 4,411 | ... 1966 |
| 10-11 | 399 | 4,376 | 4,775 | ... 1967 |
| 9-10 | 422 | 4,325 | 4,747 | ... 1968 |
| 8-9 | 424 | 4,713 | 5,137 | ... 1969 |
| 7-8 | 433 | 4,809 | 5,242 | ... 1970 |
| 6-7 | 452 | 4,874 | 5,326 | ... 1971 |
| 5-6 | 456 | 4,986 | 5,442 | ... 1972 |
| 4-5 | 479 | 5,070 | 5,549 | ... 1973 |
| 3-4 | 481 | 5,172 | 5,653 | ... 1974 |
| 2-3 | 453 | 5,374 | 5,827 | ... 1975 |
| 1-2 | 481 | 5,384 | 5,829 | ... 1976 |
| 0-1 | 454 | 5,282 | 5,736 | ... 1977 |

[a] U.S. Census of Population: 1960. General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. Page 175; page 201.

The figures in the 2-county total column are probably minimal, since they make no allowance for new families moving into the 2-county area during this period.

## A Formula for Estimating Junior College Enrollments

A highly useful rule-of-thumb for estimating junior college enrollments in Illinois communities was previously reported in connection with a junior college survey in Iroquois County, Illinois. In this study, the investigators sought to develop a formula for estimating junior college enrollments from high school enrollments in the same geographic area. The study concluded that junior college enrollments could best be estimated by multiplying high school enrollments by 16.4 per cent. This was an average figure, with local variations on either side, but it appeared to be as stable and useful an estimate as could be found.[3]

The 16.4 per cent formula was developed through studies of eleven communities in Illinois during the middle 1950's. Before applying the 16.4 per cent formula in Boone and Winnebago Counties, however, it seemed desirable to check more recent data in these same eleven communities as a test of the consistent usefulness of this formula. The most recent data available at the time of this writing are for the school year 1961-62, and data for that single school year were studied to obtain a direct percentage formula for 1961-62. The results, shown in Table 4, indicate a percentage formula of 16.3--a figure almost perfectly identical to the 16.4 figure obtained in the middle 1950's.

## Present and Projected High School Enrollments in Boone and Winnebago Counties

Actual and expected enrollments in the public high schools of Boone and Winnebago Counties from 1960 to 1975 are shown in Table 5. The actual enrollments through 1963 and the projected enrollments through 1968 were supplied by the county superintendents. The projected enrollments from 1969 through 1975 were developed by the Population Committee responsible for this report.

It should be noted that the data in Table 5 apply to enrollments in public high schools only. There are several hundred additional high school students attending parochial schools in the two-county area. However, the projected data in Table 5 were developed only for public high schools in order to make these data directly comparable to the public high school data reported for other communities in Table 4.

The data in Table 5 show a total enrollment in public high schools growing from approximately 11,000 in 1960 to 15,000 in 1965, 18,000 in 1970, and 20,000 in 1975.

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[3] Citizens' Advisory Committee and the Inter-University Bureau Iroquois County Citizens' Survey of Community College Possibilities: A Study of the Iroquois County, Illinois, School Districts, April, 1961, p. 109.

Table 4

Full-Time High School Students and Full-Time Junior College Students in Eleven Illinois Communities, 1961-62

| Community | High School Enrollment[a] | Junior College Enrollment[b] | Junior College Percentage[c] |
|---|---|---|---|
| Belleville ..... | 2,939 | 571 | 19.4 |
| Centralia ..... | 1,324 | 333 | 25.2 |
| Danville ..... | 1,509 | 236 | 15.6 |
| Elgin ..... | 3,386 | 320 | 9.5 |
| Joliet ..... | 3,728 | 1,257 | 33.7 |
| LaSalle-Peru-Oglesby.. | 1,581 | 382 | 24.2 |
| Lyons ..... | 3,724 | 405 | 10.6 |
| Moline ..... | 3,915 | 538 | 13.7 |
| Morton ..... | 6,178 | 887 | 14.4 |
| Mount Vernon ..... | 1,575 | 217 | 13.8 |
| Thornton ..... | 5,759 | 659 | 11.4 |
| Totals ..... | 35,618 | 5,805 | 16.3 |

[a] Directory, Illinois Schools, 1961-1962. Circular Series A., No. 144. Springfield: State of Illinois

[b] 1963 Junior College Directory. Washington: American Association of Junior Colleges, 1963.

[c] Computed by dividing junior college enrollment by high school enrollment.

Figure 6

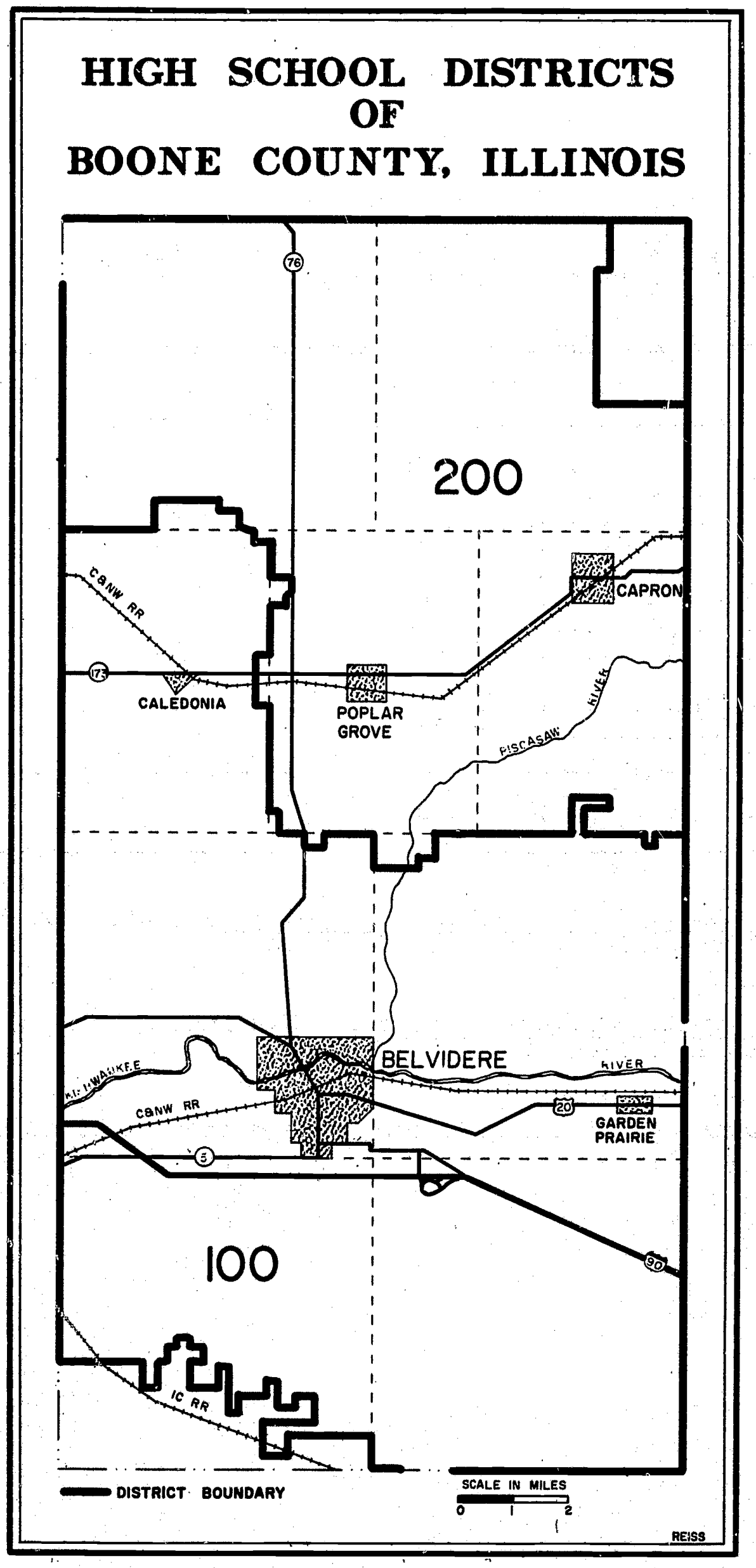

HIGH SCHOOL DISTRICTS
OF
BOONE COUNTY, ILLINOIS
200
100
76
175
20
5
90
C&NW RR
CALEDONIA
POPLAR
GROVE
CAPRON
PISCASAW
RIVER
BELVIDERE
RIVER
C&NW RR
GARDEN
PRAIRIE
IC RR
DISTRICT BOUNDARY
SCALE IN MILES
0
1
2
REISS

Table 5

Enrollments in Public High Schools in the Two-County Area, 1960-1975

| School Year | Boone County | Winnebago County | Two-County Total |
|---|---|---|---|
| 1960-61 | 911[a] | 10,032[a] | 10,943[a] |
| 1961-62 | 1,009[a] | 11,082[a] | 12,091[a] |
| 1962-63 | 1,104[a] | 11,905[a] | 13,009[a] |
| 1963-64 | 1,170[a] | 12,778[a] | 13,948[a] |
| 1964-65 | 1,200 | 13,400 | 14,600 |
| 1965-66 | 1,300[b] | 13,900 | 15,200 |
| 1966-67 | 1,400 | 14,400 | 15,800 |
| 1967-68 | 1,500 | 14,900 | 16,400 |
| 1968-69 | 1,600 | 15,400 | 17,000 |
| 1969-70 | 1,700 | 15,800 | 17,500 |
| 1970-71 | 1,800 | 16,200 | 18,000 |
| 1971-72 | 1,900 | 16,500 | 18,400 |
| 1972-73 | 2,000 | 16,800 | 18,800 |
| 1973-74 | 2,100 | 17,100 | 19,200 |
| 1974-75 | 2,200 | 17,400 | 19,600 |
| 1975-76 | 2,300 | 17,700 | 20,000 |

[a] Figures from 1960-61 through 1963-64 are actual; figures after 1963-64 are projected.

[b] Figures for Boone County beginning 1965-66 include estimates for children of new workers in the Chrysler plant.

## Projected Enrollments of Full Time Students in the Proposed Junior College

When the 16.4 per cent formula described earlier is applied to the expected high school enrollments through 1975, the results are as shown in Table 6. Table 6 also shows conservative estimates (from a 10 per cent projection formula) and liberal estimates (from a 20 per cent projection formula).

Any of the figures shown in Table 6 might, in fact, prove to be the case in Boone and Winnebago Counties. It can be noted in Table 4, for example, that the 10 per cent formula actually applied in such communities as Elgin and Lyons (LaGrange) and that the 20 per cent formula was actually exceeded in such communities as Centralia, Joliet, and LaSalle-Peru-Oglesby.

There are too many unknowns present to attempt further to estimate actual full-time enrollments in the proposed junior college. In the first place, a good deal depends on the drop-out rates in the high schools of the two counties. If drop-outs increase, there will be fewer high school graduates to enter the junior college; if drop-outs decrease, there will be more graduates who might be interested in the junior college program.

The location of the junior college would also have a considerable effect on the number of students who might want to attend. The quality of the college's instructional program--both real and by reputation--could affect the number of students who would attend. Such factors as parking space, laboratory facilities, and extracurricular attractions will also affect the decisions of individual students.

## Summary

Despite the many unknowns encountered in the population study, certain conclusions can be reached from the data reported in this chapter:

1. The proposed junior college would serve a large population area. The actual two-county population of 230,000 in 1960 and the projected population of 300,000 in 1970 make this the largest population area in the State of Illinois that does not have ready access to a community-supported or state-supported institution of higher education. There would appear to be no population area in the State of Illinois in which there is a greater need for development of a junior college program.

2. Estimates show that, by 1970, some 6,200 young people will reach college age each year in Boone and Winnebago Counties.

3. If a junior college program is developed in this area, an enrollment between 1,800 and 3,600 full-time students is predicted by 1970, and an enrollment between 2,000 and 4,000 full-time students is

Figure 7

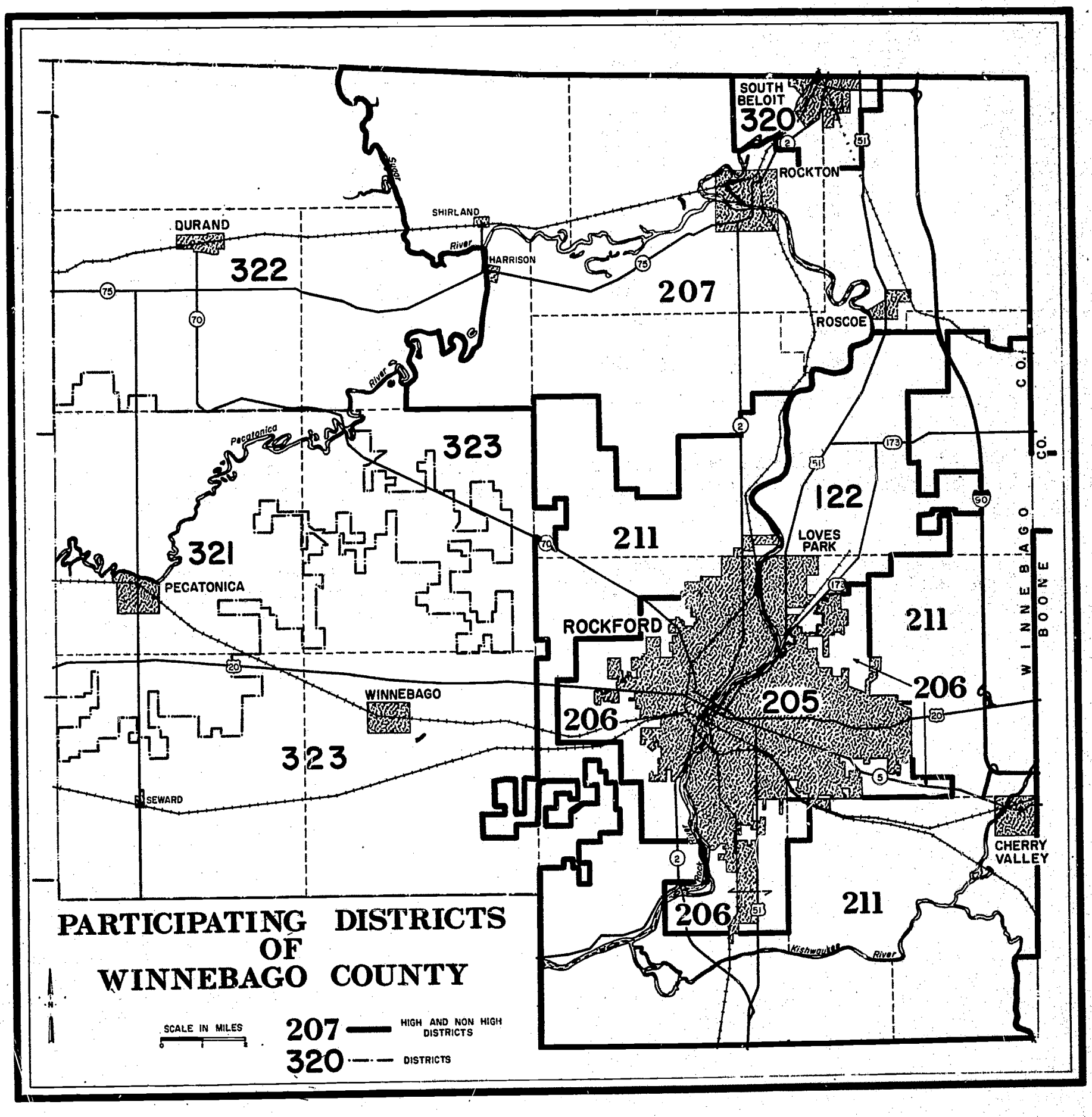

PARTICIPATING DISTRICTS
OF
WINNEBAGO COUNTY
SCALE IN MILES
0
1
2
207 HIGH AND NON HIGH DISTRICTS
320 DISTRICTS
SOUTH BELOIT
320
ROCKTON
SHIRLAND
DURAND
HARRISON
322
207
ROSCOE
Sugar
River
Pecatonica
323
321
PECATONICA
211
LOVES PARK
122
ROCKFORD
211
206
205
206
WINNEBAGO
323
SEWARD
CHERRY VALLEY
206
211
Kishwaukee
River
WINNEBAGO CO.
BOONE CO.

Table 6

Projected Enrollments of Full-Time Students in Boone-Winnebago Junior College

| School Year | High School Enrollments (Table 5) | Conservative Estimate (10% formula) | Best Estimate (16.4% formula) | Liberal Estimate (20% formula) |
|---|---|---|---|---|
| 1965-66 | 15,200 | 1,520 | 2,493 | 3,040 |
| 1966-67 | 15,800 | 1,580 | 2,591 | 3,160 |
| 1967-68 | 16,400 | 1,640 | 2,690 | 3,280 |
| 1968-69 | 17,000 | 1,700 | 2,788 | 3,400 |
| 1969-70 | 17,500 | 1,750 | 2,870 | 3,500 |
| 1970-71 | 18,000 | 1,800 | 2,952 | 3,600 |
| 1971-72 | 18,400 | 1,840 | 3,018 | 3,680 |
| 1972-73 | 18,800 | 1,880 | 3,083 | 3,760 |
| 1973-74 | 19,200 | 1,920 | 3,149 | 3,840 |
| 1974-75 | 19,600 | 1,960 | 3,214 | 3,920 |
| 1975-76 | 20,000 | 2,000 | 3,280 | 4,000 |

expected by 1975. These estimates are based on substantial and repeated evidence from other junior-college areas in the State of Illinois.

4. If a junior college program is developed in this area, it should be built to accommodate 2,000 full-time students with allowance for expansion to 4,000 full-time students.

## CHAPTER III

## A STUDY OF CITIZENS' ATTITUDES TOWARD A TWO-COUNTY JUNIOR COLLEGE

In the winter of 1963-64, an extensive series of interviews were planned to sample citizens' attitudes toward a junior college in the two-county area. The purposes of the interviews were to determine (a) citizen interest in the possibility of a junior college, and (b) citizen willingness to provide partial support for such a college through local taxes.

### The Design of the Sample

To meet these purposes, it was necessary to interview a sample of adult citizens that would be highly representative of all adult citizens in the two-county area. Two facts led to the conclusion that the core of a representative sample could be drawn by a systematic sampling of residences listed in the four telephone books covering the four telephone areas of the two counties. The first fact was that there are very few "boarders" in the two-county area as compared with "households" or "family residences." In the 1960 Census Report, 99 per cent of the residents of Boone County were listed as living in "households" (20,175 householders vs. 151 non-householders), and 99 per cent of the residents of Winnebago County were listed as living in "households" (207,613 householders vs. 2,152 non-householders).[1] The second fact was that some 83 to 87 per cent of households in the two-county area are telephone subscribers--an estimate provided by the Illinois Bell Telephone Company in December 1963.

These facts made it clear that telephone books, providing detailed and randomized listing of about 85 per cent of households in the two-county area, would provide the best available source for drawing a representative sample of adult citizens. Accordingly, a systematic sampling of the residences listed in the telephone books was planned. (In the actual plan, the first residence and the last residence in each column of each phone book were selected for interview.)

A total of 766 interviews were conducted on the basis of this sampling plan from the area telephone books. Beyond this basic sampling project, plans were made to interview an additional 113 adult citizens who were not telephone subscribers. These interviews were conducted in both counties in areas where telephone coverage was limited--notably in multiple-dwelling housing units in low-income areas, in trailer camps, and in residential hotels including the YMCA

[1] U.S. Census Bureau, General Population Characteristics, Illinois. Final Report PC(1)--15B. Washington: U.S. Government Printing Office, 1961. pp. 202, 209.

and YWCA. The actual numbers of interviews were therefore as follows:

| | Number | Per Cent |
|---|---|---|
| From telephone-book sampling plan ..... | 766 | 87 |
| From no-telephone residences..... | 113 | 13 |
| Totals..... | 879 | 100 |

All interviews were conducted through use of a structured questionnaire. About 750 of the interviews were conducted at the home of the respondent, while some 125 were conducted over the telephone because of previous difficulties in finding the respondent at home. All interviews were completed during the six-week period from December 20, 1963 through January 31, 1964.

After all interviews had been completed, the questionnaires were turned over to an independent data-processing organization--Data Processing Consultants of Chicago. The questionnaire responses were punched into IBM cards, key-verified, and then transferred to magnetic tapes for analysis on a computer program.

## Limitations of this Study

There are three limitations of this study that should be noted explicitly. First is the fact that this study involved about a 2 per cent sampling of households, and that there can occur sampling errors based on a small sample. The Standard Error of a Percentage for the entire group of 879 would be about 1.7 percentage points. This Standard Error increases to about 5 percentage points in studies of subgroups involving only 100 respondents. Second, there were some 120 householders who refused to grant an interview. If, as is likely, many of these people would be opposed to the junior college idea, the statistics in this chapter would err consistently in the direction of optimistic reports. Third, as indicated above, the study was conducted during the winter of 1963-64--at a time when many citizens had not heard about the junior college study. The views of many of these people may change in either direction as the junior college issue becomes more widely discussed.

The following reports must be considered with these three limitations in mind.

## General Findings of the Study

Two critical questions were asked in each interview. The first, with its tabulation of response, was as follows:

> If a new junior college cost between $15 and $25 per year in taxes for a family with a $20,000 home, do you think you would be willing to vote for such a college here in Winnebago/Boone County?

| | | Number | Per Cent |
|---|---|---|---|
| A | No, very unwilling..... | 41 | 4.7 |
| B | No, unwilling..... | 97 | 11.0 |
| C | I don't know..... | 234 | 26.6 |
| D | Yes, willing..... | 425 | 48.4 |
| E | Yes, very willing..... | 82 | 9.3 |
| | Totals..... | 879 | 100.0 |

Thus, in this study, some 58 per cent of respondents indicated a willingness to support development of a junior college program. On the optimistic side, if one assumes that the "don't know" respondents would divide proportionately with those who are decided, there would be 78 per cent favorable. On the pessimistic side, if one assumes that all of the "don't know" respondents would vote "No," and that all 120 householders who refused interviews would vote "No," there would be only 51 per cent favorable.

In either case, however, this does not mean that a referendum would turn out favorably. For the second critical question--more penetrating in nature--yielded these findings:

Finally, what about other people in this area? Do you think they would be willing to vote for such a college?

| | | Number | Per Cent |
|---|---|---|---|
| A | No, very unwilling..... | 28 | 3.3 |
| B | No, unwilling..... | 80 | 9.3 |
| C | I don't know..... | 499 | 58.2 |
| D | Yes, willing..... | 239 | 27.8 |
| E | Yes, very willing..... | 12 | 1.4 |
| | Totals..... | 858 | 100.0 |

This second question permits each respondent to answer as he thinks other people feel or as he himself may actually feel. In most studies of this type there are important differences in the answers to these two questions, and the present study was no exception. While the hard core of opposition responses remained almost the same (15.7 per cent on the first question and 12.6 per cent on the second question), the supportive responses dropped from 57.7 per cent on the first question to 29.2 per cent on the second question. When the question was posed on an impersonal basis, more than 50 per cent of those interviewed answered, "I don't know."

It appears from these data that there is a hard core of support for the junior college representing about 30 per cent of the citizens of the two counties and a hard core of opposition representing about 15 per cent. The remaining 55 per cent of citizens are either luke-warm or uncommitted; and this group will ultimately decide the fate of the junior college proposal.

## Specific Findings of the Study

Table 7 summarizes several important characteristics of the interview group, and it also identifies major sources of support for a junior college program in the two-county area.

A--Total Sample: Of 879 citizens interviewed, 507 (or 58 per cent) indicated some degree of support for the junior college idea--as measured by the first critical question.

B--County: Eighty-six interviews were conducted in Boone County, and 793 were conducted in Winnebago County. The level of support was about the same in both counties.

C--Sex: Most of the interviews were conducted during daytime hours, and thus there were more women than men actually interviewed. However, there were no differences between the sexes in terms of support for the junior college idea.

D--Telephone Subscription: As mentioned earlier in this chapter, 766 interviews were drawn from area telephone books, and 113 were conducted in non-telephone residences. There was a significantly higher level of support in non-telephone residences--72 per cent favorable as against 56 per cent favorable in telephone residences.

E--Time Lived in Boone-Winnebago County: Those who have lived in the two-county area less than one year indicated much more support (78 per cent) than those who have lived in the two-county area 10 years or longer (54 per cent). It may be that new residents see needs more clearly or that older residents have different priorities for problems requiring solution.

F--Property Ownership: In this sample, 74 per cent were property owners and 26 per cent did not own property. There were no important differences between these two groups in level of support for the junior college idea.

G--Future Residence: In this sample, 81 per cent indicated an intention to remain in the two-county area--a figure that shows remarkable population stability. As expected, those who intend to remain in the area showed a slightly stronger level of support than those who are undecided about their future locations.

H--Voter Registration: In this sample, 80.5 per cent were registered to vote and 19.5 per cent were not. The level of support was about the same in both groups.

I--Age: Age groups 21-59 consistently showed more support than age groups 60-plus. Those in the higher age groups may be living on retirement incomes. Also, most of their children are probably past college age.

Table 7

Characteristics of the Citizens' Sample, and Specific Sources of Support for a Junior College Program

| Characteristic of this Sample | Total Number | Support Number | Support Per Cent |
|---|---|---|---|
| A--Total Sample: | 879 | 507 | 58 |
| B--County: | | | |
| Boone County | 86 | 47 | 55 |
| Winnebago County | 793 | 460 | 58 |
| C--Sex: | | | |
| Male | 287 | 165 | 57 |
| Female | 586 | 337 | 58 |
| D--Telephone Subscription: | | | |
| Telephone | 766 | 426 | 56 |
| No Telephone | 113 | 81 | 72 |
| E--Time Lived in Boone/Winnebago County: | | | |
| Less than 1 Year | 46 | 36 | 78 |
| From 1 to 4 Years | 68 | 40 | 60 |
| From 5 to 9 Years | 103 | 72 | 68 |
| From 10 to 19 Years | 160 | 85 | 52 |
| 20 or more Years | 499 | 272 | 58 |
| F--Property Ownership: | | | |
| Own Property in Boone/Winnebago County | 646 | 369 | 57 |
| Do not Own Property in Boone/Winnebago County | 230 | 138 | 60 |
| G--Future Residence: | | | |
| Plan to Stay in Boone/Winnebago | 708 | 420 | 59 |
| Do not Plan to Stay | 45 | 25 | 56 |
| Don't Know | 124 | 61 | 49 |
| H--Voter Registration: | | | |
| Registered to Vote | 706 | 403 | 57 |
| Not Registered to Vote | 171 | 103 | 60 |
| I--Age: | | | |
| 21 to 29 | 112 | 68 | 59 |
| 30 to 39 | 201 | 123 | 62 |
| 40 to 49 | 211 | 128 | 61 |
| 50 to 59 | 132 | 88 | 66 |
| 60 to 69 | 76 | 35 | 44 |
| 70 or more | 37 | 12 | 32 |

Table 7--Continued

| Characteristic of this Sample | Total Number | Support Number | Support Per Cent |
|---|---|---|---|
| J--Occupation: | | | |
| Unemployed | 16 | 12 | 75 |
| Professional | 107 | 80 | 74 |
| Tradesman | 107 | 65 | 59 |
| Farmer | 46 | 26 | 57 |
| Manufacturing | 269 | 148 | 55 |
| Retail Merchant | 48 | 48 | 54 |
| Retired | 83 | 36 | 43 |
| Pensioner | 20 | 5 | 25 |
| (Other Occupations) | 168 | 101 | 60 |
| K--Membership in Male Organizations: | | | |
| Service Organizations | 94 | 69 | 73 |
| Fraternal Organizations | 174 | 108 | 62 |
| Veterans Organizations | 79 | 49 | 62 |
| Business Organizations | 95 | 58 | 61 |
| Labor Organizations | 138 | 71 | 51 |
| Farm Organizations | 50 | 25 | 50 |
| (Other Organizations) | 59 | 40 | 68 |
| L--Female Employment: | | | |
| Female Is Employed | 259 | 153 | 59 |
| Female Is not Employed | 585 | 341 | 58 |
| M--Male Education: | | | |
| Elementary School Only | 152 | 75 | 49 |
| High School Only | 399 | 233 | 58 |
| Business/Technical College | 58 | 40 | 69 |
| Four-Year College | 133 | 87 | 65 |
| Graduate School | 35 | 29 | 83 |
| N--Female Education: | | | |
| Elementary School Only | 117 | 44 | 38 |
| High School Only | 531 | 312 | 59 |
| Business/Technical College | 70 | 42 | 60 |
| Four-Year College | 112 | 87 | 78 |
| Graduate School | 11 | 8 | 73 |
| O--Children in College Now: | | | |
| Have no Children | 138 | 63 | 46 |
| No Children in College Right Now | 641 | 366 | 57 |
| One Child in College Right Now | 41 | 31 | 76 |
| Two or More in College Right Now | 10 | 8 | 80 |

Table 7--Continued

| Characteristic of this Sample | Total Number | Support Number | Support Per Cent |
|---|---|---|---|
| P--Number of Children Living at Home: | | | |
| 1 Child | 135 | 83 | 61 |
| 2 Children | 177 | 112 | 63 |
| 3 Children | 129 | 87 | 67 |
| 4 Children | 86 | 48 | 56 |
| 5 Children | 26 | 17 | 65 |
| 6 or more Children | 24 | 20 | 83 |
| Q--Hopes for Children's Education: | | | |
| High School Education | 102 | 47 | 46 |
| Trade School Education | 80 | 51 | 64 |
| Junior College | 56 | 42 | 75 |
| 4-Year College | 493 | 319 | 65 |
| R--Hopes for Children's College: | | | |
| Have no Children | 138 | 63 | 46 |
| Prefer my Children not Go to College | 5 | 0 | 0 |
| Prefer They Go to Junior College | 287 | 204 | 71 |
| Prefer They Go to Business College | 107 | 63 | 59 |
| Prefer They Go to 4-year College | 203 | 123 | 61 |
| (No Preference) | 99 | 41 | 41 |
| S--Personal Interest in Taking Course: | | | |
| Would Like to Take Courses | 352 | 274 | 78 |
| Would not Like to Take Courses | 476 | 206 | 43 |
| T--Courses the Adults Would Like to Take: | | | |
| Make up High School Deficiencies | 27 | 21 | 78 |
| Take General Adult Education Courses | 121 | 92 | 76 |
| Learn Technical Skills | 28 | 27 | 96 |
| Improve Technical Skills | 95 | 70 | 74 |
| Improve Cultural Skills | 88 | 69 | 78 |
| Take First Two Years of College | 22 | 19 | 86 |

J--Occupation: In this sample, 16 respondents (2 per cent of the total) were unemployed, and the unemployed group indicated a significantly high level of support for the junior college. Professional groups also indicated a significantly high level of support. Those who are retired and those who are living on pensions indicated the least support. (This last finding is consistent with the findings on age in Section I.)

K--Membership in Male Organizations: Men who are members of service organizations indicated a significantly high level of support for the junior college idea. Within each male organization, at least 50 per cent of the membership indicated support.

L--Female Employment: In this sample, 31 per cent of the females were employed in work outside the home, and 69 per cent were not. There were no differences between these two groups in level of support for the junior college idea.

M--Male Education: In general, support varied directly with the amount of education of the male citizens. Significantly high support was indicated by those who had attended a four-year college (65 per cent favorable), a business or technical college (69 per cent favorable), or a graduate school (83 per cent favorable).

N--Female Education: As in the case of the male study (Section M), support varied directly with the amount of education of the female citizens. The greatest support (78 per cent favorable) was noted among women who had attended a four-year college.

O--Children in College Now: In this sample, 83 per cent of the adult citizens have children, while 17 per cent do not. Of those who have no children, only 46 per cent indicated support for the junior college idea. Of those who have children not in college right now, 57 per cent indicated support. Of those who have children in college right now, some 77 per cent indicated support for the junior college idea.

P--Number of Children Living at Home: Those with children living at home consistently showed good support for the junior college idea. There were no major trends in attitude related to the number of children, except that those with six or more children at home indicated a very high (83 per cent) level of support.

Q--Hopes for Children's Education: Among those who aspire only to a high school education for their children, only 46 per cent indicated support for the junior college idea. Among those who aspire to some advanced education for their children, some 66 per cent indicated support.

R--Hopes for Children's College: Of those who hope their children will go to college, 287 would prefer a junior college, 203 would prefer a 4-year college, and 107 would prefer a business college. Among those who would prefer a junior college for their children, 71 per cent indicated support for a junior college in the Boone-Winnebago area.

S--Hopes for Children's College Program: Of those who hope their children will go to college, 258 would prefer a 4-year professional course, 157 would prefer a liberal arts course, and 107 would prefer a pre-professional course. All three groups of parents indicated consistent support (at about the 67 per cent level) for the junior college idea.

T--Personal Interest in Taking Courses: In this sample, 42.5 per cent indicated that they themselves would like to take courses at a local junior college, and 57.5 per cent indicated that they would not. There was a 78 per cent level of support in the former group, contrasted with a 43 per cent level of support in the latter group.

U--Courses the Adults Would Like to Take: Among those who would like to take courses, the greatest demand was for general adult education courses (121 requests), advanced technical training (95 requests), and cultural-enrichment courses (88 requests). All groups indicating requests showed a very high level of support for the junior college idea. Exceptionally high levels of support were indicated by those who would like to learn technical skills (96 per cent support) and by those who would like to take the first two years of college (86 per cent support), although in absolute terms there were not many respondents expressing these two interests.

## Summary

Six major conclusions can be drawn from the citizens survey reported in this chapter:

1. There is a hard core of support for the junior college representing about 30 per cent of the adult citizens in the two counties, and a hard core of opposition representing about 15 per cent. The remaining 55 per cent of citizens are either luke-warm or uncommitted; and this group will ultimately decide the fate of the junior college proposal.

2. An equivalent level of support was found in both Boone and Winnebago Counties.

3. There was significantly higher support among people who have no telephone; among those who are new in the two-county area; among those who intend to stay in the two-county area; among those who are members of service organizations; and among those who have six or more children. On the other hand, this study revealed no significant relations between support and such other factors as sex, property ownership, voter registration, or female employment.

4. Major sources of support were found in these groups:

--Those in the age group 21-59.
--Those who themselves had formal education beyond high school.
--Those who have children, and especially those who have children in college right now.

--Those who aspire to some college training for their children.
--Those who are unemployed and who would like technical training.
--Those who would like to take advanced technical training for themselves.
--Those who would like to take general education courses and/or cultural-enrichment courses for themselves.

5. Relatively poor support was found in these groups:

--Those in the age group 60 and above.
--Those who themselves had no formal education beyond high school.
--Those who do not have children.
--Those who aspire only to a high school education for their children.
--Those who are not interested in taking college courses themselves.

## CHAPTER IV

## BOONE AND WINNEBAGO COUNTY HIGH SCHOOL STUDENTS AND GRADUATES

The present educational status of high school students and graduates--their attitudes toward education and their future educational plans--are of primary concern to those attempting to create a curriculum design for an area community college. In an attempt to ascertain these factors as they exist in the Boone-Winnebago area, questionnaires were sent to a sampling of juniors and seniors presently enrolled in the high schools of the area and a sampling of the individuals who graduated from area high schools during the years 1961, 1962 and 1963. This chapter reports the findings of that investigation.

### A Study of High School Students in Boone and Winnebago Counties

A twelve-item questionnaire was distributed among the junior and senior students enrolled in the high schools located in Boone and Winnebago Counties (eleven public and one parochial). The schools involved returned 2,673 usable questionnaires, 1,025 of which were returned by students in the high schools located outside of Rockford and 1,648 from Rockford high schools. As indicated in Table 8, 76.7 per cent of those students (81.6 per cent non-Rockford and 73.6 per cent Rockford) have lived in the Boone-Winnebago area for six years or longer. Eighteen per cent of the students had resided in the area six to ten years. The remainder (23.3 per cent) have lived in the area for five years or less. Slightly less than one-fourth of the students surveyed have lived in the area five years or less, indicating an increasing potential for community college enrollment.

Table 8

Length of Time High School Juniors and Seniors Have Lived in Their Present High School Districts

| Time | Non-Rockford | | Rockford | | Total | |
|---|---|---|---|---|---|---|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Less than 1 year | 37 | 3.6 | 61 | 3.8 | 98 | 3.8 |
| 1-2 years | 36 | 3.5 | 133 | 8.9 | 169 | 6.5 |
| 3-5 years | 116 | 11.3 | 225 | 14.2 | 341 | 13.1 |
| 6-10 years | 166 | 16.2 | 305 | 19.2 | 471 | 18.0 |
| Over 10 years | 670 | 65.4 | 863 | 54.4 | 1533 | 58.7 |
| Total | 1025 | | 1587 | | 2612 | |

In all high school districts, the student enrollment was found to be predominantly in the college preparatory curricular sequences of the schools. Data presented in Tables 9 and 10 indicate present enrollment and intentions of seniors.

Table 9

Enrollment of Juniors and Seniors According to Curricular Areas

| Area | Non-Rockford Number | Non-Rockford Per Cent | Rockford Number | Rockford Per Cent | Total Number | Total Per Cent |
|---|---|---|---|---|---|---|
| Commercial or Secretarial | 182 | 17.9 | 335 | 20.5 | 517 | 19.5 |
| College Preparatory | 382 | 37.6 | 806 | 49.4 | 1188 | 44.9 |
| Shop/Technical | 81 | 8.0 | 205 | 12.6 | 286 | 10.8 |
| General | 333 | 32.8 | 278 | 17.0 | 611 | 23.1 |
| Agriculture | 37 | 3.7 | 8 | .5 | 45 | 1.7 |
| Total | 1015 | | 1632 | | 2647 | |

Table 10

Present Intentions of High School Juniors and Seniors Relative to College Attendance

| Plan to Attend College | Non-Rockford Number | Non-Rockford Per Cent | Rockford Number | Rockford Per Cent | Total Number | Total Per Cent |
|---|---|---|---|---|---|---|
| Yes | 414 | 40.6 | 800 | 49.8 | 1214 | 46.2 |
| No | 230 | 26.5 | 350 | 21.8 | 620 | 23.6 |
| Probably will attend | 108 | 10.6 | 149 | 9.3 | 257 | 9.8 |
| Probably will not attend | 118 | 11.6 | 156 | 9.7 | 274 | 10.4 |
| Do not know | 110 | 10.8 | 150 | 9.3 | 260 | 9.9 |
| Total | 1020 | | 1605 | | 2625 | |

Table 11 makes a further analysis of the present intentions of the high school students through a study of their stated plans for the year immediately following their high school graduation.

Approximately 55 per cent stated that during the year immediately following their graduation from high school they plan to attend either a college (1,048 students), a business college (230 students), a

Table 11

Plans of Juniors and Seniors for the Year following their High School Graduation

| Plan | Non-Rockford | | Rockford | | Total | |
|---|---|---|---|---|---|---|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Seek Employment | 225 | 21.5 | 429 | 23.4 | 684 | 22.6 |
| Housewife | 96 | 8.1 | 111 | 6.1 | 207 | 6.8 |
| Military Service | 98 | 8.2 | 100 | 5.5 | 198 | 6.6 |
| Work for Parent | 26 | 2.2 | 122 | 6.7 | 148 | 4.9 |
| College | 372 | 31.3 | 676 | 36.9 | 1048 | 34.7 |
| Business College | 108 | 9.1 | 122 | 6.7 | 230 | 7.6 |
| Trade/Technical School | 110 | 9.3 | 152 | 8.3 | 262 | 8.7 |
| Nursing School | 46 | 3.9 | 87 | 4.7 | 133 | 4.4 |
| Don't Know | 61 | 5.1 | 35 | 1.9 | 96 | 3.2 |
| Other | 16 | 1.3 | 0 | 0 | 16 | .5 |
| Total | 1188 | | 1834 | | 3022 | |

vocational/technical school (262 students), or a nursing school (133 students). These survey results tend to indicate a strong community college curricular potential. A slightly higher percentage of the Rockford high school students intend to go to college than do those in high schools outside of Rockford. Non-Rockford high school students show a broader interest in business or vocational/technical schools. A small percentage of the students involved in the survey have no definite plans for the year immediately following their graduation.

Table 12 lists, according to frequency, the occupational areas for which the students desire to prepare themselves. The table indicates that, if a community college is established in the Boone-Winnebago area, strong vocational/technical, business, and other occupational programs should be instituted along with a college parallel program. In other words, if the community college is to meet adequately the educational needs and desires expressed by the high school students of the community, it must be a comprehensive community college.

Table 12 also indicates that the primary demand would probably be in the college parallel curricular area closely followed by a demand for courses in the area of business education. The survey shows that, in the area of business education, secretarial (general, medical, and legal), general business, sales, accounting, and agri-business course sequences would probably be in high demand. In fields related to the vocational/technical areas of study, cosmetology, industrial technology (including tool and die), agriculture, drafting, electronics, automotive technology, and laboratory technology (medical and dental) show curricular potential. The table also indicates

Table 12

Rank Order of Desired Occupational Areas Expressed by Juniors and Seniors in High Schools of Boone and Winnebago Counties

| Occupational Area | Non-Rockford Students | Rockford Students | Total Number | Total Per Cent |
|---|---|---|---|---|
| Teaching | 129 | 269 | 398 | 14.9 |
| Secretary (legal, medical, general) | 92 | 127 | 219 | 8.2 |
| Housewife | 84 | 132 | 216 | 8.1 |
| Engineer | 51 | 110 | 161 | 6.0 |
| Beautician | 72 | 77 | 149 | 5.6 |
| Nursing | 50 | 60 | 110 | 4.1 |
| Business, general | 30 | 78 | 108 | 4.0 |
| Industrial technical and/or machinist | 21 | 82 | 103 | 3.9 |
| Agriculture | 58 | 10 | 68 | 2.5 |
| Art/Decorating | 14 | 46 | 60 | 2.2 |
| Construction | 12 | 42 | 54 | 2.0 |
| Medicine | 14 | 40 | 54 | 2.0 |
| Armed Forces | 23 | 25 | 48 | 1.8 |
| Drafting | 9 | 39 | 48 | 1.8 |
| Sales | 7 | 35 | 42 | 1.6 |
| Electrical technology | 18 | 21 | 39 | 1.5 |
| Automotive technology | 33 | 4 | 37 | 1.4 |
| Accounting | 15 | 21 | 36 | 1.3 |
| Social work | 5 | 31 | 36 | 1.3 |
| Lawyer | 11 | 23 | 34 | 1.3 |
| Medical or laboratory technician | 8 | 23 | 31 | 1.2 |
| Airline stewardess | 8 | 22 | 30 | 1.1 |
| Performing arts | 8 | 20 | 28 | 1.0 |
| Factory labor | 8 | 20 | 28 | 1.0 |
| Science | 15 | 11 | 26 | 1.0 |
| Conservation | 11 | 14 | 25 | .9 |
| Journalism/writing | 11 | 13 | 24 | .9 |
| Ministry | 8 | 16 | 24 | .9 |
| Data processing | 9 | 15 | 24 | .9 |
| Psychology | 6 | 17 | 23 | .9 |
| Architect | 5 | 16 | 2[illegible] | .8 |
| Tool and die | 6 | 14 | 20 | .7 |
| Dental technician | 2 | 16 | 18 | .7 |
| Aviation | 8 | 10 | 18 | .7 |
| Law enforcement | 10 | 8 | 18 | .7 |
| Civil/foreign service | 6 | 9 | 15 | .6 |
| Technician, general | 9 | 4 | 13 | .5 |
| Dentist | 1 | 12 | 13 | .5 |
| Pharmacy | 2 | 10 | 12 | .4 |
| Trucker | 8 | 3 | 11 | .4 |
| Professional sports | 2 | 8 | 10 | .4 |
| Home economics | 4 | 6 | 10 | .4 |
| Veteranarian | 4 | 4 | 8 | .3 |
| Printing | 2 | 6 | 8 | .3 |
| Other | | | 82 | 3.1 |
| Don't know | | | 113 | 4.2 |
| Total | 914 | 1590 | 2673 | |

nursing and art (including commercial art and decorating) as being strong interest areas for post-high school education and training.

Of the students responding to the questionnaire, 34 per cent indicated that they "would not" or "probably would not" attend college or other post-high school educational institution after their graduation. Approximately 19 per cent of these students stated that the major reason for possible non-attendance is lack of adequate funds. Another 25 per cent indicate that poor high school grades would be the major deterrent, and nearly 23 per cent said that they wanted to go to work. A desire to marry immediately after graduation was expressed by 13 per cent of the students (mostly female). Other reasons given by these students were "tired of school" (9.2 per cent), "waste of time" (5.1 per cent), and "parents don't want me to" (1.4 per cent).

As indicated in Table 13, 49.8 per cent of the students not planning to attend college said they would not alter their plans even if their finances were adequate. Nearly 19 per cent indicated that they would change their plans if their finances were adequate, and 31.5 per cent said that perhaps they would. These findings tend to indicate that the administration of the proposed community college should keep the tuition and fees of the college as low as possible.

Table 13

Per Cent of High School Students Who Would Alter Their Plans if Finances Were Adequate

| Would Alter Plans to Enter College | Non-Rockford Students Per Cent | Rockford Students Per Cent | Total Per Cent |
|---|---|---|---|
| Yes | 19.6 | 17.9 | 18.7 |
| No | 47.4 | 51.6 | 49.8 |
| Maybe | 33.0 | 30.4 | 31.5 |

Of the juniors and seniors involved in the survey, 999 (39.1 per cent) said that they would attend a community college if one were located within 15-20 miles of their homes.

Table 14 shows that an additional 832 students (32.5 per cent) might attend under similar circumstances. A combination of these two categories indicates a potential of 71.6 per cent of the present high school juniors and seniors for community college attendance.

The college orientation of the parents of high school students is an important consideration in determining the future college attendance of students. A portion of the survey was therefore designed to determine the extent to which the parents of present high school students would encourage education or training beyond high school. One factor in the college orientation of parents is the highest educational

Table 14

Probable Community College Attendance of High School Juniors and Seniors if a Community College Were Located within 15-20 Miles of their Homes

| Possible Attendance | Non-Rockford | | Rockford | | Total | |
|---|---|---|---|---|---|---|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Yes | 381 | 38.5 | 618 | 39.5 | 999 | 39.1 |
| No | 231 | 23.3 | 495 | 31.6 | 726 | 28.4 |
| Maybe | 379 | 38.2 | 453 | 28.9 | 832 | 32.5 |
| Total | 991 | | 1566 | | 2557 | |

level attained by them. As Table 15 indicates, approximately 37 per cent of the parents of the high school students did not graduate from high school themselves. Approximately 27 per cent of the fathers of non-Rockford high school students had an eighth grade education or less. The maximal educational level attained through high school tended to favor the mothers of the students. Rockford fathers had the highest percentage of college graduates. Approximately 8 per cent of the parents have attended college and 9.8 per cent are college graduates.

When asked their perception of parallel attitudes toward college attendance (Table 16), 65 per cent of the students said that their parents wanted them to go to college, and another 8.5 per cent stated that their parents would insist that they attend. Parents tended to be more insistent that their sons attend college than their daughters, and parents in Rockford tended to be more college oriented than those outside of Rockford. Only 2.5 per cent of the parents were perceived as not wishing their offspring to attend post-high school educational institutions.

## A Study of High School Graduates in Boone and Winnebago Counties

A sample of the area's high school graduates for 1961, 1962, and 1963 was taken to obtain information pertinent to the study. Of the questionnaires returned by the graduates, 1,051 (407 non-Rockford and 644 Rockford) were usable. As indicated in Table 17, approximately 76 per cent of the high school graduates are still living in the area. Approximately 13 per cent have moved out of the state, and 11 per cent have moved out of the Boone-Winnebago area but are still living in Illinois. Of those high school graduates who no longer live within the geographical area involved in the study, 26.8 per cent of them moved within a year of their graduation, 1.7 per cent left within one to three years, and .8 per cent left after three years. Four per cent more non-Rockford graduates left the area than Rockford high school graduates.

Table 15

Highest Educational Level Attained by Parents of Present High School Juniors and Seniors

| Educational Level | Mother | | | | | | Father | | | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Non-Rockford | | Rockford | | Total | | Non-Rockford | | Rockford | | Total | | | |
| | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| 8th Grade or less | 120 | 12.5 | 189 | 12.1 | 309 | 12.2 | 255 | 27.5 | 261 | 16.8 | 516 | 20.8 | 825 | 16.5 |
| Some High School | 186 | 19.4 | 320 | 20.4 | 506 | 20.0 | 202 | 21.8 | 334 | 21.5 | 536 | 21.9 | 1042 | 20.8 |
| High School Grade | 441 | 46.0 | 678 | 43.6 | 1119 | 44.4 | 287 | 30.9 | 500 | 32.1 | 787 | 31.7 | 1906 | 38.1 |
| Bus/ Trade School | 81 | 8.4 | 114 | 7.3 | 195 | 7.7 | 43 | 4.6 | 106 | 6.8 | 149 | 6.0 | 344 | 6.9 |
| Some College | 61 | 6.4 | 125 | 7.9 | 186 | 7.4 | 73 | 7.9 | 137 | 8.8 | 210 | 8.5 | 396 | 7.9 |
| College graduates | 70 | 7.3 | 138 | 8.7 | 208 | 8.2 | 67 | 7.2 | 218 | 14.0 | 285 | 11.7 | 493 | 9.8 |
| Total | 959 | | 1564 | | 2523 | | 927 | | 1556 | | 2483 | | 5006 | |

Table 16

High School Students' Perception of their Parents' Attitudes Toward College Attendance

| Parental Attitude | Male Students | | | | Female Students | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Non-Rockford | | Rockford | | Non-Rockford | | Rockford | | | |
| | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Insist I attend | 28 | 5.6 | 96 | 12.6 | 52 | 10.1 | 34 | 4.3 | 210 | 8.5 |
| Want me to go | 346 | 68.8 | 505 | 66.1 | 272 | 52.8 | 467 | 59.4 | 1590 | 64.6 |
| Do not care | 119 | 23.6 | 150 | 19.6 | 177 | 34.4 | 261 | 33.2 | 607 | 24.6 |
| Do not want me to attend | 8 | 1.6 | 10 | 1.3 | 12 | 2.3 | 19 | 2.4 | 49 | 2.0 |
| Will not allow me to go | 2 | .4 | 3 | .4 | 2 | .4 | 5 | .6 | 12 | .5 |
| Total | 503 | | 764 | | 515 | | 786 | | 2468 | |

[illegible] (continued)

| [illegible] | Number | Per Cent |
|---|---|---|
| [illegible] | 8 | 2.1 |
| [illegible] | 12 | 3.1 |
| [illegible] | 11 | 2.9 |
| [illegible] | 61 | 15.2 |
| [illegible] | 384 | |

[illegible] of those desired were primarily art, data processing, [illegible], automotive technology, science, and construction.

Finally, the graduates were asked to evaluate the post-high school educational opportunities of the Boone-Winnebago area at the time of their graduation. Approximately 52 per cent rated the opportunities as "fair," an "adequate" rating was submitted by 14.6 per cent, and approximately 33.5 per cent said "poor."

## Adult Education Programs

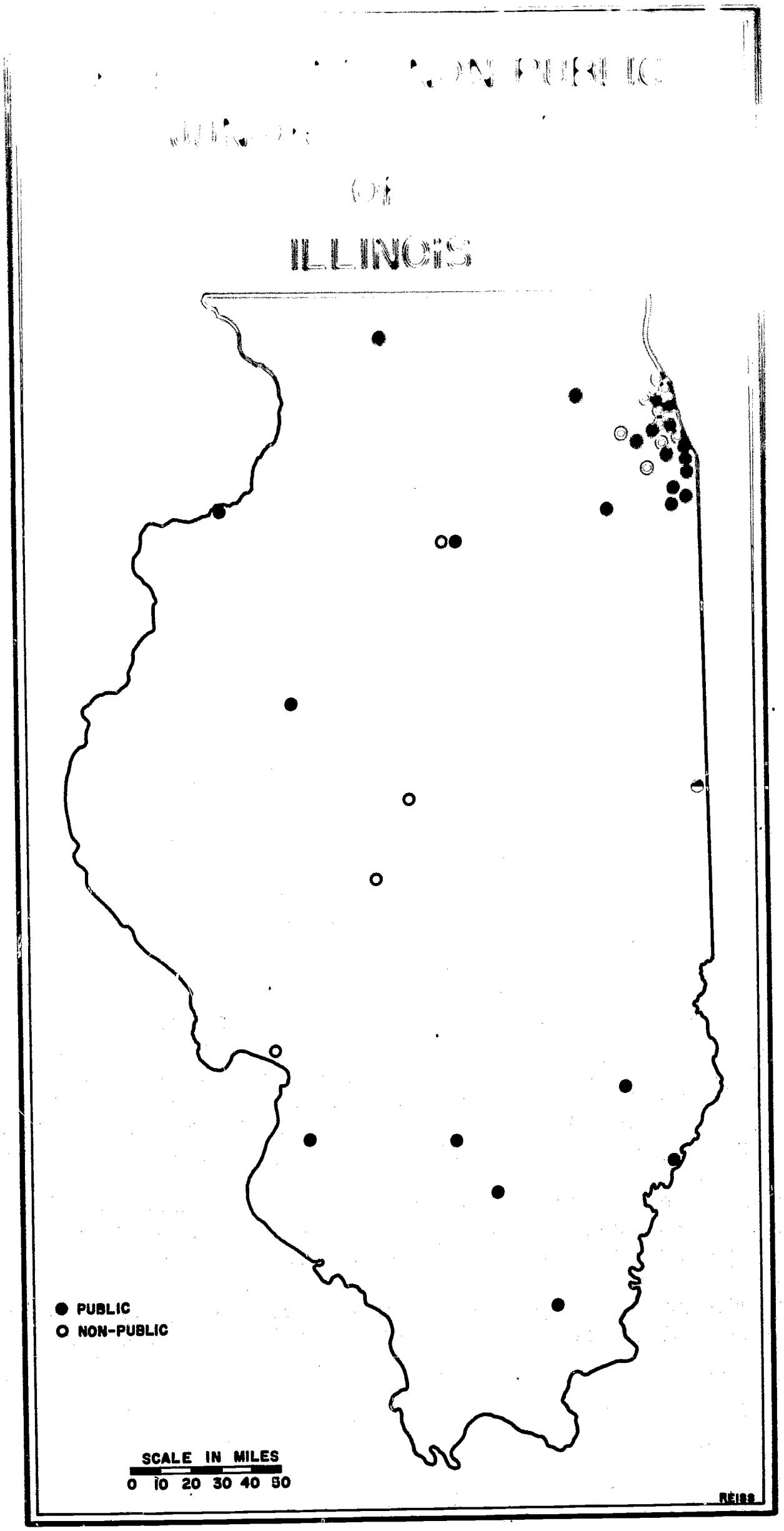
Few adult education programs have been attempted or developed to any degree by high school districts in the Boone-Winnebago area outside of Rockford. The Rockford public school system, however, has developed an extensive program over a twelve-year period. Periodic offerings of agricultural related courses were noted in a few of the rural high schools, but enrollments are limited.

Under the Rockford school district, the Rockford Adult Evening School and the Rockford Technical Institute offered 207 courses during the 1963-64 school year; enrollment totaled 6,403 students. During the 1962-63 school year, 6,686 students were enrolled.

Rockford adult education classes are open to anyone over sixteen years of age who is not regularly enrolled in high school. Any class may be started if ten or more persons are interested and a qualified instructor can be obtained. Student expense, in terms of student fees, varies from "no cost" to $52.50, but most courses require a $15.00 registration fee. The Rockford adult education program is supplemented by university-sponsored extension courses through the cooperation of the Rockford public school system and state universities.

The success of the Rockford program and its ability to draw adult students from outside of the immediate Rockford area tends to indicate that area residents are adult education oriented.

Belvidere also sponsors adult education programs through the public schools and in cooperation with state universities.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## [illegible]

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of the [illegible] [illegible] found in nearly every [illegible] products have [illegible] than its present state of [illegible] explosive growth. The cities [illegible] and nearby areas have many excellent [illegible] cities are actively soliciting new industries [illegible] known fact that industries prefer to locate where [illegible] Belvidere, alone, this year will have a new $50 million [illegible] Motor Plant that will increase the number employed in [illegible] the two-county area by ten per cent. In this area, industry will [illegible] need more and more workers.

### Industrial Survey

A survey of the industries and business establishments of the area was made to determine (a) the specific skills or talents needed by various businesses in the two-county area, (b) the availability of new employees and their training, (c) the type of training programs in use in the various companies, (d) the type of training that could assist businesses with their training programs, (e) the areas of employment that would be available to junior college graduates, and (f) the quality of educational facilities presently available in the community.

Questionnaire distribution. The survey questionnaire was prepared by the members of the Industrial committee; each county school district had a representative on the committee. The questionnaires were sent to manufacturing and non-manufacturing businesses according to the following plan. The manufacturing mailing list was comprised of every third company in the South Beloit, Belvidere, and Rockford Chamber of Commerce directories. The non-manufacturing businesses

mailing list comprised every twentieth company listed in the yellow pages of the two major telephone companies. There were 180 questionnaires sent to manufacturers and 645 sent to non-manufacturing establishments. Twenty-five per cent of the questionnaires were returned from manufacturers, and thirteen per cent were returned from the other businesses. The percentage of returns might have been higher if self-addressed, stamped envelopes had been enclosed with the questionnaires or if personal contacts had been possible. However, the sample is adequate for the purpose described as 11 per cent of the people employed in the areas represented in the returns. A copy of the questionnaire is shown in the appendix.

After the returns were received, the data was transferred to IBM cards, and each company was classified into one of the following types:

| Type of Company | Number of Questionnaires Returned | Number of Employees Represented |
|---|---|---|
| [illegible] | 45 | 10,758 |
| [illegible] | 24 | 993 |
| [illegible] | | |
| Professional-individuals which give professional [illegible] (attorneys, etc.) | | |
| Agricultural Sales and Service | [illegible] | |
| Contractors and Builders | 7 | |
| Newspapers and Printers | 4 | 50 |
| Banks, Savings and Loan, and Finance companies | 4 | 61 |
| Recreation | 1 | 45 |
| Public service, Government, Utilities | 5 | 754 |
| Totals | 127 | 13,168 |

As the results are evaluated, it becomes evident that the manufacturing industry is more interested in advanced training for its employees than is the non-manufacturing group of businesses. The latest figures that are available state that 117,183 people are employed in the two-county area,[1] and 43 per cent (50,432) are working in manufacturing. Sixty-five per cent of the returned questionnaires were from manufacturers; this represents 24 per cent of the people employed in manufacturing concerns.

The tabulation of the returns is presented on Table 2. From this table, it can be noted that 63 per cent of those employed are considered to be non-experienced personnel; of these, 45 per cent are high-school graduates, 45 per cent left high school before graduating, and 10 per cent have received training beyond the high school. It should be mentioned that some high-school students and college students are hired during the summer months; this might change these values slightly.

The table also reveals that [illegible] per cent of the employers felt that people with advanced training are needed, 75 per cent of them stated that high-school graduates are the adequate supply, and 57 per cent felt that non high-school graduates are present in surplus numbers. Manufacturers gave higher [illegible] in responding to each of the three questions. (See Figure [illegible]).

Programs. With respect to training programs in business establishments, Table 24 indicates that [illegible] per cent of the companies have training programs; of these, [illegible] per cent are on-the-job-training programs, 35 per cent in orientation and apprenticeship, and 45 per cent make payment toward advanced training elsewhere.

When the responses to the questions dealing with post-high-school education are compared to the questions dealing with training programs, it is seen that 50 per cent of the companies would be interested in training programs for their employees during the conventional pre-[illegible] hours; but they are not [illegible] the hours of the day. A number of employers [illegible] complete control plan developed.

[illegible] would be defined by both [illegible] of [illegible] ((continued the [illegible] and [illegible] and [illegible] [illegible] Office [illegible]

Employment opportunities
which junior college [illegible]

---

[1]U. S. Bureau of the Census (quoted in booklet [illegible] able Rockford").

Table 24

Survey of Personnel Needs of Selected Industries in Boone and Winnebago Counties

| Description of Item | Number | Number |
|---|---|---|
| Total Employees | | 13,163 |
| New Employees Added in 1963 | | 2,859 |
| High school graduates | [illegible] | |
| Non-high school graduates | [illegible] | |
| Training beyond high school | [illegible] | |
| Training Programs now Offered by Firm Responding | | 78 |
| Orientation | [illegible] | |
| On-the-job training | [illegible] | |
| Apprentice | [illegible] | |
| Tuition for advanced training | [illegible] | |
| Other | [illegible] | |
| Firms Stating that They Could Utilize Post-High School Training Programs of the College | | 101 |
| Firms Stating that They Would Not Utilize Post-High School Training Programs of the College | | 26 |
| Areas of Employment Open to Graduates of a Community College (as indicated by Employers) | | 303 |
| Engineering | 38 | |
| Sales | 66 | |
| Skilled workers | 34 | |
| Semi-professional workers | 13 | |
| Administrative | 42 | |
| Office | 70 | |
| Semi-skilled workers | 22 | |
| Other | 13 | |

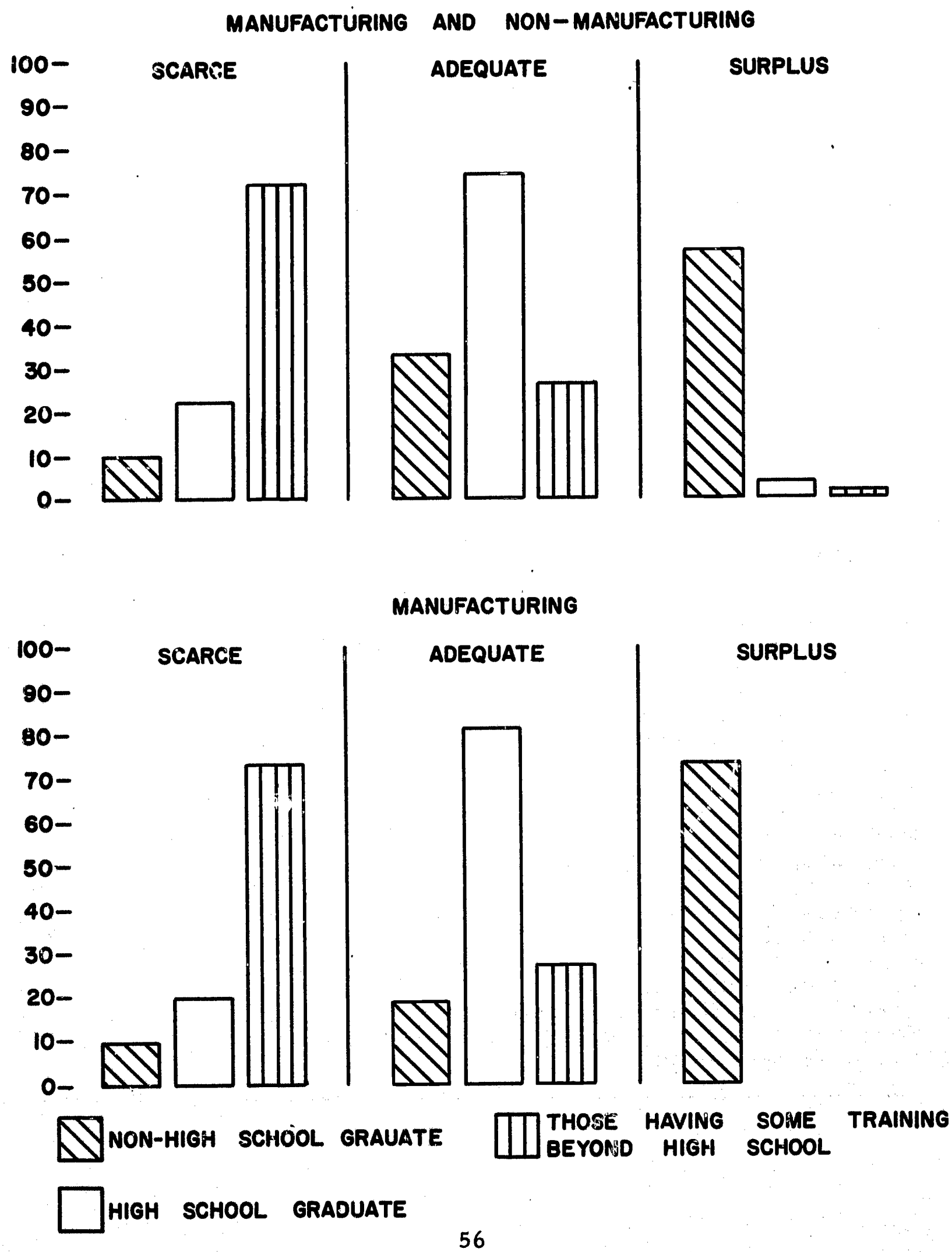
Table 25

Types of Training Suggested by Firms

| Courses Suggested | Firms Indicating Interest |
|---|---|
| Music Appreciation | 1 |
| Landscape and Gardening | 1 |
| Play and Story Writing | 1 |
| Dietetics | 3 |
| Foreign Language | 3 |
| Agriculture | 4 |
| Diesel Mechanics | 4 |
| Literature and History | 4 |
| Mental Hygiene | 4 |
| Home Appliance Repair | 5 |
| Practical Nursing | 5 |
| Applied Science | 6 |
| Medical Technician | 6 |
| Plant Protection | 7 |
| Automotive Shop Practice | 8 |
| Interior Decorating | 9 |
| Photography | 10 |
| Other | 11 |
| Sciences | 11 |
| Commercial Art | 12 |
| Air Conditioning and Refrigeration | 13 |
| Economics and Government | 13 |
| Electronics, Radio and Television | 13 |
| Metallurgy | 13 |
| Instrumentation and Plant Control | 14 |
| Laboratory Technician | 14 |
| Electric Wiring and Motors | 18 |
| Product Design | 20 |
| Retailing | 22 |
| Applied Mathematics | 24 |
| Machine Technology | 24 |
| English and Speech | 26 |
| Welding | 26 |
| Factory Management | 28 |
| Merchandising | 29 |
| Labor-Management Relations | 31 |
| Advertising | 36 |
| Business Machines | 40 |
| Mathematics | 41 |
| Clerical Practice | 44 |
| Secretarial Practice | 54 |
| Drafting and Blueprint Reading | 56 |
| Bookkeeping and Accounting | 65 |
| Business Management | 65 |

Figure 9

EMPLOYER ESTIMATIONS OF AVAILABILITY OF LABOR



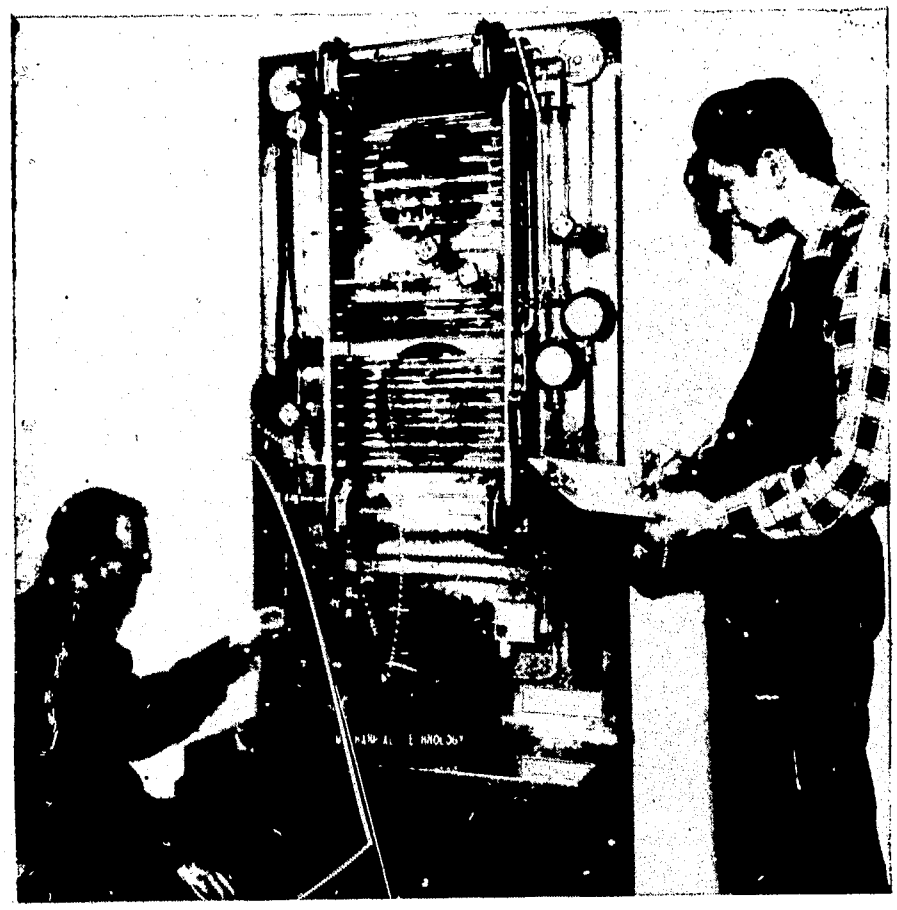
employ graduates from a community college, 88 per cent of the companies stated that they would be interested in hiring junior-college graduates. Of those, 62 per cent expressed interest in office, 59 per cent in sales, 37 per cent in administrative, and 34 per cent in engineering trained personnel. Great interest was shown in skilled workers (35 per cent) and in semi-skilled workers (20 per cent).

## Summary

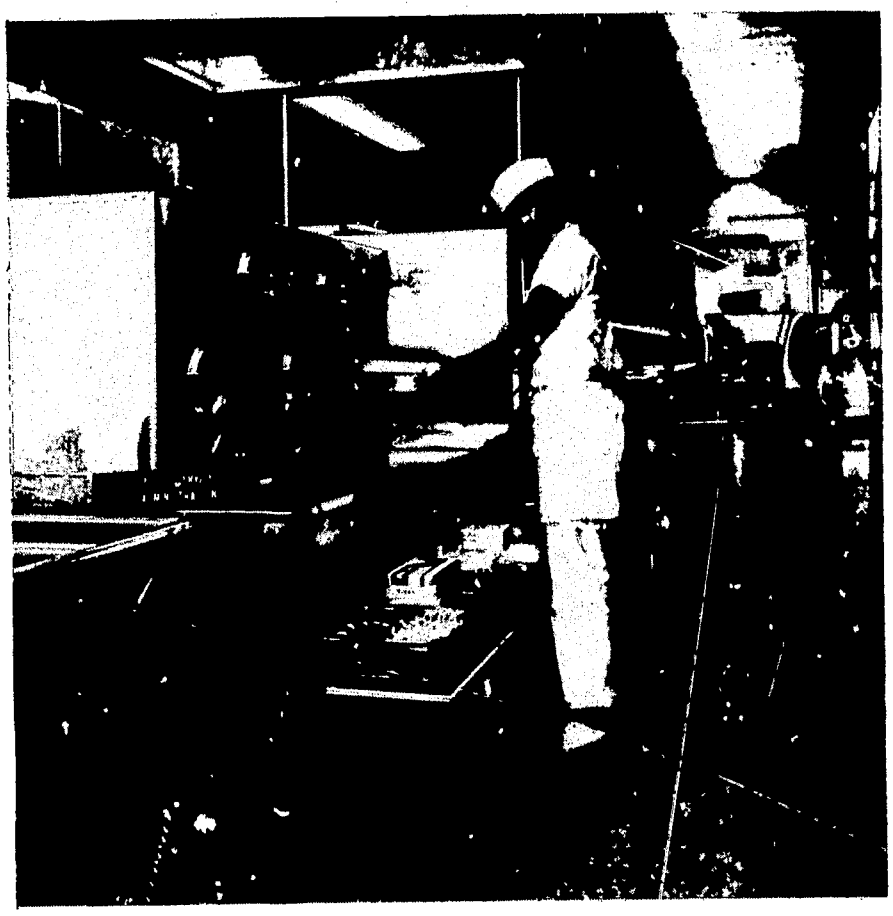
The Boone-Winnebago counties area is a well developed agricultural, industrial, and commercial center. It is a dynamic locality which is rapidly expanding in population, products, and wealth. This expansion requires trained personnel immediately, and more workers will be needed in the future. The area possesses several good educational institutions and facilities, but these are not satisfying the needs of the youth and businesses completely. From the industrial survey, it would appear that instruction in a community college could and should be provided in the areas of drafting and blueprint reading, management, labor-management relations, advertising, humanities, mathematics, secretarial practice, clerical practice, business machines, merchandising, designing, machine technology, bookkeeping and accounting, welding, retailing, and electronics technology.

Tremendous potential exists for graduates of high schools and community colleges in the two-county area, but additional educational opportunities should be provided for high school graduates and employees of industrial concerns.

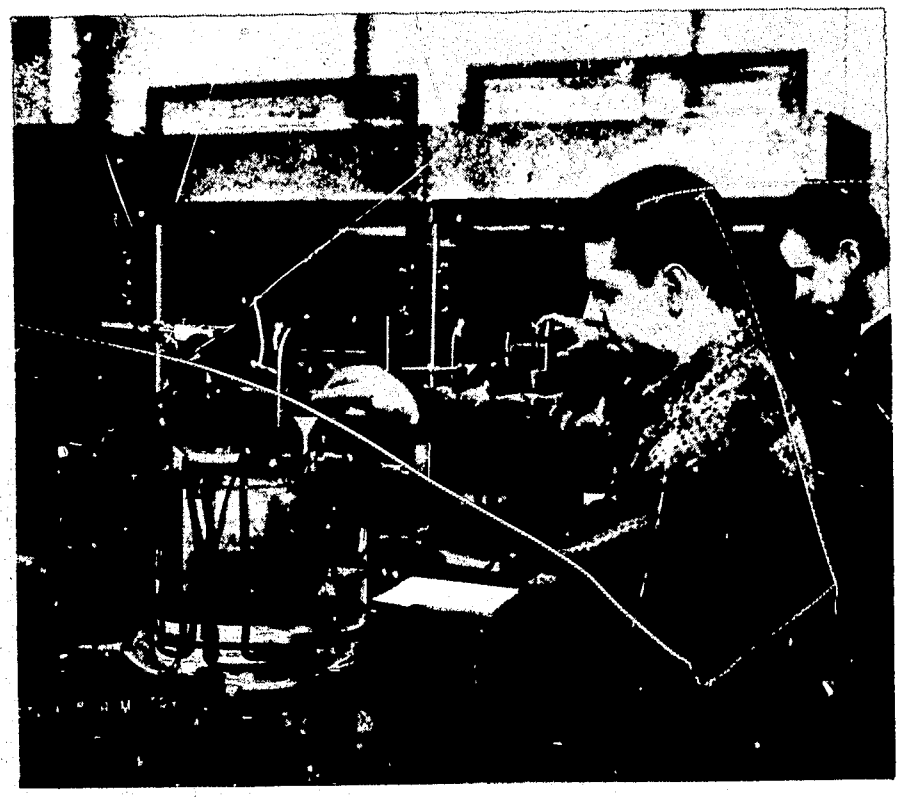
Figure 10



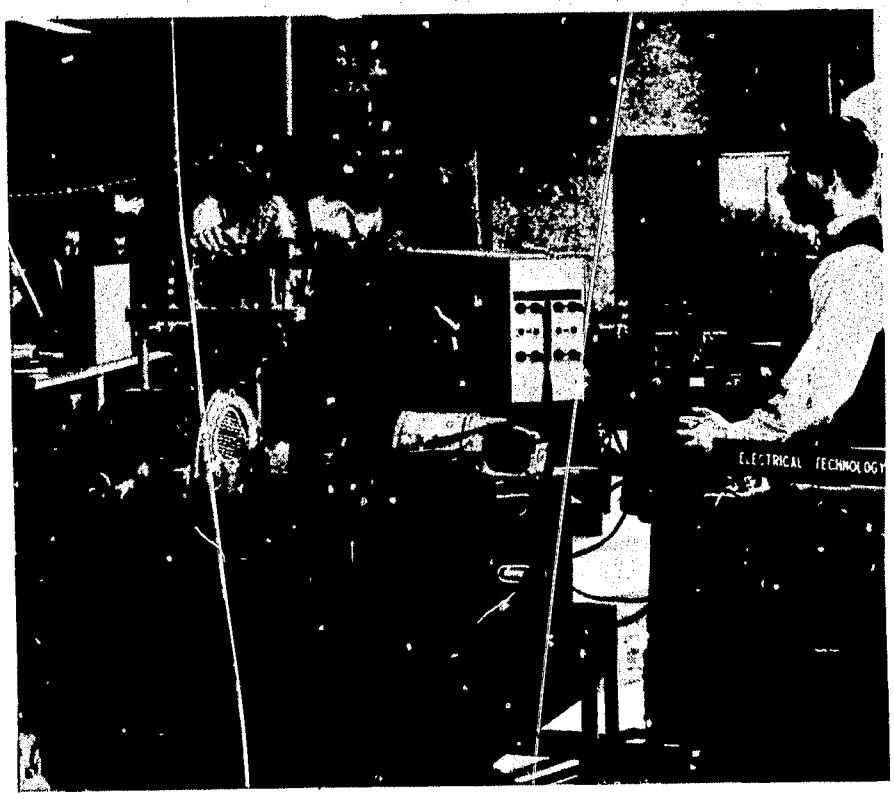
Mechanical Technology
Test Data on Refrigeration Equipment



Food Service Administration
Cafeteria Kitchen — Pressure Cooking



Chemical Technology
Viscosity Test — Physical Chemistry




Electrical Technology
Performance Test — Electrical Power

## CHAPTER VI

## THE EDUCATIONAL PROGRAM

The function of any public educational institution is to meet the educational needs of the community and state in which it exists. The term "educational needs" as it is used in this report refers not only to personal, occupational, and cultural goals of individuals living in the community, but also to the educational requirements of local commerce and industry. In the Boone-Winnebago area, the proposed community college should serve these purposes.

The means through which an educational institution carries out its function is through the school's curriculum. On the basis of information derived from surveys of the Boone-Winnebago area, it is recommended that the proposed community college initiate a program involving the following curricular areas:

a. A two-year college parallel program
b. Vocational and technical programs (terminal)
c. An adult education program
d. A deficiency program for non-high-school graduates

Although these recommended curricular areas appear to represent separate sequences of study, it is anticipated that there will be some overlap in individual courses making up these programs. That is, some individual courses may not be unique to any one curricular area.

Minimum curricular requirements should be established for those two-year programs leading to an associate degree, whether that degree be in the arts, business or the technical fields. These minimums should relate to the credit hours in general education courses common to all curricular sequences and to the credit hour requirements for a major field of concentration. The curriculum committee suggests the following minimum requirements for the completion of those two years leading to an associate degree:

| Curriculum | Hours |
|---|---|
| Communications . . . . . | 6 |
| American Institutions . . . . . | 6 |
| Mathematics and Science . . . . . | 6 |
| Behavioral Science . . . . . | 3 |
| Health and Physical Education . . . . | 4 |
| Major Field of Study . . . . . | 20-30 |
| Electives to Total . . . . . | 64 |

The Communications area should include English composition and speech. The American Institutions area includes American history, American government (state and local) and/or American government (national). The requirements in English, mathematics, science, and

behavioral science should be allowed to vary according to the student's major area of study, i.e. business English, technical report writing, shop mathematics, business and industrial phychology, etc.; similar courses should be allowed to fulfill this requirement if the student is enrolled in vocational or technical programs.

It is also recommended that the institution promote a school guidance program adequate to meet the needs of the students enrolled in the college. This program should include the services of guidance counsellors and a guidance oriented teaching staff. The curricular success of any school is dependent to a large extent on the efficiency of the institution's guidance program.

## College Parallel Program

The college parallel program should be designed to meet the needs of those students preparing to transfer to four-year colleges and universities. Inasmuch as the survey indicated that area residents who went to college after graduation from high school enrolled in approximately 26 in-state colleges and universities and numerous out-of-state institutions, a single college-parallel program designed to meet the needs of all of these students is not feasible. However, the community college should institute a basic sequence of courses which could be transferred to four-year institutions. This basic sequence should be supplemented by an elective program of courses normally taught in the first two years of four-year institutions. School guidance authorities should acquaint themselves with the lower division requirements of the schools to which students intend to transfer and design programs to meet the individual needs of the students involved.

Sample college-parallel programs for some of the institutions most frequently mentioned by area high school graduates follow. They are based upon the 1963-64 requirements of the institutions and indicate the type of programs that can be drawn up for any four-year college or university to which the student wishes to transfer.

### Transfer Program (Illinois State University)

| Subject | Credit Hours |
|---|---|
| College English | 6 |
| Literature, elective | 3 |
| Speech | 3 |
| Art, Music or Foreign language | 3 |
| European History | 4 |
| U. S. History | 3 |
| American Government | 3 |
| Social studies elective | 3 |
| Science, elective | 9 |
| General Psychology | 3 |
| Physical Education | 4 |
| Hygiene | 2 |
| Electives to Total | 64 |

## Transfer Program (Northern Illinois University)

| Subject | Credit Hours |
|---|---|
| Communication | 11 |
| Art, Literature, Foreign Language or Philosophy | 11 |
| Natural Science and Mathematics (including Health) | 13-14 |
| Social Studies, elective | 6 |
| American Institutions | 6 |
| Physical Education | 4 |
| Electives to Total | 64 |

## Transfer Program (Beloit College)

| Subject | Credit Hours |
|---|---|
| Speech | 3 |
| Behavioral Sciences | 6 |
| Art or Music | 3 |
| Humanities | 6 |
| Freshman English | 6 |
| Foreign Language | up to 14 |
| Mathematics and Science | 11 |
| American Institutions | 6 |
| Physical Education | 4 |
| Electives to Total | 64 |

## Transfer Program (Whitewater State College)

| Subject | Credit Hours |
|---|---|
| English (Including Literature) | 12 |
| Mathematics | 3 |
| Science | 10 |
| History, elective | 3 |
| Earth Science | 3 |
| Music or Art | 2 |
| Speech | 2 |
| Economics | 3 |
| American Institutions | 6 |
| Physical Education | 2 |
| Electives to Total | 64 |

## Transfer Program (Rockford College)

| Subject | Credit Hours |
|---|---|
| College English | 6 |
| Literature | 6 |
| Speech | 3 |
| Western Civilization | 6 |

| | |
|---|---|
| Foreign Language | 4-16 |
| Science | 10 |
| Mathematics | 3 |
| American Institutions | 6 |
| Philosophy | 3 |
| Electives to Total | 64 |

Transfer Program (Platteville State College)

| Subject | Credit Hours |
|---|---|
| Freshman English | 6 |
| Speech | 2 |
| Mathematics | 3 |
| General Psychology | 3 |
| Science | 9 |
| American Institutions | 6 |
| Social Studies, elective | 3 |
| Physical Education (must include swimming) | 2 |
| Electives to Total | 64 |

It is suggested that a minimal college parallel elective program should include:

American Government, National
American Government, State and Local
Art Survey
Biology
Botany
Business Law
Calculus
Child Psychology
College Algebra
Computor Programming
Creative Writing
English Composition (6 hours)
Foreign Language (minimum of 12-16 Hours in 2 to 3 languages)
General Chemistry
Geography of Illinois
Geology
History of the Americas
Human Anatomy
Hygiene
Intermediate Algebra
Introduction to Business
Introductory Psychology
Introductory Sociology
Journalism
Marriage and Family
Math Analysis
Music Survey
Pan-Pacific History
Physiology
Principles of Accounting
Principles of Conservation
Principles of Economics
Quantitative Analysis
Survey of American Literature
Survey of European History
Survey of Physical Geography
Survey of Physical Science
Survey of World Literature
Trigonometry
World Civilization
World Regional Geography
Zoology

The proposed minimal elective program should be expanded or enriched if it is found that the instructional staff of the proposed community college has the ability to do so. It is suggested that, in this expansion and enrichment, the staff should not confine its efforts to traditional courses; rather, they should examine recent approaches to subject matter and to new areas of study.

Using the minimum requirements in general education, the proposed elective program, and college level courses available in the terminal programs, community college authorities could design transfer sequences to fit the individual needs of transfer students. The success of these programs, once again, depends upon the ability of guidance personnel to determine what specific courses are transferable to specific four-year institutions or individual colleges within four-year institutions.

## Terminal Programs

Technical or vocational courses are designed to help the student achieve his occupational goals and to provide local industry and commerce with manpower trained in the skills considered essential for community business enterprises. The proposed community college should institute broad programs of this type. The surveys (citizens, students, graduates, and industrial) indicated that major interests and needs exist for course offerings in the areas of business, nursing, cosmetology, agri-business, electrical technology, industrial technology, art, drafting, and automotive technology. Many of these individuals who have had some formal training in their fields of interest suggested that advanced and beginning terminal programs be offered.

Business Education Programs. Beginning programs in the general area of business should be designed for those individuals who have had no previous formal instruction or experience in business education. The advanced terminal business programs should be designed for those students who have had high school offerings in the field or who have had experience.

The following types of business or commercial course sequences are suggested for the immediate consideration of the school administration:

### Secretarial (General)

| Subjects | Credit Hours |
|---|---|
| Communications[1] | 6 |
| American Institutions | 6 |
| Business Mathematics | 3 |
| Science or Mathematics, elective | 3 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Typing | 6 |
| Shorthand | 6 |
| Office Machines | 3 |
| Transcriptions and Dictation | 3 |
| Introduction to Business | 3 |
| Accounting | 3 |
| Cooperative Business Practice[2] | 3 |
| Business Law | 3 |
| Electives to Total | 64 |

## Secretarial (Medical or Dental)

| Subjects | Credit Hours |
|---|---|
| Communications[1] | 6 |
| American Institutions | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Typing | 6 |
| Shorthand | 6 |
| Business Mathematics | 3 |
| Accounting | 3 |
| Cooperative Secretarial Practice | 3 |
| Biology | 3 |
| Anatomy | 3 |
| Medical and Dental Terminology | 2 |
| Transcription and Dictation | 3 |
| Medical and Dental Reports | 2 |
| Elementary Laboratory Techniques | 3 |
| Electives to Total | 64 |

## Secretarial (Legal)

| Subjects | Credit Hours |
|---|---|
| Communications[1] | 6 |
| American Institutions | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Science or Mathematics, elective | 3 |
| Business Mathematics | 3 |
| Accounting | 3 |
| Typing | 6 |
| Shorthand | 6 |
| Business Law | 3 |
| Cooperative Secretarial Practice | 3 |
| Legal Secretarial Procedures | 3 |
| Transcription and Dictation | 3 |
| Electives to Total | 64 |

## Accounting

| Subjects | Credit Hours |
|---|---|
| Communications | 6 |
| American Institutions | 6 |
| Mathematics or Science | 3 |
| Behavioral Science | 3 |
| Health or Physical Education | 4 |

[1]Including Business English

[2]On-the-job training

| | |
|---|---|
| Principles of Accounting | 12 |
| Business Mathematics | 3 |
| Business Data Processing | 3 |
| Business Law | 3 |
| Economics | 3 |
| Cost Accounting | 3 |
| Tax Accounting | 3 |
| Auditing | 3 |
| Accounting Machine Practices | 3 |
| Business Statistics | 3 |
| Electives to Total | 64 |

## Business Management

| Subjects | Credit Hours |
|---|---|
| Communications | 6 |
| American Institutions | 6 |
| Behavioral Science | 3 |
| Mathematics or Science | 3 |
| Health and Physical Education | 4 |
| Principles of Accounting | 3 |
| Business Mathematics | 3 |
| Introduction to Business | 3 |
| Typing | 2-3 |
| Accounting for Small Business | 3 |
| Principles of Finance | 3 |
| Principles of Marketing | 3 |
| Small Business Management | 3 |
| Personnel Management | 3 |
| Business Statistics | 3 |
| Report Writing | 2 |
| Business Law | 3 |
| Principles of Economics | 3 |
| Electives to Total | 64 |

## Merchandising

| Subjects | Credit Hours |
|---|---|
| Communications | 6 |
| American Institutions | 6 |
| Mathematics or Science | 3 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Principles of Selling | 3 |
| Principles of Marketing | 3 |
| Business Mathematics | 3 |
| Introduction to Business | 3 |
| Fundamentals of Advertising | 3 |
| Retail Merchandising | 3 |
| Principles of Finance | 3 |
| Personal Income Tax | 2 |
| Marketing Problems | 2 |
| Retail Buying | 3 |

| | |
|---|---|
| Introductory Accounting | 3 |
| Small Business Management | 3 |
| Accounting for Small Business | 3 |
| Business Law | 3 |
| Electives to Total | 64 |

A rapidly expanding field of study that requires a knowledge of both agriculture and business is that of agri-business. It has attracted increasing numbers of individuals who have a basic interest in agriculture, but who are confronted with a declining job market in the field of agricultural production. Recognizing the interest of the agricultural community surrounding Rockford, it is suggested that a two-year sequence of courses in agri-business be offered at the proposed community college.

Agri-business

| Subjects | Credit Hours |
|---|---|
| Communications | 6 |
| Health and Physical Education | 4 |
| American Institutions | 6 |
| Principles of Finance | 3 |
| Behavioral Science | 3 |
| Agricultural Chemistry | 4 |
| Business Mathematics | 3 |
| Field Crops | 3 |
| Forage Crops | 3 |
| Agricultural Entomology | 3 |
| Soil Science | 3 |
| Principles of Accounting | 6 |
| Principles of Selling | 3 |
| Farm Machinery | 3 |
| Farm Management and Production | 6 |
| Agricultural Pest Control | 3 |
| Electives to Total | 64 |

Technical Education. The curricular recommendations in the technical fields are based upon the expressed interests of residents of the area and the needs of business and industry. Although the curricular recommendations are made in terms of two-year sequences leading to an associate degree, it is suggested that the administration of the proposed community college design one-year or short-course programs in some of the areas of study to meet the needs of those students who do not desire to enroll in the complete degree programs.

Automotive Technology

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |

| | |
|---|---|
| Industrial Mathematics | 6 |
| Industrial Chemistry | 4 |
| Hand Tool Processes | 3 |
| Industrial Materials | 3 |
| Drafting | 6 |
| Internal Combustion Engines | 3 |
| Automotive Electricity | 3 |
| Carburetor, Fuel Systems | 2 |
| Auto-Ignition Systems | 2 |
| Auto-Transmissions | 2 |
| Engine Testing | 3 |
| Chassis Units | 2 |
| Electives to Total | 64 |

## Industrial Technology

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 3 |
| Business and Industrial Psychology | 3 |
| Health and Physical Education | 4 |
| Elementary Mechanical Principles | 3 |
| Elementary Heat Engineering | 3 |
| AC-DC Theory | 3 |
| AC-DC Machines | 3 |
| Industrial Materials and Processes | 6 |
| Applied Mechanics | 3 |
| Industrial Mathematics | 6 |
| Technical Report Writing | 3 |
| Blueprint Reading | 2 |
| Industrial Drafting and Design | 9 |
| Electives to Total | 64 |

## Electronics Technology

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Business and Industrial Psychology | 3 |
| Health and Physical Education | 4 |
| Fundamentals of Electronics | 3 |
| Industrial Mathematics | 6 |
| Technical Report Writing | 3 |
| Electronic Circuits | 3 |
| AC-DC Theory | 3 |
| Electronic Measurement and Testing | 3 |
| Communication Electronics | 3 |
| TV Fundamentals | 3 |
| Pulse Circuit Theory | 3 |
| Transistor Theory | 3 |
| Basic Computor Circuits or Radar Fundamentals | 3 |
| Electives to Total | 64 |

## Industrial Drafting

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 3 |
| Technical Report Writing | 3 |
| Business and Industrial Psychology | 3 |
| Health and Physical Education | 4 |
| Graphic Measurements | 2 |
| Industrial Mathematics | 6 |
| Industrial Drafting and Design | 9 |
| Electrical Circuits and Machines | 4 |
| Industrial Materials | 3 |
| Elementary Mechanical Principles | 3 |
| Electronic and Electrical Circuit Drafting | 2 |
| Electric Circuits and Machines | 3 |
| Structural Drafting | 2 |
| Architectural Geometry | 3 |
| Electives to Total | 64 |

Medical Services. Technical sequences in the medical area are suggested for consideration of the administration of the proposed community college. Other areas could also be added if there is sufficient demand for them.

## Dental Assistant

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 3 |
| Behavioral Science | 3 |
| Business English | 3 |
| Human Anatomy | 3 |
| Dental Anatomy | 3 |
| Dental Materials | 4 |
| Dental Office Practice | 3-9 |
| Dental Prosthetics | 4 |
| Roentgenology | 4 |
| Medical and Dental Terminology | 2 |
| Dental Clinical Practice | 5 |
| Nutrition | 3 |
| Typing | 3 |
| Electives to Total | 64 |

## X-Ray Technician

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |

| | |
|---|---|
| Biology | 6 |
| Elementary Chemistry | 6 |
| Intermediate Algebra | 3 |
| Typing | 3 |
| Human Anatomy | 3 |
| Human Physiology | 5 |
| General Physics | 8 |
| Beginning Photography | 3 |
| Roentgenology | 4 |
| Clinical Experience | 4 |

Nursing Education. The area survey indicated a need for consideration of nursing as a field of study. It is suggested that a program of this type be undertaken after the community college is relatively assured of its potential success, but the survey indicated that the potential enrollment in the nursing area should be more than adequate.

An increasing number of community colleges, with the aid of local medical authorities and institutions, are offering nursing curriculums. In some institutions, the curriculum is designed for two school years. In others, the curriculum is extended for two academic years plus two summer sessions. The latter program is recommended. The State of Illinois has recently received a large grant from the Kellogg Foundation to encourage nursing education in the community colleges of the state. The administration of the proposed community college should look into the provisions of that grant.

A nursing sequence for future consideration, is outlined below:

Nursing Curriculum

| Subjects | Credit Hours | |
|---|---|---|
| American Institutions | 6 | |
| Communication | 6 | |
| Behavioral Science | 3 | |
| Mathematics | 3 | |
| Health and Physical Education | 4 | |
| Nursing as a Profession | 3 | |
| Trends in Nursing | 3 | Regular |
| Biology | 3 | School |
| Anatomy | 3 | Term |
| Physiology | 3 | |
| Bacteriology | 3 | |
| Maternal and Child Nursing | 7 | |
| Neuropsychiatric Nursing | 7 | |
| Sociology | 3 | |
| Child Development | 3 | |
| Other electives to Total | 64 | |
| Nursing Practicum | 6 | First summer (6 weeks) |
| Nursing Practicum | 6 | Second summer (6 weeks) |

Home Management. The Home Management major is suggested for those individuals who desire to prepare themselves to become better housewives or those who are considering eventual study in home economics.

Home Management

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communication | 6 |
| Science and Mathematics | 6 |
| Health and Physical Education | 4 |
| Child Psychology | 3 |
| Home Finance and Budget (including household insurance) | 3 |
| Marriage and Family | 3 |
| Consumer Problems | 3 |
| American Public Education | 3 |
| Clothing Selection and Construction | 6 |
| Home Decoration | 2 |
| Food Preparation | 6 |
| Elementary Nutrition | 3 |
| Other electives to Total | 64 |

Cosmetology. Survey returns from both the present high school juniors and seniors of the Boone-Winnebago County area as well as the graduates of the high schools involved indicate that there exists a strong potential enrollment for a curriculum in cosmetology or beautician training.

Cosmetology

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 6 |
| Science or Mathematics | 6 |
| Business and Industrial Psychology | 3 |
| Cosmetology Theory | 12 |
| Beauty Salon Practice | 28 |
| Principles of Salesmanship | 3 |

Advertising Design and Commercial Art. It is suggested that a commercial art sequence of courses be instituted at the proposed community college to supplement the art courses taken by those individuals who desire to transfer to four-year colleges and universities. A study of four-year college catalogs, however, indicates that most of the courses in the proposed terminal sequence will be transferable.

Advertising Design and Commercial Art

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |

| | |
|---|---|
| Communications | 6 |
| Science or mathematics | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Basic Design | 2 |
| Advanced Design | 3 |
| Basic Drawing | 2 |
| Figure Drawing | 4 |
| Lettering and Layout Design | 3 |
| Graphic Arts | 3 |
| Art History | 3 |
| Three Dimensional Design | 3 |
| Figure Drawing and Composition | 2 |
| Advertising and Commercial Art | 6 |
| Illustration and Painting | 2 |
| Elementary Photography | 3 |
| Electives to Total | 64 |

## General Education

The general education program of the community college involves all of the previously mentioned programs and offerings of the institution that are basically cultural in nature. The course should be made available on a credit or non-credit basis depending upon the nature of the course. Many community colleges offer a terminal course sequence in general education for those students who are interested in cultural courses but who do not intend to go on to a four-year institution. The following terminal program in general education is offered as an example of the type of program under discussion in this section.

General Education (Terminal)

| Subjects | Credit Hours |
|---|---|
| American Institutions | 6 |
| Communications | 6 |
| Science and Mathematics | 6 |
| Behavioral Science | 3 |
| Health and Physical Education | 4 |
| Fine Arts, elective | 6 |
| Other electives to Total | 64 |

## Adult Education

The community college is a natural unit for programs in adult education. In a large number of these institutions, particularly those institutions that are publicly supported, a great deal of attention is given to courses of study for persons beyond the usual college age. These courses, available during normal school hours and at night on a credit or non-credit basis, are designed to meet the needs of the adult population of the community.

The adult may wish to improve his occupational knowledge and proficiency, to improve his general cultural level, to overcome academic deficiencies that prevented him from graduating from high school, or to work toward a community college degree or certificate. Community college personnel, along with their community advisors, should constantly study opportunities to meet the educational needs of the adults of the community.

An adult education program, known as an extended day program in some community colleges, goes beyond course offerings. Musical events, dramatic presentations, special lectures, university extension services, business workshops and other educational activities should be considered a part of the institution's adult education program. The community college contributes not only to the cultural life of the student, but also to the community as well.

In the Boone-Winnebago area, with the exception of the Rockford district, limited effort has been made in the area of adult education. The 1963-64 adult-education enrollment of 6,403 students in the program sponsored by the Rockford school district indicates the interest of area residents in programs of this type. It is recommended, therefore, that the proposed community college institute a broad adult-education program. It is also recommended that the institution consult with the administration of the Rockford public schools to insure cooperative effort in behalf of the program into the rural areas of Boone and Winnebago Counties.

The committee also suggests that the administration of the community college attach credit to as many of the adult-education offerings as is academically feasible. Many non-credit courses now being offered in community colleges are considered as credit courses in four-year institutions. This suggestion is made to help the college secure financial aid available to junior colleges by the State of Illinois.

## Extra-Curricular Activities

The proposed community college should institute a student-activities program to supplement regular classroom experiences. An adequate curriculum involves an extra-curricular program designed to meet the needs and interests of the student that are not met in the formal classroom situation. It is recommended that this program include student government, intra-mural and interscholastic athletics, drama, journalism, music and student clubs. The curriculum committee felt that a strong music program and athletic program (excluding football) would contribute to strong student identification with the proposed institution.

It is suggested that the extra-curricular program be undertaken with caution, keeping in mind the ability of existing facilities and staff to handle the program and the contributions that the various activities involved will make to the total school curriculum.

## Work Experience

It is recommended that the college staff investigate the opportunities for work experience that exist within the area. Properly supervised work experience should become an integral part of the community college offerings in terminal technical and vocational programs.

## Instructional Staff

The full-time teaching staff of the proposed community college should be teaching and student-oriented rather than research and writing-oriented. The school administration should attempt to build a teaching staff that would be recognized as master teachers in their subject matter areas and should seek out those individuals who qualify for the Illinois Junior College Teaching Certificate.

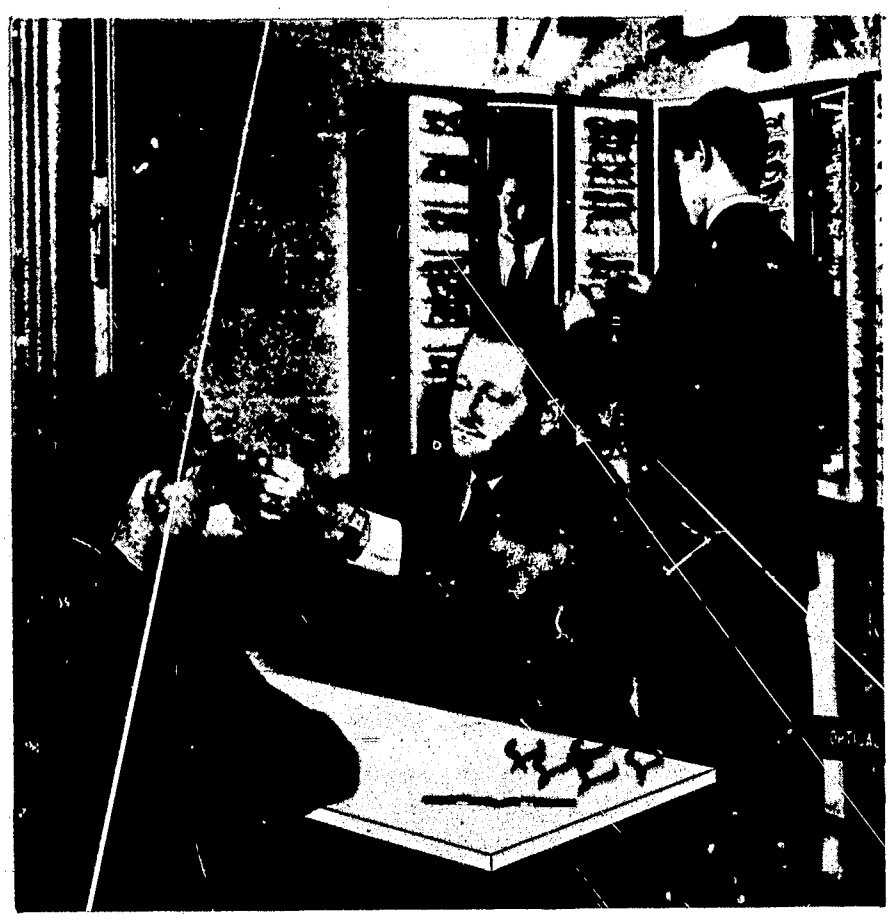
Local businessmen, technicians and professional men and women could be used to supplement the full-time staff. Many times the community is an excellent source of informed individuals who are willing to take part in community college instructional programs. It is recommended that the school take advantage of this instructional source. However, these individuals should be adequately prepared for these teaching assignments through in-service instruction on the function of the community college and in teaching methods.

## Summary

The educational program of the proposed college has been outlined in considerable detail in this chapter. The curriculum suggested includes college-preparatory offerings, vocational and technical programs, adult education, and remedial offerings. Programs shown also illustrate procedures for transferring credit to six four-year institutions.

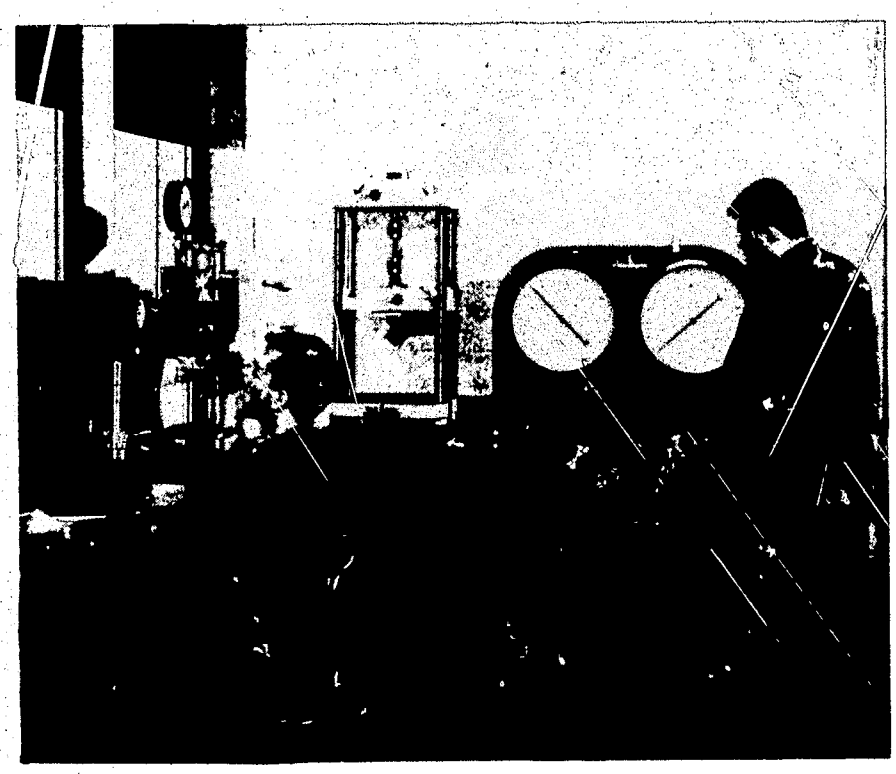
Suggestions contained herein should be quite helpful to the college administration if a new institution is established. Several guides are shown, but other additions will undoubtedly appear in the offerings of the school. Citizen advisory boards, industrial commissions, and outside groups will also influence the curriculum of the college, and it will become an outstanding comprehensive junior college.

Figure 11



Ophthalmic Dispensing
Taking Facial Measurements in Dispensing

Medical Office Assistant
Taking Blood Pressure



Metallurgical Technology
Tensile Testing

Medical Laboratory Technology
Use of Microscopes

## CHAPTER VII

## BUILDINGS AND SITES

Upon the determination that a community junior college be established and a curriculum prescribed, it is most important to select the proper site and provide adequate buildings. The importance of site, buildings, and proper equipment cannot be overemphasized, since these are the "tools" which will stimulate learning and facilitate the educative processes.

It was not the purpose of this committee to select a site or a building; instead, the Committee on Buildings and Sites assumed the following responsibilities:

1. To survey the areas in Winnebago and Boone Counties which in their opinions are best suited for locating a community junior college.

2. To locate a number of sites and buildings within the area and to determine availability and approximate cost.

3. To recommend a long-range master building and expansion plan including an estimate of costs of site, new building construction, remodeling of existing structures, and cost of future expansion. These recommendations were influenced to a great extent by the findings of the Population, Curriculum, and Finance committees.

4. To summarize the findings of the Building and Sites committee with general recommendations as to the most logical course to be followed by the junior college board if and when such a board is constituted.

In approaching the problem of buildings and sites, the committee studied reports made by other survey teams on junior colleges, visited numerous junior colleges in northern Illinois and conferred with deans, presidents, and other authorities affiliated with junior colleges.

The committee sought recommendations of architects, studied maps of the area (including existing and proposed roads), conferred with officials of the Rockford Board of Education and Rockford College, and considered leasing or purchase of properties in the urban and rural areas of Winnebago and Boone Counties.

### Visitations and Consultations

Visits were made to Blackhawk Junior College, Bloom Community College, Freeport Junior College, Rockford College (downtown campus), Rockford Public Schools, and Thornton Junior College, and consultations were held with their administrative officials. The officials of these

institutions were most cooperative and gave their whole-hearted support to the idea of the establishment of a community junior college in the Winnebago-Boone County area. They discussed many of their own problems and thereby were in position to provide the committee with some valuable advice. Important conclusions from these visitations are:

1. Conducting a junior college in conjunction with a high school facility is not the ideal approach to the problem of higher education at this level.

2. Adequate classroom space and parking facilities often present a major problem.

3. None of the institutions visited had available to them a campus such as exists at Rockford College (downtown campus). Several administrative officials of the institutions visited remarked, "We wish we had Rockford College available to us."

## Size, Site, and Cost Requirements

The committee studied reports of the Population, Curriculum, and Finance committees as they became available. Thinking was directed toward a site which would accommodate 1,200 full-time students the first year and 2,000 full-time students the second year, with expansion to 3,000-4,000 full-time students in five years. Figures from authorities throughout the United States indicate that a campus of 100-150 acres could take care of the initial enrollment and that within 6-7 years a campus of 300 acres might be required. However, due to the possibility of erecting multiple-story buildings in the downtown area of Rockford, the possibility of Rockford College (downtown campus) as a future site was not disregarded, particularly since expansion in the downtown area is possible. It was pointed out that schools in Chicago such as Roosevelt University, Northwestern University, DePaul University, and Loyola University all educate thousands of students in downtown areas through the use of multiple-story buildings. Also, it was pointed out by members of the committee that expansion to a future rural site for a second campus is entirely within the realm of possibility in the greater Rockford metropolitan area.

From architects, the committee learned that 130 square feet per student for classroom space and 350 square feet per student for parking is desirable. A minimum of $16 to $20 per square foot is needed for new construction. Land values as of January, 1964 in the Winnebago-Boone County areas ranged from $400-$2,500 per acre.

## Locations Considered

Buildings and sites considered by the committee as possible locations of community colleges are listed as follows:

1. Rockford College (downtown campus).

2. Leasing of business property in downtown Rockford.

3. Areas adjacent to Auburn High School and Wilson Junior High School west of the City of Rockford, assuming that some of the existing facilities might be used.

4. An 18-room masonry home located on 290 acres south of Rockford, accessible to main highways, at an estimated cost of $275,000.

5. Commercial buildings such as the National Sewing Machine Company Plant in Belvidere and Hess Brothers Department Store in Rockford.

6. St. Thomas High School in Rockford.

7. Machesney Airport in Rockford.

8. Properties in the vicinity of Guilford High School east of Rockford.

9. Farm property in the Belvidere area, particularly northwest of Belvidere in Boone County.

Areas marked on the attached map (Figure 12) indicate the areas which were given consideration for a possible community junior college campus to serve the Winnebago-Boone County area.

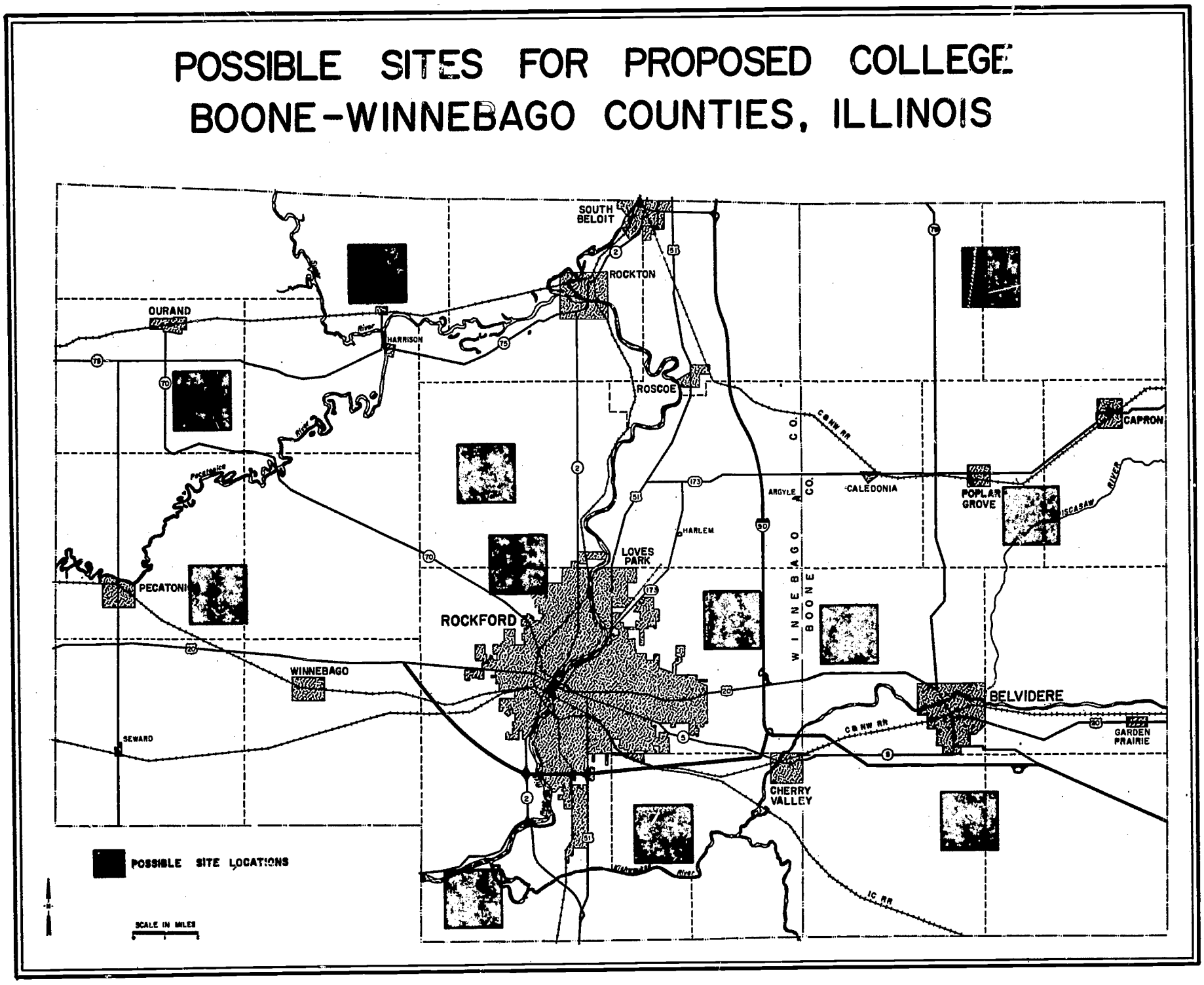
Rockford College (Downtown Campus)

Rockford College, with its 16 acres and 33 buildings, is offered for sale at a total cost of $1,500,000. Jewett Science Laboratories, built in 1950, is included in this purchase price. To duplicate this well-equipped science and mathematics facility would cost between $700,000 and $800,000. The John Hall Sherratt Library could accommodate the initial community college enrollment; its present replacement cost is estimated at $500,000. The committee was impressed by the fact that Rockford College authorities estimate that its new buildings and site will cost upwards of $18,000,000 when completed.

Accessibility. Two minutes from downtown Rockford, it affords local students easy and frequent public bus transportation. It is no more than thirty minutes from the outlying areas of Winnebago and Boone Counties. It is served by main thoroughfares--College Avenue and Seminary Street. In the city-county planning, the Route 20 By-Pass, the Whitman Street Bridge with its extension to School Street, and Kilburn Avenue will provide easy access from all points--North, South, East and West.

According to the report of the Population committee the geographic center of the two-county area is at the West end of the town of Harlem in East-central Winnebago County. The population center of the two-county area is in the Eastern sector of Rockford. Public railroad and

Figure 12


POSSIBLE SITES FOR PROPOSED COLLEGE
BOONE-WINNEBAGO COUNTIES, ILLINOIS
SOUTH BELOIT
ROCKTON
OURAND
HARRISON
ROSCOE
CAPRON
ARGYLE
CALEDONIA
POPLAR GROVE
ISCASAW RIVER
HARLEM
LOVES PARK
PECATONICA
ROCKFORD
WINNEBAGO
BOONE
BELVIDERE
GARDEN PRAIRIE
SEWARD
CHERRY VALLEY
C&NW RR
IC RR
POSSIBLE SITE LOCATIONS
SCALE IN MILES

bus service between points within the two-county area is limited. Therefore, the location of the proposed community junior college would have to be planned around transportation by private automobile and/or city bus service. The two optimal locations suggested by the Population Committee were (1) near downtown Rockford, easily accessible via highways U.S. 20, U.S. 51, Illinois 2, Illinois 5, Illinois 173, and Illinois 70, and (2) between Rockford and Belvidere near the intersections of Interstate Highway 90 and U.S. 20 (or) U.S. 20 By-Pass (or) U.S. 5.

The Building and Sites committee prefers the downtown campus location due to the proximity of Rockford College with the possibility for future expansion in that area. A second campus in the vicinity of the second recommended location may be considered at some future date.

Parking. Rockford College (downtown campus) has seven acres available for parking, assuming that some of the buildings on adjacent properties are razed to provide additional land for parking and classroom buildings. Taking the recommended figure of 350 square feet per car for parking and 43,560 square feet per acre, it is apparent that approximately 124 cars can be accommodated on one acre; therefore, 868 cars could be parked on the seven acres. This should be more than adequate to handle the projected morning, afternoon, and evening student enrollments, assuming that car pools would be formed and public transportation used. It is recommended that adjacent properties be acquired as they become available for expansion of parking and other campus facilities.

Physical properties. The programs required by the students from the two counties will undoubtedly be very broad in scope and will require many specialized facilities. In addition to instructional facilities (classrooms and laboratory spaces) it will be necessary to provide adequate general use facilities (library, cafeteria, and administrative spaces). Rockford College (downtown campus) is presently an operating college, and most of the equipment in the present buildings could be obtained by purchase. Therefore, the instructional facilities general use facilities, and equipment required to begin a new community junior college are immediately available for the initial projected enrollment in such an institution of higher learning.

Figure 13 presents types of facilities and a time schedule for the proposed college if a new campus is developed. Figure 14 presents the facilities and time schedule if Rockford College is acquired for the college.

Rockford College campus. If the existing campus is secured for the community college, it is recommended that development of the college be in five phases during the next ten years. During the first two phases, sufficient classroom and laboratory space should be available for 2,000 students. During the third phase, additional construction will be necessary to provide adequately for enrollment increases.

The Rockford College brochure, Figure 15 , shows the following facilities:

Figure 13

Proposed Building Program Schedule for the Community College if a New Campus Is Developed

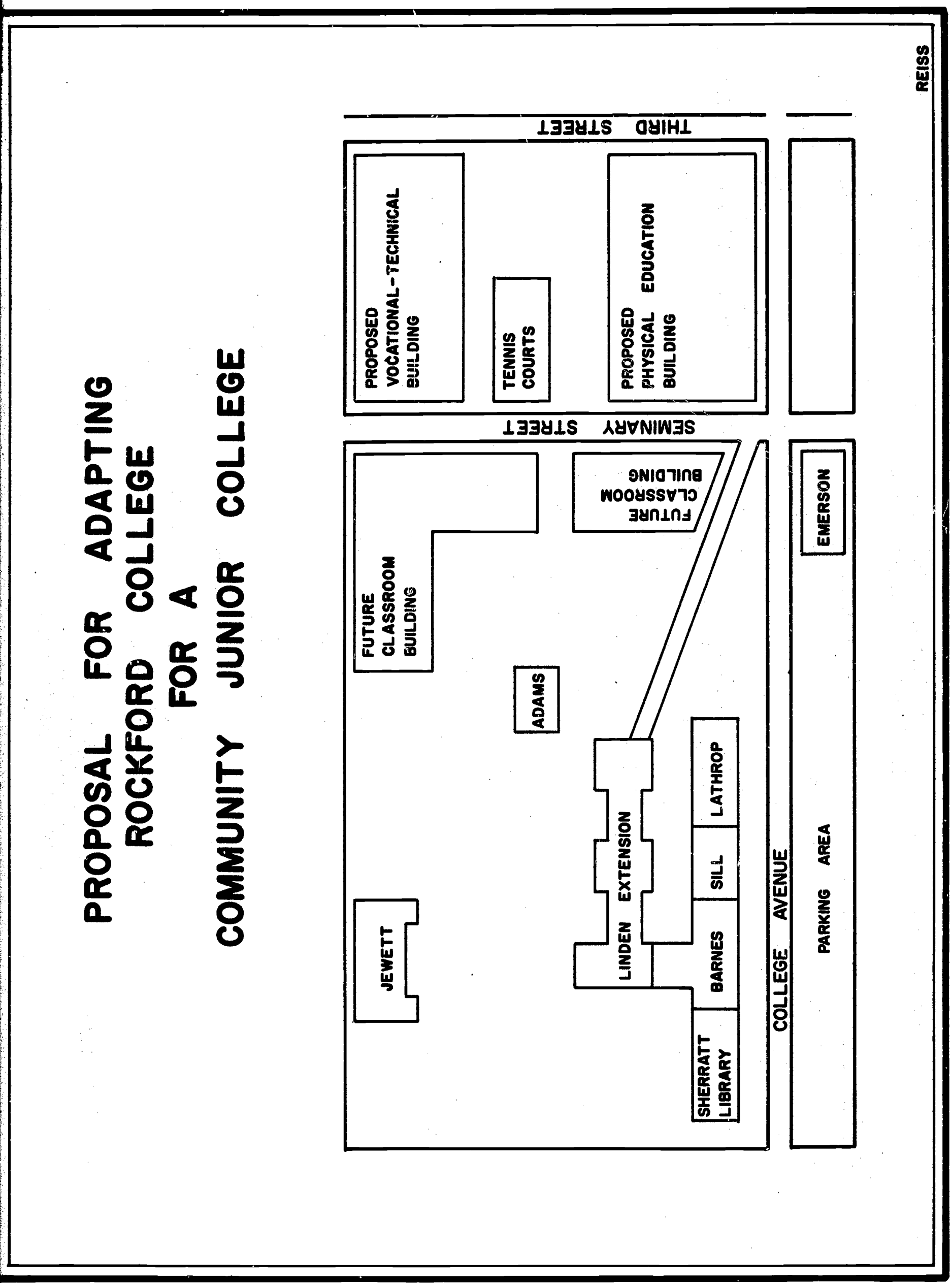
| Student Capacity | Phase | Building Projects | Estimated Costs |
|---|---|---|---|
| 1,250 (Fall 1965) | 1 | Secure a site and construct classroom building, gymnasium, vocational-technical building, offices, library, science facilities, et al. | $5.5 million to $6 million |
| 2,000 (Fall 1966) | | No additional facilities needed (these were included in Phase 1). | |
| 3,000 (Fall 1970) | 2 | Construct classroom building for 1,000 students | $700,000-$800,000 |
| 4,000 (Fall 1975) | 3 | Construct classroom building for 1,000 students | $700,000-$800,000 |

Figure 14

Proposed Building Program Schedule for the Community College Using the Rockford College Campus*

| Student Capacity | Phase | Building Projects | Estimated Costs |
|---|---|---|---|
| 1,350 (Existing buildings)<br>650 (Voc. Bldg.)<br>2,000 (Total) | 1 | Purchase the campus, remodel the existing facilities, and begin operating in Sept. 1965. Raze houses at 502 Seminary and 509 South Third and construct a vocational-technical building designed for 650 students initially with provisions for expansion later. (Or an industrial plant across the river could be rented for the vocational-technical building. Rental = 40¢ per square foot or $20,000 per year). | $1,500,000 (C)<br>350,000 (R)<br>1,250,000 (V-T)<br>$3,100,000 Total |
| 2,000 | 2 | Raze houses at 305 College, 317 College, 321 College, 329 College, 339 College, 341 College, and 347 College and use this area for parking. Emerson Hall may be left for music facilities. This should be done during the summer of 1966. | 10,000 |
| 3,200 | 3 | Construct a classroom building at the north-east corner of the present campus. This should be designed for 1,000 to 1,200 students (20-25 classrooms). It should be ready for occupancy in 1970 and, if enrollments occur faster, it may be needed in 1967. | $700,000-$800,000 |
| 3,500 | 4 | Raze houses at 537 South Third, 543 South Third, 514 College, 542 Seminary, 536 Seminary, and 530 Seminary and construct a physical education (multi-purpose) building on this site. This would come as needed; meanwhile, facilities at the YWCA and/or Boys' Club could be used, along with the college pool, for physical education classes. | |
| 4,000 to 5,000 | 5 | Construct a future classroom building at Seminary and College when needed (probably 1975) or begin replacing original buildings. | |

Figure 15


PROPOSAL FOR ADAPTING
ROCKFORD COLLEGE
FOR A
COMMUNITY JUNIOR COLLEGE
REISS
THIRD STREET
PROPOSED VOCATIONAL-TECHNICAL BUILDING
TENNIS COURTS
PROPOSED PHYSICAL EDUCATION BUILDING
SEMINARY STREET
FUTURE CLASSROOM BUILDING
FUTURE CLASSROOM BUILDING
EMERSON
ADAMS
LATHROP
LINDEN EXTENSION
SILL
JEWETT
BARNES
SHERRATT LIBRARY
COLLEGE AVENUE
PARKING AREA

Instructional: (Representing over 42,000 square feet)

Twelve classrooms to accommodate 250 students
Eleven laboratories
Chapel to seat 250
Experimental theatre, ceramics studio, art studio, language laboratory
Twenty-eight individual study carrels
Six music practice rooms and two music studios

General: (Representing over 47,000 square feet)

Administrative offices
Reception room, reading room, faculty lounge
Library with 4 reading rooms, open stacks, and three conference rooms
Faculty offices, staff offices, gymnasium
Five clinic rooms
Swimming pool

Other:

Dormitory rooms, for 209 students
Twenty-two buildings (homes)

Since Blackhawk Junior College requires housing for over one hundred students, it is logical to assume that Rockford Community Junior College could use some dormitory rooms for housing, while others could be converted to faculty offices, other offices, and classrooms.

The land occupied by the homes could be replaced by classroom buildings and parking lots. Parking appears to be the most vital need.

The dining room and kitchen can accommodate 350 students at one time and would serve ideally for noon lunches, evening meals, and snacks for students permanently housed in the dormitory.

The main campus has nine brick structures, seven interconnected, on nine acres. These buildings represent over 132,000 square feet.

The library, built in 1940, seems adequate for a beginning.

Campus. Rockford College with its river site and beautiful campus can provide "that campus atmosphere" which deans at other junior colleges considered essential.

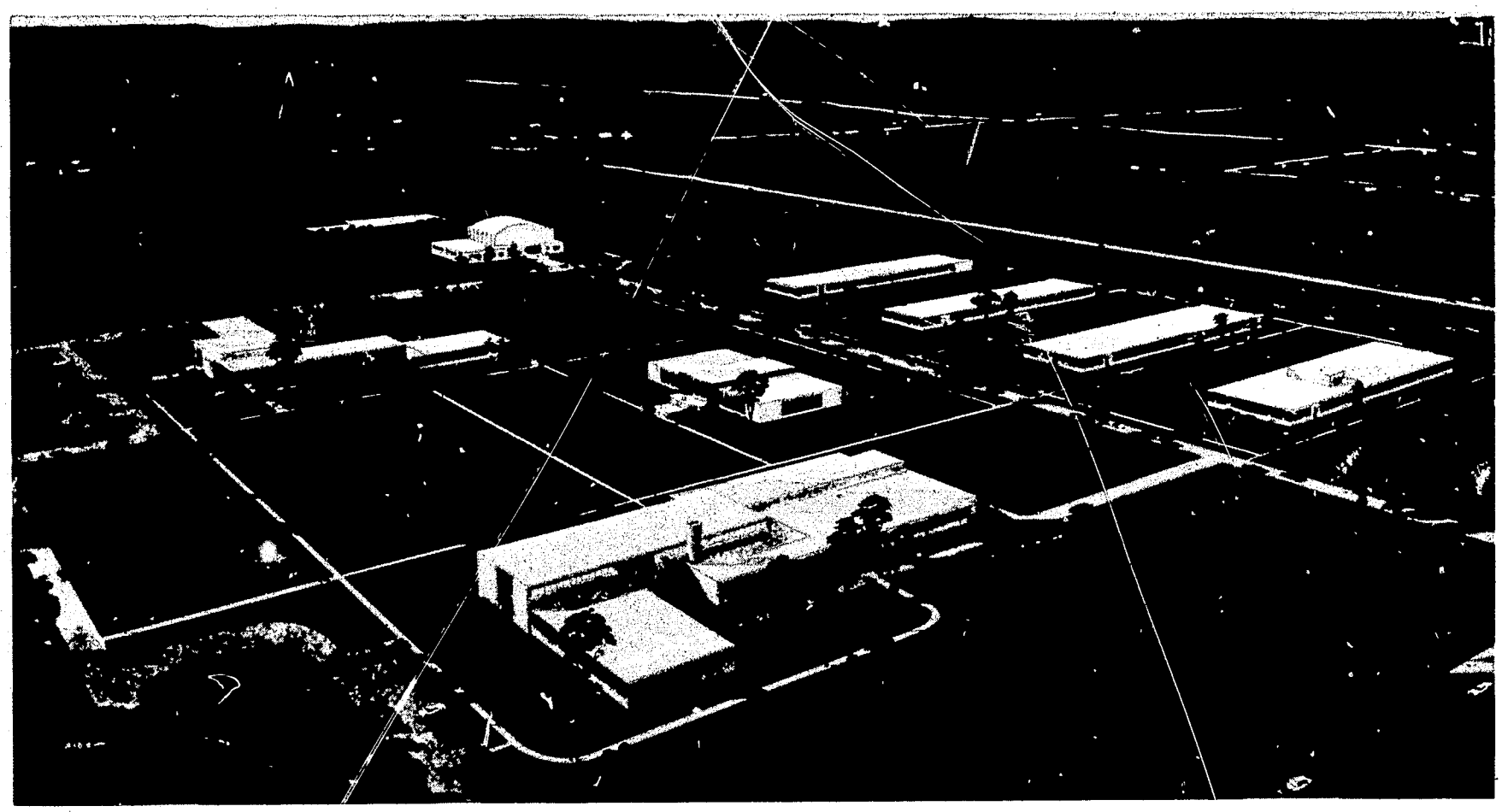
Expansion. The use of Rockford College land for a community college suits well the recommendations of the Build America Better Committee, a division of the National Association of Realtors. In their 1963 report they stressed the need for re-vitalizing older areas of the community. The committee is aware of the fact that several factories across the river on Race Street are vacant, can be easily reached via the Morgan Street Bridge, and may be available for shop and other technical courses.

Multiple-story buildings can be erected at a lower cost than one- or two-story buildings, and in this area there does not appear to be any zoning problem.

New campus. If a new campus is developed, a complete college would have to be established at the outset with expansion for multiple facilities coming later as needs arise. The initial outlay would call for nearly $6 million. Physical education and auditorium facilities would be available from the beginning unless high school facilities can be rented for gymnasium and auditorium purposes; this would reduce the initial cost considerably.

A picture of a new campus layout appears as Figure 16. This is the campus of Erie County Technical Institute in Buffalo, New York. The drawing illustrates what might be done in the Rockford area.

**Figure 16**



**ERIE COUNTY TECHNICAL INSTITUTE**
**Main Street and Youngs Road**
**Town of Amherst**
**Buffalo 21, New York**

Summary

The committee surveyed the area and concluded that Rockford College (downtown campus) is the best site for the proposed Community Junior College. Members were pleased with the encouragement, fine cooperation, and endorsement of Rockford College officials in behalf of the Community Junior College. Visits to other junior colleges convinced the committee that the people in Winnebago and Boone Counties

are most fortunate in having such a fine facility as Rockford College (downtown campus) immediately available to them for establishment of a college campus.

Conducting a junior college in conjunction with a high school facility should be avoided. A campus atmosphere was also recommended.

Reports from the Population, Curriculum, and Finance Committees indicate that Rockford College (downtown campus) can provide the initial facilities to house the students of the proposed college at a minimum cost and provide the buildings needed to satisfy initial course requirements.

At its January 7, 1964 meeting, it was the committee's unanimous decision to recommend the purchase of the Rockford College (downtown campus) which includes the main campus and adjacent properties for the establishment of the Winnebago-Boone County Community Junior College.

Further action of the committee was directed toward planning for the existing facilities and buildings at Rockford College (downtown campus) including remodeling, construction of new buildings, and provision for parking. Phases 1, 2, and 3 were developed in cooperation with architects and residents of the community. General plans for the fourth and fifth phases of the proposed college were also developed. These are shown in Figures 13 and 14.

A new campus might well be developed for the college, and planning has also been completed for consideration by the administration.

# junior college ?

skills or to expand their general education.

4. Housewives interested in homemaking, child care, or in beginning a second career.

5. Older persons taking adult education courses to widen their intellectual horizons or to develop a hobby interest.

## HOW IS A PUBLIC JUNIOR COLLEGE SUPPORTED?

In Illinois, junior colleges are locally controlled. The usual pattern of financial support is as follows: One-half from local property tax, one-fourth from state aid, and one-fourth from tuition.

## WHAT ARE COMPARATIVE COSTS OF ATTENDING TWO- AND FOUR-YEAR COLLEGES?

[illegible] student in the public [illegible], resulting [illegible]

## CHAPTER VIII

## ADMINISTRATIVE ORGANIZATION

At this stage of development of a plan for the Junior College, it is possible only to sketch the administrative organization in broad outline. Its exact formation should be left to the governing board and the new president. But, certain fundamentals will inevitably be encountered which the citizen's committee will need to take into account in planning, particularly for the budget for the first year. In the analysis below, an attempt has been made to indicate costs which will affect the planning for the first year's budget. This has also been described in illustrative form in Figure 17 .

### President

The President is the chief executive of the governing board. On him rests all the responsibility for every aspect of the college's operations, particularly the three areas shown in the chart: student affairs, business management, and the academic program. He needs at least these three subordinates at the very outset of his administration.

As a "staff officer, the president should also have a public relations director--one who can promote and publicize the college in the area, keep the citizens informed about its program offerings, and plan its publicity campaigns.

The President will be directly responsible for much of the public relations activities--making speeches, meeting the public, and conducting interviews with the press--but the detailed load of responsibilities should not overly burden his administration.

It is vitally important that a man of superior administrative ability be selected for this position. The quality and welfare of the college largely depend upon his talents. He should be a person who works well with people, both academicians and laymen, knows how to delegate subordinate responsibilities, understands the role and function of a junior college, is well acquainted with the programs and people in higher education, and has a proved ability to administer education. He should possess the earned doctorate and have five to ten years of administrative experience. In the current market, one should expect to offer a salary of not less than $15,000 for a person of his calibre.

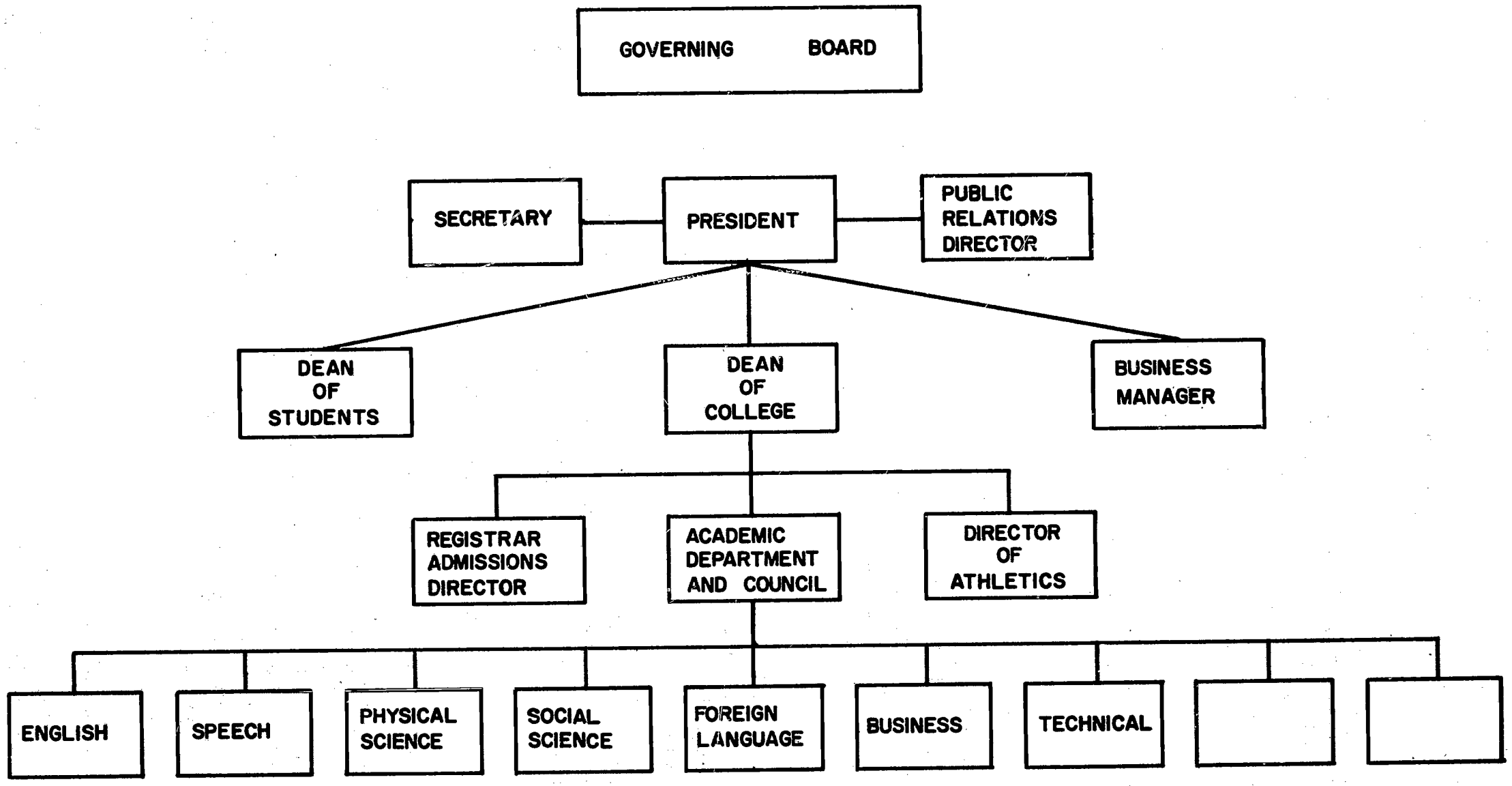
### Dean of Students

The Dean of Students is responsible for all activities of students of non-academic nature. He will need at least two subordinates at the

Figure 17

# ADMINISTRATIVE ORGANIZATION

# PROPOSED COMMUNITY JUNIOR COLLEGE



start, a counselor for men and one for women. If dormitories are provided, he will be responsible for guiding the students' behavior in them. In cooperation with the Admissions officer, he will determine which students should attend, what their programs will be, administer guidance tests to help students determine what courses of study to follow, and counsel with students who are having difficulty.

The Dean of Students should possess the earned doctorate, preferably in the field of guidance, and should have had several years of successful experience in a similar position in high school or college. He must be well acquainted with the life problems of young people, as well as their academic abilities. It is inconceivable that one would be able to secure the services of such a person for less than $12,000 a year.

## Business Manager

The Business Manager is responsible for directing all aspects of the physical operations of the college, taking care of the business office, physical plant, and maintenance. In cooperation with the president, he will prepare the annual budget, keep all accounts, and direct the work of the maintenance staff.

He should have had experience in business management as well as some acquaintance with an educational program. Perhaps he will be found in a similar position in a public school system, where the position of school business manager is gaining widespread acceptance, or can be recommended by a university with such a program of preparation. He should possess a master's degree in school business management, and will need to be paid at least $12,000 for his services.

## Dean of the College

Perhaps the most important subordinate of the president will be the Dean of the College, on whose shoulders will fall the entire responsibility for the academic program. He, with his department heads, should form an academic council in which all the decisions governing programs should be determined. He will have the largest number of staff members under his direction, and he will need to be a person of considerable ability to construct and develop the extensive academic program a junior college must offer. While he does not need to be expert in every field of study under his direction, he should be sufficiently informed to determine when competent instruction is being offered.

In addition to establishing the initial offerings in the many fields of study, he will be called upon to evaluate the work of each department, cooperate with department heads in the selection and guidance of all faculty members, and work cooperatively with the Dean of Students and the Business Manager in the over-all direction of the college.

To secure a person of adequate competence for such a challenging position will not be easy. He should possess the earned doctorate, and have had experience in educational leadership, probably as a department head in a four-year college. In order to attract a person of quality, it will be necessary to offer an initial salary of $13,000-$14,000.

The three immediate subordinates of the President: Dean of the College, Dean of Students, and Business Manager constitute an administrative council for the President. The four officers together will determine the over-all direction and activities of the college, with the President acting as presiding officer. The deliberations and conclusions of this council will be transmitted to the governing board by the President to be enacted into legislation.

## Subordinates under the Dean of the College

Registrar and Director of Admissions. An important official in the operation of any college is the person charged with the responsibility of keeping all records of the students' academic progress. Initially, he establishes the procedures for admission and programming of courses, executing the decisions made by the board, President, and the academic council. Transcripts of the students' work are kept in his office and transmitted to a senior college in the event a student decides to continue his studies. He also administers the admissions examinations and keeps the records of the results.

A registrar should be primarily a business executive and be familiar with the principles of effective office management. In the present competitive market, he will probably need to be offered a salary of at least $10,000. It is less important that he have an advanced degree than it is that he have proven ability in administering a clerical office.

Director of Athletics. In the growing popularity of league participation of organized teams in junior colleges, it is increasingly important that a person be employed who can direct such activities. Schedules will need to be made, and the direction of a considerable amount of business management attending the outfitting, collection of admissions to games, and the transportation of teams will need to be handled. He will also need to work closely with the Dean of the College in the employment of coaches, usually drafted from the staff in physical education.

Department Heads. Each of the instructional departments should have one person designated as "head," regardless of the size of the departmental staff. This person will be in charge of the faculty members in that department and be accountable to the Dean for the excellence of instruction. Department Heads should possess sufficient stature in their field to command the respect of those with whom they work. While it is probably unrealistic to expect that each will possess the highest degree in his field, he should have demonstrated his intention of ultimately earning it by having done considerable graduate work beyond the master's degree, certainly not less than one full

year. For a person of this calibre, he will need to be offered a salary of not less than $9,000, particularly if he has had a minimum of five years teaching experience in a four-year college or university. Preferably, he should have the requisite background to command a rank of full professor, a rank usually reserved for those who have earned the doctorate or its equivalent.

Guidance Services. An essential characteristic of a good community college is that it is guidance oriented. The guidance program should function to help each student discover his aptitudes, choose his life's work, and help prepare him for the successful pursuit of that work. In doing this, the guidance personnel should involve themselves in educational guidance, vocational guidance and job placement.

It is recommended that the school staff include the equivalent of one full-time guidance counselor for every 300-350 students. The remainder of the staff should understand and practice the guidance function of the community college.

Faculty. Assuming a beginning enrollment of 2,000 students, it will be necessary to employ a faculty of at least 100 members, distributed among the various fields in terms of the results of the student survey. No effort is made here to estimate how this distribution should be made. This is clearly the responsibility of the new administrative staff of the college. However, it is important to understand that faculty salaries constitute the largest single item in the operating budget. All instructors in the academic subjects should possess at least a master's degree in their subject, with at least five years of teaching experience in secondary schools. Competition for staff will be extremely vigorous, since there are not enough public school teachers to go around. Currently, a teacher in the Rockford city schools is able to command a salary of $6,700 with five years of experience. It will be necessary to exceed this amount if the junior college expects to recruit the best teachers; therefore, it is recommended that $7,000 be considered as a minimum salary. Since it is impossible to estimate accurately what salaries will need to be paid as that is dependent upon the experience of individual faculty members, a median salary figure of $7,500 is proposed for budgetary purposes, making the salary item in the initial budget amount to $750,000.

Adding the salaries of all administrative officers, one gets the total of $71,000. Added to the estimated salary item of $750,000 for the teaching staff, the item for academic salaries should be at least $821,000. To this must be added the salaries of secretaries and maintenance staff to get the grand total for all salaries.

## Summary

In a few pages, the committee has outlined a basic organizational plan for the proposed community junior college.

Administrative officers, guidance workers, faculty members, and clerical and maintenance staffs will be needed in sufficient numbers and with the necessary competencies for an institution of this size and complexity.

Numbers of personnel and salaries have not been determined, but several rather specific suggestions have been made; the committee hopes that these will serve as basic criteria for staff selection and budget preparation.

## CHAPTER IX

## FINANCIAL ANALYSIS

No study of a community college would be complete without an analysis of the financial aspects of the junior college district.

In completing its study of the wealth and financial implications that would be present if a community college were established in Boone and Winnebago Counties, the Finance committee collected data dealing with income, costs, levies, and indebtedness. The legal requirements dealing with the establishment of a community college had to be studied before an expenditure plan could be prepared for this college. Information was obtained from other committees working in the study, i.e., school enrollment figures were obtained from the Population committee, cost estimates were obtained from the Curriculum and Buildings committees, and considerable information was supplied by other citizens of the community. Valuable assistance was rendered by county offices as data was collected and compiled.

It became evident early in the committee's planning that a college could be established in Boone and Winnebago Counties which would easily meet legal requirements. A few statements from the Illinois School Code would illustrate what is meant by this statement; for instance, the following legal aspects are pertinent to the proposed college.

1. An area college must have 30,000 residents and an assessed valuation of at least $75 million dollars (the proposed college would have 250,000 residents and an assessed valuation of $900 million).

2. An area college is authorized to levy an annual educational fund tax of 50¢ per $100 of equalized assessed valuation and an annual building fund tax of 10¢ per $100 of equalized assessed valuation. These can later be increased by referendum to a maximum of 75¢ in the educational fund and 17½¢ in the building fund. (The petition for the establishment of a junior college called for 6¢ educational fund tax and 2¢ building fund tax).

3. State financial support is provided in the amount of $7.60 for each semester hour completed by resident pupils.

4. The district is permitted to charge students tuition not to exceed 1/3 of the per capita operating cost of the college. (It is expected that annual tuition of $200 to $250 would be charged full-time students).

5. A junior college district may bond to a maximum of 5 per cent of the assessed valuation of the district for building purposes.

Financial Data

In analyzing the financial condition of the proposed college, it might be well to start with sources of income of the several high school districts which participated in the survey, their budgets and tax levies, and a record of special elections in the proposed two-county district. Budgetary expenditures and levies are presented as Table 26; data on elections is shown in Table 27.

The assessed valuation of the two-county area is shown by districts in Table 28, and the combined assessed valuation and projections of wealth can be noted in Table 29. Table 30 represents the bonded indebtedness of the several participating districts, and Table 31 illustrates bond retirement schedules presently in existence. These tables are contained in the report at this point, and a brief description has been included in an attempt to summarize and evaluate the data contained in the graphic presentations.

Sources of Income and Tax Levies. An examination of budgets of the participating school districts shows that these school districts had a combined total income of approximately $20 million for the 1962-1963 school year. Most of this was obtained from local taxes, but state and federal support was given for transportation, driver education, and special education; and Rockford received tuition for students from non-high school districts.

In determining sources of income for a community college, estimates can be made in the same manner by noting that there are State and Federal support plans for colleges, student tuition, and local taxes for the operation of these institutions. Recent Congressional action provides for additional federal support to junior colleges; this stipulates that comprehensive community colleges--those involving college preparatory, technical, vocational, and adult education programs--could receive as much as forty per cent of the cost of their buildings from federal sources. It has been assumed in the past that the sources of income would be spread evenly among local taxes, state support, and tuition with very little amount stemming from federal agencies; but it is now apparent that the financial burden can be shifted from the local taxpayer to state and federal agencies to a much greater degree.

It would appear, from the organizational structure developed in Chapter VIII that the proposed college would need an annual operating revenue of approximately $1.5 million dollars. The petition which was submitted to the State Department of Public Instruction in May 1963 stipulated that a tax levy of 6¢ per $100 of assessed valuation would be made to cover the operating cost of the college, and a levy of 2¢ proposed for improvements, maintenance, and repair of buildings. This would provide approximately $600,000 per year for operation--only 40

per cent of the amount that would probably be needed--and $200,000 for acquisition of and repairs to property. However, it should be noted that state support would amount to approximately $230 per student, and tuition would probably be charged in the amount of $200 to $250 per student. Some federal assistance would be received by the college and additional state support might be forthcoming; it might be that state support, federal income, and tuition revenue would not always be sufficient to provide the sixty per cent additional revenue for the operation of the college. The college could get started on amounts stipulated and adjustments made later if needed after the college is established and the budget prepared for operation. The financial summary and study of tax rates should enable the reader to determine what effect an 8 cent tax increase might mean to him individually and the district collectively.

Bond issues. Voters in Boone and Winnebago Counties have usually reacted favorably to school elections. From Table 28 it should be noted that all of the bond and educational fund increases received favorable reaction until sixteen months ago; since November 6, 1962 voters in district 205 have rejected educational rate increases and proposed building bond issues. Generally speaking, this has been the trend in Illinois. In the period from November 1, 1962 to October 31, 1963, 134 of the 184 bond elections in the state carried and 50 were rejected by the voters; this represents 73 per cent successful passage. Only 39 per cent of the proposed building rate referenda were successful during this same period, while 53 per cent of the elections dealing with requests for increases in the educational rate were approved by the voters (and it should also be noted that several of the successful proposals had previously been rejected). So it might be assumed that voters in Boone and Winnebago Counties are interested and willing to support good educational programs within the several school districts.

Assessed valuation. An analysis of assessed valuation is presented in Table 28, and projections of assessed valuation are noted in Table 29. An examination of Table 28 indicates that the total assessed valuation of the proposed community college district will be $950,000,000 when the college opens (actual 1962 assessed valuation is $898,846,810). Projections of assessed valuation were computed by the Finance committee using as a base the figure of $25,000,000 per year increase for Winnebago County and a 1.2 per cent annual increase for Boone County. A sizable increase is projected for 1965 and 1966 in Boone County, but the estimates for other years are rather stable. This indicates a projected figure for the 1965-1966 school year (probably the first year of the college's operation) of $950,000,000 and a projection five years hence of $1,106,000,000. From these projections, computations for future operating costs and bonded indebtedness can be made; these have been computed and are shown in succeeding tables. However, it should be noted that existing bonded indebtedness and operating expenses of the various high schools would not affect the junior college operation except that the total tax picture needs to be considered when any new organization is created. Bonded indebtedness of the several districts is shown in Tables 30 and 31.

Table 26

Expenditures and Tax Levies of Participating Districts

| School District and Year | Education Fund | | Building Fund | | Bond Payments | Total Tax Levy |
|---|---|---|---|---|---|---|
| | Levy | Amount | Levy | Amount | Amount | |
| Rockford # 205 | | | | | | |
| 1963-64 | 1.30 | 7,215,000 | .25 | 1,387,500 | 1,714,360 | 1.872 |
| 1962-63 | 1.30 | 6,955,000 | .25 | 1,337,500 | 1,780,935 | |
| 1961-62 | 1.30 | 6,656,000 | .25 | 1,295,562 | 1,493,743 | |
| 1960-61 | 1.30 | 7,020,000 | .25 | 1,252,526 | 1,545,636 | |
| 1959-60 | 1.30 | 6,470,966 | .25 | 1,244,416 | 1,616,076 | |
| 1958-59 | 1.30 | 6,254,816 | .25 | 1,201,118 | 1,243,479 | |
| 1957-58 | .99 | 4,207,500 | .16 | 680,000 | 660,947 | |
| 1956-57 | .99 | 4,132,400 | .16 | 668,000 | 668,337 | |
| 1955-56 | .99 | 3,965,274 | .16 | 640,852 | 630,062 | |
| 1954-55 | .82 | 3,034,000 | .12 | 462,500 | 344,779 | |
| Non-high # 206 | | | | | | |
| 1963-64 | 1.00 | 700,000 | .18 | 130,000 | ---- | 1.188 |
| 1962-63 | 1.00 | 750,000 | --- | ---- | ---- | |
| 1961-62 | 1.00 | 724,711 | --- | ---- | 10,150 | |
| 1960-61 | 1.00 | 708,455 | --- | ---- | 10,450 | |
| 1959-60 | 1.00 | 692,851 | --- | ---- | 15,841 | |
| 1958-59 | 1.00 | 610,956 | --- | ---- | 16,274 | |
| 1957-58 | 1.00 | 525,939 | --- | ---- | 16,661 | |
| 1956-57 | 1.00 | 484,543 | --- | ---- | 22,130 | |
| 1955-56 | 1.00 | 440,112 | --- | ---- | 25,740 | |
| 1954-55 | 1.00 | 377,096 | --- | ---- | 26,350 | |
| Non-high # 211 | | | | | | |
| 1963-64 | .65 | 240,000 | .18 | 67,854 | 2,125 | .840 |
| 1962-63 | .65 | 228,293 | .18 | 63,219 | 2,161 | |
| 1961-62 | .65 | 220,000 | --- | ---- | ---- | |
| 1960-61 | .65 | 201,600 | --- | ---- | ---- | |
| 1959-60 | .65 | 176,343 | --- | ---- | ---- | |
| 1958-59 | .65 | 156,752 | --- | ---- | ---- | |
| 1957-58 | .65 | 130,000 | --- | ---- | ---- | |
| 1956-57 | .65 | 135,860 | --- | ---- | ---- | |
| 1955-56 | .50 | 100,000 | --- | ---- | ---- | |
| 1954-55 | .50 | 98,266 | --- | ---- | ---- | |
| Harlem # 122 | | | | | | |
| 1963-64 | 1.80 | 1,297,689 | .25 | 180,000 | 443,006 | 2.407 |
| 1962-63 | 1.80 | 1,184,002 | .25 | 164,444 | 510,601 | |
| 1961-62 | 1.80 | 1,114,684 | .25 | 154,817 | 401,862 | |
| 1960-61 | 1.80 | 1,047,176 | .25 | 145,441 | 420,487 | |
| 1959-60 | 1.80 | 959,892 | .25 | 133,318 | 318,593 | |
| 1958-59 | 1.80 | 883,741 | .25 | 122,741 | 309,768 | |
| 1957-58 | 1.80 | 727,519 | .20 | 80,835 | 266,006 | |
| 1956-57 | 1.40 | 520,755 | .20 | 78,070 | 154,050 | |
| 1955-56 | 1.40 | 485,351 | .20 | 72,455 | 159,918 | |
| 1954-55 | 1.40 | 379,822 | .20 | 56,702 | 94,050 | |

| School District and Year | Education Fund | | Building Fund | | Bond Payments | Total Tax Levy |
|---|---|---|---|---|---|---|
| | Levy | Amount | Levy | Amount | Amount | |
| Hononegah # 207 | | | | | | |
| 1963-64 | .86 | 201,938 | .188 | 45,000 | 44,668 | 1.268 |
| 1962-63 | .86 | 195,000 | .188 | 45,000 | 45,456 | |
| 1961-62 | .86 | 190,000 | .188 | 39,743 | 46,243 | |
| 1960-61 | .86 | 175,000 | .188 | 37,623 | 47,031 | |
| 1959-60 | .86 | 165,000 | .188 | 33,664 | 47,818 | |
| 1958-59 | .86 | 120,000 | .188 | 33,247 | 48,606 | |
| 1957-58 | .86 | 112,000 | .093 | 17,000 | 49,393 | |
| 1956-57 | .65 | 99,500 | .093 | 29,000 | 50,250 | |
| 1955-56 | .58 | 91,800 | .094 | 14,600 | ---- | |
| 1954-55 | .58 | 80,000 | .094 | 13,000 | ---- | |
| South Beloit # 320 | | | | | | |
| 1963-64 | 1.70 | 320,000 | .25 | 45,000 | 85,111 | 2.593 |
| 1962-63 | 1.30 | 230,000 | .25 | 40,488 | 89,985 | |
| 1961-62 | 1.30 | 228,800 | .25 | 39,021 | 63,391 | |
| 1960-61 | 1.30 | 226,376 | .25 | 37,879 | 65,252 | |
| 1959-60 | 1.30 | 221,270 | .25 | 32,892 | 65,415 | |
| 1958-59 | 1.30 | 186,605 | .25 | 31,041 | 56,050 | |
| 1957-58 | 1.30 | 173,691 | .25 | 28,104 | 57,387 | |
| 1956-57 | 1.30 | 136,500 | .25 | 21,121 | 29,625 | |
| 1955-56 | 1.30 | 270,784 | .25 | 24,607 | 30,690 | |
| 1954-55 | 1.30 | 240,950 | .25 | 23,168 | 31,255 | |
| Pecatonica # 321 | | | | | | |
| 1963-64 | 1.30 | 148,000 | .25 | 28,000 | 52,991 | 2.068 |
| 1962-63 | 1.30 | 145,000 | .25 | 28,000 | 54,785 | |
| 1961-62 | 1.30 | 145,000 | .25 | 28,000 | 38,584 | |
| 1960-61 | 1.30 | 143,000 | .25 | 28,084 | 39,928 | |
| 1959-60 | 1.30 | 149,000 | .25 | 30,000 | 39,675 | |
| 1958-59 | 1.30 | 140,000 | .25 | 28,000 | 40,425 | |
| 1957-58 | 1.30 | 138,000 | .25 | 30,000 | 44,733 | |
| 1956-57 | 1.00 | 115;000 | .25 | 23,170 | 4,211 | |
| 1955-56 | 1.00 | 240,000 | .25 | 25,000 | 3,335 | |
| 1954-55 | 1.00 | 240,000 | .25 | 25,000 | 3,440 | |
| Winnebago # 323 | | | | | | |
| 1963-64 | 1.40 | 270,000 | .25 | 44,000 | 84,285 | 2.551 |
| 1962-63 | 1.40 | 225,000 | .25 | 40,000 | 77,843 | |
| 1961-62 | 1.40 | 210,000 | .25 | 38,000 | 65,298 | |
| 1960-61 | 1.40 | 210,000 | .25 | 38,000 | 66,947 | |
| 1959-60 | 1.40 | 221,364 | .25 | 41,411 | 62,190 | |
| 1958-59 | 1.40 | 217,923 | .25 | 38,840 | 60,297 | |
| 1957-58 | 1.40 | 223,895 | .18 | 29,985 | 84,003 | |
| 1956-57 | 1.00 | 157,932 | .18 | 29,612 | ---- | |
| 1955-56 | 1.00 | 156,000 | .18 | 19,250 | ---- | |

Table 26 (continued)

| School District and Year | Education Fund Levy | Education Fund Amount | Building Fund Levy | Building Fund Amount | Bond Payments Amount | Total Tax Levy |
|---|---|---|---|---|---|---|
| Durand # 322 | | | | | | |
| 1963-64 | 1.40 | 130,000 | .125 | 25,000 | 45,805 | 2.245 |
| 1962-63 | 1.40 | 130,000 | .125 | 25,000 | 37,059 | |
| 1961-62 | 1.40 | 130,000 | .125 | 25,000 | 37,688 | |
| 1960-61 | 1.40 | 130,000 | .125 | 21,901 | 36,352 | |
| 1959-60 | 1.40 | 130,000 | .25 | 21,680 | 38,347 | |
| 1958-59 | 1.40 | 125,000 | .25 | 22,475 | 40,517 | |
| 1957-58 | 1.20 | 110,000 | .25 | 21,809 | 26,902 | |
| 1956-57 | 1.20 | 108,000 | .25 | 20,918 | 26,377 | |
| 1955-56 | 1.20 | 110,000 | .25 | 20,614 | 26,852 | |
| 1954-55 | 1.00 | 90,000 | .25 | 20,587 | 26,302 | |
| Belvidere # 100 | | | | | | |
| 1963-64 | 1.25 | 832,388 | .25 | 166,477 | 130,900 | 1.762 |
| 1962-63 | 1.25 | 822,548 | .25 | 164,509 | 133,400 | |
| 1961-62 | 1.25 | 1,300,499 | .25 | 95,200 | 120,932 | |
| 1960-61 | 1.25 | 1,230,849 | .160 | 66,910 | 122,838 | |
| 1959-60 | 1.232 | 1,129,917 | .160 | 59,435 | 126,050 | |
| 1958-59 | 1.232 | 1,042,534 | .16 | 94,315 | 111,750 | |
| 1957-58 | 1.13 | 950,685 | .16 | 75,238 | 113,150 | |
| 1956-57 | 1.12 | 824,657 | .16 | 73,403 | 114,550 | |
| 1955-56 | 1.077 | 704,509 | .16 | 54,750 | 105,850 | |
| 1954-55 | 1.00 | 656,493 | .1249 | 51,483 | 107,050 | |
| Poplar Grove # 200 | | | | | | |
| 1963-64 | .65 | 114,489.34 | .0587 | 10,339.56 | 47,168 | 1.019 |
| 1962-63 | .65 | 108,143.32 | .0826 | 14,419.11 | 38,888 | |
| 1961-62 | .62 | 121,440 | | 13,832 | 47,721 | |
| 1960-61 | .619 | 142,323 | .1875 | 10,995 | 48,208 | |
| 1959-60 | .619 | 115,713 | .179 | 13,214 | 49,120 | |
| 1958-59 | .58 | 124,659 | .179 | 21,229 | 49,830 | |
| 1957-58 | .65 | 104,740 | .1675 | 14,683 | 48,434 | |
| 1956-57 | | 116,871 | .1122 | 27,994 | 44,709 | |
| 1955-56 | .65 | 83,151 | .1875 | 17,105 | 58,595 | |
| 1954-55 | .50 | 82,788 | .05 | 9,718 | ---- | |

Table 27

Record of Special Elections

| District | Type of Election | Date Held | Result of Election |
|---|---|---|---|
| 100 | Bond Issue - $1,900,000 | Jan. 1, 1953 | Passed |
| 200 | Bond Issue - 600,000 | Dec. 1, 1955 | Passed |
| 205 | Bond Issue - 2,200,000 | Feb.14, 1961 | Passed |
| 323 | Bond Issue - 160,000 | Mar.25, 1961 | Passed |
| 122 | Bond Issue - 1,800,000 | Apr. 8, 1961 | Passed |
| 321 | Bond Issue - 200,000 | Dec. 2, 1961 | Passed |
| 322 | Bond Issue - 135,000 | Dec.16, 1961 | Passed |
| 323 | Educ. Fund Rate Increase | Aug.25, 1962 | From 1.40 to 1.70 Passed |
| 320 | Bond Issue - 85,000 | Sept25, 1962 | Passed |
| 205 | Bond Issue - 4,890,000 | Nov. 6, 1962 | Educ-1.30 to 1.49 Failed |
| | Educ & Bldg-Rate Increase | | Bldg- .25 to .34 Failed |
| 205 | Educ Fund Rate Increase | May 21, 1963 | From 1.30 to 1.48 Failed |

Table 28

Assessed Valuation and School Enrollments

| District Name | District Number | Assessed Value 1962 | 1963-64 Enrollment All Grades | 1963-64 Enrollment Grades 9-12 | 1963-64 Student Valuation |
|---|---|---|---|---|---|
| Rockford | 205 | 559,251,044 | 24,851 | 7025 | 22,504.16 |
| Non-High | 206 | 69,107,200 | --- | 1767 | 39,109.90 |
| Non-High Protectorate | 211 | 37,697,170 | --- | 662 | 56,944.36 |
| Harlem | 122 | 72,093,880 | 6,728 | 1740 | 10,715.49 |
| Hononegah | 207 | 23,481,275 | --- | 527 | 44,556.49 |
| South Beloit | 320 | 16,580,251 | 1,579 | 355 | 10,500.47 |
| Pecatonica | 321 | 11,529,910 | 809 | 203 | 14,252.05 |
| Durand | 322 | 8,951,748 | 634 | 189 | 14,119.47 |
| Winnebago | 323 | 15,949,059 | 1,055 | 310 | 15,117.59 |
| Belvidere | 100 | 66,591,065 | 4,439 | 1104 | 15,001.36 |
| Poplar Grove | 200 | 17,613,745 | --- | 291 | 60,528.33 |
| Total | | 898,746,347 | 40,095 | 14,173 | |

Table 29

Assessed Valuation Projections

| Tax Year | School Year | Winnebago | Boone | Total |
|---|---|---|---|---|
| 1958 | 1959-60 | 712,967,542 | 78,262,545 | 791,230,087 |
| 1959 | 1960-61 | 730,640,182 | 80,026,991 | 810,667,173 |
| 1960 | 1961-62 | 758,390,633 | 82,821,095 | 841,211,728 |
| 1961 | 1962-63 | 780,965,145 | 83,260,445 | 864,225,590 |
| 1962 | 1963-64 | 814,642,000 | 84,204,810 | 898,846,810 |
| | | Projected at $25 million/year | Projected at 1.2 % | |
| 1963 | 1964-65 | 839,642,000 | 85,214,000 | 924,856,000 |
| 1964 | 1965-66 | 864,642,000 | 86,237,000 | 950,879,000 |
| 1965 | 1966-67 | 889,642,000 | 93,272,000 | 982,914,000 |
| 1966 | 1967-68 | 914,642,000 | 105,319,000 | 1,019,961,000 |
| 1967 | 1968-69 | 939,642,000 | 112,379,000 | 1,052,021,000 |
| 1968 | 1969-70 | 964,642,000 | 114,452,000 | 1,079,094,000 |
| 1969 | 1970-71 | 989,642,000 | 116,537,000 | 1,106,179,000 |
| 1970 | 1971-62 | 1,014,642,000 | 118,635,000 | 1,133,277,000 |
| 1971 | 1972-73 | 1,039,642,000 | 120,747,000 | 1,160,389,000 |
| 1972 | 1973-74 | 1,064,642,000 | 122,872,000 | 1,187,514,000 |

Table 30

Bonded Indebtedness of Participating Districts
June 30, 1963

| District | | | Amount | Per Cent Limit on 1962 Valuation |
|---|---|---|---|---|
| Winnebago | - | 205 | 13,193,000.00 | 47.18 |
| | | 206 | None | --- |
| | | 211 | 106,000.00 | .06 |
| | | 122 | 2,500,000.00 | 69.35 |
| | | 207 | 420,000.00 | 35.77 |
| | | 320 | 683,000.00 | 82.38 |
| | | 321 | 570,000.00 | 98.87 |
| | | 322 | 444,000.00 | 99.19 |
| | | 323 | 720,000.00 | 90.28 |
| Boone | - | 100 | 1,200,000.00 | 36.04 |
| | | 200 | 360,000.00 | 40.87 |

Table 31

Bond Retirement Schedules

| Year | District 205 | 206 | 211 | 122 | 207 | 320 | 321 | 322 | 323 | 100 | 200 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1938 | | 5,000 | | | | | | | | | |
| 1939 | | 5,000 | | | | | | | | | |
| 1940 | | 5,000 | | | | | 2,000 | | | | |
| 1941 | 10,000 | 5,000 | | | | | 2,000 | | | | |
| 1942 | 10,000 | 5,000 | | | | | 2,000 | | | | |
| 1943 | 13,000 | 5,000 | | | | | 2,000 | | | | |
| 1944 | 22,000 | 5,000 | | | | | 2,000 | | | | |
| 1945 | 99,000 | 10,000 | | | | | 2,000 | | | | |
| 1946 | 117,000 | 12,300 | | | | | 3,000 | | | | |
| 1947 | 130,000 | 13,000 | | | | | 3,000 | | | | |
| 1948 | 148,000 | 12,000 | | 25,000 | | 13,000 | 3,000 | | | | |
| 1949 | 151,000 | 13,000 | | 35,000 | | 13,000 | 3,000 | | | | |
| 1950 | 154,000 | 12,000 | | 35,000 | | 13,000 | 3,000 | | | | |
| 1951 | 224,000 | 13,000 | | 35,000 | | 13,000 | 3,000 | 7,000 | | | |
| 1952 | 257,000 | 13,000 | | 80,000 | | 13,500 | 3,000 | 18,000 | | | |
| 1953 | 276,000 | 20,000 | | 84,000 | | 18,500 | 3,000 | 18,000 | | | |
| 1954 | 284,000 | 23,000 | | 130,000 | | 21,500 | 3,000 | 23,000 | | 60,000 | 30,000 |
| 1955 | 533,000 | 23,000 | | 130,000 | 20,000 | 21,000 | 3,000 | 19,000 | | 60,000 | 30,000 |
| 1956 | 541,000 | 20,000 | | 210,000 | 35,000 | 21,000 | 14,000 | 19,000 | | 70,000 | 30,000 |
| 1957 | 555,000 | 15,000 | | 260,000 | 35,000 | 36,000 | 29,000 | 24,000 | 40,000 | 70,000 | 30,000 |
| 1958 | 804,000 | 15,000 | | 320,000 | 35,000 | 38,000 | 25,000 | 24,000 | 40,000 | 70,000 | 30,000 |
| 1959 | 1,098,000 | 20,300 | | 370,000 | 35,000 | 43,000 | 25,000 | 25,000 | 40,000 | 86,000 | 30,000 |
| 1960 | 1,137,000 | 10,000 | | 370,000 | 35,000 | 43,000 | 25,000 | 26,000 | 40,000 | 85,000 | 30,000 |
| 1961 | 1,108,000 | 10,000 | | 380,000 | 35,000 | 44,000 | 35,000 | 27,000 | 40,000 | 85,000 | 30,000 |
| 1962 | 1,298,000 | 10,000 | | 380,000 | 35,000 | 49,000 | 35,000 | 27,000 | 55,000 | 100,000 | 30,000 |
| 1963 | 1,318,000 | | 26,500 | 405,000 | 35,000 | 54,000 | 40,000 | 39,000 | 55,000 | 100,000 | 30,000 |
| 1964 | 1,319,000 | | 26,500 | 425,000 | 35,000 | 59,000 | 40,000 | 40,000 | 55,000 | 120,000 | 30,000 |
| 1965 | 1,269,000 | | 26,500 | 450,000 | 35,000 | 62,000 | 40,000 | 40,000 | 55,000 | 120,000 | 30,000 |
| 1966 | 1,257,000 | | 26,500 | 475,000 | 35,000 | 59,000 | 45,000 | 42,000 | 55,000 | 140,000 | 30,000 |
| 1967 | 1,200,000 | | | 365,000 | 35,000 | 60,000 | 45,000 | 42,000 | 55,000 | 140,000 | 35,000 |
| 1968 | 1,210,000 | | | | 35,000 | 65,000 | 45,000 | 43,000 | 55,000 | 140,000 | 35,000 |
| 1969 | 1,215,000 | | | | 35,000 | 65,000 | 45,000 | 74,000 | 55,000 | 140,000 | 35,000 |
| 1970 | 985,000 | | | | 35,000 | 55,000 | 40,000 | 50,000 | 60,000 | 150,000 | 35,000 |
| 1971 | 960,000 | | | | 35,000 | 55,000 | 45,000 | 51,000 | 60,000 | 150,000 | 35,000 |
| 1972 | 910,000 | | | | 35,000 | 37,000 | 50,000 | 18,000 | 50,000 | | 35,000 |
| 1973 | 870,000 | | | | 35,000 | 37,000 | 50,000 | | 50,000 | | |
| 1974 | 410,000 | | | | 35,000 | 40,000 | 50,000 | | 50,000 | | |
| 1975 | | | | | | 40,000 | | | 50,000 | | |
| 1976 | | | | | | 20,000 | | | | | |
| 1977 | | | | | | 25,000 | | | | | |
| 1978 | | | | | | 25,000 | | | | | |
| 1979 | | | | | | | | | | | |

Actually, the junior college district would be permitted by law to construct buildings valued at 5 per cent of the assessed valuation of the district, i.e. with an assessed valuation of $900 million the junior college district could bond for $45 million dollars if it were to plan on expending all that is permitted under the law. However, such is not the intent of the survey committee; instead an expenditure of only $2.5 to $5 million is all that is anticipated for the college.

## Cost Analysis

The cost of the construction and operation of college facilities in the area will depend upon the kind of college that is established. If the administration and board decide to use the existing Rockford College facility or other existing facilities in the area, the cost will be considerably different from that obtained if a new college campus is constructed on the outskirts of Rockford toward Belvidere. In the event that Rockford college's downtown campus is to be purchased and operated by the junior college board, a cost of $1.5 million dollars would be needed for the purchase and renovation of existing facilities. Additional buildings should be constructed on the campus, but the amount specified in the organizational plan might not be sufficient to handle this project. Approval of a bond issue would probably be needed to provide the technical and vocational aspects of the program, and these should certainly be added early in the operation of the college. The operating expense would perhaps be sufficient to handle the needs of the college at the present time, but this might also have to be increased once the college is in operation.

If, on the other hand, the administrative officials decide to locate the college on a new site of approximately 150 acres, the cost for the construction for new facilities would be in the neighborhood of $5-6 million. Operational costs may be no different from those proposed under the other plan, but the increase in the bond issue would be different.

A suggested budget for the new college has not been prepared, but operating estimates have been made from plans presented for consideration and experience of other institutions. Estimated operating costs of the college have been computed as follows (1,200 students):

| | |
|---|---|
| Staff salaries | $900,000 |
| Operation (fuel, lights, phone, etc.) | 150,000 |
| Clerical staff | 60,000 |
| Supplies | 50,000 |
| Equipment | 100,000 |
| Maintenance | 40,000 |
| Other expenses | 200,000 |
| Total | $1,500,000 |

While these amounts are tentative and suggestive, they do indicate general areas of expenditure which might be anticipated. It might be noted here that about $900,000 has been earmarked as the amount that would be necessary for salaries in the college. This amount is only

60 per cent of the total expenditure and is a little lower than that which is usually found in similar educational institutions. In the final analysis, this figure might be a little higher.

Amortization. An amortization schedule for the retirement of bonds as shown as Table 32. This reflects a bond retirement schedule that indicates a total annual expenditure for a $2.5 million issue at 3.5 per cent interest. Schedules have not been prepared for the new-campus issue, but the amounts will, at the least, be doubled for that proposal. Estimates can also be made quite rapidly from Table 32 for the larger issue. If the buildings are amortized over 10 years, the amount of interest would be reduced, and this plan would be recommended. A 10-year plan also appears in Table 32.

Cost Summary. A cost analysis is presented in Table 33. This table illustrates the amount of money that would be needed for the construction of college facilities initially and for the amount that would have to be added five years hence. This indicates an initial expenditure of $2.5-$5 million dollars, which would probably require a tax levy of 2 to 4 cents per $100 of assessed valuation. Five years hence, it is anticipated that an additional $750,000 would be needed for school construction, and further building increases would come as the needs arise. A careful analysis of Table 34 should enable citizens of the area to project their junior college needs for five to ten years.

A study of Table 34 will provide the individual citizen with information that will enable him to ascertain the amount of annual tax required by the proposed community college. This is shown for three propositions: (1) creation of the college district with only the 8¢ specified, (2) creation of the district with plans for a bond issue to provide additional facilities on the Rockford College Campus, and (3) creation of the district and plans for development of a new campus included. It should be clear from an examination of this table that the amount required for the operation of a junior college facility in the two county area would be very minimal. It is hard to imagine that individuals in Boone and Winnebago Counties could secure a two-year college education so reasonably.

## Summary

The increasing demands for a college education and the increased enrollments and financial burdens being placed upon all institutions of higher education in Illinois will combine to produce a network of junior colleges or community colleges in the state in the years to come. While it has been difficult to establish two year colleges in recent years, there have been a number of them--both private and public-established on a very successful basis; and the increased emphasis and interest in the two-year college will assure establishment of many new institutions within the next five years.

Analysis of costs of attending colleges has been presented herein, and estimates of operational and building costs of a new

Table 32

Amortization Schedule for a $2.5 Million
Bond Issue over 20 Years at $3\frac{1}{2}$ Per Cent Interest

| Year | Beginning Unpaid Balance | Annual Interest | Annual Principal Payments | Annual Tax Extension |
|---|---|---|---|---|
| 1 | 2,500,000 | 87,500 | 90,000 | 177,500 |
| 2 | 2,410,000 | 84,350 | 90,000 | 174,350 |
| 3 | 2,320,000 | 81,200 | 100,000 | 181,200 |
| 4 | 2,220,000 | 77,700 | 100,000 | 177,700 |
| 5 | 2,120,000 | 74,200 | 100,000 | 174,200 |
| 6 | 2,020,000 | 70,700 | 110,000 | 180,700 |
| 7 | 1,910,000 | 66,850 | 110,000 | 176,850 |
| 8 | 1,800,000 | 63,000 | 120,000 | 183,000 |
| 9 | 1,680,000 | 58,800 | 125,000 | 183,800 |
| 10 | 1,555,000 | 54,425 | 125,000 | 179,425 |
| 11 | 1,430,000 | 50,050 | 130,000 | 180,050 |
| 12 | 1,300,000 | 45,500 | 135,000 | 180,500 |
| 13 | 1,165,000 | 40,775 | 135,000 | 175,775 |
| 14 | 1,030,000 | 36,050 | 140,000 | 176,050 |
| 15 | 890,000 | 31,150 | 140,000 | 171,150 |
| 16 | 750,000 | 26,250 | 150,000 | 176,250 |
| 17 | 600,000 | 21,000 | 150,000 | 171,000 |
| 18 | 450,000 | 15,750 | 150,000 | 165,750 |
| 19 | 300,000 | 10,500 | 150,000 | 160,500 |
| 20 | 150,000 | 5,250 | 150,000 | 155,250 |
| | | 1,001,000 | 2,500,000 | 3,501,000 |

Amortization Schedule for a $2.5 Million
Bond Issue over 10 Years at $3\frac{1}{2}$ Per Cent Interest

| Year | Balance | Interest | Principal | Tax |
|---|---|---|---|---|
| 1 | 2,500,000 | 87,500 | 212,500 | 300,000 |
| 2 | 2,287,500 | 80,060 | 220,000 | 300,060 |
| 3 | 2,067,500 | 72,360 | 230,000 | 302,360 |
| 4 | 1,837,500 | 64,315 | 235,500 | 299,815 |
| 5 | 1,602,000 | 56,100 | 244,000 | 300,100 |
| 6 | 1,358,000 | 47,500 | 252,500 | 300,000 |
| 7 | 1,105,500 | 38,700 | 262,000 | 300,700 |
| 8 | 843,500 | 29,500 | 270,500 | 300,000 |
| 9 | 573,000 | 20,000 | 281,000 | 301,000 |
| 10 | 292,000 | 10,220 | 292,000 | 302,220 |
| | | 506,255 | 2,500,000 | 3,006,255 |

Table 33

Annual Cost Analysis
Proposed Community College

| | Item | 1965-66 | 1966-67 | 1970-71 |
|---|---|---|---|---|
| 1. | Enrollment | 1,200-1,500 | 2,000 | 3,000 |
| 2. | Assessed valuation | $950,879,000 | $982,914,000 | $1,106,179,000 |
| 3. | Operating costs* | 1,500,000 | 1,800,000 | 2,700,000 |
| | From local taxes | 760,000 | 785,000 | 885,000 |
| | From tuition ($250 per student) | 300,000 | 500,000 | 750,000 |
| | From state sources | 250,000 | 450,000 | 675,000 |
| | From other sources | 190,000 | 65,000 | 390,000 |
| | Tax levies proposed | | | |
| | For operation (salaries, supplies, eqpt.,etc.) | .06 | .06 | .06 |
| | For maintenance and repair of buildings | .02 | .02 | .02 |
| 4. | Building costs (if Rockfor College Campus is used)** | 2,500,000+ | No additional building | 750,000 |
| | Tax levy needed for new buildings | .02 | .02 | .02 |
| 5. | Building costs (if new campus is developed)** | 4,000,000+ to 5,000,000 | No additional building | 750,000 |
| | Tax levy needed for buildings | .04 | .04 | .04 |
| 6. | Total tax levy (per $100 assessed valuation) for buildings and operation if Rockford College is used | .10 | .10 | .10 |
| | Total tax levy for buildings and operation if new campus is developed | .12 | .12 | .12 |

*Assumes operating costs to be the same at both campuses.
**Assumes assistance from the Federal government amounting to 1/6 to 1/3 of the building costs.
+Amortizing on 20-year basis.

Table 34

Tax Increases on Individual Properties for Building and Operating the Community College at the Proposed Level

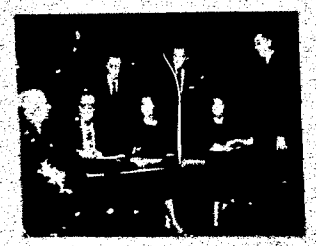
| Actual Property Value | Assessed Valuation of Property | Annual Tax Increase without Building Bond Issue | Annual Tax Increase with Building Bond Issue | |
|---|---|---|---|---|
| | | | Rockford College | New Campus |
| $ 5,000 | $ 2,750 | 2.20 | 2.75 | 3.30 |
| 7,500 | 4,125 | 3.30 | 4.13 | 4.95 |
| 10,000 | 5,500 | 4.40 | 5.50 | 6.60 |
| 12,500 | 6,875 | 5.50 | 6.88 | 8.25 |
| 15,000 | 8,250 | 6.60 | 8.25 | 9.90 |
| 17,500 | 9,625 | 7.70 | 9.63 | 11.55 |
| 18,200 | 10,000 | 8.00 | 10.00 | 12.00 |
| 20,000 | 11,000 | 8.80 | 11.00 | 13.20 |
| 22,500 | 12,375 | 9.90 | 12.38 | 14.85 |
| 25,000 | 13,750 | 11.00 | 13.75 | 16.50 |
| 27,500 | 15,125 | 12.10 | 15.13 | 18.15 |
| 30,000 | 16,500 | 13.20 | 16.50 | 19.80 |
| 35,000 | 19,500 | 15.60 | 19.50 | 23.40 |
| 40,000 | 22,000 | 17.60 | 22.00 | 26.40 |
| 45,000 | 24,750 | 19.80 | 24.75 | 29.70 |
| 50,000 | 27,500 | 22.00 | 27.50 | 33.00 |

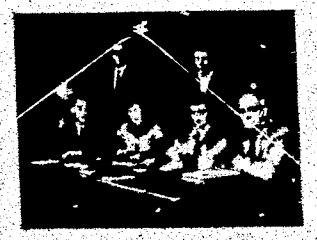
college in the Rockford area have been presented. It is evident to members of the Finance committee that an adequate tax base exists in the two counties and that a comprehensive community college could be established well within the financial framework of the area. This also should provide no hardship on residents and industrial organizations within the two county area. On the basis of projected enrollments of 2,000 to 3,000 students, the Finance committee has estimated that an expenditure of 8 cents per $100 of assessed valuation would provide sufficient funds for the initial establishment of a sound educational program in a good two-year institution. Additional revenue might be needed at a later date, and this has been outlined in Table 33. An examination of all of the tables in the chapter will provide the reader with a wealth of financial data and a good understanding of the problems and the costs involved in the establishment of a college of this nature in northern Illinois. While it has been stressed herein that the cost would be minimal for such a program, it should also be stressed that costs should not be important in the deciding factor in the establishment of a community college; instead, an outstanding program should be provided for this area--one that would assure the two counties of an outstanding enviable community college.

# NORTHERN ILLINOIS COMMUNITY COLLEGE COMMITTEE

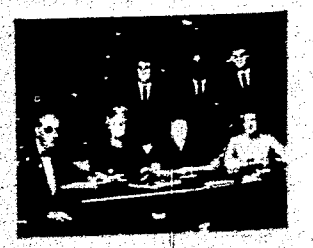
**Studies need for a two-year college in Winnebago and Boone counties**

EIGHTEEN SCHOOL DISTRICTS REPRESENTED





SUBCOMMITTEES PREPARE REPORT



# CHAPTER X

## CONCLUSIONS

At the risk of appearing to be jumping to conclusions, it seems wise to open this last chapter with the ultimate conclusion--Winnebago and Boone counties should establish a community college and should work to open its doors by September of 1965, or sooner if at all possible. This statement is supported fully by the conclusions of all the preceding chapters. Looked at from the point of view of population, curricular needs, guidance functions, building opportunities, financial support, and availability of staff the need of a community college in the area is not to be questioned. Let the points of view be examined in some detail.

### Population Pressures Are Here

1. The population of Boone and Winnebago Counties combined is 240,000 and predictions for the future indicate that the combined population of the two counties will be 300,000 by 1970.

2. High school enrollment for the 1963-64 school year was 13,948. Estimates prepared by the Population Committee show an increase of 5,300 students (38%) in the next decade.

3. Nearly 2,700 juniors and seniors now in high school responded to questionnaires on the establishment of a community college. About 72% stated they would be interested in the proposed junior college.

4. Predictions of community college enrollment for the two-county area show that a junior college established in northern Illinois would draw 2,500 students within two to three years and 3,000 students by 1974. Less conservative estimates set the enrollment at 4,000 by the end of the decade.

### Curricular Needs Are Great and Varied

1. Surveys taken of industries, business establishments, citizens, and students all indicate the need for and desirability of a college in this area. The needed and desired institution would be a comprehensive post-high school educational one that will stress college parallel, remedial, vocational, technical, and adult education offerings.

2. Of the business establishments polled, 79% indicated that they would use the college facilities in training programs.

3. The college parallel program should be designed to meet the needs of those students preparing to transfer to four-year colleges and universities.

4. Programs should be established in the areas of secretarial practice, accounting, automotive and industrial technology, medical services, nursing, home management, cosmetology, commercial art, and agri-business.

5. Vocational programs should be established in accordance with Article 8-2[illegible] of the Vocational Education Act. High school graduates, high school students, and individuals who have not completed high school would all be provided for by these programs.

6. Technological training should be instituted in the areas of automotive technology, industrial technology, electronics technology, and industrial drafting.

7. The adult in the community may wish to improve his occupational knowledge, or his general cultural level, or overcome academic deficiencies that prevented graduation from high school, or may want to work toward a community college degree or certificate. Such courses, available during normal school hours and at night on a credit or non-credit basis, are designed to meet the needs of the adult population of the community.

## Guidance Will Be Key Function

1. Because the community college will be multi-purpose and the student body as heterogeneous as the community, it will be necessary to have a well-organized guidance program to assure the proper matching of student and curricular offerings.

2. The Dean of Students, in cooperation with the Admissions Officer, will determine what students should attend, what their programs will be, administer tests to assist students in determining what courses of study to follow, and counsel with students who are having difficulties.

3. The Dean of Students should possess an earned doctorate, preferably in the field of guidance. He must be well acquainted with the life problems of all ages as well as their learning abilities.

4. Coordination of the curriculum and the guidance services will be effected under the leadership of the Dean of the College. While the Dean of the College need not be an

expert in every field of study under his direction, he should be sufficiently informed to be able to appraise new demands and evaluate the competency of instruction offered in all classes.

## Two Building Proposals Studied

1. Based on the population estimates the thinking of the Building Committee moved in the direction of a college of 1,000 full-time students the first year of operation, 2,000, the second year, to some place in the vicinity of 3,000-4,000 students by the end of five years.

2. Authorities generally agree that a campus of 100-150 acres could take care of the initial enrollment and that within six or seven years a campus of 300 acres might be required. A number of such sites were located and are to be found on a map in the chapter on buildings.

3. After considerable study of community college needs and the availability of Rockford College (downtown campus), the Buildings Committee strongly recommends a course of action leading to the use of the college as the start of the new community college. The Committee feels it meets all requirements of accessibility, facility (with minimal modification and cost), and availability.

## Financial Needs Are Modest and Available

1. Not only are there adequate students for a community college in the two-county area, but there is a current assessed valuation of approximately $814 million --much more than the amount required by law, which is only $75 million.

2. The current assessed valuation is for the tax year 1962. A ten-year projection indicates that by tax year 1972 the assessed valuation of the two counties will be $1,187 million--an assurance that the tax rate will not skyrocket.

3. Building and operational costs for a community junior college would be minimal--only 8¢ per $100 of assessed valuation for operation and maintenance, with a possible additional levy of 2 to 4¢ per hundred dollars assessed valuation for campus buildings.

4. Tax increases for the proposed college, computed on the basis of 8¢ for operating costs and 2¢ for the

construction, would amount to $10 on a home assessed at $10,000. A study of the figures below will provide individual taxpayers with estimated costs they will assume if a college district is created.

Annual Tax Increases

| Actual Property Value | Assessed Valuation | For Rockford College Campus | For New Campus |
|---|---|---|---|
| $ 5,000 | $ 2,750 | 2.75 | 3.30 |
| 7,500 | 4,125 | 4.13 | 4.95 |
| 10,000 | 5,500 | 5.50 | 6.60 |
| 12,500 | 6,875 | 6.88 | 8.25 |
| 15,000 | 8,250 | 8.25 | 9.90 |
| 17,500 | 9,625 | 9.63 | 11.55 |
| 18,200 | 10,000 | 10.00 | 12.00 |
| 20,000 | 11,000 | 11.00 | 13.20 |
| 22,500 | 12,375 | 12.38 | 14.85 |
| 25,000 | 13,750 | 13.75 | 16.50 |
| 27,500 | 15,125 | 15.13 | 18.15 |
| 30,000 | 16,500 | 16.50 | 19.80 |

Voters Need To Be Informed

1. A small-scale study of adult opinions revealed that about 58% of the adult citizens were favorably inclined toward the community college proposal. More detailed study revealed a hard core of 30% in favor of the college as opposed to a 15% hard core against the idea. The remaining 55% of citizens were either lukewarm or uncommitted but would be decisive if informed.

2. The study did not prove that a referendum would pass, but it did indicate sufficient citizen interest to warrant planning for a referendum.

3. In the past ten years in the two counties there have been 12 special elections for financing schools; the record 9-3 approvals to failures indicates a strong desire to support public education. A study of Table 27 in Chapter 9 will provide details.

4. The Citizens Committee recommends to the Steering Committee, the School Boards of the participating high schools, and the citizenry of the two counties, that the findings of the survey be publicized widely so that a proposal for the creation of a community junior college district be put before the voters at the earliest possible election.

5. It is strongly recommended that the community college should open its doors for business by September, 1965, or sooner if possible. As soon as the district is created and a board elected it should immediately hire a most able administrator to formulate plans in detail, select staff, and handle the myriad of details necessary to the creation of a new educational institution.

6. Although not charged with the responsibility for naming the project, nor was any other committee, the Public Relations Committee would recommend that the institution be named the Rock River Community College. This would avoid confusion with the existing college in the area, avoid identification with the large metropolitan area, and yet be appropriate because the two counties are in the watershed of that river.

To Sum It Up

The survey has clearly established the need of a community junior college in terms of population and need of educated people. It has clearly established the adequacy of financial support in the area. It has pointed out the need to inform the voters; to provide the voters with an opportunity to decide; and the steps that need to be taken to bring these things to pass. With vision the citizenry of the two counties can move forward to a reality that will exceed their fondest visions, the reality of Rock River Community College.

The map of the proposed community college district appears as Figure 18. The boundaries of the district, as proposed, include the eleven districts (in their entirety) which participated in this study.

# PROPOSED COLLEGE DISTRICT OF BOONE-WINNEBAGO COUNTIES, ILLINOIS

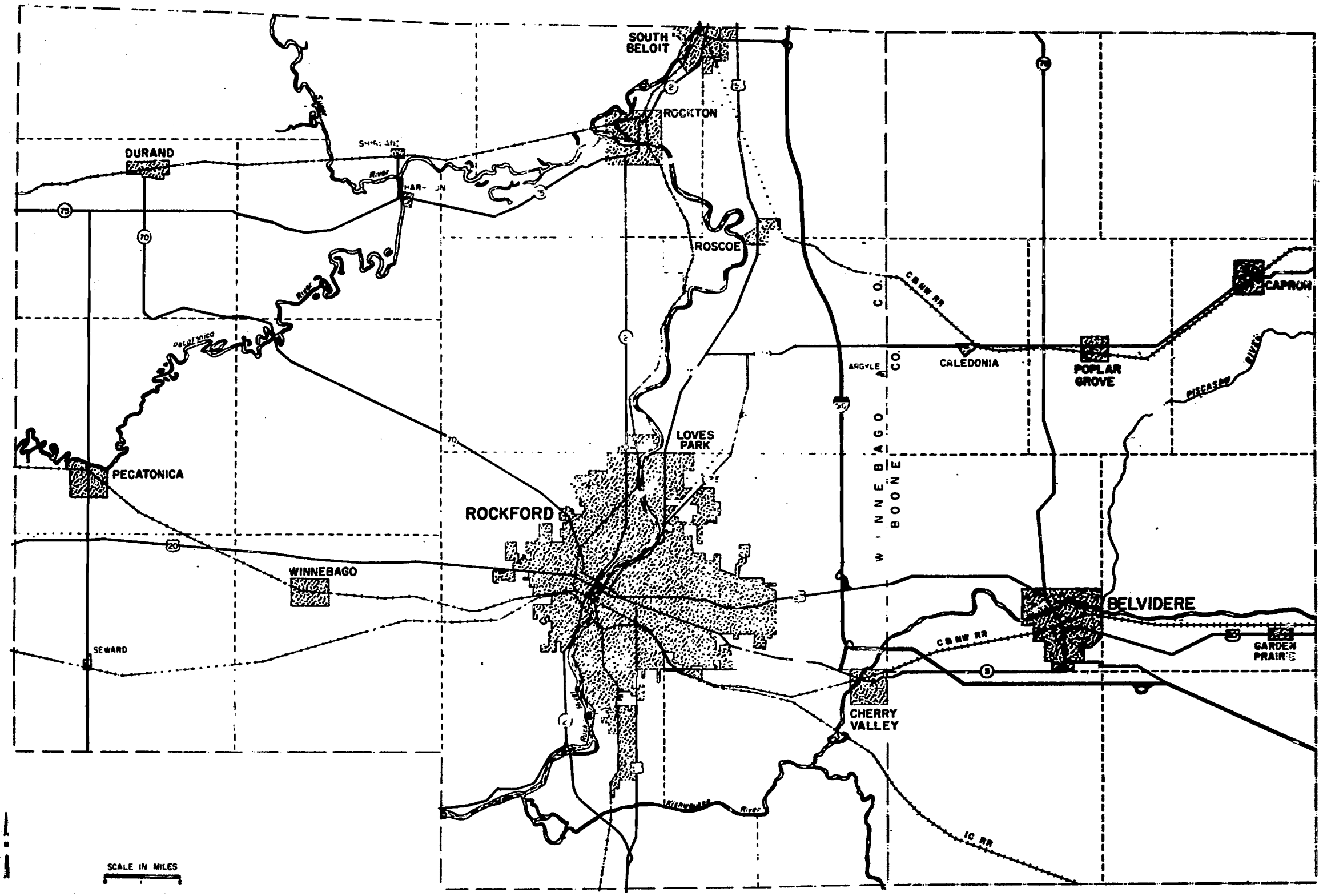



Figure 18

## APPENDIX

## SURVEY OF PERSONNEL NEEDS OF SELECTED BUSINESSES IN WINNEBAGO AND BOONE COUNTIES

1. How many people are employed in your company or organization? Number_____

2. How many new people did you employ in 1963? Number_____

3. How many non-experienced employees were hired in 1963 with the following educational background? (Underline proper availability for each educational background.)

NUMBER

| | | | |
|---|---|---|---|
| _____Non-High School Graduate | Scarce | Adequate | Surplus |
| _____High School Graduate | Scarce | Adequate | Surplus |
| _____Advanced Training | Scarce | Adequate | Surplus |

4. Is there a specific training program in your company or organization?

Yes_____ No_____

5. If yes, list each type

_____Orientation _____On the Job Training _____Apprenticeship

_____Tuition payment for advanced training _____Other

6. Could training beyond high school supplement your existing training or education program?

Yes_____ No_____

7. If "Yes," please check all the types of training which would apply. Types of Training Offered by Typical Community Colleges

_____Drafting & Blueprint Reading
_____Factory Management
_____Labor-Management Relations
_____Instrumentation & Plant Control
_____Laboratory Technician
_____Metallurgy
_____Business Management
_____Agriculture
_____Interior Decorating
_____Play and Story Writing
_____Mental Hygiene
_____Advertising
_____Home Appliance Repair
_____Dental Technician
_____Sciences
_____Foreign Language
_____Economics & Government
_____English and Speech
_____Mathematics
_____Literature & History
_____Plant Protection
_____Secretarial Practice
_____Clerical Practice
_____Business Machines
_____Merchandising
_____Landscaping & Gardening

_____Product Design
_____Commercial Art
_____Dietetics
_____Photography
_____Applied Science
_____Applied Mathematics
_____Machine Technology
_____Welding
_____Retailing

_____Bookkeeping & Accounting
_____Air Cond. and Refrig.
_____Electronics, Radio & T.V.
_____Electric Wiring & Motors
_____Automotive Shop Practice
_____Practical Nursing
_____Medical Technician
_____Music Appreciation
_____Diesel Mechanics
_____Other

8. For what areas of employment would graduates from two years of post-high school training be particularly useful in your company or organization? (Check all that apply)

_____Engineering
_____Sales
_____Skilled Workers
_____Semi-Professional Workers

_____Administrative
_____Office
_____Semi-skilled workers
_____Other

9. To what extent do existing educational facilities in the community meet off-the-job training needs of your employees?

_____Excellent _____Fair _____Poor _____Don't Know

10. What is the nature of your business?