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ABSTRACT

A study of current compensatory programs was conducted in 24 Florida public community colleges during 1969 to be used for their further investigation and improvement. This study brought into focus the planning objectives, implementation, and evaluation of existing programs. From the data examined, it was found that: (1) 11.6 per cent of the state's total community college student enrollment were identified as disadvantaged; (2) program planning processes and objectives varied among schools; (3) comparatively few counselors and instructors were involved exclusively with disadvantaged students; and (4) the individual colleges' evaluations of their programs measured only student academic progress. A follow-up study to differentiate between adequate and inadequate programs is now desired. (CA)

IMPLEMENTING THE OPEN DOOR: COMPENSATORY EDUCATION IN FLORIDA'S COMMUNITY COLLEGES

PHASE I: QUESTIONNAIRE ANALYSES

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INTRODUCTION

The public community college has taken as a major objective the provision of post-high school educational experiences for those who can benefit from them. Implicit in this objective is an "open-door" admissions policy. Simply put, the basic admissions policy of these colleges is: "Any high school graduate, or any person over 18 years of age who seems capable of profiting by the instruction offered, is eligible for admission". (6, 34)* The effective implementation of a policy of this type requires more of the community college than simply admitting students. By opening its doors the college accepts responsibility for providing meaningful educational opportunities for the student. The community college must provide programs that meet the needs of those that enter.

The students who enter the "open door" of the community college are more diverse than are the students in any other major segment of higher education. In age alone they range from teenagers to octogenarians. The student bodies in these colleges are comprised of individuals with a wide variety of socio-economic backgrounds, occupational interests and intellectual abilities. The educational and occupational goals of these students cover a broad spectrum. "The generalization can be made that junior college students have about the same aptitude level as a cross-section of high school seniors and as a group are markedly lower in academic potential than the students who directly enter the four year institution." (3, 10) These students tend to be almost equally divided between those of above-average and below-average academic ability. (1, 3)

*The first number in parentheses refers to numbered bibliography, the second refers to page number.

If the community college is to adequately serve these students, it must provide a broad range of programs and services. The standard college transfer oriented curriculum is suited neither to the goals nor the abilities of many of its students. These students often do not intend to go on to a four year college even when they possess the requisite specialized abilities needed to succeed in the academically strict environment of those institutions.

The community college must be an institution of opportunity. The college should provide its students with alternate pathways that will increase their chances to live fully productive lives in occupational, social, cultural and academic areas. The community colleges must devote their energies to becoming increasingly accessable.

Geographical accessibility can become a reality through the placing of campuses within commuting distance of potential students. Low tuition and adequate programs of student financial aid can make the community colleges financially accessible. However, these provisions are not sufficient. The community colleges will become truly accessable only if they offer programs for students of all abilities, talents, and interests.

Background of the Study

In attempting to meet the educational needs of those with apparently low probability of success in the community college, a number of problems have been encountered. Among the solutions that have been tried by these colleges have been the development of remedial, directed studies, guided studies, or compensatory education programs. These programs are as diverse as the students they are trying to serve. They have focused on reading, english, math, the social sciences, the natural sciences, speech and on the student himself as the primary subject matter. The programs

have employed large classes, small classes, open laboratories, audio-visual aids, and even computers in attempting to meet the needs of the group of students called "disadvantaged".

The purpose of this phase of the IRC's compensatory education study is to provide a description of these programs as they operate in Florida's public community colleges. The study examines the planning, implementation and evaluation of compensatory education programs throughout the state. The data used in this study were gathered with a questionnaire (Appendix A) distributed to each of the twenty-seven public community colleges in the state. The questionnaire was developed by the IRC staff and was revised by the IRC Executive Committee, The Florida Department of Education staff and several leading educators currently involved in compensatory education programs. Sixteen institutions responded to the original questionnaire distribution. Two follow-up distributions were conducted to obtain additional responses. The responses of twenty-four colleges were received in the final sample. The panhandle section of Florida is somewhat under-represented in the sample as two of the three non-responding institutions are located in that area.

Organization of the Study

The remainder of this study is broken into six sections which correspond roughly to the organization of the questionnaire used to gather data. The initial section, entitled *General Environment* describes the nature of the community colleges in the study. The following four sections discuss the *planning* for compensatory education programs, the *objectives* of these programs, the *implementation* or ongoing activities in the program, and the *evaluation* of compensatory education programs, respectively. The final section is a summary of the study and should provide basic data for further study and subsequent improvement of compensatory education practices.

GENERAL ENVIRONMENT

Students

The twenty-four community colleges represented in this study had a total enrollment of 117,133 students or approximately 91 percent of the total public community college enrollment in the State of Florida in the fall of 1969.[a] Of the students included in this study, more than one in nine were classified by their institutions as being disadvantaged. The average percentage of disadvantaged students among the surveyed institutions was 11.6. The percentage of disadvantaged students within the institutions ranged from two institutions that classified none of their students as disadvantaged to one institution that identified over one-half of its students as disadvantaged, 51.67 percent. (See Table 1)

This broad range in percent of disadvantaged students may be explained in part by the nature of the definition of disadvantaged students provided for questionnaire respondents:

> "Disadvantaged students refers to those who are educationally disadvantaged and the object of compensatory education practice. These students are considered to be educationally disadvantaged because of either one or a combination of the following conditions: low ability, low achievement, academic under preparation, psycho-social maladjustment, cultural or linguistic isolation, poverty, neglect, or delinquency."[b]

Further examination of the data on percent of disadvantaged students reveals that fourteen (58.3%) of the institutions had disadvantaged student populations that represented ten percent or less of their total enrollments; six, (25.0%) had disadvantaged student populations of between ten and twenty percent of the student body

[a] Florida Department of Education figures

[b] A cover letter was sent to each community college president, March 10, 1970--See Appendix B, Form I.

Table 1
Enrollment of Disadvantaged and Non-Disadvantaged Students
and Percent Disadvantaged by College

College[c]	Total Enrollment	Enrollment Non-Disadvantaged	Enrollment Disadvantaged	Percent of Enrollment Disadvantaged
1	2,650	2,400	250	9.43
2	1,860	1,760	100	5.37
3	8,080	7,230	850	10.51
4	900	764	136	15.11
5	1,985	1,880	105	5.28
6	2,900	2,150	750	25.86
7	3,083	2,018	1,065	34.54
8	6,078	5,578	500	8.22
9	1,390	1,270	120	8.63
10	25,815	21,815	4,000	15.49
11	2,220	2,110	110	4.95
12	670	610	60	8.95
13	800	410	390	48.75
14	1,548	748	800	51.67
15	3,200	2,775	425	13.28
16	2,105	1,985	120	5.70
17	825	750	75	9.09
18	14,971	14,796	175	1.17[a]
19	[b]			
20	8,032	7,464	393	4.89
21	1,337	1,187	150	11.21
22	1,200	972	228	19.00
23	[b]			
24	6,300	5,700	600	9.52

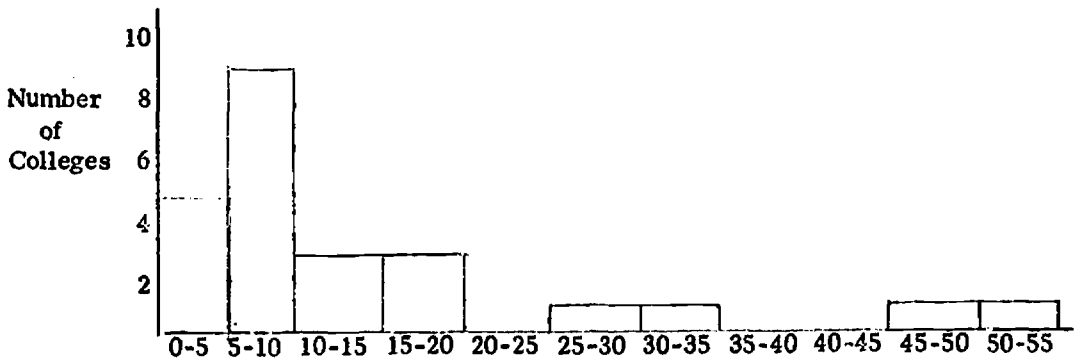
[a]From total enrollment as reported by the Florida Department of Education.

[b]No disadvantaged students reported.

[c]These numbers represent individual colleges and are consistent throughout the study.

and four, (16.7%) had more than twenty-five percent of their students classified as disadvantaged.

Figure 1
Distribution of Percentage Disadvantaged Students by College



A further step in the analysis of the data was to break down the total population of students by ethnic group membership. Examining the proportion of the various ethnic groups that are classified as disadvantaged, it was found that more than 50 percent of the Oriental-American and Afro-American students fell into this category.

Table 2
Percentage of Ethnic Group Enrollment Classified as Disadvantaged

Group	% of Total Enrollment	% of Disadvantaged Enrollment
Oriental-American	.10	52.6
Afro-American	8.46	50.9
Spanish-American	6.80	18.0
Caucasian	84.56	9.5

Despite the lower within group percentage, those students labeled Caucasian represented 58.3 percent of the 11,402 students classified as disadvantaged in the study. This is due to the differing ethnic group representation within the total student bodies where Caucasians are found in preponderant numbers. Among the other ethnic groups, Afro-Americans represented 31.3 percent of the total number of disadvantaged students; Spanish-Americans, 8.9 percent; Oriental-Americans, 4 percent One point one percent of the disadvantaged fell into ethnic groups labeled "other".

Table 3
Percentage of Total Disadvantaged Students From Ethnic Group

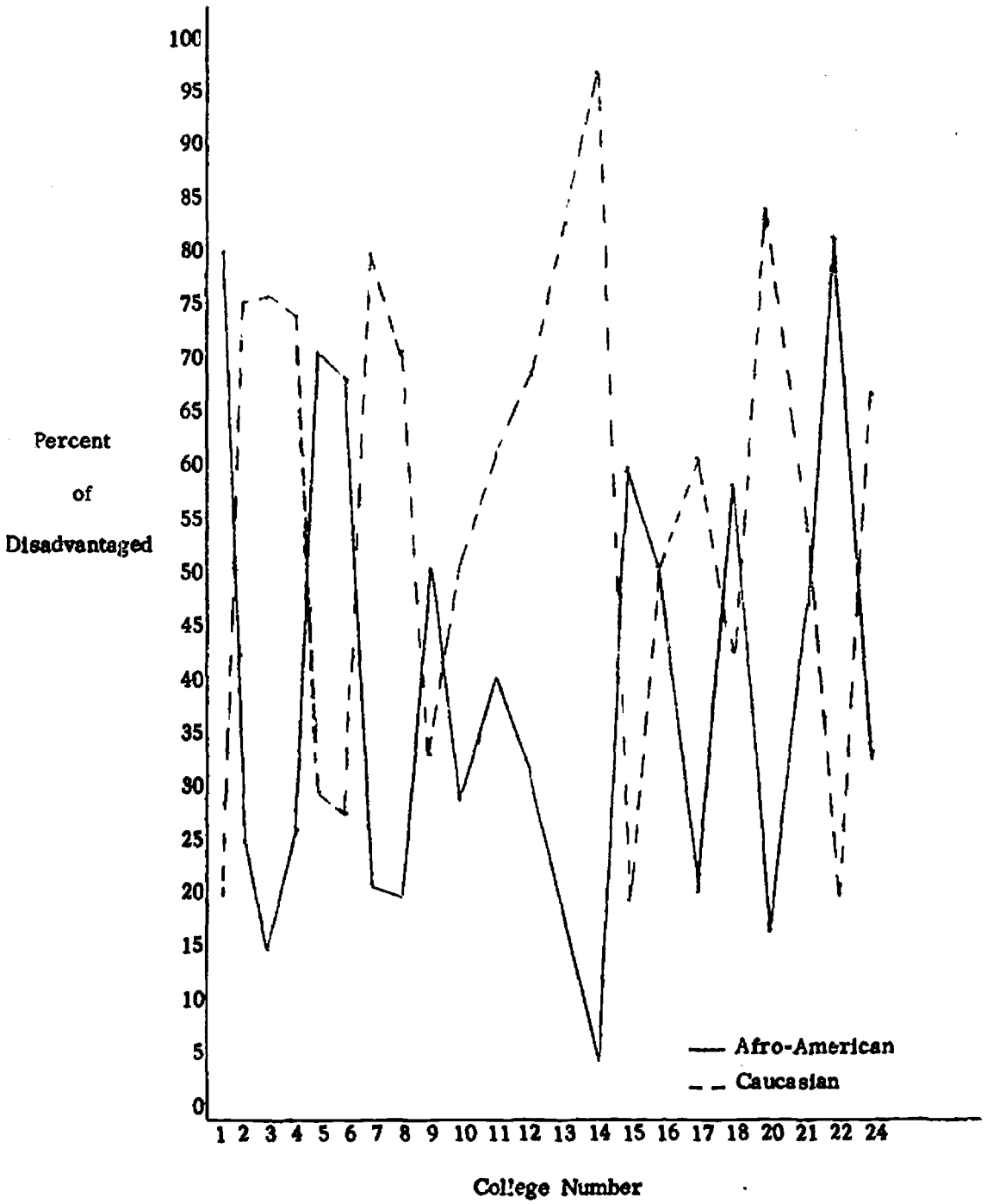
Group	% of Total Enrollment	% of Disadvantaged Enrollment
Oriental-American	.10	.42
Afro-American	8.46	31.31
Spanish-American	6.80	8.88
Caucasian	84.56	58.30

When the ethnic group representation was considered by colleges* it was found that Caucasians represented the majority of disadvantaged students in fourteen of the institutions; Afro-Americans comprised the majority of the disadvantaged in seven of the institutions; and in one institution the two groups were equally represented. (See Figure 2)

The Caucasian representation of disadvantaged students among those institutions reporting disadvantaged students ranged from 94.12 percent to 17.65 percent. The Afro-Americans group percentage by institution ranged from 80.00 percent to 5.00 percent. Spanish-American representation among the disadvantaged reached a

*Two colleges reported no disadvantaged students.

Figure 2
Percentage of Disadvantaged Students
Within the Two Major Ethnic Groups by College[1]



[1]Two colleges reporting no disadvantaged students are not included.

maximum of 23.53 percent at one institution; Oriental American, 5.83 percent; and other, 8.33 percent. There were several institutions where no disadvantaged students fell into any of these three ethnic group categories.

Table 4
Percentage of all Disadvantaged Students
Enrolled by Ethnic Group Membership by College[a]

College	Afro-American	Caucasian	Oriental American	Spanish American	Other
1	80.00	20.00			
2	25.00	75.00			
3	14.70	76.47	2.35	4.12	2.35
4	26.47	73.53			
5	71.43	28.57			
6	66.67	26.67		6.67	
7	21.03	78.31			.66
8	20.00	70.00		5.00	
9	50.00	33.33	5.83	2.50	8.33
10	27.75	50.75	.37	19.00	2.12
11	39.09	60.90			
12	33.33	66.67			
13	17.95	82.05			
14	5.00	94.12	.25	.62	
15	58.82	17.65		23.53	
16	50.00	50.00			
17	20.00	60.00			
18	57.14	42.86			
19	b				
20	16.54	83.46			
21	46.67	53.33			
22	79.82	20.18			
23	b				
24	33.33	66.67			

[a]Totals may not equal 100% due to rounding.

[b]None reported.

Communities

The twenty-four colleges in the study serve communities that are diverse in their basic demographic characteristics. For purposes of the study these communities were designated by the respective colleges as: urban, primarily urban, suburban, primarily rural or rural.

Table 5
Number of Colleges by Community Type

Community Type	Number of Colleges
Urban	6
Primarily Urban[a]	9
Suburban	2
Primarily Rural[a]	2
Rural	5

[a]Both urban and rural communities are served by these colleges. The designation is based on the primary contributor to enrollment.

Those colleges in communities with a rural emphasis are noted to have over twice as high a percentage of disadvantaged students as colleges located in urban areas.

Table 6
Mean Percentage of Disadvantaged Students by Community Type

	Community Type				
	Urban Emphasis			Rural Emphasis	
	12.05[b]			25.5[b]	
Mean Percentage Disadvantaged	7.0	17.1	8.7	35.3	15.7
	Urban	Primarily Urban	Suburban	Primarily Rural	Rural

[b]This figure is a mean percentage of the two community types shown below.

These findings tend to contradict earlier studies on the disadvantaged.* This disparity may be explained by several possible factors that are related to the colleges in this study.

To maintain sufficient enrollments rural-based colleges tend to make greater efforts at recruiting students. This recruitment is aimed at a rural recruiting base which includes, in Florida, a higher percentage of disadvantaged students. Therefore, one could logically expect to find a higher percentage of disadvantaged students enrolled in these rural-based colleges.

The disparity may also be due to the broad focus of this study. Most studies of disadvantaged students have examined only those schools in urban settings. The relationship of the number of disadvantaged students to the type of community served will be examined in greater depth in Phase III of *Implementing the Open Door*.

*See: Knoell, Dorothy M. *People Who Need College*. American Association of Junior Colleges, Washington, D.C., 1970.

PLANNING

It has been said that planning without implementation is futile, but implementation without planning is fatal. The second section of the questionnaire contained a number of questions related to the planning of compensatory education programs. The questions used were based upon the assumption that the quality of planning is a function of the abilities and interests of those that are involved in the planning. Thus, the questionnaire sought to determine which groups on the campus and in the community were involved in the planning process. In addition, the survey requested information pertaining to the frequency of planning activities as an indication of the degree to which the college is involved in planning for its compensatory education programs. The data gathered on planning is purely quantitative. While qualitative data on planning was beyond the scope of Phase I of this study, such data will be included in Phase III.

Planning Groups

The study identified ten major segments of each community college that can potentially be involved in the planning of compensatory education programs. These segments include administrators, faculty members, counselors, and students.

Table 7
Campus Groups Involved in Planning

	Group	Frequency of Involvement	
1.	Administrators	18	Colleges
2.	Instructors of Disadvantaged	18	"
3.	Counselors	17	"
4.	College Transfer Faculty	13	"
5.	Counselors of Disadvantaged Students	12	"
6.	Disadvantaged Students	9	"
7.	Vocational-Technical Faculty	8	"
8.	Non-Disadvantaged Students	3	"
9.	Adult Education Faculty	2	"
10.	Other	3	"

The previous table illustrates that among the twenty-four institutions, the groups most frequently involved in the planning process were administrators, instructors of disadvantaged students, and counselors. Although a large percentage of disadvantaged students can potentially best be served by programs in vocational or technical areas, faculty in this area were involved in planning compensatory education programs in only one-third of the colleges. College transfer faculty and counselors of disadvantaged students were involved far more frequently than vocational-technical faculty. A differential frequency of involvement of counselors for the disadvantaged and general counselors was noted.*

Disadvantaged students were involved significantly less often than the above mentioned groups but more frequently than non-disadvantaged students and adult education faculty members who were involved at very few of the college campuses.

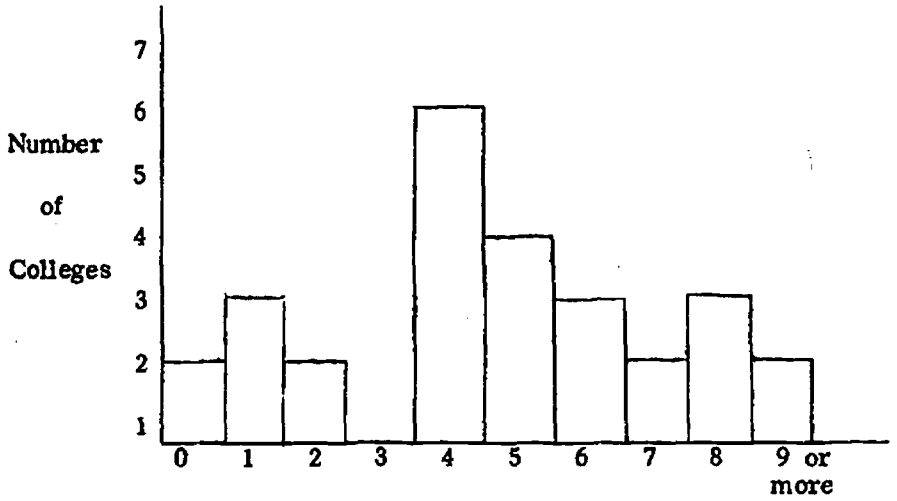
The number of campus groups involved in planning for compensatory education at the junior colleges varies greatly. At two of the colleges none of the groups mentioned were involved in the planning of compensatory programs while two colleges claimed to involve nine or more of the groups. The typical behavior among the twenty-four institutions was to have four campus groups involved in the planning process. (See Figure 3)

The most frequent pattern exhibited by the six colleges involving four campus groups was to include the following: administrators, vocational-technical faculty, college transfer faculty, and counselors. Those colleges whose planning was not a shared activity tended to relegate the planning function to instructors of the disadvantaged exclusively or to a counselor-instructor combination. The most frequently

*Counselors for disadvantaged students are involved less frequently probably as a result of fewer colleges assigning counselors to deal exclusively with the disadvantaged student and his problems.

added group in those schools with this limited planning base was college transfer faculty. Disadvantaged students were the second most frequently added group.

Figure 3
Number of Campus Groups Involved by College



The disadvantaged elements in the community were involved less frequently than most campus groups. Only eight of the institutions reported this group as being involved in planning. It is significant that in each instance where assistance in planning was sought from this group they responded positively. At four of the colleges, the initiative for broadening the planning base was shared by the college and the disadvantaged elements of the community.

Frequency of Planning

The colleges appear to be involved in planning activities related to compensatory education on a frequent basis. In a program that is important to many segments of the the college and the community such frequent planning has the potential for great benefits. The planning process itself can serve to bring together people who would not

otherwise have the benefit of each others' experiences. Of the fifteen colleges that responded to the question on frequency of planning, six had planning meetings more often than once a month; four met once a month; and five met once a semester.

OBJECTIVES

A primary task of every planning group is the setting of objectives. The objectives for an educational program are of crucial importance. It is the goals of a program that determine the direction that a program will follow and ultimately its success or failure. The objectives serve to provide criteria for decisions as to methodology and content. In addition they provide standards by which the program can be evaluated. These standards serve as the basis for measuring the degree of success or failure that the program has experienced both in terms of the program as a whole as well as in terms of individual student accomplishment.

The *Compensatory Education Practices Questionnaire* dealt specifically with the aspect of objectives for compensatory education in Florida's community junior colleges. The question which requested this information was an open-ended item that asked for a brief statement of the goals that the colleges hoped to achieve through their respective compensatory education programs. The respondents were requested to relate these goals to the disadvantaged student. Twenty-three of the colleges responded to this item.

The compensatory education programs are attempting to reach a wide variety of goals. The colleges' statements of objectives were usually general rather then specific. Many of the stated goals tended to be vague or ambiguous, e.g. *to begin a meaningful education program involving disadvantaged students* and *to aid the student in the process of individual fulfillment.*

This lack of specificity may be due in part to the nature of the open-ended questionnaire item. Despite the broad nature of some objectives, distinctions can be made between the different responses. Most of the forty-seven separate statements

given in response to this item have been categorized by their particular character or emphasis.

Objective Classification

Thirteen of the statements called for the student to adapt himself or improve himself to meet the standards set in existing programs or courses. The emphasis of these statements was considered to be remedial in nature. Their goal appears to be one of bringing the student up to a level of competence that would allow him to succeed in other programs that the junior college offered. This remedial orientation was the most frequent response and was typified by the following statements:

strengthen academic weakness so that students may perform successfully in general education courses

academic repair

behavioral goals same as regular English, social science, and natural science;

or *chief goal is to prepare disadvantaged students for college*

The second most frequent response indicated a goal of helping the student to reassess and/or realize his educational goals. Ten of the statements fit into this category. e.g.

to aid disadvantaged students in establishing realistic educational and vocational goals;"

to assist disadvantaged student in achieving his educational goals.

Next in frequency were nine statements that referred explicitly to the development of the students' psychological self. A typical college in this group stated:

To help each student know himself, make realistic goal choices, experience success, examine situations and to wisely make decisions, know who is involved in the working world of their area, and to be a better person.

Six of the statements of program objectives had a vocational orientation. The previous example also serves to illustrate this statement-type.

Cognitive development in a general sense was the concern mentioned in six of the statements. e.g. *the mastery of basic verbal and quantitative skills necessary for a student to be successful in his chosen field.*

These statements were differentiated from those classified as remedial by the fact that their intent was not primarily academic in nature. The objective was couched in terms that did not primarily stress an adaptation by the student for the purpose of fitting into an existing academic curriculum.

Many goal statements combined the frequently mentioned categories of remediation, educational goals, psychological self-development, vocational, and cognitive development. In addition there were other statements that mentioned citizenship, identification of disadvantaged students, provision of music skills, and lowering the failure rate of disadvantaged students.

Table 8
Types of Objectives by Number of Colleges*

Objective Categories	Number of Colleges
1. *to have the student adapt or improve himself to meet the standards set in existing programs (remediation)*	13
2. *helping the student to reassess and/or realize his educational goals*	10
3. *to help the student in the development of his psychological self*	9
4. *to help the student in his vocational development*	6
5. *to assist the student in cognitive development*	6

*Several colleges gave more than one objective or combined objectives in one statement.

Number of Objectives

When the responding colleges were grouped by the number of goals listed for their compensatory education programs, several differences were noted. For this analysis, the colleges were placed in one of two groups: those that were "single-goal" colleges and those that were "multi-goal" colleges.

"Single-Goal" Colleges

In the ten "single-goal" colleges, the primary program emphasis appears to be remediation. Six of these schools were concerned with academic repair or salvage with the stated goal being the narrowing of the achievement differential that exists between disadvantaged and non-disadvantaged students. Four of the institutions stressed as their goal the student's psychological self-development. One institution was concerned with the students' educational goals; and one, with cognitive development.

"Multi-Goal"Colleges

In the twelve "multi-goal" institutions, the remediation emphasis once again predominated with nine of the schools listing this as one of their intentions. Three of the schools gave the revision or realization of educational goals as an objective. Four felt that the identification of disadvantaged students was an important program goal with two of these institutions engaging in active solicitation of disadvantaged students for their programs. Four of the "multi-goal" colleges listed student vocational objectives as one of the purposes of their programs. Four of the colleges also were concerned with psychological self-development. In addition, the colleges mentioned as goals, the provision of basic music skills and helping to develop effective citizens.

Table 9
Number of Schools in Group Listing Goal

Goal	"Single Goal"	"Multi-Goal"
Remediation	6	9
Educational Goals Diversion or Realization	1	3
Psychological Self-Development	4	4
Vocational		4
Cognitive Development	1	
Identification of Disadvantaged		4
Solicitation of Disadvantaged		2
Other		3
	N = 10	N = 12

In general, as might be expected, the "multi-goal" institutions tended to be more specific in their goal statements. In addition these colleges appear to place a greater emphasis upon the counseling of disadvantaged students as shown by their greater concern with identification of disadvantaged students and with their educational goals.

IMPLEMENTATION

Although adequate planning and a careful definition of program objectives are important prerequisites; they are, in themselves, only necessary but not sufficient conditions for a successful program. A critical element in any program is the manner in which the plans developed in the early phases of the program are implemented. It is through implementation that the prior planning can be actualized and the program's objectives achieved. Recognizing the importance of implementation, the purpose of this section is to provide a description of the compensatory education practices used by the community colleges in their programs.

Admission Criteria

A major step in the implementation of a compensatory education program is the determination of who should be included in the student body. Among the colleges surveyed, the criteria used for this identification were of three types. The first and most predominant criterion in use was previous academic achievement. This method of identification was used in each of the twenty-two colleges that responded to this item on the *Compensatory Education Practices Questionnaire*. The most commonly used method of evaluating the student's previous academic performance was some form of standardized testing. Eighteen of the institutions mentioned standardized test scores as a criterion for identifying disadvantaged students. The most frequently used instrument was the Florida Twelfth Grade Test. This is probably the result of this data being readily accessable. Twelfth grade test scores are available on all high school seniors in Florida at no cost to the colleges.

Twelve of the colleges used the results from this test as a basis for identifying disadvantaged students. Among the twelve schools, the modal cut-off score for placement in a compensatory education program was 150. In most instances, students who scored below 150 were placed mandatorily in these programs.

In addition, four institutions used the School and College Ability Test (SCAT) either in conjunction with the Florida Twelfth Grade Placement Test or by itself. The second achievement measure used was the high school academic record. Once again, this data is readily available and inexpensive. Six of the community colleges mentioned the use of high school academic records specifically. For example:

High school grades, "D" average or lowest twenty percent in high school graduating class.

Two of the community colleges responded that they consulted with students' high school counselors. These schools might well be included in those that use high school transcripts, at least indirectly. Undoubtedly the advice received in these consultations was based in part upon the student's high school record.

The second type of identification criterion used was the student's socio-economic background. Five of the colleges listed family income as a criterion for placement in compensatory education programs although in four of these schools this criterion was used along with standardized testing instruments. The third form of admission criteria was referral by either college counselors or instructors. These criteria were used at five of the schools in the study.

Most of the responding schools used more than one of the three types of criteria. The following table may give a more meaningful picture of the criteria used for identifying disadvantaged students than an individual criterion accounting.

Table 10
Criteria for Identifying Disadvantaged Students by Community College

School	Criterion Type Type 1 Achievement Records	Type 2 Socio-Economic Indicators	Type 3 Referral	Unknown
1				*
2	SCAT English 101 Failure			
3	Test Scores - Grades			
4.	FTGT[1] - ACT[2] - SAT[3] - SCAT[4]			
5	FTGT			
6	Low Academic Acheivement	Income Provisions of Economic Opportunity Act		
7	FTGT - CQT[5] - High School Grades		Instructor Referral - Counselor Referral	
8	Weak Academic Background	Family Income Less Than $5,000		
9	FTGT			
10	FTGT	Federal Government Poverty Level Income		
11	FTGT- ACT - SCAT SAT		Referral of those on academic probation	
12	Standardized Testing School Records	Family Records		
13	FTGT		Instructor Referral	
14				*
15	Standardized Tests High school academic achievement		Counselor Referral- Advisor Referral	
16	FTGT			
17	SCAT		Counselor Referral	
18	FTGT			
19				*
20	FTGT-College Made Test-High school grades			
21	FTGT - College Made Tests			
22	FTGT-Diagnostic Tests			
23				*
24	FTGT - High School Grades		Instructor Referral	

[1]Florida Twelfth Grade Test
[2]American College Test
[3]Scholastic Aptitude Test
[4]School and College Ability Test
[5]College Qualification Tests

Recruitment of Students

Another factor that affects the inclusion of given students in compensatory programs is the question of whether or not the colleges attempt to recruit potential disadvantaged students. The college may have an existing compensatory education program, but availability may not be enough to encourage participation by the potential disadvantaged students in the community. For many disadvantaged students, their previous school experiences have had little to offer in the way of positive feedback. They have been thoroughly schooled in thinking of themselves as educational failures. The word "college" itself may be perceived as enough of an obstacle to close the "open door" in the minds of many disadvantaged students. "College" even with the preface "community" lies outside the range of family expectations for many of these students. Their parents haven't considered college as a goal and this attitude is often passed on to the children. Thus, while further education may be of great benefit to both himself and the community, the disadvantaged student may tend to either ignore or disregard the opportunities that the community college has to offer.

The community college must then take positive action if maximum service is to be rendered by the compensatory education program. Of the twenty-four institutions, eighteen reported that they had activtly attempted to recruit; while six reported no recruiting practices. The most common methods of recruitment were consultation with high school counselors and high school visitation. These forms of recruitment have the disadvantage of ignoring those students who have dropped out of high school, but who could qualify for some junior college programs. It is of interest to note that while eighteen of the colleges reported engaging in recruitment practices only two stated these practices as an objective of their programs.

The Programs

In broad outline, the community college programs for meeting the educational needs of the disadvantaged student took the form of special courses, special services and/or regular courses.

Table 11
Compensatory Education Program-Broad Format

Regular Course	Special Course	Special Services	
2	24	13	n = 24

Table 11 shows that the most common form of compensatory education programs consisted of specialized courses. All twenty-four colleges reported at least this approach to compensatory education. These special courses were used in conjunction with special services at thirteen of the institutions and with regular courses at two of the colleges. Only at one school were all three: regular courses, special courses, and special services used as the basic components of the compensatory education program.

Language Skills

The curriculum offerings of the special courses in compensatory education programs were heavily weighted toward language skills; english, reading, writing, and speech. All twenty-four collegea included the development of these skills, in one form or another, in their programs. (See Table 12)

The second most common subject included in the specialized courses of compensatory education programs was mathematics. These courses were incorporated into twenty-two of the programs. Seven of the state's community colleges had special courses in social science, social studies, or government. Four of the institutions included some form of science, most frequently biology, in their compensatory education iculum.

Table 12
Compensatory Education Program Curricula--Language Skills

School	English	Reading	Writing	Speech	Communications Lab
1	*[1]				
2	*	*	*	*	
3	*				*
4		*	*		
5		*	*		
6					*
7	*	*	*	*	
8		*	*		
9	*	*			
10	*				
11			*		
12	*	*			
13	*				
14	*	*		*	
15		*	*	*	
16	*				
17	*				
18	*	*		*	
19	*	*			
20	*	*			
21	*	*			
22	*	*			
23	*				
24		*	*		

[1]Indicates this type of specialized course offered.

Curricular Emphasis

The survey of compensatory education program curricula at the various colleges showed that the primary emphasis of these programs was academic in nature. This emphasis was not unexpected since the most frequently stated objective for the community college compensatory education programs was the remediation of academic deficiency. The other stated objectives for compensatory programs seemed to have had a considerably smaller influence on the content of the special courses at the respective college campuses. Seven of the schools included career planning in the compensatory education curriculum; three of the colleges included a course whose purpose was personal development; and, one institution incorporated a course involving the examination of educational goals into its program. The lack of special course content relating to a number of the stated program objectives does not necessarily imply of a gap between program purpose and program implementation. These objectives, while not met directly in the special course portion of the compensatory education program, may have been met by other portions of the program. More specifically, the special services phase of these programs is often aimed at reaching these objectives.

Completion Time

Some of the non-content aspects of the academic portion of the compensatory programs were described in response to the questionnaire. A major factor in the academic success or failure of disadvantaged students is the time available to them for reaching the specific objectives of a given course, or the objectives of a set of courses. The length of time required for completion of the special course sequences at the respective junior colleges varied. Ten of the institutions required that the

compensatory course sequence be completed in one term, while six of the institutions required completion to follow the school's academic calendar. Some of these institutions attempted to offer the student more flexibility by allowing him to procede at his own rate. Four of the "one term" schools did not require all students to finish the course in the same length of time. In addition, eight of these schools allowed students to repeat compensatory special courses without academic penalty.

Eight of the colleges had compensatory courses that ran to a maximum of two terms. These schools tended to be more flexible. All eight of the schools allowed the student to progress at his own rate. They did not require the students to complete the courses in the same time, but rather, they set a maximum time of two terms. In addition, six of these "two-term" schools allowed the student to repeat courses without academic penalty.

The six remaining schools were "open-ended" in terms of the time required to complete the special courses. Each of these schools allowed the student to progress at his own rate and five of them allowed the student to repeat the special courses without academic penalty. The sixth may well have thought that provision for repetition unnecessary due to the "open-ended" nature of their curriculum. It is significant to note that all but two of the community junior colleges made some provision for allowing the student a flexible time schedule in completing the academic portion of his compensatory education program.

Instructors

One characteristic of the instructors for the special compensatory education courses that bears mention is that in all but a relatively few cases these instructors did not work exclusively with disadvantaged students. The information

gathered in the questionnaire revealed that among the twenty-four institutions covered, there were a total of 104 full-time and 56 part-time instructors that taught exclusively to the disadvantaged. These instructors were predominately Caucasian, 85.87 percent. Afro-Americans comprised an additional 11.8 percent. The remaining 2.4 percent of the instructors were reported to be Spanish Americans.

The instructors have participated in a variety of educational programs whose purpose was preparation for working with the disadvantaged student. The most common practice was taking part in workshops. A large number of instructors also reported taking special courses. The specialized training of instructors for the disadvantaged is outlined in Table 13.

Table 13
Specialized Training of Instructors Who Teach
Exclusively Disadvantaged Students

Type of Training	Number of Instructors
Workshop Participation	82
College Courses Related to Disadvantaged Students .	60
Counselor Training	26
Participation in Institutes	14

Fourteen of the institutions reported that members of their staff had participated in in-service training in the special problems of disadvantaged students in the last five years. Most of those participating were instructors of the disadvantaged, but significant numbers of college transfer faculty and counselors had participated as well.

Table 14

Participants in In-Service Training on the Special Problems of Disadvantaged Students

Type of Staff Member	Number
Instructors of disadvantaged students	51
College transfer faculty	34
All counselors	22
Administrators	11
Vocational-technical faculty	7
Counselors of disadvantaged students	7

Class Size

Many authors have stressed the importance of small class size in programs for the disadvantaged. Small classes provide the instructor with the opportunity to diagnose and correct individual learning difficulties. These classes tend to facilitate individualized instruction and to prevent students from becoming "lost" as they may be in larger groups. The mean class size in programs for the disadvantaged is 22.6 Although this does not constitute an especially large class, three institutions reported large class sizes at 33, 45, and 50 respectively. (See Table 15)

Instructional Methods

A variety of instructional methods are used in compensatory education programs. Most colleges, 20, reported using individualized instruction. Sixteen institutions

Table 15
Average Disadvantaged Student Class Size by College

Colleges	Average Class Size
1	20
2	15
3	17
4	25
5	20
6	25
7	20
8	20
9	15
10	50
11	45
12	15
13	20
14	10
15	20
16	25
17	22
18	30
19	22
20	22
21	15
22	12
23	25
24	33
Mean for All Colleges	22.6

made use of programmed materials. Lecture and discussion were used by eight institutions each. Four institutions specifically reported using a combination approach to instruction, even while most institutions reported using more than one method.

Table 16
Types of Instruction Used
in Compensatory Education Programs by College

Type of Instruction	Number of Colleges
Individualized Instruction	20
Programmed Instruction	16
Lecture	8
Discussion	8
Combination	4

The numerous instructional devices used in compensatory education programs are listed in Appendix C.

Special Services for Disadvantaged Students

Thirteen of the community colleges offer the disadvantaged student special services as a part of the compensatory education program. These special services were primarily of three types: counseling, financial aid, and individual tutoring. Eighteen of the junior colleges offered the disadvantaged student extra counseling opportunities. Fourteen of the schools included additional individual counseling as a part of their compensatory education program. Eleven of the schools provided opportunities for additional group counseling while seven schools offered both additional group and individual counseling for disadvantaged students. Only six of the state's community colleges did not include any additional counseling for the disadvantaged. These supplementary counseling services were provided by placing an additional load upon the regular counseling staff in most instances. Only ten of the institutions reported the use of counselors who worked exclusively with disadvantaged students. In these instances the number of special counselors was small.

The total number of full-time counselors working expressly with the disadvantaged was nineteen. An additional thirty-three counselors that worked with these students were employed part-time. One institution had a group of nine counselors working exclusively with disadvantaged students. Five of these counselors were only part-time.

Individual tutoring was offered by fifteen of the community colleges. In addition, such services as medical service, transportation, field trips, and extension courses were offered by some of the colleges.

Table 17
Special Services Offered to Disadvantaged Students

Type of Service	Number of Colleges Offering
Counseling	18
Individual	14
Group	11
Individual and Group	7
Financial Aid	
Work-Study	21
Loans	20
Scholarship Grants	16
Individual Tutoring	15
Transportation	7
Field Trips	4
Extension Courses	3
Medical Services	2

Financial Aid

A major barrier to many potential students, who would be considered disadvantaged when enrolled, is a lack of financial resources. Twenty-one of the colleges offered some form of financial aid to their disadvantaged students. This aid most frequently took the form of work-study programs or some form of loan. Twenty-one schools had work-study programs and twenty institutions offered loans. Sixteen of the colleges offered scholarship grants.

When the total number of disadvantaged students enrolled in the twenty-four institutions is compared with programs of financial aid the colleges show a wide differential in terms of effort. This range is further illustrated when one examines the number of disadvantaged students that were receiving financial assistance. In some colleges virtually all the disadvantaged students received financial aid in some form, while in others this type of assistance was limited to a small percentage. (See Table 18) The data gathered on financial aid are somewhat incomplete. This information will be examined in greater depth in Phase III of this study.

Table 18
Financial Aid--Number of Students by Type*

School	Loans	Scholarship Grants	Work-Study	Other	Enrollment of Disadvantaged Students
1	50	0	25	0	250
2	0	0	0	0	100
3	U/K	U/K	U/K	U/K	850
4	45	125	45	0	136
5	25	15	20	0	105
6	22	61	47	0	750
7	30	24	13	0	1,065
8	U/K	U/K	70	0	500
9	U/K	U/K	U/K	0	120
10	390	670	1,200	U/K	4,000
11	2	3	3	U/K	110
12	20	20	46	0	60
13	55	81	245	0	390
14	22	33	178	0	800
15	8	18	12	30	425
16	10	0	40	0	120
17	2	0	1	0	75
18	0	0	10	0	175
19	0	0	0	0	0
20	U/K	U/K	U/K	U/K	393
21	10	6	22	0	150
22	22	47	25	0	228
23	U/K	U/K	U/K	U/K	0
24	150	232	190	0	600

*Categories may not be mutually exclusive.

EVALUATION

In a program as new and changing as compensatory education in the junior college, program evaluation becomes an essential tool for reaching program objectives. Such evaluation is the only means by which one can assess the effectiveness of the program in reaching those objectives. Evaluation can provide data to make wise decisions so that the impact that a program has on its students is maximized. The measurement of impact takes two forms. First, the evaluation procedures must assess the progress that students, both individually and as a group, are making toward the goals that are set for them in the program. Second, assessment must be made of the effects that completion of the program has had on a student after the program is completed. The former assessment procedure is internal and focuses upon the methodologies employed in obtaining the program's short-term goals; the latter, is external and brings to question the worth and/or relevance of the program objectives.

Of the two types of evaluation, the first, internal assessment, is currently the primary concern of the state's community college compensatory education programs. Twenty-two of the colleges reported the use of evaluation procedures for measuring student progress within their programs. These assessment procedures were primarily academic in nature. All of the twenty-two responding schools utilized this type of evaluation in some form; teacher-made tests, standardized tests, written composition, or normal classroom grading. (See Table 19)

The evaluation of student progress toward those program objectives that are non-academic in nature was reported much less frequently. The evaluation phase, as was the implementation phase, appears to be heavily oriented toward remediation.

Table 19
Methods of Internal Evaluation of Compensatory Education Programs

Evaluation Method	Number of Colleges
Teacher-made tests	12
Standardized tests	11
Normal Classroom Procedure	6
Written Composition	5
Conferences	2
Self-Concept Measures	2
Self-report	2
Student Attrition	2
Poorly Defined or Unknown	3

The data indicate that eighteen of the colleges used only academic evaluation procedures for their internal program assessment. Two of the colleges used conferences in conjunction with their academic evaluation procedures. An additional two colleges reported the incorporation of self-concept measures into their evaluations.

The involvement of community colleges in the assessment of the external impact of their compensatory education programs was limited. This type of evaluation is the more difficult and the more expensive of the two types of assessment, but it can provide the college with significant information that internal evaluation cannot.

External evaluation provides answers to the question of whether or not the compensatory education program has made a difference in the student's life after completion of the program. The community colleges had little information on the student after he left the program, either through program completion or after dropping out of the program.

Research and evaluation on compensatory education programs at the community colleges was limited in two respects. First, only eleven of the responding colleges had completed research on their programs in any form. Ten of these institutions

had completed descriptive research on their compensatory programs. In four of these ten schools, this was the entire research effort. Second, only three schools had completed other forms of research: evaluative and/or follow-up. These three schools had completed some form of evaluative research in conjunction with their descriptive research efforts. Two schools had completed follow-up research as well as program description research. One institution had implemented all three types of research, descriptive, evaluative, and follow-up. In addition, one school had participated in a Manpower Development Training Act (MDTA) follow-up project.

Table 20
Compensatory Education Program Research Activity

Type of Activity	Number of Colleges
Descriptive	10
Evaluative	4
Follow-Up	3
Other	1
No Research Activity Completed	13

Table 21
Compensatory Education Program Research Activity Patterns

Pattern	Number of Colleges
Descriptive Only	4
Descriptive and Evaluative	3
Descriptive and Follow-up	2
Descriptive, Evaluative and Follow-up	1
Follow-up Only	1
MDTA Follow-up	1
No Research Activity Completed	13

While research on compensatory education is severely limited, the picture is brightened somewhat by the fact that five of the institutions that had completed no research on their compensatory programs have some form of research activity now in progress. Eight of the community colleges have failed to examine systematically their compensatory programs and seem to have no plans to do so. Data are not available to indicate whether these schools are doing an outstanding job. The lack of data may also be masking a program that is not reaching its objectives or whose objectives themselves are irrelevant.

SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH

The purpose of this study was to provide a description of the compensatory education programs currently in operation at the community colleges in Florida. The study examined the general environmental characteristics, the planning, the objectives, the implementation, and the evaluation procedures related to these programs. The information contained in the initial sections of the report represents the results of a statewide systematic attempt at describing these aspects of the community college's compensatory education programs. The data serve to substantiate some generally-held but previously undocumented opinions concerning the characteristics of these programs. At the same time, the examination of this data provide much in the way of new information. Even more important, the report provides a unified statewide perspective from which to view the current level of compensatory education practice.

The general environmental section of the study revealed that a significant portion of the state's total community junior college enrollment is identified as disadvantaged, 11.6 percent. The proportion of disadvantaged students at the respective community colleges varied widely. Some institutions reported no disadvantaged students while at one school more than one-half of the students were classified as disadvantaged, 51.7 percent. In Florida, whites comprised over one-half (58.3%) of those characterized as disadvantaged, while blacks represented 31.3 percent of the total disadvantaged students. In addition, the ethnic group distribution of disadvantaged students varied among the individual colleges. At one college approximately ninety-five percent of the disadvantaged students were white while at another, blacks represented eighty percent of those so classified. In addition, the study revealed a tendency for rural colleges to have a higher percentage of disadvantaged students enrolled than urban colleges.

The planning process for compensatory education programs also varied among the institutions surveyed. A number of campus functionaries were differentially involved in compensatory education program planning. Of those who might be involved in planning, administrators and instructors of disadvantaged were most frequently involved, 18 schools. Vocational-technical faculty were involved less often, 8 schools, while adult education faculty members and disadvantaged students were rarely involved, 2 schools. At most of the state's community colleges the planning process was not a widely shared activity. Of the nine campus groups that potentially could make relevant contributions to the planning of compensatory programs, the colleges most frequently included only four of these groups.

The community colleges expressed a wide variety of objectives for their programs: academic remediation, examination of student educational goals, psychological self-development, vocational preparation, and cognitive development. Despite the variety of goal statements, academic remediation seemed to be the major concern in most of the colleges. This bias toward academic remediation was carried over by the colleges into the implementation of their compensatory education programs. The course content of these programs appeared to be highly academic in nature with a strong emphasis on language skills. In addition, the criteria for the inclusion of students in the program were predominantly academic, usually the Florida Twelfth Grade Tests, other standardized tests, or grade point averages. A few of the schools used family income measures as criteria for inclusion in compensatory programs.

The study revealed that comparatively few counselors and instructors were involved exclusively with the disadvantaged student. The instructors that dealt

exclusively with the disadvantaged student had the following characteristics: they were predominantly Caucasian; and their specialized training was primarily workshop participation and college course work with content related to the disadvantaged student. In addition, fourteen of the community colleges reported that their instructors of the disadvantaged had participated in in-service training programs.

The average class size in the compensatory education programs in the state was 22.6 students. The range of the average class size at the various institutions was from ten to fifty students. The colleges used a variety of instructional methods, but individualized instruction and programmed instruction were by far the most common; being used at twenty and sixteen schools respectively.

When the evaluation of the compensatory education programs was considered, the study revealed that the major effort by the community colleges was in the area of measuring student academic progress. Only eleven of the institutions had completed an evaluation of their overall compensatory programs and these studies were predominantly descriptive. While many of the colleges appear to have highly developed programs, few have data by which their success could be measured.

As stated previously the purpose of Phase 1 of the IRC's Compensatory Education Study was description. While description is a significant element of any comprehensive research activity, it is not complete in itself. The final goal of research should be the reformation of practice. The descriptive portion of the study can serve to bring into focus significant characteristics of practice. The second step must necessarily be a differentiation between good and bad programs. This differentiation may be in terms of the significant characteristics that were revealed in the descriptive phase of the study. To improve current practices it is necessary to

ascertain which program characteristics are associated with good programs and which characteristics correlate with inadequate programs. The provision of these necessary evaluative judgments, which currently are unavailable, is the purpose of the third phase of the IRC's Compensatory Education Study.

The descriptive phase of this study revealed that further research is imperative in the following areas:

1. Follow-Up Studies on Disadvantaged Students: This type of study is needed to provide the colleges with a variety of types of information. The follow-up study should investigate: 1) those that have completed the compensatory education program; 2) those that have dropped out of the program; 3) those that could have been in the program but never enrolled. If properly conducted these studies would provide valuable feedback to the college in terms of: the differences the compensatory program made in the life of the student who completed the program; the reasons for students dropping out after participating for varying lengths of time in the program; and the reasons why some potential students did not consider enrolling in the community college compensatory program. This information would then provide the basis for meaningful program improvements.

2. Investigations of Community Recruitment Bases: The report revealed that the communities served by the various colleges differed in a number of relevant demographic characteristics. Information is needed as why the rate of disadvantaged students in the several communities varied so widely. Furthermore, while the definition of disadvantaged students used in the descriptive phase of the IRC's study was extremely broad, it contained a number of different elements.

Research is needed to ascertain if these different types of disadvantage are associated with different community types.

3. Investigation of Respective Ethnic Group Compensatory Education Needs: The study revealed that all of the community colleges had included members of at least two different ethnic groups in their compensatory education programs. There has been some evidence that the compensatory education needs of the various ethnic groups and the methods by which these needs may be met may differ. (4, 109 and 2, 15-16) Further investigation is needed to develop compensatory education programs that could take these differences into account.

4. Examination of Different Planning Procedures: Information is needed on the qualitative differences of various types of planning procedures; e.g. do programs that result from "narrow-based" planning and "broad-based" planning differ? What are the potential contributions that can be made by various campus and non-campus groups to the planning process? Does the composition of the planning group affect the quality of the planning procedure or is the quality merely a function of individual planners' characteristics and not the position they hold.

5. Differentiation of Objectives: The community colleges stated a number of objectives for their compensatory programs. More information is needed as to which objectives or patterns of objectives will tend to provide programs that give students competencies and attitudes that will enable them to lead meaningful lives and to actualize their potential.

6. Examination of Different Teaching Methodologies in Compensatory Education Programs: The community colleges reported the use of a number of different approaches to obtaining the goals set for their programs. Research is needed as to the comparative strengths and weaknesses of these methods. Among the questions that need to be asked are the following:

   What *curriculum content* is most relevant to the achievement of given objectives?

   What *methods of instruction* offer the greatest chance of meeting the objectives?

   Which methods of instruction best meet the needs of the individuals involved in compensatory education programs?

7. Investigations of Instructor Characteristics: The descriptive phase of the study pointed out a number of characteristics of instructors for the disadvantaged. More information is needed to ascertain which of these characteristics are associated with good instruction. Information is also needed as to what types of preparation tend to best equip the instructors for meeting the needs of the compensatory education student. Other questions that need to be answered are: Should the instructor work exclusively with disadvantaged students or should he teach to a broad spectrum of students? Does the instructor's ethnic group membership affect the degree of success achieved by his students or is this difference attributable to individual characteristics alone?

8. Recruitment Practices: Given that one of the objectives of compensatory education programs should be the inclusion of potentially able students who would otherwise miss the opportunities offered by the community college, what methods of recruitment and encouragement will get these students into these programs? What actions

are required on the part of the college to insure that as many of these students as possible complete their programs?

9. Financial Aid: The community colleges offer a number of different types of financial aid. It is important to ascertain which types and what amounts of aid are necessary to enable the disadvantaged student to continue his education.

10. Examination of Special Services: While the community colleges reported a number of special service offerings, information is needed as to what significant differences these offerings make for the student. For example, most of the colleges offer the compensatory education student additional counseling opportunities but whether or not these opportunities make a difference is as yet an unanswered question. Furthermore, questions as to different methodologies and frequency of counseling need to be answered.

This report should not close without pointing out that vast improvements have recently taken place in compensatory education programs. Many new, innovative, and meaningful programs are just getting underway. The community colleges are making a concerted effort to implement the "open door".

APPENDIX A

COMPENSATORY EDUCATION PRACTICES QUESTIONNAIRE

Name_____ Position_____

Institution_____

Please check or supply information for as many answers as are appropriate and use the other side of the page if necessary.

When estimates are requested please use the best information that is currently available to you or your registrar. "Rough" or "subjective" estimates are considered to be more valuable than no information.

Where questions do not apply, indicate with N/A. Where the answer is unknown use U/K.

Before you proceed please read the cover letter. Thank you.

---

1. Your college serves a community which is predominately:

   _____Urban _____Suburban _____Rural

   _____A combination of the above (please specify proportions)

   _____

2. The number of disadvantaged students at your college is estimated to be:

   _____

3. Please estimate the number of disadvantaged students who belong to the following ethnic groups:

   _____Afro-American _____Oriental-American

   _____Caucasian _____Spanish-American

4. Please estimate the number of non-disadvantaged students who belong to the following ethnic groups:

   _____Afro-American _____Oriental-American

   _____Caucasian _____Spanish-American

5. How does your college provide for the educational needs of disadvantaged students?

_____In regular course of instruction

_____In special courses of instruction

_____Through special services

_____Other (Please explain)_____

_____

_____

6. If your college uses special courses of instruction for disadvantaged students, please list or briefly describe these courses:

_____

_____

_____

_____

_____

7. If special courses are offered what length of time does it take to complete the sequence?

_____One term _____Three terms

_____Two terms _____Other_____

8. If special courses are offered are students allowed to repeat them without academic penalty?

_____Yes _____No

9. If special courses are offered are all students required to complete them in the same length of time?

_____Yes _____No

10. If special courses are offered please estimate the typical class size.

_____

11. If special courses are offered please indicate the predominant method of instruction:

_____Lecture _____Individualized instruction

_____Discussion _____Programmed instruction

_____Other (Please explain)_____

12. If your college uses special instructional materials for disadvantaged students, please list or briefly describe these materials. (Use other side of page if necessary)

_____

_____

_____

_____

_____

13. Please estimate the number of disadvantaged students who were enrolled in the following ways during the academic year 1968-69 (if possible also indicate F.T.E. students):

First term enrollment: Began _____ F.T.E._____

Completed_____ F.T.E._____

Second term enrollment: Began_____ F.T.E._____

Completed_____ F.T.E._____

Third term enrollment: Began_____ F.T.E._____

Completed_____ F.T.E._____

Fourth term enrollment: Began_____ F.T.E._____

Completed_____ F.T.E._____

14. Does your college provide special counseling services for disadvantaged students? (Please check one or more)

_____Same counseling services available to all students

_____Yes, additional group counseling

_____Yes, additional individual counseling

_____Other (Please explain)_____

_____

15. If your college provides financial assistance to disadvantaged students, please estimate the number of students who participate in the following ways:

_____Loans _____Scholarship Grant _____Work-Study

_____Other (Please explain)_____

_____

_____

16. Which of the following special services does your college provide disadvantaged students?

_____Medical services _____Field trips

_____Transportation _____Individual tutoring

_____Other (Please _____Extension (off-campus) courses explain) _____

_____

17. Does your college attempt to recruit disadvantaged students who would not normally attend college?

_____Yes _____No

If "Yes" please describe how this occurs:_____

_____

18. Please briefly describe the criteria by which disadvantaged students are identified:

_____

_____

_____

_____

_____

19. Please briefly describe the procedures and instruments used for evaluating the progress of disadvantaged students:

_____

_____

_____

_____

_____

20. Does your college employ a full-time administrator or coordinator for services offered to disadvantaged students?

_____Yes _____No

If "Yes," please indicate this administrator's other major responsibilities.

_____No other major responsibilities

_____Teaching. Please circle the word or number which approximates the extent of the administrator's teaching load: Full, 3/4, 1/2, 1/4

_____Counseling. Please circle the word or number which approximates the extent of the administrator's counseling load: Full, 3/4, 1/2, 1/4

_____Other. Please describe briefly._____

_____

21. How many instructors does your college employ to work expressly with disadvantaged students?

_____Full-time instructors

_____Part-time instructors

22. How many of these instructors belong to the following ethnic groups:

_____Afro-American _____Oriental-American

_____Caucasian _____Spanish-American

23. Please indicate the number of instructors who have received formalized special training for work with disadvantaged students in the following ways:

_____College courses (Please specify)_____

_____

_____Training in counseling

_____Workshops

_____Institutes

_____Other such as Peace Corps or VISTA (Please explain)_____

_____

_____

24. How many counselors does your college employ to work expressly with disadvantaged students?

_____Full-time counselors

_____Part-time counselors

25. How many of these counselors belong to the following ethnic groups:

_____Afro-American _____Oriental-American

_____Caucasian _____Spanish-American

26. Please indicate the number of counselors who have received formalized special training for work with disadvantaged students in the following ways:

_____College courses (Please specify)_____

_____

_____Workshops

_____Institutes

_____Other such as Peace Corps of VISTA (Please explain)_____

_____

_____

27. Have members of the staff at your college participated within the past five years in in-service training in the problems of disadvantaged students?

_____Yes _____No

28. If "Yes," please describe briefly the type of training available.

_____

_____

_____

29. If in-service training was offered, please indicate how many of the following personnel participated:

_____Adult education faculty

_____College transfer faculty

_____Vocational-technical faculty

_____Administrators

_____Instructors of disadvantaged students

_____All counselors

_____Counselors of disadvantaged students

_____Other (Please explain)_____

30. Would you please indicate the kinds of studies your college has done in regard to disadvantaged students? If possible, please return copies of these studies with this questionnaire.

_____Descriptive

_____Follow-up

_____Evaluative

_____Other (Please explain)_____

_____

_____

31. Which of the following campus groups have been involved in planning for how your college will meet the needs of disadvantaged students?

_____Adult education faculty

_____College transfer faculty

_____Vocational-technical faculty

_____Administrators

_____Counselors

_____Counselors of disadvantaged students

_____Instructors of disadvantaged students

_____Non-disadvantaged students

_____Disadvantaged students

_____Other (Please explain)_____

_____

32. Does this planning involve disadvantaged elements of the community?

_____Yes _____No

33. If "Yes," were these citizens sought out by the college or did they ask to be included in the planning process?

_____Sought out by college

_____Asked to be included

34. Approximately how often does this planning take place?

_____More than once a month

_____Monthly

_____Once each semester

_____Once a year

_____Less often than once a year

35. Does your college communicate formally with any of the following groups to assess community needs and the needs of disadvantaged students?

_____Business Organizations

_____Labor organizations

_____Religious organizations

_____Social organizations

_____Political organizations

_____Individual citizens

_____Other (Please explain)_____

_____

_____

36. Would you please include a brief statement concerning the goals your college hopes to achieve in regard to disadvantaged students?

37. Please include any other information about your college in regard to disadvantaged students that you feel would be of value to your colleagues such as special strengths or features not already described above.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

Please return to: Florida CJC-IR Council
1212 S. W. 5th Avenue, Apartment 10
Gainesville, Florida 32601

APPENDIX B

CORRESPONDENCE WITH PARTICIPATING COMMUNITY COLLEGES

March , 1970

Dr. _____, President
_____Junior College
_____
_____

Dear Dr. _____:

As a consequence of the open door philosophy embraced by community colleges, compensatory education practices have been developed by a number of colleges to meet the needs of so-called disadvantaged and low achieving students. There is at present very little information available on the nature of existing practices in Florida community colleges. The need for descriptive information has been expressed by teaching and administrative faculty in community colleges as well as university and state department of education officials. It is hoped that such information will be helpful to those such as yourself who must make decisions regarding these practices. Thus, the Florida Community Junior College Inter-institutional Research Council has been charged by its member institutions to conduct a study of compensatory education. The enclosed questionnaire is part of a preliminary survey of current practices in compensatory education. All of Florida's public community colleges have been invited to participate in this preliminary survey. Based on the results of this survey, further study of particular colleges is planned.

Although there are numerous demands on your time, will you take a few minutes for a task which may have significance for your college's service to its community? Completion of the questionnaire by a college official will be appreciated. The questionnaire is intended to be completed by a teaching and/or administrative faculty member who is directly involved in compensatory education although a few questions may require the aid of other college officials. The anonymity of particular colleges will be respected and the results of the survey will be forwarded to you upon publication.

Please note that the terminology "disadvantaged students" is used in the questionnaire. It is hoped that this terminology is not a source of confusion. An anticipated outcome of the survey is that a precise operational definition will be possible. For the present, disadvantaged student refers to those who are educationally disadvantaged and the object of compensatory education practices.

These students are considered to be educationally disadvantaged because of either one or a combination of the following conditions: low ability, low achievement, academic underpreparation, psycho-social maladjustment, cultural or linguistic isolation, poverty, neglect, or delinquency.

Your time and contribution to this survey will be truly appreciated. Please return the questionnaire as soon as possible when completed. Thank you for your help in this matter.

Sincerely yours,

Winston T. Bridges, Jr.
Research Assistant
Florida Community Junior College
Inter-institutional Research Council

Enclosure: Questionnaire

Florida Community Junior College Inter-institutional Research Council
1212 S. W. 5th Avenue, Apartment 10
Gainesville, Florida 32601

MEMORANDUM

April 27, 1970

TO: Junior College Presidents

FROM: Michael I. Schafer, Associate Director

SUBJECT: Compensatory Education Practices -- Questionnaire

One of the pressing research needs in our community colleges has been for the study of Compensatory Practices. As the first phase of the Inter-institutional Research Council's project in this area, Mr. Winston Bridges, a Research Assistant for the IRC, mailed to you a questionnaire on Compensatory Education.

As the information on the questionnaire will provide direction for the further implementation of the project, it is most important that we receive responses from each college. Please find enclosed an additional copy of the questionnaire should the first copy have been misplaced. We feel that the results of this project will provide guidelines for program improvement in Compensatory Education and we greatly appreciate your participation in the study.

Thank you.

Enclosure

MIS:lp

APPENDIX C

Special Instructional Materials

College	
1	Unknown
2	None - overhead projectors, taschiscopes (reading aid), tape and video recorders are standard equipment
3	Programmed texts, stimulated games, teacher-made materials, paperback books
4	Special machines and copy in reading sections
5	Programmed material; teacher-prepared material; Tapes: a. Phonics; b. readings; Controlled readers (EDL) all levels, study skills kits (EDL); S.R.A.: a. Reading for understanding b. Laboratory IIIa; Vocabulary (EDL, Brown Reader's Digest); Teacher-prepared work sheets to accompany all materials; many kinds of diagnostic tests for diagnosis and evaluation
6	Dimensions in reading kits: American Album and Manpower and Material Resources (SRA); Reading Development Kit (Adison-Wesley); Reading for Understanding (SRA); Spelling Lab (SRA); Vocabulary Lab (SRA); Phonics in a Nutshell (EOL); Word Clues (EOL); Taped vocabulary and material from SRA IIIa Reading Laboratory-Writing Laboratory (SRA) English 2600, 3600; We Are Black (SRA)
7	Reading eye camera; ortho rater; controlled readers; skimmers; audiometer; language masters; T-matics; flash X sets; word clues; science demonstration equipment; programmed materials; slides; filmstrips; effective listening; viewmasters; models; charts; tape recorders; shadow scopes
8	Programmer materials in grammar and usage, writing, vocabulary, spelling; transparencies; films; video tapes; language master cards
9	Newspaper; reading machines; programmed materials
10	Programmed materials; machines; language master; SRA materials; Craig readers

11 ..... Reading machines, tapes; Xerox listening program; AV

12 ..... Unknown

13 ..... Films; filmstrips; transparencies; programmed materials; tape recorders; field trips

14 ..... Reading machines; programmed material

15 ..... Programmed texts; teaching machines; reading pacers; personal assignments; guidance and testing program

16 ..... All materials used are published materials

17 ..... Programmed texts

18 ..... Programmed texts; filmstrips; tapes; language master; auto-tutor (programmed); SRA reading kits; controlled speed readers; vocabulary building tapes

19 ..... Unknown

20 ..... Programmed text; overhead projectors; films, filmstrips; transparencies

21 ..... Specialized textbooks; reading materials

22 ..... Programmed materials

23 ..... Programmed texts

24 ..... Programmed texts

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