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FEASIBILITY STUDY FOR A PUBLIC JUNIOR COLLEGE IN CENTRAL ILLINOIS.

Junior College Steering Committee, Ill.; Schellie Associates, Indianapolis, Ind.

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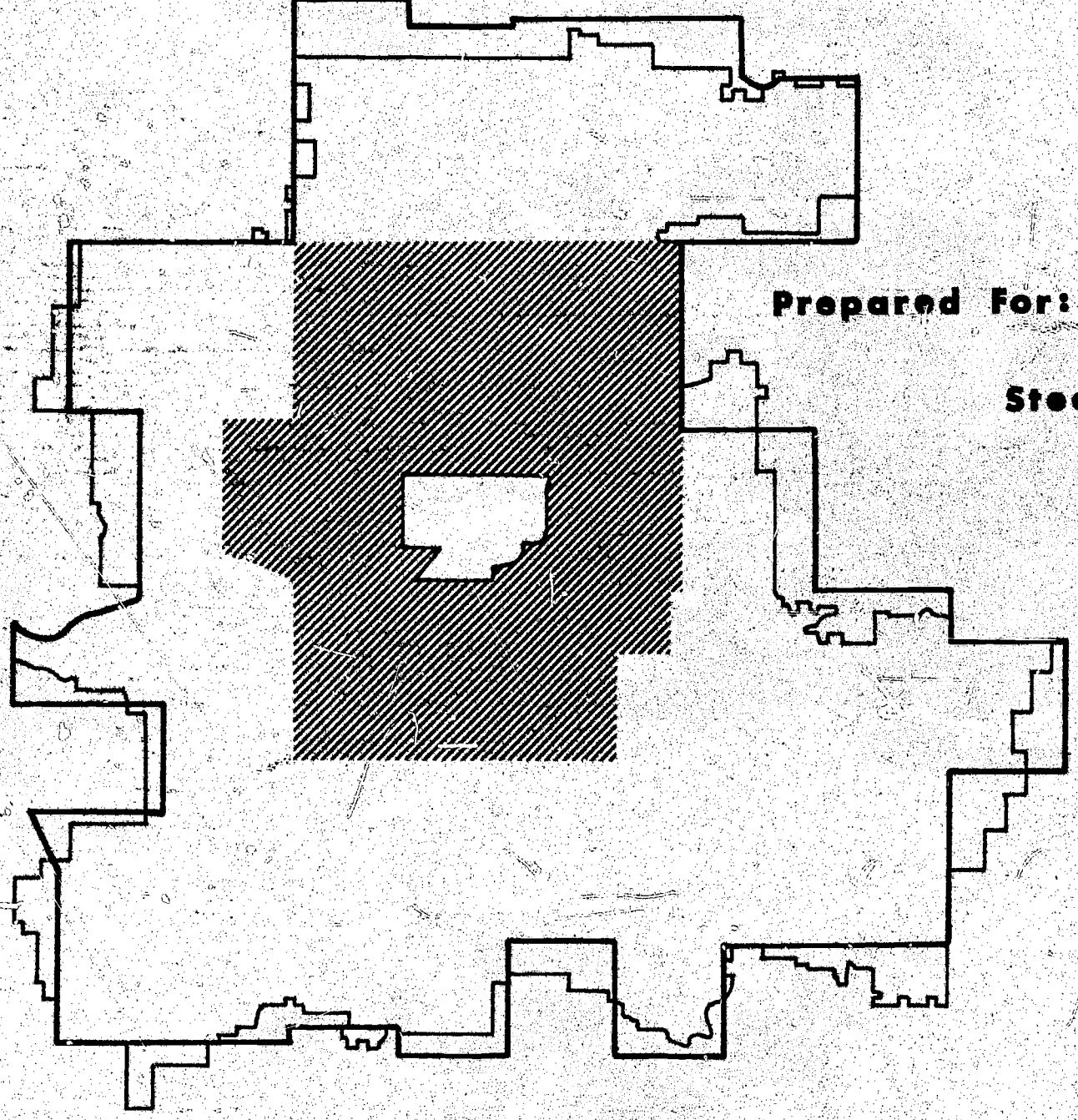
A detailed proposal for a public junior college district in central Illinois. Preliminary study areas focus on population characteristics, assessed valuation, and the geographic location of the proposed facilities with respect to other colleges and to the recommended district. Special studies within the proposed district are concerned with parental and student interests, community needs and vocational training, existing educational facilities, district financial ability, and district ability to initiate an instructional program. Seven maps and four charts illustrate the text. (FO)

FEASIBILITY STUDY

FOR A PUBLIC JUNIOR COLLEGE

IN CENTRAL ILLINOIS



Prepared For: Junior College

Steering Committee

November, 1965

Prepared By: Schollie Associates, Consultants

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As with all subjects of this scope and depth, a number of individuals and public and private agencies have contributed time, money, and talent to the preparation of this report. While we do not enumerate these participants here, we are aware of and are grateful for their efforts.

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IN CENTRAL ILLINOIS

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FEASIBILITY STUDY

FOR A PUBLIC JUNIOR COLLEGE

IN CENTRAL ILLINOIS

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IN CENTRAL ILLINOIS

INTRODUCTION

The most fitting introduction to this study is the policy statement of the Junior College Steering Committee. This policy statement has served in the early efforts to obtain a public junior college for the Central Illinois area. The aims and purposes of the junior college are so well stated in this policy statement that it will doubtless be the "constitution" of the junior college in years to come.

The following is the policy statement with Steering Committee matters deleted:

> *"After several years of study by special groups in the Decatur area, we now have a representative group of some sixty persons who now have taken over the responsibilities of instituting action for the establishment of a junior college in the Central Illinois Area. This group is known as the Steering Committee, and this committee has been subdivided into several standing committees in order to accomplish its task.*
>
> *"From the above studies a need for this institution of higher learning has been established, both from the industrial development potential of our community and from the individual student's future advancement. It is the sincere and earnest purpose of this Steering Committee to see that this need is fully analyzed and provisions made to satisfy the need in the best and most economical manner. We, therefore, set forth these policy statements as a guide to all for our actions and a goal to which we attain:*
>
> *Type of College--An area Junior College embracing academic, vocational, technical, and agricultural curricula to meet the needs of Central Illinois on an industrial, agrarian, and individual basis, and within the realm of commuter distance. We vision such a school as stressing the vocational-technical aspects of its curricula, but including liberal arts courses to develop a well-rounded graduate. Liberal arts courses must be transferrable. Night courses for the vocational-technical areas will offer individuals a chance for advancement or retention of their jobs as technological changes take place in industry.*
>
> *Quality of Education--The quality of education, either technical, vocational, or academic, must be of the highest level and in accord with the latest advance in technology and teaching methods.*
>
> *Tuition--The Steering Committee endorses a nominal tuition fee, one which is considerably less than other state-supported schools, and yet a fee high enough to emphasize the student's responsibility to acquire the knowledge he is seeking.*

Relationship with Other Institutions of Higher Learning in the Area--our sincere purpose in the establishment of this Junior College in the Central Illinois area is to correlate our efforts at providing specific post-high-school education and training with the purposes of existing institutions. Our focal point of interest is to provide the individual with the type of education he needs and industry demands.

Relationships with Other Boards of Secondary Learning in the Area--We recognize that a separate Junior College board will be established. We also recognize our complete dependence on the type and nature of the secondary education that the prospective Junior College student receives. It is therefore imperative that a very cooperative and cordial relationship exists between these boards and the Steering Committee and, eventually, with the Junior College Board. This Steering Committee stands ready and willing to accept suggestions and guidance from board members or school administrators dealing with the secondary level.

Relationships with Industry--We recognize that our main purpose is to provide the means whereby individuals may better prepare themselves for a place in industry. Knowing what places will be available in industry in the near future, where we can attain the best instructors, what equipment will be needed for this instruction--requires that we maintain a close liaison with industry. We solicit and value their solid support."

SUMMARY OF PROPOSED DISTRICT'S FULFILLMENT OF STATUTORY REQUIREMENTS FOR A CLASS I JUNIOR COLLEGE DISTRICT WITHIN THE STATE SYSTEM

Requirement I.	The proposed district must be a "...contiguous and compact territory..."
Summary.	Map 2 shows that the boundaries form a contiguous and compact territory; the only boundary irregularities can be attributed to the pre-existing school district conformation.
Requirement II.	Regarding the service area of the proposed district "...no part of which is included within any common school district maintaining a junior college or any junior college school district..."
Summary.	No part of the proposed area is included in an existing junior college district. No part of the proposed area is within a common school district maintaining a junior college.

Requirement III.	*The proposed district must have "...study of...junior college needs and conditions thereof..."*
Summary.	*The study of the proposed district shows that it has nearly six times the minimum requirement for population. The district area has a total equalized assessed value of $816,932,000, which is nearly ten times the minimum requirement. Other needs are covered below.*
Requirement IV.	*The proposed district must have "...area within and adjacent thereto in relation to existing facilities for general education, including pre-professional curricula and for training in occupational activities..."*
Summary.	*This proposed junior college district has been studied in the light of other "pre-professional" and occupational training activities both existing and proposed. It is feasible and needed for the present and future. Even the most comprehensive of programs would not over-extend the capacity of the present area and adjacent area educational facilities.*
Requirement V.	*The proposed district must have a "...a factual survey of...possible enrollment..."*
Summary.	*The study shows that enrollment would be about 1,000 in 1965 and 2,000 in 1980. These estimates were made from national projections of the Bureau of the Census and local projection high school graduation classes and the projection of college-going rates.*
Requirement VI.	*The proposed district must have a "...a factual survey of...assessed valuation..."*
Summary.	*A factual survey of assessed valuation, as equalized, has been made for the proposed district. As has been stated previously and elsewhere, this assessed value is more than ten times the minimum requirement of the Illinois statutes. In 1965, the assessed valuation for the proposed district was $816,923,000. This amount of assessed valuation is more than sufficient to support a thorough-going, comprehensive junior college program. (More than 25% of the total assessed valuation is in rural, unincorporated territory.)*
Requirement VII.	*The proposed district must have "...a factual survey of...industrial and business needs..."*
Summary.	*A factual survey of industrial and business needs has been conducted. There is a definite need to supplement existing "in-plant" and area institutions of higher education with the facilities of a public junior college. More detailed information is contained in the text.*

Requirement VIII.	*The proposed district must have a "...a factual survey of... agricultural (training) needs and other conditions reflecting educational needs in the area to be served..."*
Summary.	*A factual survey of agricultural (training) needs and other conditions indicates a need to train rural youth for off-the-farm jobs and occupations. Agricultural courses are indicated as an important, but smaller part, of the curricula.*
Requirement IX.	*For the proposed district "...proposed district to provide a desirable two-year college program at reasonable cost..."*
Summary.	*Essentially the population, tax base, and the prospective enrollment combine to assure any junior college of "a desirable program at a reasonable cost." These three factors are unquestionably of a size to assure the success and efficiency of the proposed junior college district.*
Requirement X.	*The proposed district must have "...the conditions under which such operation would be possible..."*
Summary.	*A detailed provisional estimate of costs and revenues is included in this report.*
Requirement XI.	*The proposed district must have "...the estimated results of such operation in terms of local taxes..."*
Summary.	*The estimated results in terms of taxes are included in this report.*
Requirement XII.	*The proposed district must have "...the nature and probable cost of alternative methods of providing adequate junior college educational opportunities for students in the territory involved and such other information as may be helpful to the voters in such territory in voting on the proposition to establish a Class I junior college district..."*
Summary.	*This study indicates strongly that the comparable educational alternatives to a public junior college would cost local citizens, in either tax or private funds, an estimated two to four times the amount required for the proposed junior college. The scarcity of college and university capacity elsewhere in the general area and the added cost of non-resident education to parents and students, indicate that these alternatives would be neither comparable nor satisfactory.*

PRELIMINARY STUDY AREA--POPULATION

PURPOSE OF THIS SECTION

This section of the report "examines tentatively... the numbers and distribution of population..." in the general region of Central Illinois"... for the purpose of establishing... the boundaries of a proposed Junior College District."

PRELIMINARY STUDY AREA

To achieve the above purpose, a Preliminary Study Area was selected. The preliminary study area was designed as a first step in determining "final" study area boundaries. For the sake of clarity, the final study area will be referred to as "the proposed Junior College District."

Mechanically, the preliminary study area was designed to: 1) include more area than any conceivable proposal for a Junior College District, 2) depict the spatial distribution of institutions of the region, and 3) use county boundaries to facilitate statistical analysis.

MAP OF THE PRELIMINARY STUDY AREA

The eleven counties of the Preliminary Study Area are shown on Map 1. On certain maps which follow, McLean County is also shown although it is not in the Study Area.

GEOGRAPHY OF THE AREA

The preliminary study area's geography has been highly influential in determining the numbers and spacing of population. Few portions of the earth's land area and surface are as level, fertile, and free from the divisive natural barriers. Because of this favorable terrain, it is probably one of the few portions of the earth's surface so thoroughly and intensively harnessed to the service of man. There is ready access to all parts of the area, and the only barriers to transportation are often man-made. Decatur reservoir is an example of this.

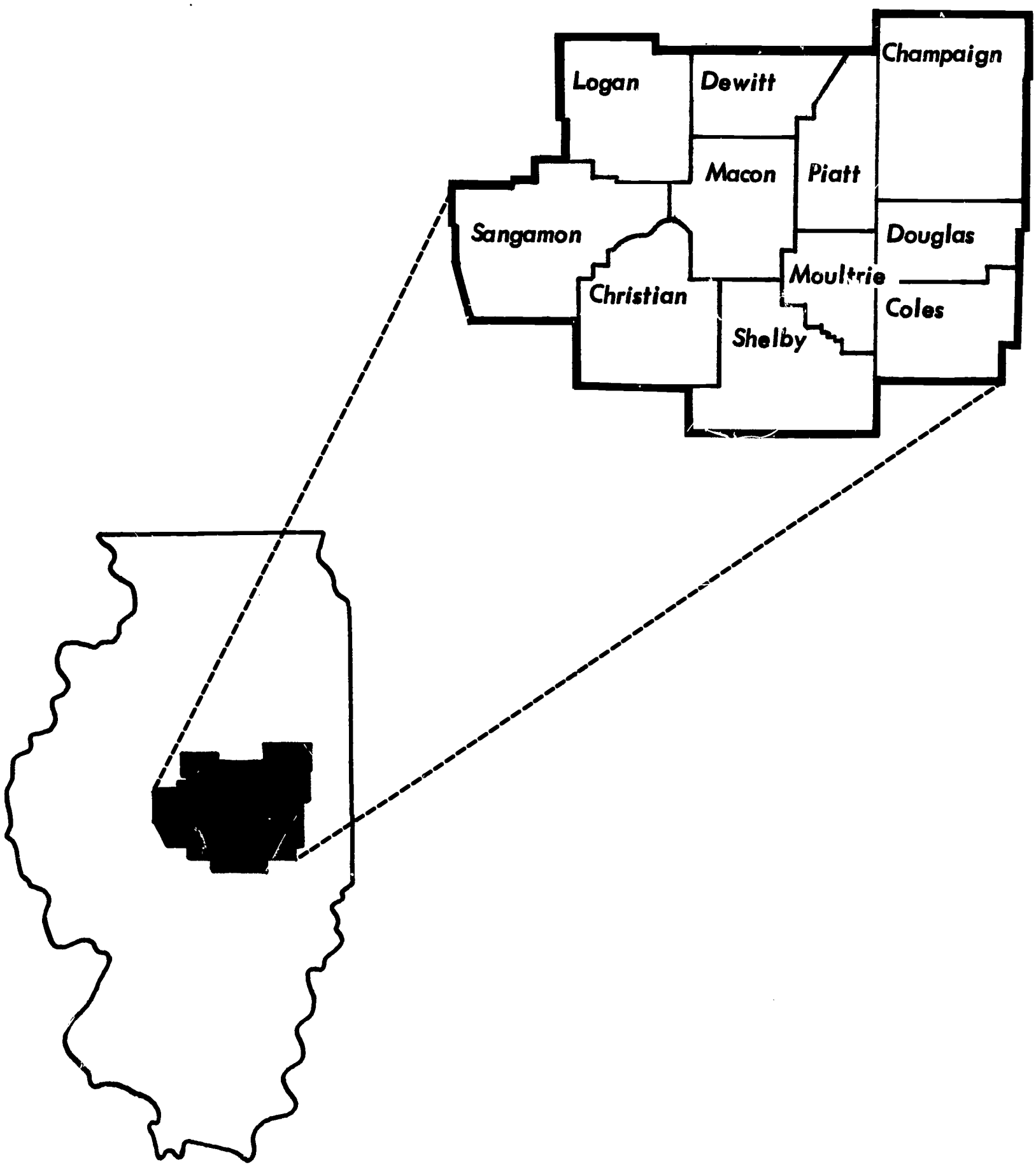
The implications of the geography of the area for a junior college are these: 1) distance becomes the deciding factor in the determination of the extent of the area to be served by a junior college, 2) in a general way, political and revenue district boundaries follow a regular, predictable, and easy to understand pattern.

TOTAL POPULATION

Almost 600,000 persons lived in the preliminary study area in April, 1960 at census time. The exact count was 599,450. Nearly two-thirds of these people, 385,961, lived in the cities and larger towns of the area. The remaining population resides in the small communities and on the farmsteads of the area.

MAP 1

ELEVEN COUNTIES IN THE PRELIMINARY JUNIOR COLLEGE DISTRICT STUDY AREA



Schellie Associates

Decatur, Springfield, and Champaign-Urbana are major cities of the eleven county area. Each of these cities have a population of close to 100,000. Combined, their population accounts for about one-half of that in the entire study area. No other cities in the area approach their "small metropolitan area" size and importance.

The total population of the area has increased measurably in the past twenty years. In 1940, there were about 470,000 persons in the area. By 1950, the total had reached 531,000.

Although the population gains are at a somewhat lesser rate than the nation as a whole, they are impressive none the less. About 130,000 population was added between 1940 and 1960.

It may be convenient to think about this area as having a population quite close to that recorded for Pittsburgh, Pennsylvania, in 1960. In land area, it is a little larger than the State of Hawaii and approaches the size of New Jersey. The land area is 6,667 square miles.

GENERAL POPULATION TRENDS IN THE PRELIMINARY STUDY AREA

The trend throughout the United States has been toward urban population growth. Each of the three major cities in the preliminary study area has had sustained population growth in the post-World War II era. The surrounding farm areas, however, have had a substantial depletion in population. This has resulted from the trend toward larger, fewer and more efficient farms. Small villages and towns which were once supported by the local farm trade are also losing population as the wider dispersion of farm population weakens their economic position. The intermediate-size towns of the area are gaining population as the new farm community centers, replacing the smaller communities in this regard.

The rapid depletion of farm population poses a problem in the later parts of this study which will deal with curricula. Although agricultural education is certainly of proven value, the forecasted numbers of farm population may indicate that this is an area of diminishing importance in the formation of junior college curricula.

DEMOGRAPHIC DISTRIBUTION OF POPULATION

The attributes and characteristics of the population of the general area indicate that it is a rather normal "slice" of the United States population cake.

URBAN-RURAL DISTRIBUTION

With respect to percentages, the area is 35.6 per cent rural in population and the United States is 30.1 per cent. Even though the area is a part of the "heartland" of American agriculture, it can be seen that there is no overwhelming difference between it and the United States in general.

RACIAL DISTRIBUTION

Not unexpectedly, the statistics show somewhat fewer nonwhites in proportion to the general population than in the United States generally. Although more than eleven per cent of the United States population in 1960 was nonwhite, only 3.5 per cent of the preliminary study area population was other than white. Most of the nonwhite population was centered in the three large cities.

EDUCATIONAL ATTAINMENT

The number of high school graduates in the twenty-five years of age and over age groups is quite similar to that of the United States in general. This is particularly true if allowances are made for three exceptional situations in the area: 1) the governmental group at Springfield--raising the average slightly, 2) the University group at Champaign-Urbana--raising the averages markedly, and 3) the retarded children's school at Lincoln--lowering the average markedly.

OTHER DEMOGRAPHIC CHARACTERISTICS

It has been noted in past studies of Macon County and the general area that the statistics of the area's population characteristics follow quite closely those of the general United States population.

The distribution of income groups and aggregate incomes are rather typical of the national scene. The area is metropolitan and rural in approximately the same proportions as the entire United States. It follows that the mix of divergent income patterns related to these two economies parallels that of the United States.

Two recent studies of the United States Bureau of the Census have brought out facts pertinent to this part of the study. The first study found a close association between income, educational attainment, and occupation. Statistically, to know any one of the three was shown to be a strong indication of the other two. The second study found that the educational expectation of young people is highly associated with the attainment level of their parents. This was found to be a quite predictable increase of education based on the attainment level of the past generation.

In the later parts of the study, it will be shown that the rather normal conditions of the area, economically and socially, and the predictable progress in educational attainment from one generation to the next, all contribute to reliable forecasts of the future educational needs of the area.

In contrast, consider that many areas of the United States are concentrations of wealth or poverty, or have populations which are highly mobile, or as in the instance of Huntsville, Alabama, have unforeseen sudden immigration. The preliminary study area displays many of the stable, normal qualities which facilitate population forecasting.

POPULATION AGE GROUPS

The age groups important to this study are those in the younger school age brackets. In the preliminary study area in 1960 there were 234,797 in the population under eighteen years of age. The three metropolitan counties of the area, Macon, Sangamon, and Champaign, accounted for nearly 160,000 of that total. Although Champaign County's totals are somewhat inflated by its temporary-status University students, the area's youthful population is predominantly from the large urban centers.

PRELIMINARY STUDY AREA--ASSESSED VALUE

PURPOSE OF THIS SECTION

This section of the report "examines tentatively... the equalized assessed valuations..." in the general region of Central Illinois"... for the purpose of establishing... "the boundaries of a proposed Junior College District."

ASSESSED VALUATIONS IN THE PRELIMINARY STUDY AREA

Because most Junior College Districts are formed from aggregations of school districts, the assessed valuation figures for the area are on the basis of school districts.

The combined 1963 assessed valuation for the school districts headquartered in the preliminary study area reached nearly $3,000,000,000. Because certain elementary and secondary districts cover the same territory and assessed value, the approximate unduplicated assessed value of these districts would be $2,720,000,000. This latter figure would better describe the tax base in the area covered by school districts headquartered in preliminary study area counties.

The basic minimum population required in the statutes is 30,000 for the formation of a Junior College District. The preliminary study area has twenty times this requirement. The minimum equalized assessed value property tax base for a Junior College, as set forth in the statutes is $75,000,000. This requirement is met in the preliminary study area thirty-six times. This is theoretical, of course. However, it does give a measure of the area which relates it to the Junior College program in Illinois. The central idea of the Junior College program in Illinois is to serve the population with comprehensive Junior College programs within commuter range. This would appear to warrant institutions of larger size and scope of activities than the minimum statutory requirements, wherever possible. Certainly, the preliminary study area permits a more efficient use of facilities than is contemplated in the minimum requirements of the statutes.

ASSESSED VALUATION TABLES

The information in Tables 1 and 2 were gathered for reference in this preliminary study and in determining the district recommendations which occur later in the study.

TABLE 1

EQUALIZED ASSESSED VALUATIONS PRELIMINARY STUDY AREA COUNTIES, 1963

Area	Equalized Assessed Value
Area Total	$ 2,721,631,820
Champaign	$ 510,679,800
Christian	187,759,897
Coles	168,765,634
DeWitt	85,785,218
Douglas	143,688,775
Logan	183,330,540
Macon	454,448,652
Moultrie	81,702,341
Piatt	276,908,151
Sangamon	541,252,292
Shelby	107,310,520

Source: Office of Illinois Superintendent of Public Instruction, 1964.

TABLE 2

EQUALIZED ASSESSED VALUATIONS*
PRELIMINARY STUDY AREA
UNIT AND SECONDARY SCHOOL DISTRICTS
1963

County and District		Type of District**	Assessed Value ($)
Champaign			**510,679,800**
1	Fisher	U	25,141,692
3	Mahomet	U	22,264,132
4	Champaign	U	204,533,249
6	Broadlands	U	18,471,086
7	Tolono	U	45,665,166
116	Urbana	U	92,358,748
193	Rantoul H. S.	S	57,593,632
208	Homer	U	12,445,016
305	St. Joseph-Ogden H. S.	S	32,207,079
Christian			**187,759,897**
1	Morrisonville	U	24,757,099
3	Taylorville	U	58,262,787
4	Edinburg	U	13,873,567
5	Mount Auburn	U	11,167,821
7	Stonington	U	14,454,080
8	Pana	U	39,560,491
9	Assumption	U	20,395,764
310	South Fork H. S.	S	5,288,288
Coles			**168,765,634**
1	Charleston	U	60,053,919
2	Mattoon	U	92,238,916
5	Oakland	U	16,472,799

* Includes territory of all unit and secondary school districts headquartered in each county.

** U = Unit District; S = Secondary District

TABLE 2 (Continued)

County and District		Type of District**	Assessed Value ($)
DeWitt			85,785,218
5	Wapella	U	13,246,288
10	Farmer City	U	24,058,878
15	Clinton	U	48,480,052
Douglas			143,688,775
301	Tuscola	U	51,494,483
302	Villa Grove	U	21,994,154
303	Newman	U	17,603,957
305	Arthur	U	24,012,621
306	Arcola	U	28,583,560
Logan			183,330,540
20	Atlanta	U	12,833,236
21	Hartsburg-Emden	U	17,101,100
22	New Holland-Middletown	U	16,024,397
28	Mt. Pulaski	S	33,225,720
404	Lincoln	S	74,147,632
405	Beason H. S.	S	14,681,472
406	Elkhart H. S.	S	15,316,983
Macon			454,448,652
1	Argenta-Oreana	U	20,853,864
2	Maroa-Forsyth	U	22,563,694
3	Mount Zion	U	24,198,256
5	Macon	U	17,296,382
6	Niantic-Harristown	U	14,167,878
10	Blue Mound	U	17,591,769
11	Warrensburg-Latham	U	25,195,528
61	Decatur	U	312,581,281
Moultrie			61,702,341
300	Sullivan	U	29,308,968
301	Bethany	U	16,153,280
303	Lovington	U	16,240,093

TABLE 2 (Concluded)

	County and District	Type of District**	Assessed Value ($)
Piatt			276,908,151
5	Bement	U	24,155,765
7	Mansfield	U	12,896,108
25	Monticello	U	170,949,887
39	Atwood-Hammond	U	24,159,364
57	DeLand-Weldon	U	21,682,891
100	Cerro Gordo	U	23,064,136
Sangamon			541,252,292
1	Buffalo	U	15,916,615
3	Rochester	U	15,726,413
5	Chatham	U	26,836,033
8	Pleasant Plains	U	21,715,471
10	Auburn	U	12,715,245
11	Pawnee	U	15,766,181
12	Illiopolis	U	14,428,790
13	Divernon	U	6,214,457
15	Williamsville	U	14,635,620
16	New Berlin	U	22,858,462
41	Oak Hill	Elem.	1,050,038
42	Riverton	Elem.	4,381,777
186	Springfield	U	369,007,190
242	Riverton H. S.	S	5,431,815
Shelby			107,310,520
1	Windsor	U	16,732,674
2	Findlay	U	13,204,187
4	Shelbyville	U	31,801,029
5	Stewardson-Strasburg	U	13,647,652
6	Moweaqua	U	18,392,425
184	Herrick	S	3,864,207
185	Tower Hill	S	5,442,508
188	Cowden	S	4,225,898

PRELIMINARY STUDY AREA--SPATIAL DISTRIBUTION

PURPOSE OF THIS SECTION

This section of the report "examines tentatively... the spatial relationship of the general area to existing junior college districts and junior college services in and near the general area... for the purpose of establishing... the boundaries of a proposed Junior College District."

SPATIAL RELATIONSHIPS

It is of utmost importance to visualize the setting of the new Junior College District with regard to existing and proposed institutions of higher learning. It is the aim of the Junior College program in Illinois and the Junior College Steering Committee to fill an unmet need for higher education. Conversely, it does not seek to compete with existing institutions. Furthermore, there is a need to arrive at logical permanent boundaries with respect to other proposed junior colleges and institutions of higher education in the area.

A COMMUTER COLLEGE

The Illinois Master Plan for Higher Education calls for a junior college program to serve local areas. The plan designates the Junior College system as a means of serving commuter students who live at home. This has an additional feature: the goal is to serve most of Illinois with Junior College districts in a manner quite similar to high school districts and facilities. This means that each district is designed to serve a particular area from which it receives both its student body and its tax support. The statutes prevent an over-lap of district boundaries. These are mutually exclusive geographic areas. Although student transfers are permitted under special circumstances, the purpose of the Junior College program is to serve local students with locally provided facilities.

This goal has been elaborated to differentiate the facility from those institutions of higher learning which draw students from a less specific area. Dormitories are not contemplated for the public junior colleges of Illinois.

JUNIOR COLLEGES IN THE PRELIMINARY STUDY AREA

The preliminary study area at present has two junior colleges: Lincoln Junior College and Springfield Junior College. These are both privately operated, and as such they are not a part of the public junior college program. Since all colleges in the area must be considered in the formation of the new district, however, these institutions form an important part of the setting for the proposed new district.

PROPOSED JUNIOR COLLEGES IN THE PRELIMINARY STUDY AREA

There are several proposed public junior colleges which may in the future serve various segments of the preliminary study area. These proposals, at this time, appear to be at widely varying stages between initial plans and final reality.

At Champaign-Urbana, a proposal is well advanced toward becoming a reality. The final studies have been completed there, and there is a firm proposal for the formation of a district with definite boundaries.

At Mattoon, a proposal is in the early stages but it is apparently gaining vigorous support. A proposal for a junior college at Effingham, also, is in the enthusiastic preliminary status. Further, a proposal for a junior college in the Bloomington-Normal area has also been under study.

For some years, there have been attempts at Springfield to initiate a public junior college or four year college. However, at present these plans appear to be less unified. Many, however, predict that Springfield's plans once crystallized will advance rapidly.

A proposal has been made that a junior college be started at Pana to serve that local area. It appears not to have progressed, however, beyond the formal conference stage. This area, unlike the others mentioned above, may well have some difficulty in meeting the minimum State requirements.

In summary, these are the possible junior college districts which may be formed in the future under Illinois statutes. Perhaps the only real "competition" among them is in the formation of original district boundaries.

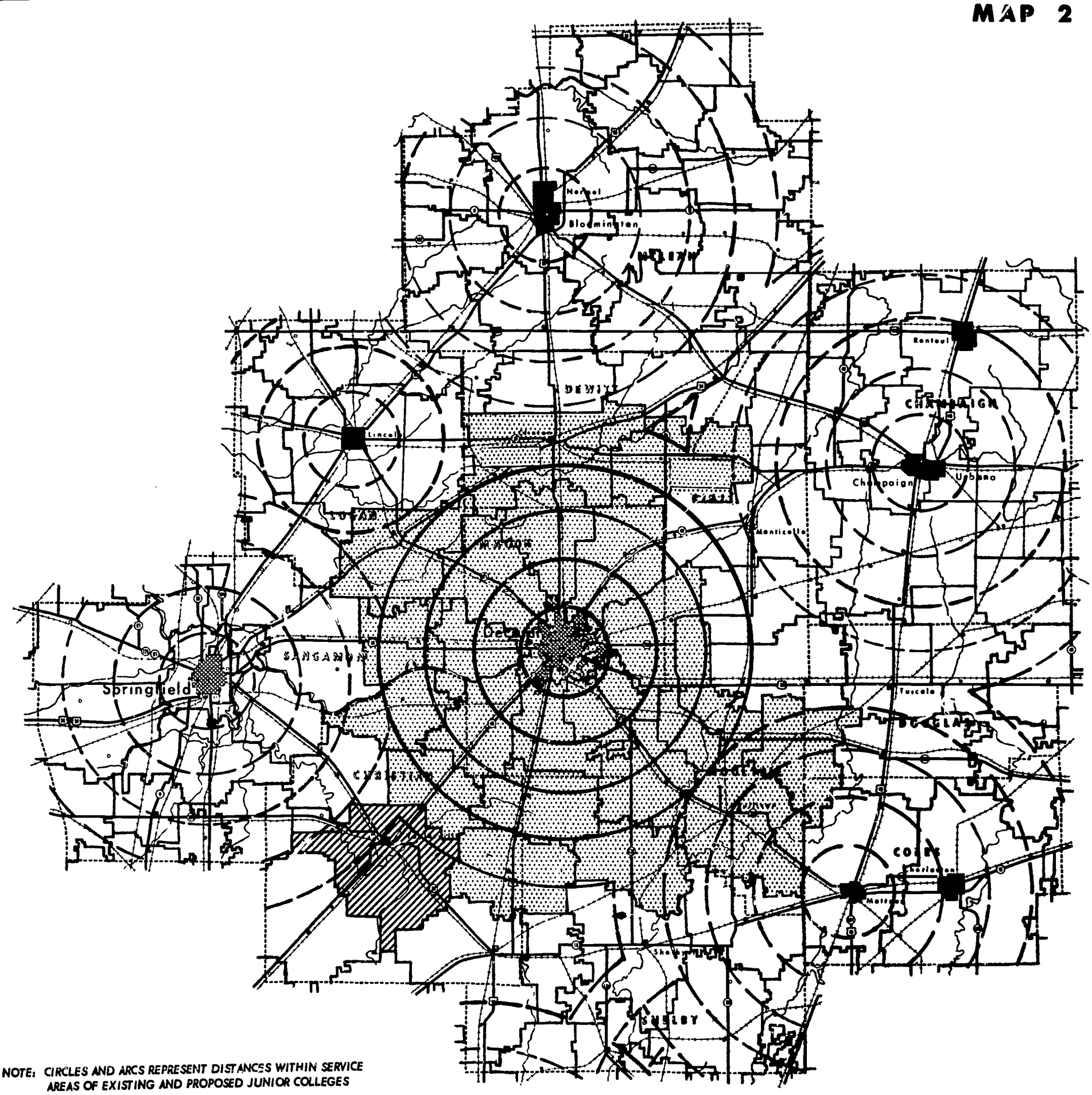
Thereafter, the statues largely prevent "competition". In this regard, however, the geography of the area offers a solution. Distance alone can largely serve to set up district boundaries. The dearth of natural barriers in the area permits an analysis which uses radial distances from these installations.

THE RECOMMENDED JUNIOR COLLEGE DISTRICT

Map 2, shows the recommended junior college district. All of the Secondary and Unit school districts in the proposed junior college district, except Taylorville, have expressed an interest in this study. In Taylorville's instance, there appears to be some interest, but this is not as strong as in the rest of the area.

The recommended district area is contiguous and compact. In the Deland-Weldon and the Monticello area there is a "jog" in the boundary. This is principally caused by the conjunction of the two proposed districts in this area, and the wide east-west axis of these districts.

MAP 2



NOTE: CIRCLES AND ARCS REPRESENT DISTANCES WITHIN SERVICE AREAS OF EXISTING AND PROPOSED JUNIOR COLLEGES

LEGEND

Districts Included

Districts Indeterminate As To Local Interest In Participation

JUNIOR COLLEGE FEASIBILITY STUDY

SECONDARY SCHOOL DISTRICTS INCLUDED IN RECOMMENDED JUNIOR COLLEGE DISTRICT STUDY AREA

0 8 16 24 36 MILES

September, 1965

Prepared For: JUNIOR COLLEGE STEERING COMMITTEE

Prepared By: SCHELLIE ASSOCIATES, INDIANAPOLIS, INDIANA

As this study was underway many of the plans for junior colleges in the area developed further or changed markedly. However, the recommended area does include a population and taxation base sufficient to provide a junior college facility with a full and comprehensive curricular program. This fact may serve to solidify the area behind a program at Decatur.

The remainder of this report is directed toward a study of the formation of a junior college in the proposed district. The proposed junior college district would form a large, compact, and unified service area for the junior college. It would be a facility which would serve farm, small town, and city students with maximum representation of all areas.

MAPPING OF PROPOSED JUNIOR COLLEGE FACILITIES

Map 3, depicts the general preliminary study area. Additionally, radial distances are shown from each city which has proposed a junior college. Each circle represents an increase of five miles in radial distance from each center. Only a limited radius was ascribed to the smaller, existing private junior college at Lincoln.

The situation of these proposed junior colleges makes a rather regular design on the map. The darkest areas depict those places which are beyond twenty-five miles of any proposed junior college. The areas which might be considered "contested" by their geography have in fact had some trouble in deciding their alliance with a particular junior college. At the same time, those which are clearly in the area of one proposed district have given indications that they know their situation. Distance, therefore, is the main determining factor. Beyond this, in those instances of contested areas, the will of the people expressed through their school systems would seem to be the deciding factor.

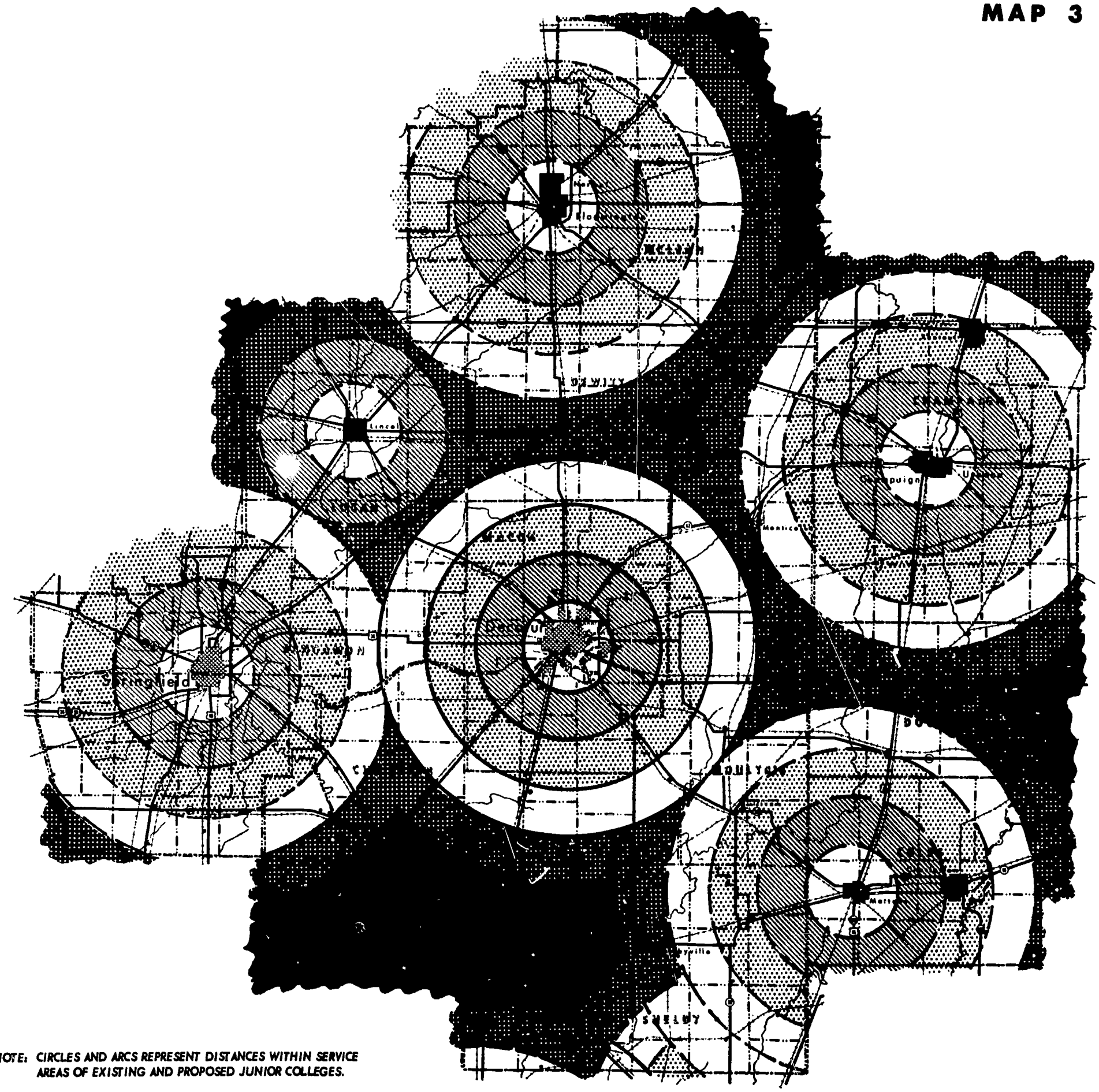
JUNIOR COLLEGE DISTRICT DECISION

It is clear that the most obvious and convenient method of forming a junior college district is the aggregation of unit and high school districts. These districts, being mutually exclusive territories, account for the entire area without duplication. Furthermore, it affords a final boundary recommendation which will fit a known educational facilities pattern.

Map 4, shows the high schools of the area. It depicts further the high schools which have expressed interest in becoming a part of a junior college district at Decatur, those which are undecided, and those which are definitely a part of other proposed junior college district plans. Obviously, some are too far beyond the reach of Decatur to be considered seriously, regardless of the plans in their particular segment of the study area.

In the forming of the recommended junior college district the following criteria were used in this order of priority: 1) the expression of local interest, both officially and among the citizenry, 2) convenient commuter distance, 3) either definitely closer to Decatur than other proposed junior colleges or in a reasonably "contested" area, and 4) a usual or customary part of the Decatur area for: employment, shopping, and other socio-economic ties.

MAP 3



NOTE: CIRCLES AND ARCS REPRESENT DISTANCES WITHIN SERVICE AREAS OF EXISTING AND PROPOSED JUNIOR COLLEGES.

-·—·— TOWNSHIP LINE

LEGEND

SERVICE AREA RADII

IN MILES FROM CENTER

	5		20
	10		25
	15		30 +

JUNIOR COLLEGE FEASIBILITY STUDY

SPATIAL RELATIONSHIPS TO PRESENT AND PROPOSED JUNIOR COLLEGE FACILITIES

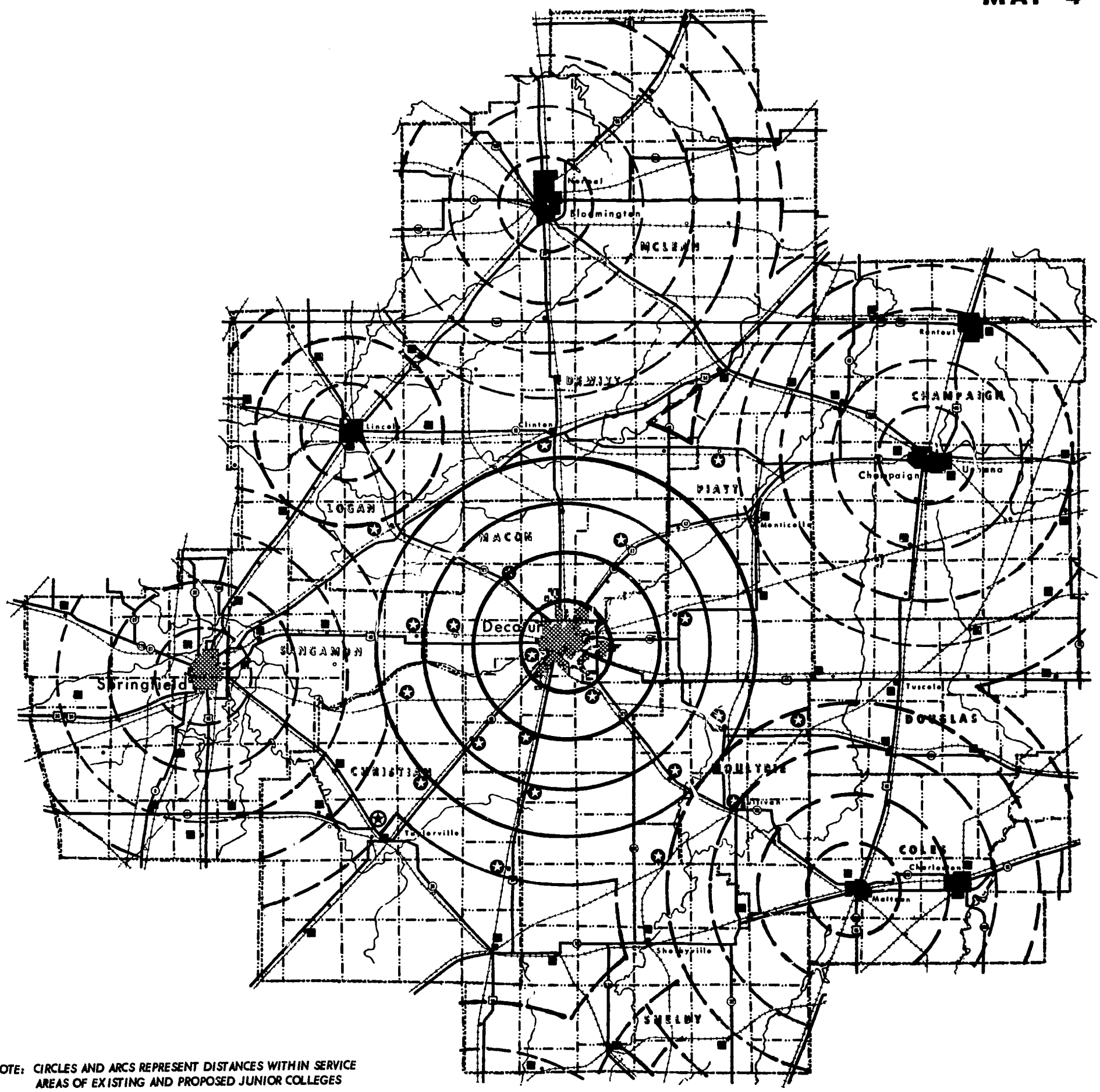
0 8 16 24 36 MILES

September, 1965

Prepared For: JUNIOR COLLEGE STEERING COMMITTEE

Prepared By: SCHELLIE ASSOCIATES, INDIANAPOLIS, INDIANA

MAP 4



NOTE: CIRCLES AND ARCS REPRESENT DISTANCES WITHIN SERVICE AREAS OF EXISTING AND PROPOSED JUNIOR COLLEGES

·—·—· TOWNSHIP LINE

JUNIOR COLLEGE FEASIBILITY STUDY

LEGEND

- ✪ Included In Recommended Junior College District Study Area
- ⊛ Included -- Participation Indeterminate
- ■ Not Included In Recommended District

HIGH SCHOOLS BY POST OFFICE TOWN

0 8 16 24 36 MILES

September, 1965

Prepared For: JUNIOR COLLEGE STEERING COMMITTEE

Prepared By: SCHELLIE ASSOCIATES, INDIANAPOLIS, INDIANA

PROPOSED DISTRICT--POPULATION

PURPOSE OF THIS SECTION

This section of the report examines the feasibility of a junior college district and facility for the general area recommended as the proposed district.

POPULATION TOTAL FOR THE RECOMMENDED DISTRICT

The total population for the area in 1960 was 179,716. This population total was determined in the following manner: 1) a map was constructed which shows the approximation of school district boundaries with township boundaries, 2) the areas beyond Macon County were added to Macon County for all townships which have most of its territory in the district, 3) Macon County totals and the totals of the townships form an approximate population for the area.

Maps 5 and 6 depict the township areas which approximate the school districts included in the proposed junior college district. Map 7 shows a comparison of the proposed junior college district boundary and the township approximation.

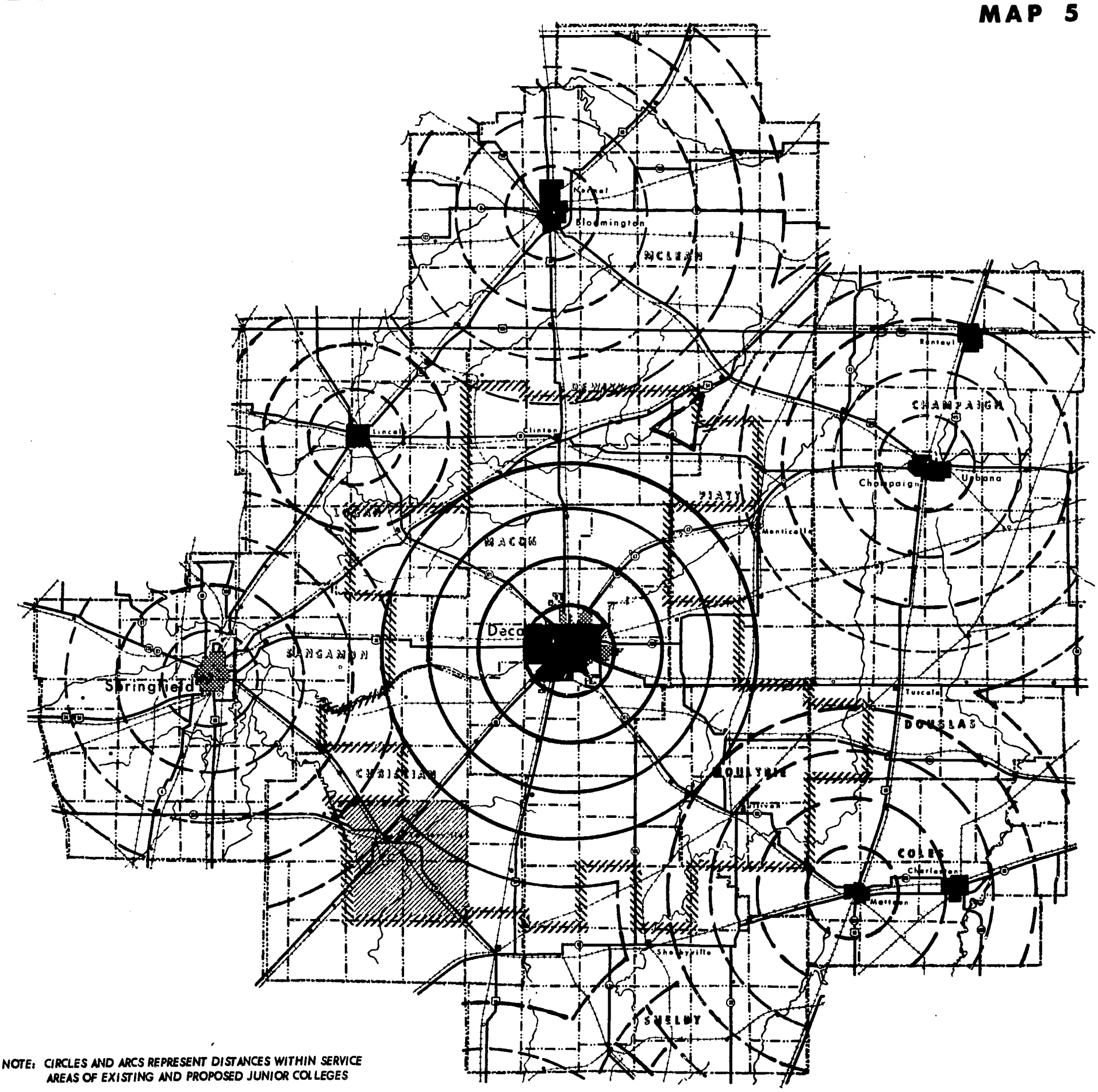
The total of 179,716, while approximate, has one rather unique and unexpected advantage. The population of the United States at 1960 was 179,323,000. The population of the proposed district was, therefore, approximately 1/1000 of the United States population in 1960. Previous studies of the Macon County area have shown that it is a rather typical part of the United States. It is more typical of the United States in most matters than of Illinois or "downstate" Illinois.

This provides a convenient rule of thumb for the district. When better information is lacking or difficult to obtain, a United States total with the decimal point moved three places to the left will provide a tentative answer.

Chart 1 depicts the population distribution and change between 1940 and 1960. It will be noted that the urban influence of Decatur and the larger cities and towns account for nearly all the population gains in the area.

In summary, one person in every thousand in the United States, in 1960, lived in the area now proposed as a junior college district. The shaded areas on the map show the township approximation where 61,458 of the population of the proposed district resided in 1960. This is the area beyond Macon County. Macon County, itself, accounted for 118,257 of the total in 1960.

MAP 5



NOTE: CIRCLES AND ARCS REPRESENT DISTANCES WITHIN SERVICE AREAS OF EXISTING AND PROPOSED JUNIOR COLLEGES

·—·—· TOWNSHIP LINE

JUNIOR COLLEGE FEASIBILITY STUDY

RECOMMENDED JUNIOR COLLEGE DISTRICT STUDY AREA

LEGEND

- Decatur Township
- Township Indeterminate As To Participation

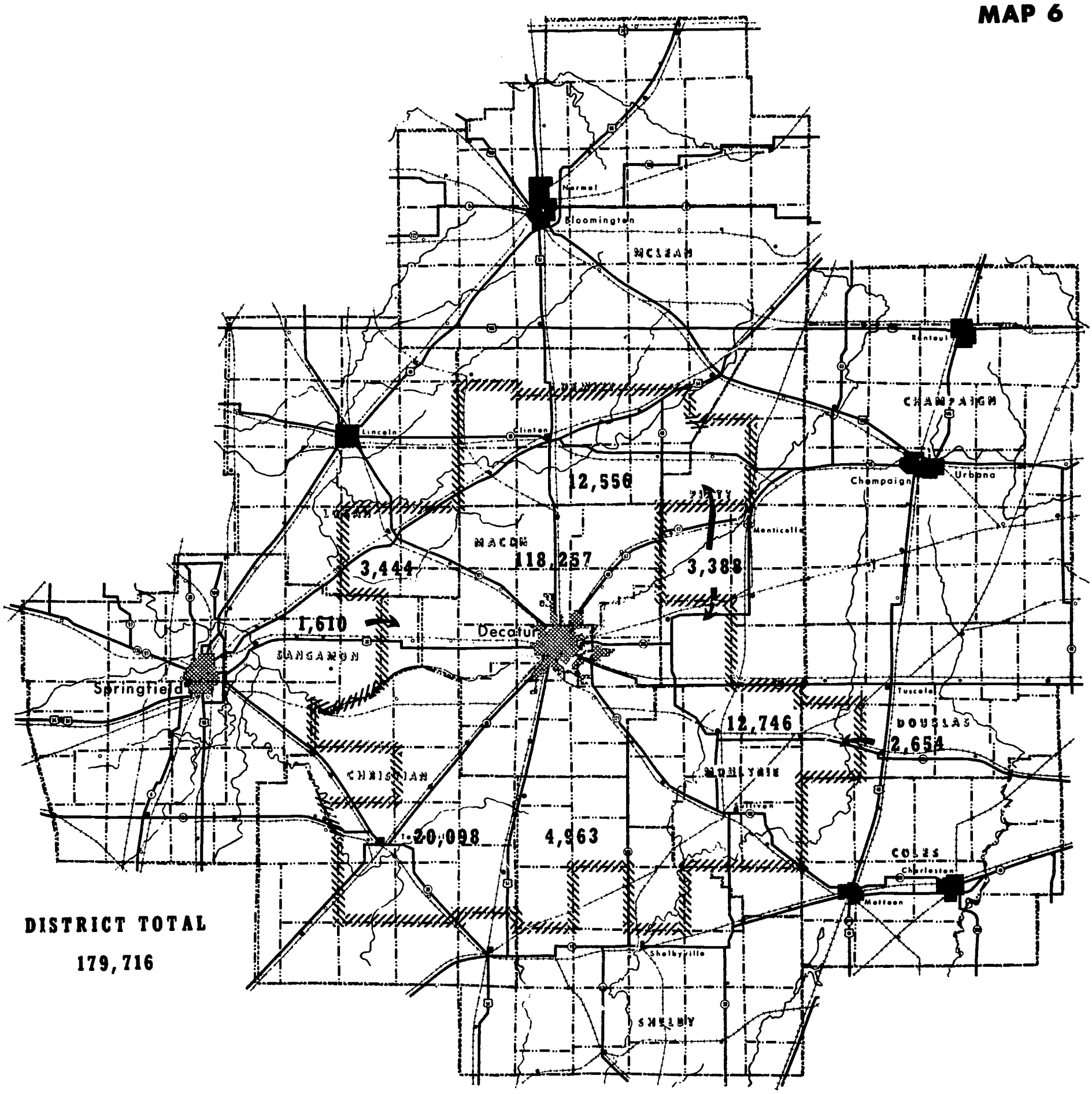
0 8 16 24 36 MILES

September, 1965

Prepared For: JUNIOR COLLEGE STEERING COMMITTEE

Prepared By: SCHELLIE ASSOCIATES, INDIANAPOLIS, INDIANA

MAP 6



DISTRICT TOTAL

179,716

TOWNSHIP LINE

JUNIOR COLLEGE FEASIBILITY STUDY

POPULATION IN COUNTIES AND PARTS OF COUNTIES INCLUDED IN THE RECOMMENDED JUNIOR COLLEGE SCHOOL DISTRICT (1960 CENSUS)

0 8 16 24 36 MILES

September, 1965

Prepared For: JUNIOR COLLEGE STEERING COMMITTEE

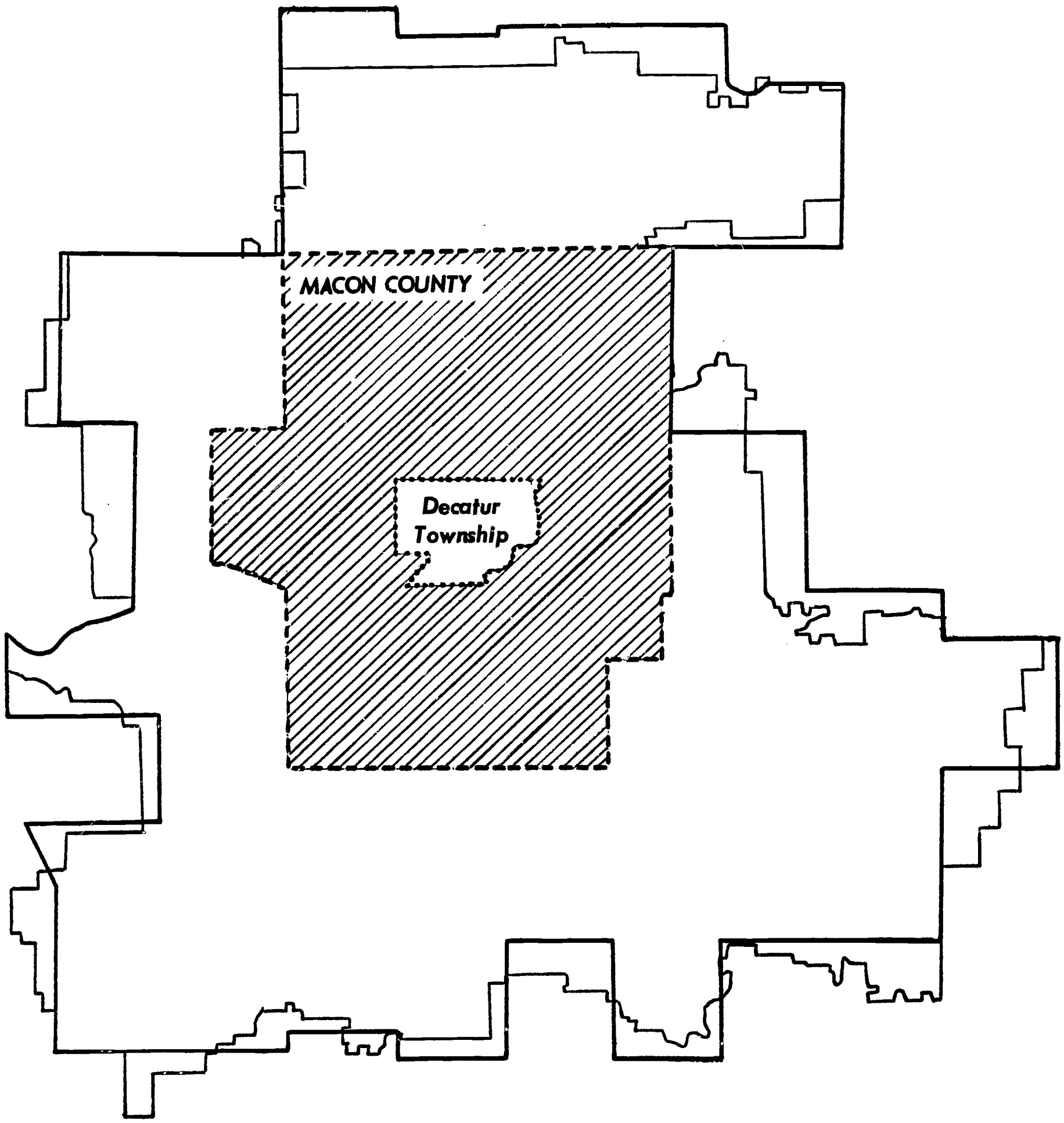
Prepared By: SCHELLIE ASSOCIATES, INDIANAPOLIS, INDIANA

MAP 7

PROPOSED JUNIOR COLLEGE DISTRICT

SHOWING SECONDARY AND UNIT SCHOOL DISTRICT BOUNDARIES

AND TOWNSHIP APPROXIMATION OF THE TOTAL AREA



Light line = secondary and unit school boundary

Heavy line = township approximation

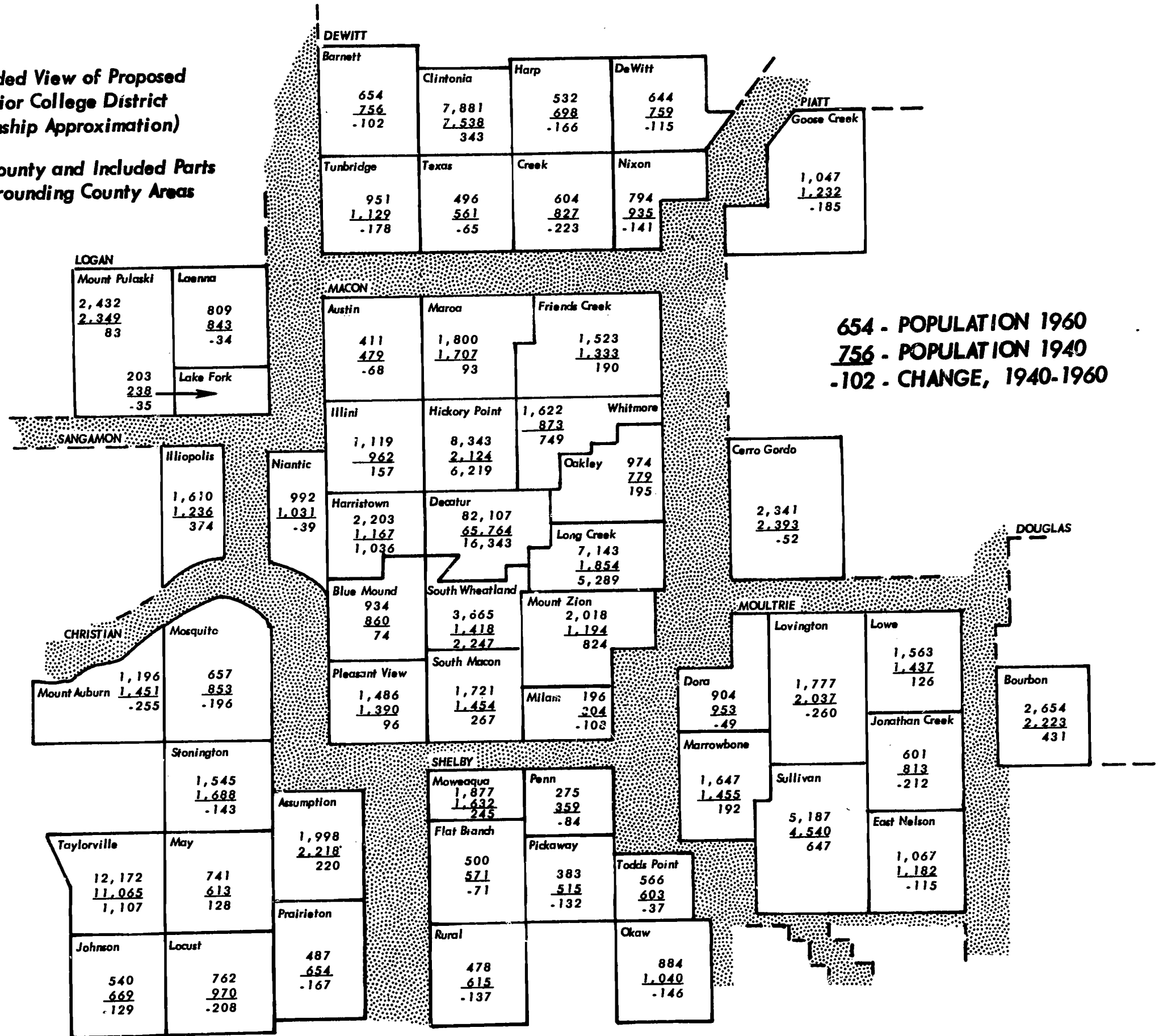
Schellie Associates

TOWNSHIP DISTRIBUTION OF POPULATION, 1960, 1940 AND CHANGE 1940-1960

CHART 1

Exploded View of Proposed Junior College District (Township Approximation)

Macon County and Included Parts of Surrounding County Areas



654 - POPULATION 1960
756 - POPULATION 1940
-102 - CHANGE, 1940-1960

AGE GROUP DISTRIBUTION IN THE PROPOSED DISTRICT

It is important to note the age group distribution of the proposed Junior College District. These groups conform to the United States pattern quite well. There are two points at which the patterns diverge: 1) in the 15 to 24 years of age classification and 2) in the 65 and over classification. Doubtless, the first can be attributed to the net loss of college age students to other areas. Part of the loss was to the Armed Forces, also. The "retirement" group appears to be larger than average, and this results from the relatively low cost of living in the rural areas of the district.

Chart 2 shows the distribution of the population in the 5 to 34 years of age classification in 1960. These figures are given by county and portions of counties for the proposed district.

TABLE 3

POPULATION AGE GROUP DISTRIBUTION, 1960

Age Group	Proposed - Junior College District	Within - Macon County	Beyond - Macon County	United States (000)
Under 5	19,800	13,500	6,300	20,300
5 to 14	35,500	23,500	12,000	35,500
15 to 24	22,100	14,600	7,500	24,400
25 to 34	22,100	15,300	6,800	22,600
35 to 44	23,500	15,800	7,700	24,000
45 to 54	20,200	13,200	7,000	20,400
55 to 64	16,400	10,500	5,900	15,600
Over 65	20,100	11,800	8,300	16,500
TOTAL	179,700	118,200	61,500	179,300
Under 24	77,400	51,600	25,800	80,200

SUMMARY OF AGE GROUP DISTRIBUTION

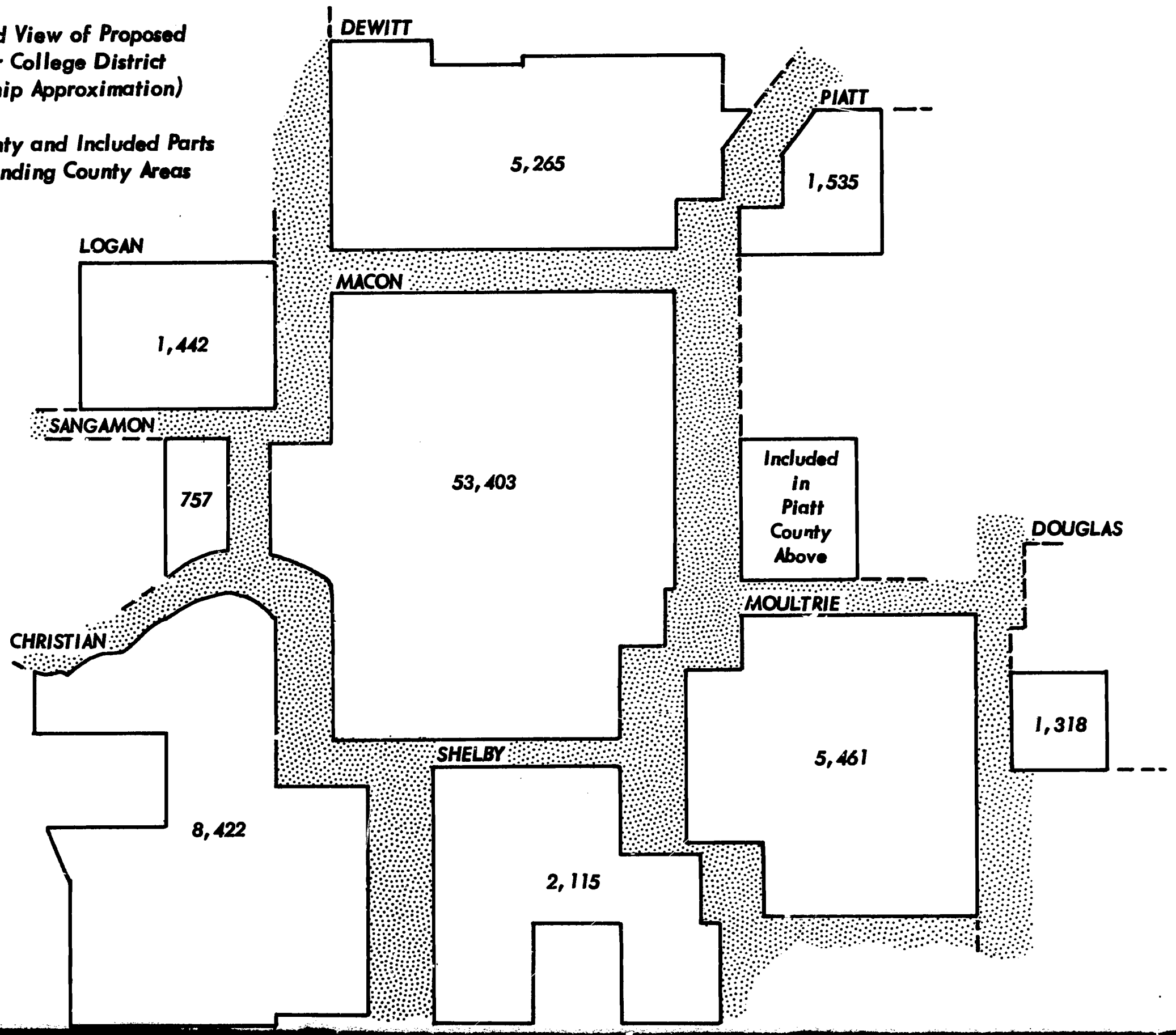
The age group distribution of population within the proposed Junior College district points out the deficit of college facilities within the area as compared to the college age population. In all other aspects, it is quite near what could be expected of a typical part of the United States.

AGE GROUPS FROM 5 TO 34 BY COUNTY AND PARTS OF COUNTIES INCLUDED IN THE PROPOSED JUNIOR COLLEGE DISTRICT - 1960

CHART 2

Exploded View of Proposed Junior College District (Township Approximation)

Macon County and Included Parts of Surrounding County Areas



PROPOSED DISTRICT--POPULATION PROJECTIONS

PURPOSE OF THIS SECTION

The purpose of this section is to present projections of the total population in the proposed Junior College District for the period 1960 to 1980, by five year increments, utilizing the ratio projection method and projections of national growth prepared by the U. S. Bureau of the Census.

POPULATION FORECAST TREND

The population of the proposed Junior College District in 1960 was 179,700. Although the area was, at that time almost exactly 1/1000 of United States population, the area has not been growing as rapidly as the rest of the United States. It has been mentioned that the area beyond Macon County in the proposed District has had almost the same population total for the past thirty years. The addition of this area to Macon County makes the entire area less urban in economy and character. It is known, however, that the losses of farm population are bound to continue.

Table 4 indicates how the population of the proposed District area has grown less rapidly than the United States. The forecast of general population is based on the relationship which has existed between the District and the United States over the twenty years from 1940 through 1960. During that period, the rate of growth in the United States was decidedly above that of the Proposed District even though both of them gained measurably..

TABLE 4

COMPARISON OF POPULATION GROWTH

	Proposed District			United States		
	Total	Changes		Total	Changes	
Year	Population	No.	%	Population	No.	%
1940	146,343	-	-	132,165,000	-	-
1950	159,258	12,915	8.8	151,326,000	19,161,000	14.4
1960	179,716	20,458	12.8	179,323,000	27,997,000	18.5

PAST AND PROJECTED RATIO OF DISTRICT TO UNITED STATES POPULATION

It has been mentioned that in 1960 the proposed district was almost exactly 1/1000 of the total United States population. Because of the difference in growth rates this ratio has been slightly greater in the past and it will predictably be less in the future. Here is how the ratio has changed:

Population Ratio of District to United States

1940	1.1072/1000
1945	1.0805/1000
1950	1.0544/1000
1955	1.0269/1000
1960	1.0022/1000

Here is the way in which it can be predicted to change:

1965	0.9973/1000
1970	0.9544/1000
1975	0.9314/1000
1980	0.9089/1000
1985	0.8869/1000

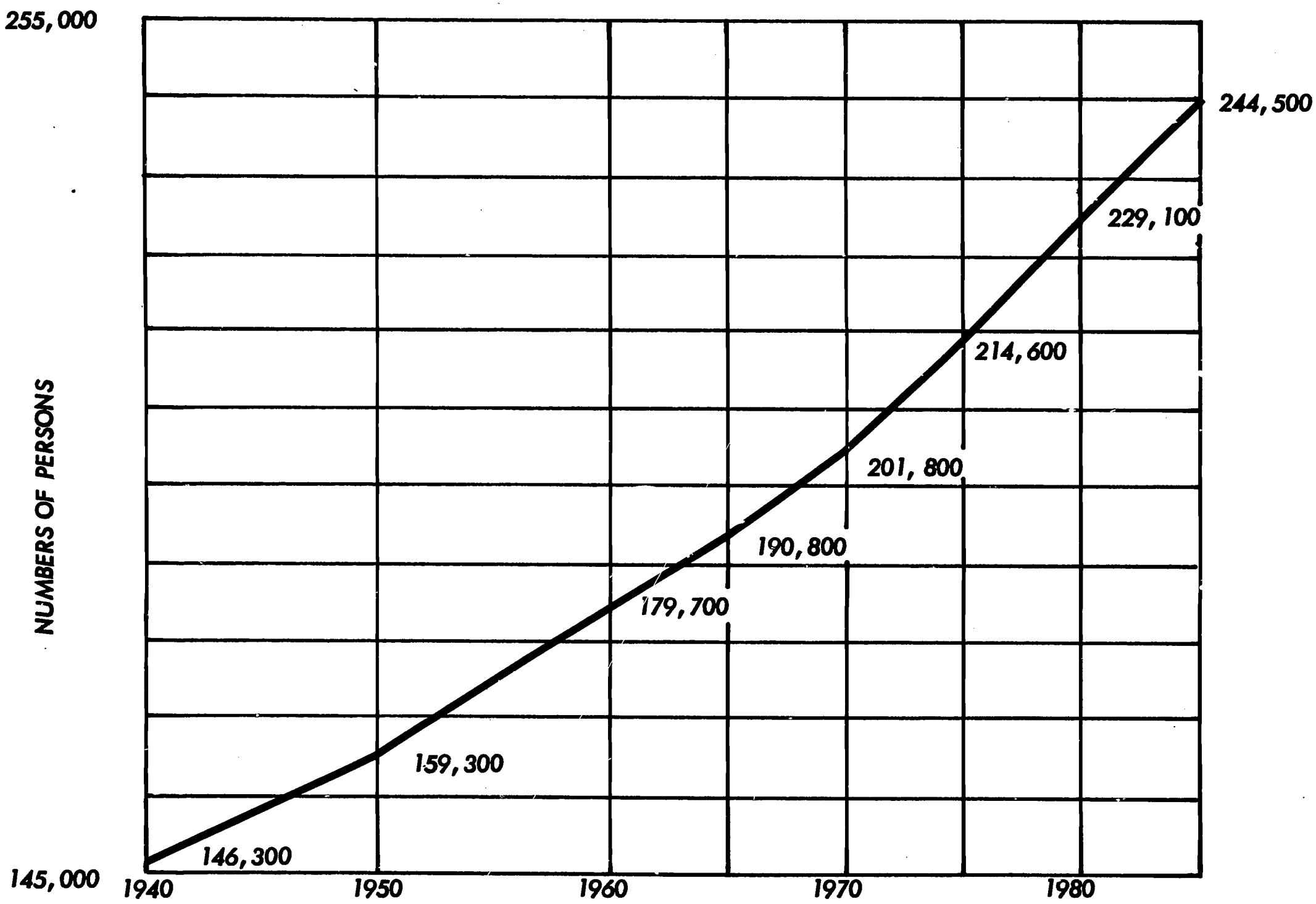
The proposed district will not long be 1/1000 of the United States. The projections show a small annual change which will gradually diminish the area's participation in United States population growth. This emphatically does not mean that there will be a population loss in the area. To the contrary there will be substantial gains, but these will be at a slightly slower rate of growth than the rest of the United States.

POPULATION PROJECTION

Chart 3 describes the projected growth of the area graphically. Here the gains in population for the area can be clearly seen.

CHART 3

POPULATION PROJECTION FOR PROPOSED JUNIOR COLLEGE DISTRICT -- TO 1985



Source: Base data 1940 - 1960 from U. S. Decennial Censuses. Projections based on Ratio Method and projections for the U. S. from Bulletin P-25, No. 286, U. S. Bureau of the Census.

Schellie Associates

PROPOSED DISTRICT--AGE GROUP PROJECTIONS

PURPOSE OF THIS SECTION

The purpose of this section is to estimate the age group distribution for the period 1960 to 1985, by five year increments, based on the District's 1960 relationship to the United States population age group distribution at that same census period.

AGE GROUP PROJECTIONS

Tables 5 and 6 , show the distribution of age groups as estimated from the United States and proposed district relationship which existed in 1960.

It should be recalled, here, that the census takers count college students, in April of Census years, in the area in which they reside. Thus, for example, a Decatur student going to the University of Illinois would be counted in Champaign-Urbana totals instead of at his place of residence at home. If he commutes, of course, he would be counted at home.

There is a deficit, as has been mentioned in the "15 to 24 years of age" bracket for the proposed District area. This deficit is thought to be a net loss of college and advance training students to other areas. The age groups immediately above and below this classification are quite close to the United States average. This indicates a temporary loss of college-going population. The enrollment capacity of local area institutions of higher education is believed to be less than one-third of the number of students attending college. There is no reason to believe that the establishment of a junior college will change the situation to a "net gain" but there will certainly be more of a balance than now exists between local college students and local enrollment capacity. The age group projections do not account for the changes in this group that will occur with the establishment of the proposed junior college.

AGE GROUP SUMMARY

The age groups show the need to provide for expanding younger age groups in the population. This is but one aspect of the picture. In the next section, on potential enrollment, it will be seen that in addition to the larger numbers of young persons, the students of these groups will go to school much longer and a higher percentage will go to college or advance training.

TABLE 5

COMPARISON OF DISTRICT AND UNITED STATES AGE GROUP DISTRIBUTIONS 1960 AND 1980
(U. S. Population: add 000)

Age Group	Population, Census, 1960		Projected Population, 1980	
	Proposed District	United States	Proposed District	United States
Under 5	19,800	20,300	27,000	30,500
5 to 14	35,500	35,500	46,300	51,200
15 to 24	22,100	24,400	34,800	41,600
25 to 34	22,100	22,600	33,000	37,000
35 to 44	23,500	24,000	22,500	25,500
45 to 54	20,200	20,400	19,900	22,200
55 to 64	16,400	15,600	19,900	20,900
Over 65	20,100	16,500	25,700	23,200
TOTAL	179,700	179,300	229,100	252,100
Under 24	77,400	80,200	108,100	123,300

TABLE 6

PROJECTION OF AGE GROUP DISTRIBUTION 1960-1985 FOR PROPOSED JUNIOR COLLEGE DISTRICT

Age Group	1965	1970	1975	1980	1985
Under 5	20,300	22,200	24,900	27,000	28,600
5 to 14	38,200	39,700	42,300	46,300	51,100
15 to 24	27,500	31,700	34,300	34,800	37,200
25 to 34	21,400	23,600	28,300	33,000	34,700
35 to 44	23,500	21,400	20,400	22,500	26,900
45 to 54	21,400	22,200	21,300	19,900	19,100
55 to 64	17,400	18,400	19,300	19,900	19,800
Over 65	21,200	22,600	23,800	25,700	27,100
TOTAL	190,900	201,800	214,600	229,100	244,500
Under 24	85,900	93,600	101,500	108,100	116,900

PROPOSED DISTRICT--POTENTIAL ENROLLMENT

PURPOSE OF THIS SECTION

The purpose of this section is to estimate the potential student population for a junior college in the period to 1980, taking into consideration the potential attraction from the district of these students by Millikin University and other college facilities.

PROJECTIONS OF TOTAL COLLEGE ENROLLMENT FOR THE AREA

Because students going away to school are counted by the census at their schools or colleges, there is no reliable count of college students for the district for the last census period. However, since the proposed district conforms rather closely with the United States population totals and distribution, United States totals are used as a basis of estimating present and future college enrollments for the area. Table 7 shows the estimates and projections of total enrollment for the area.

These estimates are based on: 1) the age projections of District population, and 2) the highest and lowest projections of college enrollment the United States Bureau of the Census.

TABLE 7

TOTAL COLLEGE ENROLLMENT FOR PROPOSED JUNIOR COLLEGE DISTRICTS

Year	Low	Mean	High
1960	3,570	3,570	3,570
1965	4,240	4,700	5,240
1970	4,630	5,320	6,700
1975	5,100	6,080	7,800
1980	5,550	6,840	8,730

These are projections of total enrollment in college and similar institutions for the above years. It can be seen that the college-going rates are increasing rapidly in addition to expansion of the population of college ages.

The combined effects of population increases and college-going rate increases will add an average of more than 160 to the total college enrollment of residents each year. Each five year period will show an increase of approximately 800 in the number of college students from the area. This means that somewhere space must be provided for additional enrollment. Most other areas of the United States will be experiencing the same expansion in enrollment demand.

The increasing numbers of persons entering college at ages later than 17 and 18 should be considered. Although these are not necessarily certificate or degree students, their numbers are predicted to increase rapidly in the next twenty years. Therefore, the college-going rate of high school students, upon graduation, will not by any means describe the entire enrollment picture in the future.

PROJECTION OF ENROLLMENT AND MILLIKIN UNIVERSITY

Chart 4 describes the total potential college enrollment for the district for coming years as described above. Millikin University's share in 1965 serves as an estimate for its percentage of the college enrollment from the district area. This percentage was set purposely a little higher than the actual figures would indicate. It is shown at fourteen per cent of the estimate college enrollment. (These enrollment figures include those taking graduate work, usually about 1 out of 7.)

The enrollment estimates and projections include those district residents enrolled in college or similar higher education somewhere in the world. The figures do not include the temporary residents going to college at Millikin University.

PROJECTIONS OF POTENTIAL ENROLLMENT FOR THE JUNIOR COLLEGE

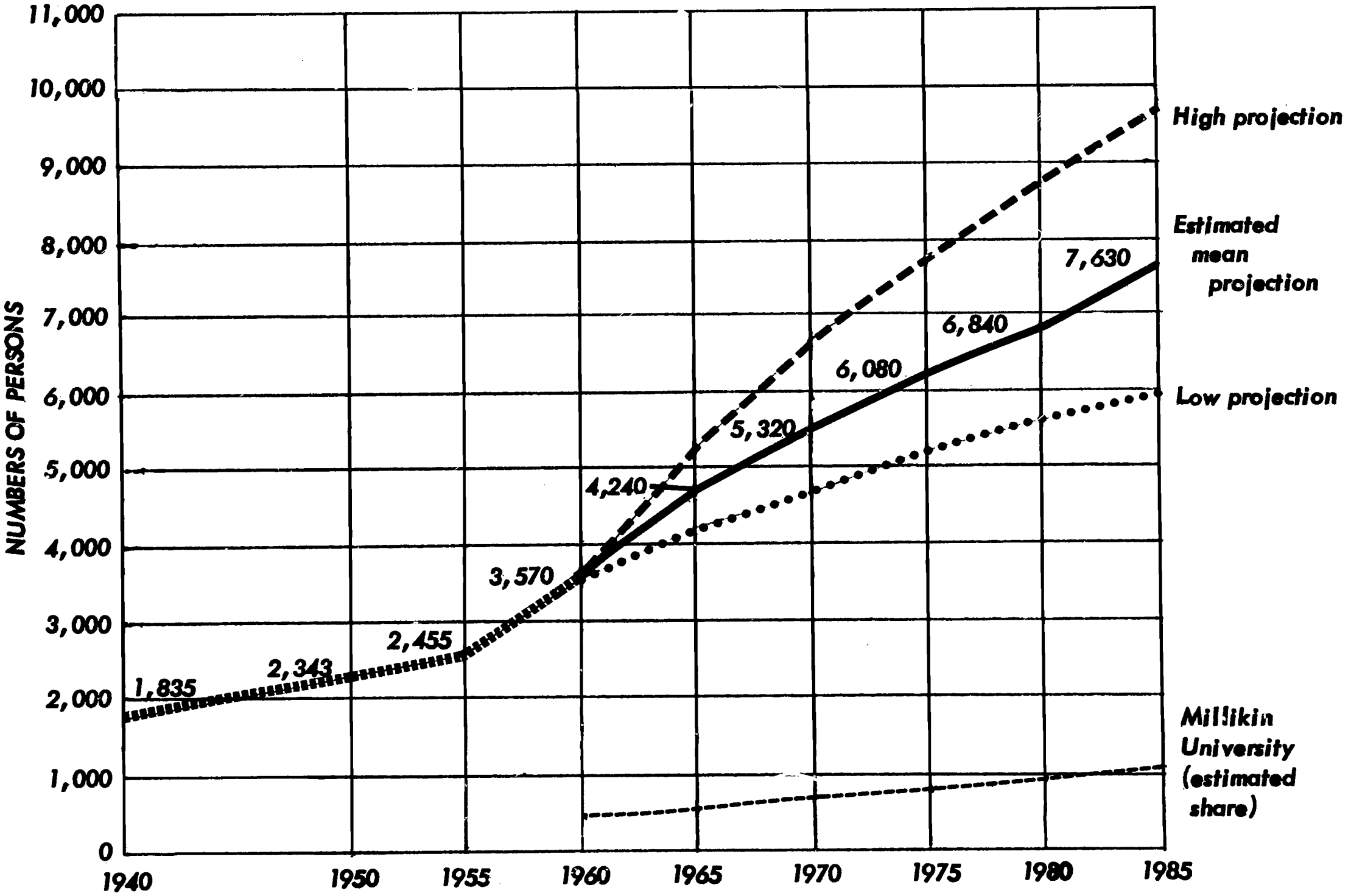
Several estimates of enrollment indicate that the combined effect of age group increases and the increase in college going rate would produce potential, full time, or equivalent, enrollment as follows:

1965 - 1060
1970 - 1280
1975 - 1640
1980 - 2050

CHART 4

ESTIMATES AND PROJECTIONS OF TOTAL COLLEGE ENROLLMENT OF PERMANENT RESIDENTS* FROM THE JUNIOR COLLEGE DISTRICT, 1940-1985

*(*Including permanent residents enrolled or temporarily residing outside the district and permanent residents enrolled locally)*



SOURCE: U. S. Bureau of the Census, Current Population Reports, Series P-25, No. 232, Illustrative Projections to 1980 of School and College Enrollment in the United States.

Schellie Associates

INTEREST SURVEYS - ADULTS AND STUDENTS

The following descriptions present the highlights of a thorough survey of adult and parental interests in and student desires for a junior college facility in the study area. The design of the questionnaires permits an analysis and synthesis of information of each of these surveys in conjunction with one another and the published data of the United States government. A wealth of information is provided by these surveys beyond that reported upon here. It is beyond the purpose of this survey to penetrate these further aspects; however, it is noted that these will be beneficial to the detailed planning of the college and perhaps even to the secondary schools of the area.

ADULT INTEREST

METHOD OF SURVEY

A sampling of opinions of adults in the proposed district was accomplished in the following manner. Volunteer interviewers, stationed at pre-selected super market groceries throughout the area obtained answers to a questionnaire regarding the proposed junior college. There were 629 responses representing slightly more than one per cent of the households of the proposed district. Highlights from this survey are given below.

RESULTS OF THE SURVEY IN GENERAL

The proposed junior college is well-known. According to the survey results, 85.5 per cent of the respondent housewives had heard that a junior college had been proposed for the Central Illinois area.

Furthermore, the citizens of the proposed district favor the project as being worthwhile for the community or area. Of the total responses, 97.6 per cent were favorable. Only 0.9 per cent were unfavorable. The remaining respondents had "no opinion" or withheld it. There were not sufficient numbers of persons disapproving the project to gain a sound idea of what their reasons might be or a general description of their background. Stated another way, 13.2 per cent of the total had not heard but were still favorable.

AGE GROUPS OF RESPONDENTS AND SPOUSES

The age-group distribution of respondents and spouses is fairly typical of the family age group distributions in the area in general. It is weighted, however, in favor of the "middle married years" group. These persons, however, probably represent those most likely to be involved in the junior college program as either parents, as adult students themselves, or both. Further, the adult ages are well enough distributed to give an idea of the opinions and attitudes of each major group.

NUMBER OF CHILDREN PER FAMILY

The respondents had an average of slightly less than two children per family. This is about the average for all area families. There were 1,020 children under 18 and 376 children over 18 among the respondent families.

PARENTAL ATTITUDE TOWARD THE COLLEGE, IN RELATION TO CHILDREN ATTENDING

Four out of five respondents affirmed that they would recommend to their children that they attend a junior college in this area. This more than eighty per cent response is believed to approach closely the total number of parents with children of ages that would be appropriate for such a recommendation.

Only 8.3 per cent of the respondents would not recommend a junior college under the circumstances described. It is believed that at least some of these were indicating that the "child" was too far advanced in years for such a recommendation.

Again, the response to this question could not have been more convincing--that at the present moment the proposed junior college has nearly unconditional acceptance by the great majority of the citizens.

ADULT ATTENDANCE

Slightly more than half of the respondents affirmed that the adult members of their family are interested in more education. In the context of the survey, it can be fairly assumed that these respondents indicate their desire to take additional training at the proposed junior college.

Only 40.1 per cent answered that they were not interested in additional training. The remaining had no opinion. Thus, the survey indicates that adults in impressive numbers are interested in the junior college program for their own goals as well as for those of their children.

Of those aware of the junior college effort, only 39.0 per cent of the total answered this question negatively. However, of those not aware of the effort 47.0 per cent answered negatively. This suggests that the more general and specific publicity may tend to raise the total number of persons interested in taking training. It stands to reason that detailed information about the "offering" of an educational institution is essential in order to interest people in enrolling.

COURSES SELECTED BY ADULTS

Adults interested in attending the junior college listed forty-eight courses of study in which they are interested. These general areas of study are listed on Table 8.

These selections make interesting reading. They are much more in line with the employer survey than the selections of the high school juniors and seniors.

TABLE 8

SUBJECTS OF STUDY AT THE JUNIOR COLLEGE LEVEL SELECTED BY ADULTS

Course	No. Of Requests	Course	No. Of Requests
Accounting	27	Liberal Arts	37
Advertising	1	Library Science	1
Aeronautics	1	Mathematics	47
Agriculture	7	Mechanics	7
Air Conditioning & Refrigeration	2	Medical Technology	1
Arts	34	Ministry	1
Beautician	3	Music	15
Business, General	129	Nursing	9
Business Law	2	Office Machines	4
Coaching	1	Pharmacology	1
Data Processing	6	Physical Education	5
Dental Technology	1	Politics	2
Drafting & Engineering	8	Public Speaking	3
Dress Design & Sewing	4	Psychology	9
Economics	5	Radio - TV	1
Electronics	13	Retailing & Sales	5
English	30	Safety Engineering	1
Foreign Languages	20	Sciences	17
General Education	22	Secretarial	40
History	14	Sheet Metal Layout	1
Homemaking	14	Shop & Industrial Arts	25
Interior Decorating	6	Sociology	4
Journalism	1	Tailoring	1
		Teaching	10
		Vocational-Technical, Unspecified	63

Source: Questionnaires

PREFERENTIAL ATTENDANCE TIMES

It is not surprising that most of the adult group which is interested in further training is interested in evening (51.3 per cent) and part-time (34.5 per cent) courses. The group choosing full-time amounted to 5.9 per cent and the group selecting daytime amounted to 3.6 per cent.

STUDENT INTEREST

METHOD OF SURVEY

The high school juniors and seniors of the area were surveyed to determine their interest in a proposed junior college for the area. The questionnaire was so designed to produce responses from three groups of students: (1) those who determined that an area junior college would be their first choice for advanced education and training, (2) those who would select the facility as their second, third or fourth choice, and (3) those whose choice would be "Not at all". These groups together with the questions from the survey and their responses are given in Table 9.

SUMMARY OF STUDENT SURVEY RESPONSES

Slightly more than one-fourth of the total high school juniors and seniors in the proposed district say that a new junior college, located at Decatur, would be their first choice for advanced or college level training after high school. This figure includes the response of only those who at present plan for a year or more of college or advanced training or who are "undecided". It does not include those who intend to quit high school or to finish their formal education at high school graduation.

CLASS STANDING AND AGE GROUPS

Many of the seniors in the sampling already have made rather definite plans to go to existing institutions. This is apparent in Table 9. The numbers and proportions of juniors selecting the junior college as first choice is higher. This doubtless stems from the fact that seniors either have already made other plans or they recognize that it is not a real choice for them.

HIGH SCHOOL CURRICULUM

Those taking the general course in high school make up one-third of the "first choice" group. In the "not a choice, at all" group they amount to only one-sixth of the total. Those taking the general course in high school have not been specifically trained for college entrance and will lack the educational background to enter many colleges.

Students taking the "college prep" curricula represent about three-fourths of the entire group for which a junior college in the area is not a choice at all. The "college prep" students, however, account for only about one-fourth of the entire group which lists the junior college as first choice.

TABLE 9

SUMMARY OF THE ANALYSIS OF STUDENT INTEREST SURVEY IN THE JUNIOR COLLEGE DISTRICT, NOVEMBER, 1965

Questions Asked	Total* Respondents	Respondents Giving The Proposed Junior College as their: First Choice	2nd, 3rd or 4th Choice	Not A Choice At All
Total All Responses	5117	1196	2068	1205
Do you expect to graduate from high school?				
1 - Yes	5017	1183	2055	1192
2 - No	42	—	—	—
3 - Undecided	53	12	13	13
What is your class standing?				
1 - Senior Girl	1223	229	479	349
2 - Senior Boy	1247	265	536	297
3 - Junior Girl	1310	322	529	296
4 - Junior Boy	1318	374	521	261
What is your age?				
2 - 20 or More	11	5	1	2
5 - 15 or Younger	231	53	95	60
6 - 16	2283	589	951	520
7 - 17	2209	443	910	568
8 - 18	336	97	104	44
9 - 19	42	9	6	10
What curriculum are you taking in high school?				
1 - General Course	1433	406	495	218
2 - Business, Commercial Secretarial	798	237	267	129
3 - College Prep Course	2062	313	1018	903
4 - Vocational Agriculture	146	45	51	24
5 - Vocational Distributive Education	68	17	15	12
6 - Vocational Home Economics	77	19	18	14
7 - Vocational Technical	61	20	25	11
8 - Vocational Trade and Industry	202	80	50	27
9 - College Prep plus Vocational	260	58	127	65
How many full school years of college or advanced training do you expect to take?				
0 - None	616	1	—	—
1 - One Year	222	82	77	59
2 - Two Years	463	186	199	72
3 - Three Years	128	25	58	45
4 - Four Years	1680	270	905	495
5 - Five Years	234	16	120	96

Continued

TABLE 9 (Continued)

6 - Six Years	137	24	59	53
7 - Seven Years or More	191	24	70	96
8 - A Few Classes, Less Than a Year	126	49	49	28
9 - Undecided	1320	519	531	261
What general college or advanced training curriculum do you expect to take?				
1 - Occupational or Vocational	1157	440	464	223
2 - Liberal Arts (Arts, Sciences), Gen.	634	102	331	195
3 - Teacher Preparation	677	103	379	190
4 - Pre-Professional	518	73	226	215
5 - Pre-Technical	236	51	125	55
6 - Undecided	886	302	368	191
7 - None (Other, Curriculum Not Listed)	357	86	155	103
8 - None (Do Not Intend to Go)	628	33	17	32
What is (or would be) your goal in taking college or advanced training?				
1 - To meet job requirements for: Skill or Competency	1642	554	692	346
2 - To meet job requirements for: Degree or Certificate	1633	283	820	507
3 - General Desirability of Degree or Certificate	349	56	191	98
4 - To advance general knowledge	462	138	195	115
5 - Undecided	413	133	149	103
6 - Does not apply, not going to college or advanced training	609	32	11	34
Student ability rating (supplied by school)				
0 - No Ability Measure Available	394	89	161	81
1 - Top Quartile of the School	1134	154	502	437
2 - Third Quartile of the School	1221	301	535	284
3 - Second Quartile of the School	1251	313	549	234
4 - Bottom Quartile of the School	1114	339	321	167
When (of if) I would attend college or advanced vocational training, a new junior college at Decatur would be:				
1 - My First Choice	1409	1196	—	—
2 - My Second Choice	888	—	832	—
3 - My Third Choice	602	—	582	—
4 - My Fourth (or lower) Choice	669	—	648	—
5 - I would not choose it at all	477	—	—	1170
6 - Student did not answer this question	58	—	—	31

Source: Questionnaire returns.

* These totals include the numbers in the right-hand columns as well as those who have indicated that they either will (1) quit high school or (2) plan to take no further formal education after graduation from high school.

ANTICIPATED LENGTH OF COLLEGE EDUCATION

From Table 9, it can readily be seen that the "first choice" group differs substantially from the "not a choice, at all" group in the number of years of college or advanced training anticipated. The "first choice" group tends to expect a more limited number of years. The "not at all" group includes those who have selected four or more years of college in high proportions. None the less, there are substantial numbers of "transfer" (those seeking the first two years of junior college for transfer of credit to four-year colleges or universities) students in the "first choice" group.

COLLEGE OR ADVANCED TRAINING CURRICULUM

Those in the "first choice" group are quite heavily weighted toward advanced vocational training. This vocational segment is a significant indication that the students look forward to the junior college for meeting their needs.

The "pre-professional" and "technical" proportions are significantly smaller in the "first choice" group.

GOALS IN TAKING COLLEGE OR ADVANCED TRAINING

The "first choice" group places more emphasis on attaining higher education for vocational needs and to advance their general knowledge.

At the other end of the spectrum, the responses to the questionnaire by the "not at all" group suggest a belief on the part of these students that a junior college in the area would not suffice for their needs or desires. This group may be looking toward attending institutions which offer consistent, uninterrupted four-or-more-year terms, which will permit a continuity of their education within a single institution.

ABILITY RATING

The ability ratings show a pronounced association between top quartile students and the group which would not choose the junior college. An association between the first choice of a junior college group and the bottom quartile also exists. Although significant, these associations doubtless show the tendencies of the "extremes."

These associations do emphasize an important point, however. A segment of the group selecting as first choice did so from all indications because it was the only hope of this group to at least "try their hand" at college level work. Most colleges reject this group at application time.

SUMMARY

The "first choice" group consists of several segments of persons whose responses support the broad system of education envisaged by the Illinois junior college program. There are (1) substantial numbers of students seeking vocational and occupational training; (2) sufficient numbers to carry forward a thorough-going "transfer" group; and (3) substantial numbers seeking both full-time college training and part-time college training.

As reflected in the demonstrated relationships between occupational and educational interests and economic situation, as ascertained by the Bureau of the Census in its studies, it can be inferred from the statistics that the junior college offers renewed hope to those whose financial means, educational history, or ability present them with limited horizons. Such students, however, will doubtless take their places beside others who prefer to begin their education locally.

PROPOSED DISTRICT--NEEDS OF BUSINESS, INSTITUTIONS, MANUFACTURING, INDUSTRY AND AGRICULTURE

PURPOSE OF THIS SECTION

The purpose of this section is to report the results of interview and questionnaire sampling of local businesses, institutions, and industries. This information is derived from a questionnaire sampling conducted previously as a part of the Macon County planning program. Additionally, interviews were conducted as a direct part of this program. The purpose of these samplings is to estimate the personnel needs in coming years by skills and types of industry.

EMPLOYER-EMPLOYEE JUNIOR COLLEGE LEVEL TRAINING NEEDS

The objective of this section is to assess the "job-connected" training requirements which might be served by a new public junior college in the district area. The term "job-connected" is used to describe all vocational and academic training which have the student's needs as an employee as the principal objective. Obviously, many courses of study and curricula serve this and other needs as well. But it is the special object of this section to describe "job-connected" training services which will doubtless become an integral part of the Junior College program in Illinois.

DEFINITION OF THE SITUATION

A famed educator once stated that the solution to a problem lies chiefly in defining it. This is a fitting beginning for the discussion of job-connected junior college needs in the geographic area of the proposed junior college. The following paragraphs are a distillation of information gathered by both personal interviews and previously gathered information. These "dimensions" of the situation will give insight into the future function of a junior college in the area. Since all of the questions raised cannot be precisely answered until the junior college is in operation, it is not the intent to form answers precisely in this section.

DIMENSION # 1--QUALITY OF EDUCATION

Although several of the employers interviewed mentioned the same problem, one stated it clearly and exactly. He said, "our use of a junior college facility for training depends almost entirely on the quality of the faculty. . . given sufficient quality, the usefulness of a junior college would be nearly unlimited." This is the first important dimension of the situation: the usefulness of a public junior college facility for the area is co-extensive with the quality of the faculty.

As a final note on this dimension, it can be stated that several large employers are enthusiastic enough about the proposed facility to make offers to provide faculty. Again, this points to the concern for having faculty of known ability and training.

DIMENSION #2--PARTICULARIZATION OF TRAINING

One of the advantages of a public junior college in Illinois is that it can be geared to the particular employee and employer needs in each geographic area. This feature is of great interest to the employers of this area. But one limiting feature is present also. As well stated by one respondent, "every possible course of instruction or class should be a possible building block to an eventual certificate or degree." He went on to point out that the opportunities for further advancement should not be curtailed by non-credit or non-transfer courses. It is doubtful that this conflict of particularized courses and general credit acceptance can be fully resolved, but every effort should be made toward a unified solution.

In summary, particularized courses which serve the needs of the area should be included in the curriculum and these courses should be, insofar as is possible, credit courses which can be transferred and utilized as "steps" toward a certificate or degree.

DIMENSION #3--EQUIPMENT OR "HARDWARE" OF TRAINING

Several employers mentioned that there are vocational courses which must have the proper equipment to be of value. These employers did not suggest that such courses were a "must" for the junior college. They did, however, strongly assert that if these courses are offered, the "hardware" is a "must." Further, they stated that up-to-date "hardware" is needed. As an illustration, training on an out-moded wood lathe is so remote to training on an up-to-date metal lathe that there is little or no connection. The training for wood-working will not serve as a basis for metal working.

Illustrations of this "out-moded" hardware versus "up-to-date" equipment or "hardware" abound. In the rapidly changing industrial scene, continual surveillance is required to assure a close correspondence between training and vocation.

DIMENSION #4--SIMULATION OF ON-THE-JOB CONDITIONS

This "dimension" carries the idea of Dimension #3 into a still more general situation. Employers, paraphrasing their views, would like to see courses of a "third" stage of vocational development. The first stage might be considered as "orientation" and the second stage "familiarization." The third stage, referred to above would be intensified training. The first stage has long been the "forte" of education. It provides the student with the general knowledge of the vocation. The second stage provides actual practice and familiarization, often with tests for speed and accuracy. The third stage offers courses which permit the development of scheduled speed and accuracy in situations which as nearly as possible simulate actual working conditions.

No occupation or vocation operates continually under ideal or near-ideal circumstances or conditions. Local employers see a great need for intensive, practical training at the junior college level. Quite often the high school programs advance a student to a point of readiness for intensified training stage. However, the education is not complete without this further training.

DIMENSION #5--BASIC COMMUNICATION AND UNDERSTANDING

Employers mentioned that many employees are deficient in their understanding of the general conditions which surround their employment. In short, they have no idea how their work or vocation contributes to the complete picture of their department, their company, their industry and to the world at large. Further, it is stated that many plants and institutions do not have persons in "middle-management" skilled in communicating these ideas.

In general, it is believed that the junior college could help in the development of communication skills among supervisory employees to promote a better understanding not only of the technical phases of employee vocations but of the utility, value and contribution of the vocation itself.

It was continually mentioned during the interviews that supervisory and "middle-management" personnel need courses of instruction in human relations and psychology. These matters are all identified closely with one another, and these should be strongly considered as a part of the academic side of "job-connected" training offerings.

DIMENSION #6--DUPLICATION POSSIBILITIES

Although mentioned in other parts of this report, it is briefly mentioned here that there is a need to avoid duplication of the educational resources of the area. With respect to the well-regarded high school level vocational programs for the area, every effort should be made to establish continuity and to avoid duplication.

The new junior college will require at least one full time person to maintain liaison with business, industry, and institutions of the area. These institutions and businesses already represent one of the more formidable educational "institutions" in Illinois. To be specific, the combination of the in-plant and on-the-job training now taking place in the hospitals, industries, businesses, and in the apprenticeship programs of the trades would rival in total hours and "student body" the larger educational institutions of the area.

It will be the function of public junior college facility to connect its program with existing programs and to make coordinated plans for solving future educational problems.

Millikin University has served this area for years. It has been well-regarded in its efforts to aid the community and the area in occupational training. Obviously, the coordinated efforts of Millikin University and the proposed public junior college facility would be indicated. All of the interviews of employers suggest that the need for further junior college level training is so immense and acute that even with "unduplicated" efforts the two facilities will be hard pressed to meet the demand for education.

DIMENSION #7--DEFINITION OF "JUNIOR COLLEGE LEVEL"

Throughout this study the problem continually arises: what now and in the future is a "junior college level" curriculum or course? Unfortunately for the statistician and logician who are concerned with precise definitions, there appears to be no exact definition. There are absurd extremes, of course. The "junior college level" is certainly neither a kindergarten nor a graduate school level. However, it is with some caution that high school and advanced college level courses are excluded from the definition. As an example of this definition being a practical problem for the proposed junior college, there is a current pressing need for welders throughout the area. It is doubtful that "beginning welding" would be a course which would fit under the definition of "junior college level." However, as one employer stated it, "we need welders who are almost metallurgists." This level would almost certainly be a junior college technical course.

There is a need as stated in previous "dimensions" to adjust the curricula to the existing institutions, educational offerings, and to the general situation. In summation, this calls for a definition of junior college level curricula rigid enough to offer the maximum recognizable, transferable, credit courses, and yet flexible enough to permit the maximum innovation in meeting the area demand for higher education. The definition of junior college level must be dynamic to be adjustable to a rapidly changing set of industrial, institutional, and business needs. It must be conventional enough, however, to give the student an objective measure of his own progress.

SPECIFIC NEEDS OF EMPLOYEE AND VOCATIONAL TRAINING

A rather unified definition of the role of a public junior college is presented in the pattern of employee training needs as cited by employers. Many employers, representing thousands of employees, see a nearly unlimited need for training at the junior college level. However, these needs are conditioned by the statements made above. For example, many plants and institutions will continue to train their own employees, if those responsible for such training are not convinced that the quality of education at a junior college is not equal to or surpassing their standards. The factors mentioned in the previous section, therefore, will have a much larger part in determining the size of the enrollment than any statistical statement of shortages alone.

A NON-STATISTICAL EVALUATION

The above reasoning points to a non-statistical view of enrollment. It would be questionable to forecast that "100 electronic technicians will need junior college training, and it is estimated that 35 of these will enroll for courses in the next ten years", in the light of the "dimensions", which suggest that such matters as faculty, equipment, and even "definitions" will play a major role in either limiting or extending enrollment possibilities.

EMPLOYERS' PERSONNEL TRAINING NEEDS

The information obtained for the purpose of evaluating the personnel training needs of area employers also suggests a rather long but incomplete list of curricula for the proposed junior college.

These suggested training needs are of two types: 1) adding educational strength to present employees, and 2) provision for training those in the labor market and those coming into labor market who are not presently employed in these occupations. The list below therefore includes several meanings. All represent shortages. But this does not necessarily mean that companies are looking for applicants. In many instances, they would prefer to advance persons already employed, familiar with the work, but some of these persons are lacking the necessary advanced education.

The list is made in the following manner. The occupations are listed on the left. Notes regarding further definition or curricula are on the right. No effort has been made to pinpoint the entire array of sub-classification courses which would generally appear under basic and advanced "junior college level" courses for each classification. Rather, these are assumed to be the typical courses for each classification.

Occupational Classification (Occupations Listed were said to be in short supply or in need of additional training)	Notes: Curricula, Remarks, Definitions (Each includes curricula which occupation suggests for Junior College level)
PROFESSIONAL AND TECHNICAL	
Accountants	--- And similar courses for private, industrial accounting. Related courses for "middle management."
Designers	--- Principally industrial design: machine and tool design, engineering design, product design.
Draftsmen	--- Includes: architectural electronic, engineering, and other specific fields.
Engineers	--- Includes: electrical, industrial, and mechanical. Indicates both transfer and vocational studies for assistants to engineers.
Chemists	--- Pre-Chemistry majors, refresher courses
Librarians	--- For research, industry and laboratory--new "information retrieval" science.

Pharmacists	---	*For pharmaceutical industries*
Statisticians	---	*For quality control in connection with several highly specialized industries*
Technicians:		
Electronic-Audio	---	*Basic electronics, specialized courses*
Electronic-Video	---	*Basic electronics, specialized courses*
Engineering-Electrical	---	*For engineers' assistants--pre-engineering*
Engineering-Mechanical	---	*For engineers' assistants--pre-engineering*
Instrumentation ---General Control Instruments and Chemical	---	*Control instrumentation*
Laboratory, Biological	---	*For biologists' assistants*
Laboratory, Chemical	---	*For chemists' assistants*
Pharmacy	---	*For assistants in industrial pharmacy*
Statisticians	---	*For statistician's assistants*
CLERICAL AND KINDRED WORKERS		
Data Processing:		
Keypunch operators	---	*Includes: tabulators, clerks and other similar basic data processing personnel training*
Programming	---	*For computers including courses in calculus, logic, etc.*
Machine Accounting	---	*Operation of complicated machine accounting*
Secretaries	---	*Intensified college level courses*
Stenographers	---	*Intensified college level courses--machine shorthand.*
Other office personnel	---	*General office procedures, college level courses.*

CRAFTSMEN AND KINDRED WORKERS

Craftsmen, construction	---	Carpenters, steel workers, plumbers, electricians, etc.
Craftsmen, Industrial	--	Boilermakers, pipe fitters, welders, machinists, etc.
Craftsmen, Maintenance	---	All trades in connection with maintenance
Foremen, Supervisors	---	Related Training: Human Relations, Mathematics, Communications
Machinists, Skilled	---	Basic Machine Shop Machine Operation, Radial Drills, Turret Lathes, Applied Mathematics, Intensified Training
Mold makers	---	Basic instruction
Model makers	---	Basic instruction

SALES

Sales personnel	---	Basic industrial as well as general business training

Again, it is to be noted that the above does not represent a complete listing of the possible employment requirements for which junior college curricula would be needed.

The offices of the State of Illinois Junior College Board and Board of Vocational Education and Rehabilitation have been requested to review the findings of this study for the recommendation of professional, managerial, vocational and technical education curricula for the proposed junior college.

STUDENT COURSES

An indication of the types of college and advanced training courses desired by the junior and senior high school students is included in this section of the report as a supplement to the preceding listing of employers' personnel training needs. These are shown, by ranking, in Table 10. The table suggests a wide choice of academic and vocational interests.

TABLE 10

STUDENT SURVEY OF FIRST CHOICE OF INTENDED COLLEGE OR ADVANCED TRAINING COURSE RANKING (EXPANSION OF A 20% SAMPLING OF RESPONSES)

Teaching 465	Electronics 60	English 20
Business 400	Accounting,	Pharmacy 15
Liberal Arts 335	Bookkeeping 55	Physical therapy* 15
Secretarial 330	Pre-Dentistry 50	Interior decorating 15
Nursing 235	Music 45	Special education 15
Engineering 220	Architecture 40	Psychology 15
Beautician 160	Christian Education ... 35	Dramatics 15
Agriculture 105	Education 35	Inhalation therapy 10
Auto Mechanics 95	Social Science 30	Journalism 10
Physical Education ... 95	History 30	Sociology 10
Misc. Vocational 95	Drafting 30	Forestry 10
Law 80	Air line stewardess ... 30	Floriculture 10
Art 80	Chemistry 25	Barbering 10
Pre-Medical 80	Home economics 25	Meat cutting 10
Mathematics 70	Data processing 25	Veterinary medicine ... 10
Science,	Coaching 25	Physics 10
Unspecified 70	Social Work 25	
Foreign Languages ... 65	Aeronautics 20	

Other courses of study, less than ten responses:

Geology	Animal science	Heavy Machine Operator
Explosive Engineering	Speech	Welding
Industrial Engineering	Retailing	Radio-TV Announcing
Archaeology	Geography	Physical Therapy
Biology	Food service	Photography
Diplomacy	Farm Mechanics	X-Ray Technician
Police work	Personnel management	

* This "physical therapy" refers to services to handicapped persons. The "physical therapy" shown under less than ten responses relates to a general course.

PROPOSED DISTRICT--EXISTING EDUCATIONAL FACILITIES

PURPOSE OF THIS SECTION

The purpose of this section is to study the existing facilities in the Study Area which offer preprofessional curricula and training for skilled occupational activities, which services would be in competition with those of a junior college.

MILLIKIN UNIVERSITY AND LOCAL COLLEGE ENROLLMENT

The area now under consideration for a junior college facility has been served for many years by Millikin University. In fact, it has had a two-fold objective in its planning: to serve as a private institution of higher learning and to serve as an institution of higher learning to meet the area's need for a "community" facility. Recently, these plans have been modified in the light of changing circumstances. In this regard, enrollment at Millikin University now includes a much wider geographic representation than in former years. Future planning includes a recognition of the increasing importance of the facility as a part of the national higher educational picture.

The planning objectives of the University include: 1) maintaining locally-oriented facilities at the present proportion of enrollment, 2) directing efforts toward more graduate level offerings, and 3) increasing the quality of education as a contribution to both the local and national higher educational needs.

It is understood that Millikin University's long range planning encompasses the likelihood of a public junior college facility for the area. Furthermore, this planning has considered the objectives of the University in the light of changing college enrollment rates and population increases. This situation presents Millikin University with the opportunity of focusing more of its educational efforts in the final two years of under-graduate work as well as in the extended graduate program.

The above statements are not, by any means, an attempt to state Millikin's policies. It is instead an effort to describe an existing situation and the interpretation of policies likely to affect the establishment of a public junior college facility in the area. At the present time, there appears to be a genuine spirit of co-operation between the University and the Junior College Steering Committee. Further, there is an anticipation that the junior college facility will complement and supplement the community efforts of Millikin University. With such an atmosphere of mutual understanding it can be safely forecast that the two facilities will make continuing efforts to keep "conflict" and "competition" to an absolute minimum.

With regard to enrollment potential, Millikin University in the fall semester of 1965 had an actual enrollment of 459 from Decatur and Macon County. Only 41 of these were from beyond Decatur in other parts of Macon County. A high estimate of the enrollment from the proposed district area would be 520 Millikin University students. This is estimated to be about 14.4 per cent of the total from the proposed district area now attending

college. It amounts to about 38. 8 per cent of Millikin's enrollment. Somewhat less than half of these students are enrolled in their final two years. Thus perhaps only about 300 students from the district are enrolled at Millikin for their first two years. Thus, a high average at the present time would give Millikin University about ten per cent of the proposed junior college district students at the junior college level.

Although Millikin is a prominent local, regional, and national institution, it is not presently serving about 90 per cent of the college-going population from the proposed district. This 90 per cent includes those who by preference or with some reluctance are enrolled in institutions beyond the area.

In summary, it is believed that the proposed new junior college facility will take its place beside the long-esteemed Millikin University in co-operative efforts to meet the accelerating needs for college facilities for the area.

BROWN'S BUSINESS COLLEGE

The only other "competition" in the area would be the possibility of a conflict with Brown's Business College. Their enrollment from the area is rather high, apparently challenging the annual amount absorbed by Millikin University. There are indications that the program of the proposed junior college should consider this institution to arrive at co-ordinated, unduplicated planning.

SUMMARY

Table 11 shows the distribution of provisional selections made by high school juniors and seniors in the interest survey. These selections are regarded as a guage of the general enrollment distribution. They emphasize the college-going losses to neighboring and distant areas. Most of the area's neighboring colleges and universities are already hard-pressed to make provision for needed present capacity.

TABLE 11

SPATIAL DISTRIBUTION OF COLLEGES AND ADVANCED TRAINING FACILITIES SELECTED PROVISIONALLY BY JUNIORS AND SENIORS OF THE PROPOSED JUNIOR COLLEGE DISTRICT NOVEMBER 1965

Proposed District	
Brown's Business College	185
Millikin University	125
Decatur-Macon County Hospital School of Nursing	80
Chrysler Academy of Beauty	35
Central Illinois Barber College	15
Laura Hallford Academy of Beauty Culture	20
Preliminary Study Area (Including McClean County)	
Lincoln College	30
University of Illinois	510
Eastern Illinois University	465
Illinois State Normal	275
Springfield Junior College	70
St. John's School of Nursing	45
Spark's Business College	25
Concordia Theological Seminary	15
Remainder of Illinois	
Carthage College	15
Lewis College	15
DeVry Technical Institute	15
Illinois College	20
Blackburn College	20
Southern Illinois University	520
Knox College	10
Bradley University	30
Western Illinois University	100
Northern Illinois University	30
Northwestern University	30
Eureka College	30
University of Chicago	20
Illinois Wesleyan University	20

TABLE 11 (Continued)

Armed Forces	50
Indiana	
Lane Technical College	25
Indiana University	25
Valparaiso University	20
DePauw University	20
University of Notre Dame	15
Marion College	10
Purdue University	10
Iowa	
State University of Iowa	20
Hawaii	
University of Hawaii	10
Florida	
University of Florida	20
Wisconsin	
Milwaukee School of Engineering	10
Missouri	
Washington University	20
Pennsylvania	
Robert Morris School Incorporated	20
University of Pennsylvania	10
Virginia	
College of William and Mary	15
Colorado	
University of Colorado	15

TABLE 11 (Concluded)

Michigan	
University of Michigan	15
Michigan State	10
Unidentified	
Business Nursing and Technical Schools	30
Schools Listed One Time Only	360
Non-respondents, undecided, etc.	1,560

PROPOSED DISTRICT--ASSESSED VALUATIONS AND FINANCIAL ABILITY

PURPOSE OF THIS SECTION

The purpose of this section is to determine, as available from county records and state Department of Revenue records, the assessed valuations in the Study Area, and estimate the funds potentially available for the support of a junior college school district.

TOTAL ASSESSED VALUE FOR THE PROPOSED JUNIOR COLLEGE DISTRICT

The proposed Junior College District has a current equalized assessed valuation which is more than ten times the minimum statutory requirement of $75,000,000. The equalized assessed value is currently $816,923,000 for the proposed district.

URBAN-RURAL DISTRIBUTION OF ASSESSED VALUATION

The statutes controlling the establishment of junior college districts in Illinois set forth different procedures for balloting in districts which have more than 25% of the equalized assessed valuation in rural areas. A determination has been made that the equalized assessed valuation in the rural portions of the district far exceeds the 25%.

Table 12 shows the urban-incorporated assessed valuations and the rural-unincorporated assessed valuations as well as the totals for each component unit and high school district in the proposed junior college district.

PROJECTION OF EQUALIZED ASSESSED VALUATION

Table 13 gives the projected equalized assessed valuation for the next fifteen years. These projections are based on a 3.5 per cent annual increased which is the high projection rate used by the Illinois Commission on Revenue. It is somewhat less, however, than the projections of recent Macon County totals. It appears to be a sound "mean" projection for this part of Illinois.

TABLE 13

PROJECTIONS OF EQUALIZED ASSESSED VALUE FOR THE PROPOSED JUNIOR COLLEGE DISTRICT

1965	$ 816,923
1970	970,106
1975	1,151,955
1980	1,368,270

Table 14 gives a picture of estimated costs and revenues for the operation of the junior college in coming years. These figures are presented as guides only.

TABLE 12

URBAN-RURAL DISTRIBUTION OF EQUALIZED ASSESSED VALUATIONS FOR COMPONENTS OF PROPOSED JUNIOR COLLEGE DISTRICT, 1963

Unit or Secondary School District	Equalized Assessed Valuations		
	Incorporated	Unincorporated	Total
Argenta	$ 3,283,000	$ 17,571,000	$ 20,854,000
Arthur	5,290,000	18,723,000	24,013,000
Assumption	3,650,000	16,746,000	20,396,000
Bethany	2,310,000	13,843,000	16,153,000
Blue Mound	2,369,000	15,223,000	17,592,000
Cerro Gordo	2,623,000	20,441,000	23,064,000
Clinton	20,088,000	28,392,000	48,480,000
Decatur	272,983,000	39,598,000	312,581,000
DeLand-Weldon	2,190,000	19,493,000	21,683,000
Findlay	1,354,000	11,850,000	13,204,000
Illiopolis	2,367,000	12,041,000	14,429,000
Lovington	2,043,000	14,197,000	16,240,000
Macon	2,202,000	15,094,000	17,296,000
Maroa	3,828,000	18,736,000	22,564,000
Mt. Auburn	1,144,000	10,024,000	11,168,000
Mt. Pulaski	6,451,000	26,775,000	33,226,000
Mt. Zion	3,594,000	20,604,000	24,198,000
Moweaqua	3,386,000	15,006,000	18,392,000
Niantic	1,266,000	12,902,000	14,168,000
Stonington	1,905,000	12,549,000	14,454,000
Sullivan	9,213,000	20,096,000	29,309,000
Taylorville	25,174,000	33,089,000	58,263,000
Warrensburg-Latham	2,413,000	22,783,000	25,196,000
TOTALS	$381,126,000	$435,791,000	$816,923,000

Source: Illinois Department of Revenue, Property Tax Division.

TABLE 14

ESTIMATED OPERATING COSTS
PROPOSED JUNIOR COLLEGE DISTRICT

	1965	1970	1975	1980
ESTIMATED ENROLLMENT*	1,060	1,280	1,640	2,050
Summary of Costs and Revenues				
Estimated total operating cost at $800 per student ($)	848,000	1,044,000	1,312,000	1,640,000
Total state and federal aid ($)	418,000	504,000	646,000	807,000
Total (annual) tuition ($)	212,000	261,000	328,000	410,000
Total annual property tax from the district ($)	218,000	279,000	338,000	423,000
Reimbursement Schedule				
Vocational Students:				
Estimated total enrollment of vocational students	636	768	984	1,230
Total vocational reimbursement ($)	262,000	327,000	419,000	524,000
Estimated Instructional State Aid at 2/3 of total instruction cost and an estimate of instruction costs at 8/10 of total cost per student ($)	426	426	426	426
Transfer Students:				
Estimated enrollment of transfer students	424	512	656	820
Total transfer student reimbursement (all students) ($)	146,000	177,000	226,000	283,000
Estimated transfer reimbursement at $11.50 per 30 semester hours per student ($)	345	345	345	345

* Fulltime or equivalent part-time students.

PROPOSED DISTRICT--ABILITY TO INITIATE AN INSTRUCTION PROGRAM

PURPOSE OF THIS SECTION

The purpose of this section is to report the findings and recommendations with regard to the availability of existing facilities which may be suitable for initiating the junior college program prior to the establishment of facilities designed for its use.

PRE-CONSTRUCTION, INTERIM FACILITIES

The Macon County Superintendent of Schools*, in describing the situation to the consultant, stated that interim educational facilities had been the subject of extensive and continuing investigations on the part of interested persons in the study area. The results of these efforts were negative.

The criteria used in seeking interim space appear to preclude any such findings. These criteria are: 1) during the interim period no inordinately large reconditioning expenditures would be justified, and 2) the interim period facilities, if any, should not "identify" the junior college with other educational levels or facilities. In this latter instance, it is believed that the use of a high school building, or other prominent local educational facility, would create an incorrect "public image" of the facility, which might be quite difficult to rectify in years to come.

* Mr. William R. Woodward, County Superintendent of Schools, now deceased.