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ABSTRACT

The Missouri Commission on Higher Education initiated a comprehensive study of existing and developing state junior colleges in order that a master plan for the orderly development of a state system of comprehensive junior colleges might be developed. Among the areas examined by the study were: (1) the status of public junior colleges; (2) the direction of junior college development in Missouri; (3) the functions of the junior college; (4) statewide districting; (5) cooperative interstate planning; (6) statewide planning and coordination; (7) the need for vocational-technical education; (8) patterns of financial support for junior colleges; (9) criteria and procedures for establishment of new college districts; (10) the relationships of the junior college to other higher education elements and governmental agencies; and (11) population characteristics, trends, and prospects in relation to a statewide plan of junior college districts. Among the results of the study were 22 recommendations for needed legislation. (JDS)

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Final Report

Missouri Public Junior College Study

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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JC 770 084

MISSOURI



COMMISSION
ON HIGHER EDUCATION

July 1968

FINAL REPORT
Missouri Public Junior College
STUDY



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MISSOURI COMMISSION ON HIGHER EDUCATION

Jefferson City, Missouri

July 1968

FOREWORD

The Director and Staff present herewith this Final Report of the Missouri Public Junior College Study to the Missouri Commission on Higher Education. This Report has been prepared in accord with the policies of the Commission and the procedures as established by the Director and approved by the Commission on July 1, 1967 and the Advisory Committee on October 5, 1967.

The Director of the Study hopes that the Missouri Commission on Higher Education, as a result of the data, information, conclusions and recommendations contained herein, will be in a better position to implement necessary programs and legislation relating to the future of junior college education in the State. This Report has attempted to present a comprehensive review and appraisal of what the State of Missouri faces in this important area of education and what can and should be done in the next few years.

It is recommended that the Commission make this Report available to all who are interested in junior college education in the State of Missouri so that it will be read critically and reactions will be forthcoming. As indicated in this Report, a cooperative and coordinated use of all human and material resources in the State will be needed to achieve the desired goals for further organization and development of junior colleges.

During the course of the study, many outstanding educators in Missouri were involved in various phases of the project. It would be impossible to mention all of these individuals by name in this Report. One of the most important groups that contributed to the Report was the Chief Administrators of the Missouri Junior Colleges. Without the splendid cooperation and assistance from these men, this study would not have been possible. Of equal value was the wisdom and creative vision furnished the staff by the Advisory Committee. These individuals gave freely of their time and energy to the appraisal of the work of the staff. It was most fortunate that a group of men repre-

senting various levels and areas of education in Missouri were available to contribute many outstanding suggestions.

The excellent cooperation of Dr. Ben Morton, Executive Secretary of the Missouri Commission on Higher Education, contributed a great deal to the successful operation of this year-long study. The use of the facilities and resources of the Commission Office and personnel were made possible by the members of the Commission.

Special recognition goes to Dr. R. Ernest Dear, Associate Director of the Study. Dr. Dear devoted full time to this work and was responsible for the coordination and direction of the entire project, including the major work in preparing this Final Report. Dr. Richard L. Norris served as Director of the Field Staff and Dr. Robert G. Harris was Director of Research. Both of these men made outstanding contributions and their work was most valuable to the project. Demographic data were prepared by the late Dr. John F. Thaden, Professor Emeritus, Michigan State University and Dr. Rex R. Campbell, Associate Professor of Sociology, University of Missouri. These outstanding and experienced demographers were of extraordinary service to the staff because of the statistical data developed and supplied during the study.

Appreciation goes to the following experts for their consultant evaluation of various sections during the preparation of the Report: Dr. Sebastian V. Martorana, University Dean for Community and Technical Colleges, State University of New York; Dr. Ferris N. Crawford, Associate Superintendent, Michigan State Department of Education; and Mr. Robert D. Cahow, Executive Secretary, Michigan Council of Community College Administrators.

The presentation of this Report does not imply complete acceptance by the Missouri Commission on Higher Education. Any errors in the data presented or omissions in the Report are the sole responsibility of the Director.

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CHAPTER 1

INTRODUCTION

The Missouri Commission on Higher Education, because of its planning and coordinating responsibility for higher education in the State, initiated this study. The Commission was encouraged by educators at all levels, and particularly by the Missouri Junior College Administrators, to direct their attention to the existing and developing junior colleges in Missouri. This study is based upon the principle that equal and reasonable higher educational opportunities should be available for all citizens of the State. It is the Commission's belief that by proper planning, the objectives of effective and efficient coordination can be accomplished for all of higher education without losing local initiative, flexibility and diversity. The Commission holds that the public junior colleges are institutions of higher education in Missouri. This concept is supported by legislation that has been enacted in most other states. In recent years, state legislation has indicated that these two-year institutions are no longer viewed as extensions of the public school district to include the 13th and 14th grades but are perceived as institutions of higher education. The Commission recognizes the junior college as an important part of the total system of higher education in Missouri.

The Commission, as the coordinating and planning body for all of higher education, is charged, by action of the General Assembly of the State, with providing a long-range plan for all of higher education in the State. A number of studies have been made of higher education in Missouri, and these are briefly reviewed in Chapter II of this publication. None of these studies have gone into any depth or dealt very extensively in respect to a state plan for junior colleges.

In the Report, *First Coordinated Plan for Missouri Higher Education* published by the Missouri Commission on Higher Education in September 1966, several recommendations were made concerning the public junior college system in Missouri. These recommendations pertained in general terms to the following areas: program development, enrollments, realistic counseling, state level supervision, criteria and need for additional public junior college districts, state aid for operations, and the philosophical approach to a well-balanced system of comprehensive two-year community colleges. Other previous studies also refer to the community-junior colleges.

The charge made by the Commission to the Director of this Study was considered as a directive to analyze and continue those portions of the various studies of higher education that have dealt with the junior college in Missouri. Thus, this

Study, in depth, of the junior college program has been specifically designed to fit into any long-range plan for all of higher education in the State.

PURPOSE OF THE STUDY

The purpose of this Study has been to express well-defined programs of action designed to achieve specific goals for the immediate future relative to junior college development in Missouri. This study is aimed at the complex task of developing a plan of action that will encourage and assist in the orderly development of a state system of comprehensive junior colleges that will adequately serve all the needs at this level of education in the State. This Report contains the substantive data, conclusions, and recommendations that should help to implement the recommended state plan.

It has been recognized from the beginning of this study that a plan for the orderly growth and development of the junior college in Missouri is a complex task. Also, it was recognized that no plan could be considered permanent in the face of continuing changes in the needs of society. Therefore, this study has been predicated on the view point that state planning should be a continuing process and that some of the specific recommendations made in this document will need to be revised with the passage of time.

It has also been recognized that the study of any phase of higher education must take into account the relationship of all other post-secondary institutions to the development and growth of the junior college. The reader will find that this study has taken into account the various roles that can be and are being performed by other institutions engaged in educational enterprises.

AREAS OF ACTIVITY AND CONCERN

In approaching the task, the study team realized that it was appropriate and necessary to identify major areas of activity and concern which should be given priority in developing a plan of action on a state-wide basis for junior colleges. The determined areas of activity formed the basic guidelines for the conduct of the study.

The initial step in developing a state plan for junior colleges that will insure equal opportunity for all people was the assembling of information relative to the kind and scope of study and research that has been carried on in recent years. This information, coupled with present status and the educational pattern of each existing public junior college, make it possible to recognize the extent to which these institutions are meeting their responsibilities for educational programs and services.

This study of the present status of Missouri public junior colleges leads to proposed expansion and new districting. The guidelines that are followed in the recommendations are based on the principle that all junior college development will be systematic throughout the state in meeting the needs of the people. The study has been concerned with the expanding and changing need for persons with professional and technical skills. The question of how many potential college students do not have appropriate educational opportunities for training beyond the high school must be answered by determining a logical plan whereby this may be accomplished.

In proposing any changes in existing junior college districts and the establishment of new districts, a continuing study of society's demands as well as the aspirations of individuals must be undertaken. The junior colleges must be kept informed and be concerned with providing programs that will meet changing needs for professionally trained persons.

The need for state-wide planning and coordination indicates the need for a plan that will not only assist and encourage the development of adequate programs but will also provide for articulation between high school and junior college, and junior college and senior college. In order that all students in a given area can pursue a continuous vocational-technical program from high school through the junior college level, the state coordinating agency should include in its planning, provisions for legislation that will effectuate this continuous program.

The criteria for the establishment of junior college districts that are developed in this study are based upon factors that are educationally, economically, politically and sociologically feasible. The application of these criteria can be accomplished through state level planning and coordination as perceived by the recommendor plan. It is recognized that provisions must be made for rational priorities for the various stages of development and expansion of junior colleges.

It is the intent of the study to make provision in the plan for adequate and equitable financial support of junior colleges. This support must be continually appraised in terms of economical and effective allocation of tax monies among all institutions in the State.

In reviewing present legislation under which the junior colleges are now organized and operating, it is clear that if the recommendations in this Report are to be implemented, certain revisions and changes will be necessary.

It should be the pronouncement of the study through its recommendations that any legislation enacted that changes the structure, organization and financing of junior colleges in Missouri should clearly set forth the state level of responsibility in the areas of planning and coordination, and emphasize the principle of local control and cooperation of junior colleges.

A summary of all recommendations, based on conclusions as arrived at from the data, are presented in the final chapter.

CHAPTER II

REVIEW OF RECOMMENDATIONS AND RESULTS OF PREVIOUS STUDIES, SURVEYS, AND REPORTS

Introduction

As an initial step in the conduct of this Study of Missouri Public Junior Colleges, it was deemed important that all available information pertinent to this subject be reviewed. This examination of a great many studies, surveys, reports, and other documents served to acquaint the Study Team, not only with Missouri as a State, but with the junior college development pattern therein. Of greatest pertinency, however, were the recommendations made in previous studies relative to junior college development in Missouri. These recommendations generally fall into six categories:

- A. The need for a state master plan;
- B. The need for a clarification of the junior college role;
- C. The need for improved establishment criteria;
- D. The need for emphasis on vocational-technical program offerings;
- E. The need for a modification of the financial support system; and
- F. The need for change in the state coordination agency.

The Need for a State Master Plan

The recommendation for the development of a Master Plan for Missouri Junior College Development is found frequently in a review of various studies. Such a recommendation was found as early as 1929 in a study conducted by George D. Strayer and N. L. Engelhardt of Teachers College, Columbia University, entitled *Publicly Supported Higher Education in the State of Missouri*. This document reports:

The State of Missouri now has no central authority to govern higher education in all its phases. There are junior colleges in the State subject to no state-wide plan. Competition among institutions will become inevitable unless some effort is made to coordinate the work of the several institutions. One possible solution of the problem would be for the Board of Curators of the University of Missouri to be invested with authority to approve or reject proposals for the establishment of junior colleges to be supported by municipalities in the State, and for the Board of Curators to undertake in every way to correlate the junior college pro-

gram with the major program of the University of Missouri.¹

The need of a state-wide plan went unheeded at that point in history and may have contributed to institutional attrition which had claimed the junior colleges at Monnett, Caruthersville, Iberia, and Jefferson City by the time of passage of the Junior College Enabling Act of 1961.

Since the Act of 1961, other studies have emphasized the critical need for the development of a state master plan. The Academy for Educational Development report, *Looking Ahead to Better Education in Missouri*, suggests the following in Chapter V, Recommendation 3:

The Missouri State Board of Education should develop a specific junior college district master plan to provide for junior college districts within commuting distance of most of the high school graduates. This master plan should be developed concurrently with a comprehensive plan for higher education in the state and should include the following elements:

1. A geographical division of the state designating the number of potential junior college districts which will, insofar as possible, offer opportunity for all Missouri citizens.
2. The potential enrollment in each designated area of the state.
3. The responsibility of the junior college districts for the education of freshmen and sophomores in relation to the state colleges and universities.
4. The responsibility of the junior college districts for occupational education.
5. The function of the junior college for continuing education.
6. A procedure for extensive local surveys to determine needs and potential.
7. The way by which each potential district should determine that it is ready to apply for authority to begin operation.
8. A procedure for continuing evaluation and modification of the master plan when so required.

No new junior college district should be authorized until the plan is completed and approved.²

¹George D. Strayer and N. L. Engelhardt, *Publicly Supported Higher Education in the State of Missouri*, a report to the State Survey Commission Preliminary Report (New York: Teachers College, Columbia University, 1929), p. 10.

²Academy for Educational Development, Inc., *Looking Ahead To Better Education in Missouri* (New York: Academy for Educational Development, 1966), pp. 58-59.

The reports cited previously, although separated by thirty-seven years, express a view which is spreading nation-wide: that is, the need to systematically marshal the human, financial, intellectual and management resources of a state in developing a sound system of junior colleges accessible to all of its citizens.

The Need for a Clarification Of the Junior College Role

The First Coordinated Plan for Missouri Higher Education, a report published by the Missouri Commission on Higher Education, September, 1966 states:

Definitive assignment of roles for the various sectors of public higher education should be made, consistent with the overall objective of reasonable and equal opportunities for all.³

The Plan outlines generally the roles of each of the three public sectors of higher education. It charges the junior colleges with the responsibility for multiple programs of college transfer, occupational education and appropriate community-service activities.

In the report by the Academy for Educational Development, previously cited, the conclusion is drawn that:

The State of Missouri should clarify the role of the junior colleges (a) in occupational education, vocational-technical education and other areas; (b) in relationship to vocational-technical centers; and (c) in relationship to state universities and colleges.⁴

Still another study directed by Dr. George L. Hall, and prepared under the auspices of the Missouri Commission on Higher Education, in November, 1964 states:

The State of Missouri must define the role and function of the public higher institutions, the university, the state college and the junior college.⁵

It is conclusions such as those presented above which make it incumbent upon this study to describe, in detail, the role of the junior college in Missouri. Since all of the most recent reports stress the comprehensive nature of the junior college, this study will endeavor to examine "com-

prehensiveness" as this concept is currently manifested in the junior colleges of Missouri.

The Need for Improved Establishment Criteria

The General Enabling Act of 1961 for Junior Colleges passed by the 71st Missouri Legislature, which set forth guideline criteria for establishing new junior college districts, specified that the State Board of Education, the supervisory agency, shall determine:

1. Whether a junior college is needed in the proposed district;
2. Whether the assessed valuation of taxable, tangible property in the proposed district is sufficient to support adequately the proposed junior college; and
3. Whether there were a sufficient number of graduates of high school in the proposed district during the preceding year to support a junior college in the proposed district.⁶

Currently, the State Board of Education is requiring that a survey be initiated in the local community portraying the need for a junior college. In terms of the assessed valuation criteria, the State Board of Education is requiring a minimum of \$60,000,000 assessed value of taxable, tangible property and an enrollment potential of 400 full-time equated students. In a study conducted in Missouri in 1961, Dr. Charles McClain agreed on the basis of state plans in existence at that time and opinions of experts concerned with criteria that a minimum anticipated enrollment for a junior college should be 400 full-time day students.⁷

More recently, however, other studies in Missouri and elsewhere have indicated that the development of truly comprehensive junior colleges requires larger enrollments. For example, *The First Coordinated Plan for Missouri Higher Education* advocates "a minimum enrollment potential of at least 750 full-time equivalent students within four years."⁸ Other writers concerned about the comprehensiveness of offerings have advocated much higher potential enrollments. Eberle, in a study of 227 public junior colleges ranging in enrollment size from below 100 to above 2,000, concluded that the optimum size of a satisfactory community junior college was 1,500 full-time

³Missouri Commission on Higher Education, *The First Coordinated Plan for Missouri Higher Education* (Jefferson City: Commission on Higher Education, 1966), p. 2.

⁴Academy for Educational Development, *op. cit.*, p. 56.

⁵George L. Hall, *Higher Education in Three Selected Areas of Missouri* (Jefferson City: Missouri Commission on Higher Education, 1964), p. 117.

⁶Missouri Department of Education, *Missouri School Laws* (Jefferson City: Missouri Department of Education, 1966), p. 280.

⁷Charles McClain, "Criteria for the Establishment of Public Junior Colleges in the State of Missouri" (unpublished doctoral dissertation, University of Missouri, Columbia, 1961), p. 76.

⁸Missouri Commission on Higher Education, *op. cit.*, p. 11.

equivalent students and that minimum size was 1,000." Spencer, in a study of Illinois junior colleges, advocates an enrollment of 3,000 full-time equivalent students for a comprehensive institution.¹⁰

Some states adjacent to Missouri have also demonstrated concern for potential enrollment as it relates to comprehensiveness of institutional program and purpose. In *Education Beyond High School Age: The Community College*, the Iowa State Department of Public Instruction suggested a minimum potential enrollment of 500 full-time day-school enrollment. However, the suggested criterion was an enrollment of 5,000 students in grades nine through twelve in the public, private and parochial schools of the proposed district. The report then went on to suggest that the junior college potential enrollment would approximate a number equaling 20 to 30 percent of this high school enrollment of 5,000. Thus, the Iowa plan was encouraging junior colleges with potential enrollments of 1,000 full-time day-school students.¹¹

In Illinois, the Master Plan adopted in July, 1964 requires a district (outside of Chicago) of at least 30,000 population and a potential enrollment, as judged by the Illinois Junior College Board, of 1,000 full-time students within 5 years.¹²

Criteria for enrollment potential and adequate assessed valuation, based upon the uniqueness of Missouri, will be developed later in this report (Chapter II).

The Need for Emphasis on Vocational-Technical Program Offerings

Several of the more recent studies of education in Missouri have dealt with the development of programs in the vocational-technical area. In a detailed study of vocational-technical education in Missouri, appropriately named *A Gateway To Higher Economic Levels*, Dr. J. Chester Swanson recommends the following:

1. More vocational-technical education programs be provided for persons who have completed high school or who are beyond the normal age for high school attendance and that such services be provided in more locations and for more occupations.
2. Priority for such post-high school programs

be given to public junior colleges when they have the desire and ability to provide quality programs.

3. Junior colleges which provide vocational-technical education be designated area vocational schools for post-high school programs.¹³

Swanson suggests that there is a need for additional junior colleges in Missouri, that junior colleges be subsidized only if they present a diversified program realistically related to the "demand of the labor market", and that five junior colleges (in St. Louis, Kansas City, Joplin, St. Joseph and Jefferson County) be recognized as area vocational schools.

In another study concerned primarily with occupational education in Missouri higher education, Dr. Ken Brunner recommended:

that public junior colleges provide a major thrust in developing organized occupational curricula to meet the needs of business, governmental, and industrial employers in Missouri, generally and in their service areas, particularly.¹⁴

Brunner also noted that the University of Missouri and the other state colleges are, or should be, offering occupational programs to meet the needs of employers in their service area. However, he advocates the development of junior college districts in these areas, with the assistance and encouragement of the four-year institutions. He further recommends the development of administrator and faculty training programs at the four-year colleges and The University of Missouri to meet the need for staff in developing occupational instructional programs at the junior college level.

The Need for a Modification of the Financial Support System

Under the present system of financing junior colleges in Missouri, operational costs are met by utilizing three major areas of revenue — student tuition, local taxation, and state aid appropriations. Several of the previously completed surveys have made recommendations relative to the financing of junior colleges.

Presently Missouri junior college districts are

¹⁰August William Kiberle, "Rise of Satisfactory Community Colleges" (unpublished doctoral dissertation, University of Wisconsin, 1952), pp. 180-184.

¹¹James Nigel Spencer, "Criteria for the Establishment and Operation of a State-wide System of Comprehensive Junior Colleges" (unpublished doctoral dissertation, University of Illinois, 1964), p. 143.

¹²Iowa State Department of Education, *Education Beyond High School Age: The Community College* (Des Moines: The Iowa State Department of Public Instruction, 1962), p. 8.

¹³Illinois Board of Higher Education, *A Master Plan for Higher Education in Illinois* (Springfield: The Illinois Board of Higher Education, 1964), p. 47.

¹⁴J. Chester Swanson, *A Gateway to Higher Economic Levels: Vocational-Technical Education to Serve Missouri* (Berkeley: University of California, 1966), p. VII.

¹⁵Ken August Brunner, *Organized Occupational Education in Missouri Institutions of Higher Education* (Jefferson City: Missouri Commission on Higher Education, 1965), p. 128.

authorized, under Section 178.870 of the *Missouri School Laws*, "to impose on property subject to the taxing power" of the district "without voter approval" a levy not to exceed:

The annual rate of ten cents on the hundred dollars assessed valuation in districts having one billion dollars or more assessed valuation; twenty cents on the hundred dollars assessed valuation in districts having five hundred million dollars but less than one billion dollars assessed valuation; thirty cents on the hundred dollars assessed valuation in districts having one hundred million dollars but less than five hundred million dollars assessed valuation; forty cents on the hundred dollars assessed valuation in districts having less than one hundred million dollars assessed valuation.¹⁵

The study of the Academy for Educational Development report questioned this taxing procedure as being based on the false assumption that per pupil costs are lower in larger junior college districts. The report cited two reasons why the assumption is not applicable to Missouri at the present time.

1. the larger junior college districts have much greater responsibilities in terms of larger numbers of students and a more diversified student body, and
2. the larger districts are in urban areas where construction and operating costs are higher than in non-urban areas of the state.¹⁶

The Public Junior College Study Team concurs with these reasons on the basis of facts and data gathered during visitations to the junior colleges of the State. Another reason closely allied to the large and diverse student body mentioned above is the development of sophisticated technical programs which require a higher per capita expenditure than the transfer program characteristic of the smallest junior colleges in the State.

The Academy's report recommends:

the sliding scale of maximum tax rates for junior college districts . . . should be replaced by a single rate applying in all junior college districts.¹⁷

Interviews with the junior college presidents indicated agreement that the present structure was not sound.

In consideration of the State's participation in financing the operation of junior colleges, the

formula utilized has been of a flat grant nature; however, both the formula and the size of the grant have been modified. In 1965-67, the grant was \$240 per full-time equivalent student (a full-time equivalent student was defined as the total number of eligible semester hours divided by 30 semester hours). The 1967-68 change raised the basic grant to \$320 and the divisor for defining a full-time student was reduced to 24 semester hours. The new grant is based upon 50 percent of approved operating cost or \$320, whichever is less.

The most recent change begins to approximate the recommendation of the Academy for Educational Development report which said that:

The State of Missouri should provide financial assistance to the public junior colleges to the extent of 50 percent of the approved operating cost of each junior college.¹⁸

The report also advocates that the definition of approved courses for state assistance should be expanded to include non-credit continuing education and remedial work as well as formal courses for credit.

The First Coordinated Plan for Missouri Higher Education recommends that:

State aid for the operation of public junior colleges should be 50 percent, up to a maximum of \$400 for each 24 semester hours. A three-year period of adjustment should be allowed existing institutions during which time no reduction in the present formula for state aid should be made. Operational costs should be defined in the same way as they are for the four-year public institutions of higher education.¹⁹

This recommendation was made in 1966, prior to the latest change in the state aid formula described above.

Dr. Brunner in his study suggested that:

Increased financial support should be provided occupational education programs by the state as well as the local units of government . . . State funds should also provide a major stimulus to expand occupational education in the public junior colleges. This must be done to enable Missouri's institutions of higher education to produce the needed numbers of qualified technicians and other semi-professional workers.²⁰

¹⁵ Missouri Department of Education, *op. cit.*, pp. 285-286.

¹⁶ Academy for Educational Development, *op. cit.*, p. 70.

¹⁷ *Ibid.*, p. 70.

¹⁸ *Ibid.*, p. 75.

¹⁹ Missouri Commission on Higher Education, *op. cit.*, p. 11.

²⁰ Ken August Brunner, *op. cit.*, p. 134.

Dr. Swanson's study advocates that:

the junior college should be operated by a local school district and be financed basically by the local district. Junior colleges should, however, have major financial aid from the State.²¹

Another important area of financial consideration is capital outlay. Presently, the responsibility for capital outlay rests in major proportion with the local district, however, approximately 22 percent of the funds allocated to Missouri under Title I of the Higher Education Facilities Act of 1963 have been reserved for public two-year community colleges and technical institutes.

The report of the Academy for Educational Development recommends:

The State Department of Education should conduct cost studies preparatory to making recommendations covering state assistance toward the building costs of junior colleges.²²

Illinois has advocated in their Master Plan that the State share of capital outlay for "new construction and major rehabilitation be 75% of total cost for each academic building and campus site approved by the Junior College Board."²³ This level of state aid will continue until 1971 when the state and local districts will then share on a 50-50 basis.

The Need for a Change in the State Coordinating Agency

One of the current pressing issues of education nationwide is the form and nature of state-wide organization and coordination. Several of the studies reviewed had very specific recommendations for Missouri. The junior colleges of Missouri are under the supervision of the State Board of Education which is charged with the following responsibilities:

1. Establish the role of the two-year college in the State;
2. Set up a survey form to be used for local surveys of need and potential for two-year colleges; provide supervision in conducting surveys; require that the results of the studies be used in reviewing applications for approval; and establish and use the survey results to set up priorities;
3. Require that the initiative to establish two-year colleges come from the area to be served;
4. Administer the state financial support program;

²¹J. Chester Swanson, *op. cit.*, p. 48.

²²Academy for Educational Development, *loc. cit.*

²³Illinois Board of Higher Education, *op. cit.*, p. 48.

5. Supervise the junior college districts formed under the provisions of Section 178.770 to 178.890 and the junior college districts now in existence and formed prior to October 13, 1961;
6. Formulate and put into effect uniform policies as to budgeting, recordkeeping, and student accounting;
7. Establish uniform entrance requirements and uniform curricular offerings for all junior colleges;
8. Make a continuing study of junior college education in the state; and
9. Be responsible for the accreditation of each junior college under its supervision. Accreditation shall be conducted annually or as often as deemed advisable and made in a manner consistent with rules and regulations established and applied uniformly to all junior colleges in the state. Standards for accreditation shall be formulated with due consideration given to curriculum offerings and entrance requirements of the University of Missouri.²⁴

In the report of the Academy for Educational Development, the recommendation is made that the supervisory role at the state level should remain with the State Department of Education until 1970.

If, however, by 1970, the leadership function is not being adequately performed by the State Department of Education, Missouri should consider other possible organizational arrangements; for example, the formation of a special state board for junior colleges.²⁵

Similarly, the *First Coordinated Plan for Missouri Higher Education* recommends the transfer of responsibilities of junior colleges from the State Board of Education to a separate junior college board.²⁶

This Study of Public Junior Colleges has reviewed these recommendations in terms of their rationale and applicability. Some recommendations can be rejected due to the findings of this study team, other recommendations may be expanded, while still other recommendations, unrelated to those cited, will emerge. This review has not attempted to cite all the relevant material but has presented the major pertinent studies considered in the course of the progress of the research.

²⁴Missouri Department of Education, *op. cit.*, p. 281.

²⁵Academy for Educational Development, *op. cit.*, p. VIII.

²⁶Missouri Commission on Higher Education, *op. cit.*, p. 7.

CHAPTER III
PRESENT STATUS OF MISSOURI PUBLIC JUNIOR COLLEGES

A STATE-WIDE OVERVIEW

There are at the present time twelve public junior college districts in Missouri, including State Fair Community College of the Pettis-Benton Junior College District which will enroll its first students in the fall of 1968, and a new junior college district encompassing portions of Franklin and Crawford Counties in the east-central part of the State which was established by a vote of the residents of these counties on April 3, 1968.

The ten operating junior colleges in Missouri include The Junior College District of St. Louis-St. Louis County (JCD), Metropolitan Junior College-Kansas City, Missouri Southern College, Missouri Western Junior College, Mineral Area College, Jefferson College, Three Rivers Junior College, Crowder College, Trenton Junior College, and Moberly Junior College. These colleges ranged in size from 199 to 7,550 full-time equated students in the fall semester, 1967.



Table I PUBLIC JUNIOR COLLEGES OF MISSOURI, 1968

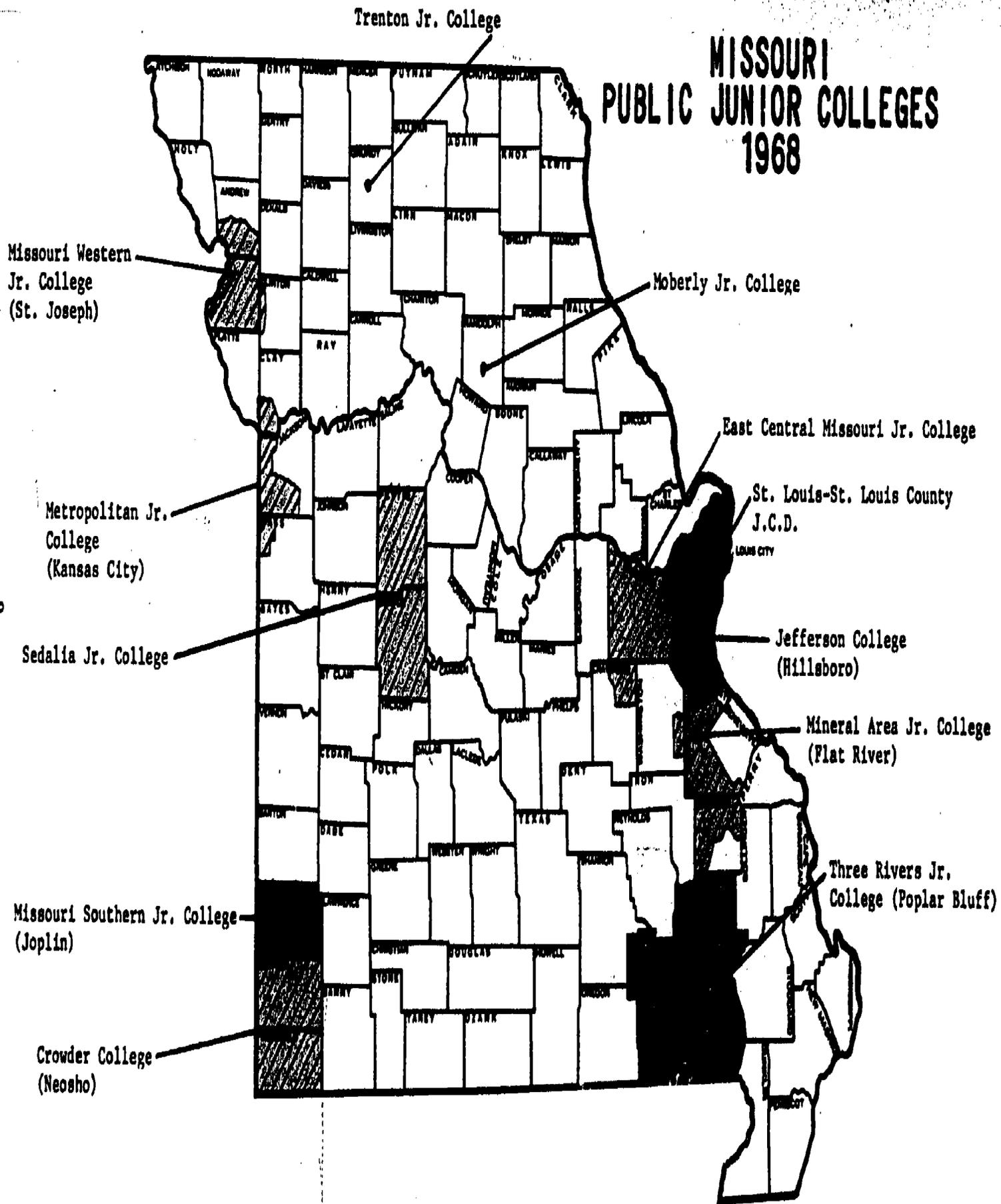
Neosho	Newton
Washington	Franklin
Hillsboro	Jefferson
St. Louis	St. Louis
Kansas City	Jackson-Clay
Flat River	St. Francois
Joplin	Jasper
St. Joseph	Buchanan
Moberly	Randolph
Sedalia	Pettis
Poplar Bluff	Butler
Trenton	Grundy

Approximately 2,770,000 (or 61%) of the State's 4,564,000 people resided within a legal district of a public junior college in 1967, and approximately 139,800 (or 52%) of the State's 269,440 public high school students resided within a public junior college district in that year.

In the fall of 1967, 22,000 students enrolled in Missouri public junior colleges. On a full-time equivalent basis this amounted to 15,800 students. Of the 7,500 first-time entering students who en-

rolled in a public junior college, approximately 33 percent came from the top one-third of their high school graduating class. Another 45 percent came from the middle one-third, and about 21 percent came from the bottom one-third of their high school graduating class. There were 1,568 students who transferred from another post-secondary institution to a junior college in Missouri in the fall of 1967. Of these students, about 52 percent transferred into the junior college in good standing.

MISSOURI PUBLIC JUNIOR COLLEGES 1968



MAP OF MISSOURI JR. COLLEGES

Of the 22,000 headcount students enrolled in Missouri public junior colleges in the fall of 1967, approximately 12,000, or 54.5 percent, were enrolled on a full-time basis and 10,000, or 45.4 percent, were enrolled on a part-time basis. It seems reasonable to assume that the majority of those students enrolled on a part-time basis are students that may not have been able to continue their education beyond high school if a junior college had not been available in their community. Considering that 48 percent of the public high school students reside outside of the legal district of a public junior college at the present time may be an indication that a great many of Missouri's young people are being denied the opportunity to continue their education because they do not have equal accessibility to a public junior college. This lack of equal accessibility may also be thought of as a lack of equal opportunity for many of these young people to continue their education.

In the 1967 fall semester, 72 percent of all junior college students in Missouri were enrolled in some type of college transfer program; another 20 percent were enrolled in various technical-occupational programs and about 8 percent were special or unclassified students.

The junior college student could choose from some 35 different college transfer programs among the ten operating junior colleges in the fall of 1967, or he could select a course of study from

approximately 42 different technical-occupational programs throughout the State. At the present time all of the operating junior colleges offer some type of technical-occupational program. However, this does not mean that every junior college student has equal access to the variety of programs. The number of technical-occupational programs offered per institution ranges from 4 to 35, with some programs being heavily concentrated in one part of the State (see Table 2).

There were 988 junior college teaching faculty in Missouri in the fall of 1967. About two-thirds of these people were employed on a full-time basis. Approximately 33 percent of all faculty members come to the junior college directly from student status at a four-year college or university, usually following completion of a masters degree in a subject matter specialty. Another one-third of junior college teaching faculty come from teaching positions in senior colleges or other junior colleges, and fewer than one-third come from public school teaching. Many of those who come from public school teaching, however, are in junior colleges which are, or recently were, operated in conjunction with a high school. The normal work load for the average junior college teacher in Missouri is 15 semester hours of courses each semester. The junior college teacher in 1967 typically worked under a nine-month contract and earned a median salary of \$7,700.¹

¹Missouri Commission on Higher Education Form #9, "Schedule of Courses, Fall, 1967."

Table 2

SUMMARY OF TECHNICAL OCCUPATIONAL PROGRAMS 1967-68

TECHNICAL-OCCUPATIONAL PROGRAMS 1967-1968

MISSOURI PUBLIC
JUNIOR COLLEGES

11

	ACCOUNTING	ADVERTISING DESIGN	AGRICULTURE BUSINESS	ARCHITECTURE BUSINESS	ASSOCIATE ENGINEERING TECH.	AUTOMOTIVE DEGREE NURSING	CHEMICAL TECHNOLOGY	CIVIL ENGINEERING TECH.	CLERK TYPIST	CLINICAL LABORATORY TECH.	COMPUTER ART	DATA PROCESSING	DENTAL ASSISTING	ELECTRICAL ENGINEERING	ELECTRONIC ENGINEERING TECH.	EXECUTIVE ENGR. TECH.	FIRE PROTECTION TECH.	FOOD SERVICE	HEALTH SECRETARY	HORTICULTURE	HOTEL-RESTAURANT	INDUSTRIAL TECHNOLOGY	INSURANCE	LAW ENFORCEMENT	MACHINE SERVICE	MECHANICAL DRAFTING & DESIGN	METAL TRADES	MID-OFFICE ENGR. TECH.	PHYSICAL ASSISTANT	PRACTICAL DISTRIBUTION	PROFESSIONAL NURSING	RADIOLOGICAL PILOT TRAINING	SECRETARIAL TECHNOLOGY	SALES	TECHNICAL ILLUSTRATION			
CROWDER COLLEGE	*	*	*				*		*											*														*				
JEFFERSON COLLEGE	*		*	*			*	*						*	*	*							*	*	*		*								*			
METROPOLITAN JUNIOR COLLEGE	*		*	*	*	*	*	*		*	*	*		*		*				*	*									*				*	*			
MINERAL AREA JUNIOR COLLEGE	*		*				*		*											*						*	*						*	*				
MISSOURI SOUTHERN JUNIOR COLLEGE	*		*	*	*		*		*	*							*																		*			
MISSOURI WESTERN JUNIOR COLLEGE	*						*		*				*													*	*	*					*	*	*			
MOBERLY JUNIOR COLLEGE	*			*			*						*												*		*						*	*				
ST. LOUIS-ST. LOUIS COUNTY JUNIOR COLLEGE DISTRICT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
THREE RIVERS JUNIOR COLLEGE	*	*	*		*		*		*		*																								*			
TRENTON JUNIOR COLLEGE	*				*		*																					*										

Source: Missouri State Board of Education



Direction of the Junior College Development in Missouri

At the present time all of the junior colleges in Missouri appear to be aware of the commonly defined functions of a comprehensive junior college and are, in various degrees, attempting to fulfill these functions. However, the comprehensiveness of these functions is not highly developed in some of the institutions. There appear to be three primary reasons for this lack of development in some of the colleges. First, several of these institutions have a relatively small population base within the legal district of the college from which to draw the students necessary for the development of programs, and those students residing outside of the legal district are charged a higher tuition rate if they attend the junior college. This encourages these students to seek post-secondary education elsewhere or, more importantly, it may discourage many of these prospective students from continuing their education. Second, the tax base of some of the junior college districts is too limited to provide adequate financial support which would allow these institutions to expand their program offerings. Lastly, it appears that many of these institutions are lacking in leadership and assistance from the state level which would provide them with the necessary direction to develop a strong junior college program.

In the fall of 1967, 72 percent of all junior college students in Missouri were enrolled in a college transfer program. This fact seems to support the need for an added emphasis on the development of technical-occupational programs and an expansion of guidance services to aid students in assessing their own capabilities and making a realistic choice of careers.

In conclusion, the fact that 39 percent of the population of Missouri and 48 percent of the public high school students reside outside of the legal district of a public junior college would seem to support the proposition that there exists a need to expand some of the currently operating junior college districts and to create new junior college districts, so that every student within the State has an equal opportunity to pursue education beyond the high school.

The following sections of this chapter give a general description of each of the ten currently operating public junior colleges in the State, along with a brief description of the enrollment and programs of the college. For each college, there is also a section titled Future Considerations which summarizes some of the possibilities that each district may wish to consider in determining what the future role of the junior college will be in providing service to their respective communities.

CROWDER COLLEGE

General Description

Crowder College of the Junior College District of Newton-McDonald Counties was organized April 2, 1963. The campus is located on the site of Camp Crowder, formerly an army training center, located approximately three miles south of Neosho, Missouri.

The legal district includes six public school districts in Newton and McDonald Counties with an estimated population of 41,900 and a high school enrollment (grades 9-12) of 2,629 students. The service area, as perceived by the College staff, encompasses six additional school districts in Barry County and one in Lawrence County. The combined population of the legal district and service area is estimated to be 61,800, with a high school enrollment of 4,212 students.

The total assessed valuation of the legal district is \$47,500,000 with a state authorized tax levy of 40 cents per \$100 of assessed property value.

Other institutions of higher education located within the service area of Crowder College include Missouri Southern College, a public junior and senior college, located at Joplin, Missouri approximately 20 miles north of Neosho, and Ozark Bible College, a privately supported institution, also located in Joplin, Missouri.

Enrollment

Of the 516 students enrolled at Crowder in the fall of 1967, 353 enrolled on a full-time basis and 163 enrolled on a part-time basis, giving a full-time equivalent enrollment of 403 students. Of the 403 FTE students, 310 were enrolled in a college transfer program and 93 were enrolled in various vocational-technical programs. These students were served by 19 full-time and 6 part-time teaching faculty.

Programs

Students at Crowder may choose an area of study in the college transfer programs or they may select from a total of eight vocational-technical programs in the general areas of business, secretarial science, hotel-restaurant management, engineering, and commercial art.

Future Considerations

The site presently occupied by Crowder College provides ample opportunity for expansion of physical facilities; however, the location of the college is such that the possibilities of a greatly increased enrollment seem unlikely at this time. The possibilities for expansion of the legal district to increase the financial and population base are limited by the fact that the district is bounded on the west by Oklahoma, on the south by Arkansas, and on the north by the existing junior college district of Jasper County. Lack of good east-west

highway networks serving those counties to the east of Crowder College tend to limit eastward expansion of the College district beyond Barry County.

JEFFERSON COLLEGE

General Description

Jefferson College of the Junior College District of Jefferson County was organized April 2, 1963. The campus is located on State Highway 21 approximately one mile north of Hillsboro, Missouri and nearly at the geographical center of Jefferson County.

The legal district of the college includes seven public high school districts all located within Jefferson County, with an estimated population of 113,000 and an estimated high school enrollment (grades 9-12) of 11,131 students.

While there are no other institutions of higher education within the legal district of Jefferson College, the close proximity to St. Louis provides a number of choices to those students wishing to complete a baccalaureate degree or do graduate study. Among the many institutions of higher education located in St. Louis are St. Louis University and Washington University, both privately supported schools, and the branch campus of the University of Missouri.

The total assessed valuation of the legal district is \$150,000,000, with a state authorized tax levy of 30 cents per \$100 of assessed property value. At the present time this 30 cents is evenly divided between general fund for operation and debt service.

Enrollment

A total of 939 students were enrolled at Jefferson College in the fall of 1967. Of these, 667 were enrolled on a full-time basis and 272 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 764 students. Of the 764 FTE students, 595 were enrolled in a college transfer program and 169 were enrolled in various technical-vocational programs. These students were served by 2 part-time and 40 full-time teaching faculty.

Programs

Students of Jefferson College may choose an area of study from among the college transfer programs, or they may select from a total of 13 technical-vocational programs in the general areas of business, engineering, nursing, automotive technology, secretarial science, electronics, and library service.

Future Considerations

Jefferson College is a truly comprehensive institution offering a well-balanced curriculum of transfer and technical-vocational programs. This junior college is unique in Missouri in the sense that it is at the present time the only junior college

in the State to assume the responsibility for the operation of the area vocational school program. This program brings high school students onto the college campus for a portion of each day and provides vocational training through the use of the equipment and personnel available at the College.

The rapid growth in population which is predicted for the legal district of Jefferson College over the next decade would seem to indicate that the College will continue to have a sound financial and population base for operation and expansion. However, an extension of the legal district of the College to the southeast to include Ste. Genevieve County would not only strengthen these operating bases but would also provide junior college services to a county which, at the present time, does not have the necessary resources to support a junior college of its own.

JUNIOR COLLEGE DISTRICT OF ST. LOUIS-ST. LOUIS COUNTY

General Description

The Junior College District of St. Louis and St. Louis County (JCD) was established by a vote of the people on April 3, 1962. It currently has three campuses: Florissant Valley Community College located at 3400 Pershall Road, Ferguson, Missouri; Forest Park Community College located at 5600 Oakland Avenue, St. Louis, Missouri; and Meramec Community College located at 959 South Geyer Road, Kirkwood, Missouri. Each of these campuses operates as a semi-autonomous unit under its own Campus Director.

The legal district of the College includes 28 public high school districts—one for the city of St. Louis and 27 for the county—with an estimated population of 1,500,000 and a high school enrollment (grades 9-12) of 66,263 students.

The total assessed valuation of the legal district is \$4,000,000,000 with a state authorized tax levy of 10 cents per \$100 of assessed property value and an additional voted tax levy of 7 cents per \$100 of assessed property value.

Other institutions of higher education within the legal district of JCD include the St. Louis branch campus of The University of Missouri and Harris Teacher College, both public supported institutions. Privately supported institutions of higher education within the legal district include Fontbonne College, a liberal arts college for women; Cardinal Glennan College, a college of liberal arts and seminary for men; Marillac College, a liberal arts college for women; Maryville College of the Sacred Heart, a liberal arts college for women; St. Louis College of Pharmacy; Notre Dame College, a college of liberal arts for Sisters; St. Louis University and Washington University, both privately supported coeducational institu-

tions; Webster College, a liberal arts college for women; and Mercy Junior College, a two-year liberal arts college for women.

Enrollment

A total of 10,119 students were enrolled at the three campuses of JCD in the fall of 1967. Of these students, 5,386 were enrolled on a full-time basis and 4,733 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 7,551 students for the fall semester, 1967. Four thousand two hundred fifty-seven of these FTE students were enrolled in a college transfer program. 1,860 were enrolled in various technical-vocational programs, and 1,434 were special or unclassified students. These students were served by 302 full-time and 107 part-time teaching faculty.

Programs

Students at each of the three campuses of JCD may choose an area of study in a college transfer program or they may select from a total of 35 technical-vocational programs in the general areas of business, commercial art, agriculture, engineering, nursing, automotive technology, chemical technology, secretarial science, computer technology, dental science, electronics, public services, food service, library service, drafting, and radiology.

Future Considerations

Currently, each of the three campuses of JCD are in various stages of building programs. The locations of these campuses have made junior college services readily available to the residents of the district. Because of the large population of the district and an adequate financial base, it does not appear likely that the legal district should be expanded.

At the present time, plans are underway at JCD to develop satellite campuses in rented spaces in the inner-city of St. Louis to make the junior college services of the district more accessible to the people of these areas. Another unique program underway at JCD is aimed at the development of a program for the educationally disadvantaged. This program, partially supported by a grant from the Danforth Foundation, seeks to place those students commonly referred to as the culturally disadvantaged, the under-achieving and the low-ability students into specific curriculums offered by the college, training programs offered within the community, or in jobs consistent with the student's interests and aptitudes and to develop a general education curriculum.

The types of innovative programs mentioned above are possible in a large junior college such as JCD with the necessary staff and resources to carry these programs through the developmental stages. Innovative programs such as those mentioned above, not only benefit the residents of the

local community, but also provide leadership for the rest of the State and other areas of the country in establishing similar programs to expand junior college services to the local community.

METROPOLITAN JUNIOR COLLEGE KANSAS CITY

General Description

Metropolitan Junior College was founded in 1915 as the Kansas City Polytechnic Institute. In 1919 the name was changed to the Junior College of Kansas City and in May, 1964 voters of the Kansas City area created a special junior college district to extend junior college services to all potential students of the area. The name of the College was changed to Metropolitan Junior College—Kansas City. The College has two campuses, one located at 3845 McGee Street and a second located at 560 Westport Road.

The legal district of the College includes 8 public school districts in Clay, Jackson, and Cass Counties, with an estimated population of 740,000 and a high school enrollment (grades 9-12) of 36,106 students. The service area of the College, as perceived by the College staff, encompasses 10 additional school districts in Johnson, Cass, Platte, Clay, and Jackson Counties, Missouri plus Wyandotte County, Kansas. The combined population of the legal district and the service area is estimated to be 1,940,000, with a high school enrollment of 43,147 students.

The total assessed valuation of the legal district is \$1,340,000,000, with a state authorized tax levy of 10 cents per \$100 of assessed property value and an additional voted tax levy of 6 cents per \$100 of assessed property value.

Other institutions of higher education within the service area of Metropolitan Junior College include the Kansas City branch campus of The University of Missouri; Avila College located in Kansas City, Missouri; William Jewell College located at Liberty, Missouri; Park College located at Parkville, Missouri; Central Missouri State College Extension Center located at Independence, Missouri; Kansas City, Kansas Junior College; Donnelly College located in Kansas City, Kansas; University of Kansas located at Lawrence, Kansas; and Central Missouri State College at Warrensburg, Missouri.

Enrollment

A total of 5,530 students were enrolled at Metropolitan Junior College in the fall of 1967. Of these students, 1,956 were enrolled on a full-time basis and 3,574 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 3,911 students for the fall semester, 1967. Three thousand ninety-nine FTE students were enrolled in a college transfer program and 812 were enrolled in

various technical-vocational programs. These students were served by 106 full-time and 76 part-time teaching faculty.

Programs

Students at Metropolitan Junior College may choose an area of study in a college transfer program or they may select from a total of 18 technical-vocational programs in the general areas of business, engineering technology, health sciences, secretarial science, computer technology, food service, public service, and aviation technology.

Future Considerations

At the present time, plans are underway to develop three new campuses for Metropolitan Junior College to replace the two present campus facilities, both of which are leased by the College. The strategic placement of these new facilities will undoubtedly result in making junior college services more readily available to more people in the legal district and also provide needed facilities for expansion of program offerings. Although the present legal district of the College provides an adequate financial and population base for the operation of the College, it appears possible that the legal district could be expanded to include all of Platte, Clay, Jackson, Cass, and Bates Counties. This expanded district would extend junior college services to those areas which at the present time are without them and do not, at the present time, have an adequate economic or population base to support a junior college of their own.

MINERAL AREA COLLEGE

General Description

Mineral Area College of the Mineral Area Junior College District was organized in April, 1965. This district replaced the former Flat River Junior College established in 1922 as part of the Flat River Public Schools. The campus is presently located in the former high school building at 116 College Avenue, Flat River, Missouri. However, the site for a new campus, to be located approximately one mile southeast of Flat River, has been purchased and plans are being developed for the new campus facilities.

The legal district of the College includes 13 public school districts in St. Francois and Madison Counties, with an estimated population of 46,100 and an estimated high school enrollment (grades 9-12) of 2,772 students. The service area of the College, as perceived by the College staff, encompasses two additional public school districts in Washington and Iron Counties. The combined population of the legal district and service area is estimated to be 100,100 with a high school enrollment of 4,828 students.

The total assessed valuation of the legal district

is \$80,000,000, with a state authorized tax levy of 40 cents per \$100 of assessed property value. An additional tax of 27 cents per \$100 of assessed property value has been voted for debt retirement for the proposed new campus.

The only other institution offering post-secondary education within the service area of Mineral Area College is the Area Vocational School at Bonne Terre located approximately 5 miles north of Flat River. This institution offers post-secondary adult education of a vocational nature.

Enrollment

A total of 814 students enrolled at Mineral Area College in the fall of 1967. Of these, 585 enrolled on a full-time basis and 279 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 763 students. Of the 763 FTE students, 641 were enrolled in a college transfer program and 122 were enrolled in various technical-vocational programs offered by the College. These students were served by 11 part-time and 31 full-time teaching faculty.

Programs

Students at Mineral Area College may choose an area of study in the college transfer program or they may select from a total of eight technical-vocational programs in the general areas of business, engineering, commercial art, industrial technology, nursing, and secretarial science.

Future Considerations

The reorganization of the Flat River Junior College District in 1965 gave evidence that the people of this area were looking for better methods of serving the post-secondary educational needs of the area. The new Mineral Area College brought all residents of St. Francois and Madison Counties into the legal district of the College, and since 1966, several technical-vocational programs have been initiated to serve the educational needs of those not wishing to enter a pre-professional area of study. At the present time, several of these programs are carried on in temporary facilities separate from the campus. The opening of the new campus shows promise of uniting programs, students, and faculty into a well-integrated comprehensive institution and of providing space for expansion of program offerings. Possibilities for further expansion of the legal district include Washington and Iron Counties to the west of the present district. Students from portions of these two counties are already attending Mineral Area College, and expansion in this direction would extend the services of the College to all residents of the two counties. Including these two counties in the legal district would also increase the financial base for the operation of the College.

MISSOURI SOUTHERN COLLEGE

General Description

Missouri Southern College of the Junior College District of Jasper County had its beginning in 1937 as a part of the Joplin Public School System. In 1938 the College moved to its own building and offered a full two-year college transfer program. In 1948 Franklin Technical School was created to offer college-level technical programs. On April 7, 1964 voters of the area created the Jasper County Junior College District encompassing all of Jasper County and parts of Newton, Lawrence, and Barton Counties. On July 22, 1965, the 73rd General Assembly of the Missouri Legislature provided for the establishment of a two-year state senior college in Jasper County, when facilities of the Junior College District of Jasper County were available. The campus of Missouri Southern College is located at Newman and Duquense Roads in Joplin, Missouri.

The legal district of the College includes 8 public school districts in Jasper County with an estimated population of 90,000 and a high school enrollment (grades 9-12) of 7,024 students. The service area of the College, as perceived by the College staff, encompasses 14 additional school districts in Barry, Lawrence, Dade, Barton, and Vernon Counties. The combined population of the legal district and service area is estimated to be 260,000 with an estimated high school enrollment of 11,982 students.

The total assessed valuation of the legal district is \$140,000,000, with a state authorized tax levy of 30 cents per \$100 of assessed property value.

Other institutions of higher education located within the service area of Missouri Southern College include Crowder College, a public junior college located at Neosho, Missouri approximately 20 miles south of Joplin; Ozark Bible College, a privately supported institution located in Joplin; Kansas State College of Pittsburg located at Pittsburg, Kansas approximately 24 miles northwest of Joplin; and Southwest Baptist College, a privately supported four-year college located at Bolivar, Missouri approximately 70 miles northeast of Joplin.

Enrollment

A total of 1,868 students were enrolled at Missouri Southern College in the fall of 1967. Of these students, 1,474 were enrolled on a full-time basis and 394 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 1,656 students. One thousand five hundred sixty-two FTE students were enrolled in a college transfer program and 94 were enrolled in various technical-vocational programs. These students were served by 82 full-time and 44 part-time teaching faculty.

Programs

Students at Missouri Southern College may choose an area of study in the college transfer programs offered by the College or they may select from a total of nine technical-vocational programs in the general areas of business, engineering, nursing, automotive technology, secretarial science, computer technology, and health science.

Future Considerations

The development of the present campus at Missouri Southern College indicates that the College will have facilities for increased enrollment in the near future. The possibilities for expansion of the legal district are limited by the boundary of Kansas at the western edge of the present district and by the existing junior college district of Crowder College on the south. However, it appears possible that the legal district may be expanded to the north and east to include Barton, Vernon, Cedar, Dade, and Lawrence Counties. This expansion would increase the financial and population base for the College as well as extend the services of the junior college to those areas without this service at the present time.

MISSOURI WESTERN JUNIOR COLLEGE

General Description

Missouri Western Junior College had its beginning in 1915 as a part of the St. Joseph Public School System. In 1963 a separate administration was established for the College and it was moved to its present location at Tenth and Edmund Streets in St. Joseph, Missouri. On January 19, 1965 voters of the area created the Missouri Western Junior College District encompassing all of Buchanan County and portions of Andrew and Clinton Counties.

The legal district of the College includes 12 public school districts with an estimated population of 120,000 and a high school enrollment (grades 9-12) of 5,391 students. The service area of the College, as perceived by the College staff, encompasses 12 additional school districts in Platte, Andrew, Clay, Holt, and DeKalb Counties. The combined population of the legal district and the service area is estimated to be 165,000, with a high school enrollment of 12,627 students.

The total assessed valuation of the legal district is \$163,500,000, with a state authorized tax levy of 30 cents per \$100 of assessed property value and an additional voted tax levy of 28 cents per \$100 of assessed property value.

Other institutions of higher education within the service area of Missouri Western Junior College include Maryville College of the Sacred Heart, a four-year Catholic college for women, located at Maryville, Missouri approximately 40 miles north of St. Joseph; and Tarkio College, a four-year co-

educational church affiliated college, located at Tarkio, Missouri approximately 54 miles northwest of St. Joseph; and Northwest Missouri State College.

Enrollment

A total of 1,283 students were enrolled at Missouri Western in the fall of 1967. Of these students, 846 were enrolled on a full-time basis and 437 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 1,274 students. Of these students, 1,118 were enrolled in a college transfer program and 156 were enrolled in various technical-vocational programs. These students were served by 44 full-time and 19 part-time teaching faculty.

Programs

Students at Missouri Western may choose an area of study in the college transfer program or they may select from a total of eight technical-vocational programs in the general areas of business, secretarial science, computer technology, electronics, nursing, and aviation technology.

Future Considerations

The development of a new junior college campus, now underway, at St. Joseph will provide needed space for student facilities and for the expansion of technical-vocational programs. Expansion of the legal district to increase the financial and population base is limited to the west by the boundary with Kansas. However, expansion of the legal district to the south, east and north would provide junior college services to the people of those areas.

MOBERLY JUNIOR COLLEGE

General Description

Moberly Junior College of the School District of Moberly was founded in 1927, the first four-year junior college in the Midwest. During the first three years of its existence, classes met above a store in downtown Moberly. In 1931, the College was moved to its present site on College Street in Moberly, Missouri.

The legal district includes only the Moberly School District, with an estimated population of 14,000 and a high school enrollment (grades 9-12) of 850 students. Since enrollment at the College is limited to students residing in the Moberly School District, there is no service area outside the immediate school district.

The total assessed valuation of the legal district is \$19,800,000, with no tax being levied specifically for the junior college which is operated in conjunction with the high school.

Other institutions of higher education located within the general area of Moberly Junior College include The University of Missouri at Columbia; Stephens College, a private college for women located at Columbia; and Christian College, a two-year church affiliated college for women located at

Columbia, Missouri approximately 33 miles south of Moberly.

Enrollment

A total of 204 students enrolled at Moberly Junior College in the fall of 1967. Of these, 195 were enrolled on a full-time basis and 9 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 199 students. Of the 199 FTE students, 154 were enrolled in a college transfer program and the remaining 45 were enrolled in various technical-vocational programs. These students were served by 5 full-time and 17 part-time teaching faculty.

Programs

Students at Moberly may choose an area of study in the college transfer curriculum or they may select from a total of seven technical-vocational programs in the general areas of business, automotive technology, secretarial science, electronics, and practical nursing.

Future Considerations

The recent removal of high school students from the junior college facility at Moberly to a separate high school building has left the College with additional space which may be used to accommodate a greater number of students from the counties surrounding the legal district. It would appear feasible and desirable, at this time, to expand the junior college district beyond the present boundaries of Moberly to increase both the financial and population bases for support of the College and to make junior college services available to the people of the surrounding area.

THREE RIVERS JUNIOR COLLEGE

General Description

Three Rivers Junior College was organized April 5, 1966. The campus is located in a building formerly occupied by the Poplar Bluff High School located at 507 Vine Street, Poplar Bluff, Missouri.

The legal district of the College is extensive, covering all or most of four counties and sections of three others. Twenty-five school districts situated in Butler, Carter, Ripley, and Wayne Counties make up the legal district of the College, with an estimated population of 53,400 and a high school enrollment (grades 9-12) of 4,400 students. The service area, as perceived by the College staff, includes 8 additional school districts in Stoddard and Dunklin Counties. The combined population of the legal district and service area is estimated to be 121,900, with a high school enrollment of 6,900 students.

The total assessed valuation of the legal district is \$70,160,000 with a state authorized tax levy of 40 cents per \$100 of assessed property value.

Other institutions of higher education located in the general area of Three Rivers Junior College

include Southeast Missouri State College, a public senior college located at Cape Girardeau, Missouri approximately 60 miles northeast of Poplar Bluff; and Arkansas State College, a public senior college located at Jonesboro, Arkansas approximately 70 miles south of Poplar Bluff.

Enrollment

Of the 481 students enrolled at Three Rivers in the fall of 1967, 360 enrolled on a full-time basis and 121 were enrolled on a part-time basis, giving a full-time equivalent enrollment of 458 students. Since classes at the College began in the summer of 1967, the only organized programs available to students in the fall of 1967 were in the college transfer curriculum. Students at Three Rivers were served by 14 full-time and 6 part-time teaching faculty in the fall of 1967.

Programs

While the only programs available to students in the fall of 1967 were in the college transfer curriculum, seven new programs in the technical-vocational curriculum will be available to students in the fall of 1968. These programs are in the general areas of business, engineering, commercial art, dental assisting, and secretarial science.

Future Considerations

The present site occupied by Three Rivers Junior College makes practical and imaginative use of a once-abandoned facility, however, it appears that an expansion of facilities will be necessary to accommodate an expansion of the curriculum. While there appear to be possibilities that the legal district could be expanded to the east to increase the financial and population bases for the College, there are the limitations of sparsity of population to the west and the boundary of Arkansas to the south. To the north, expansion is limited by the already existing junior college district of Mineral Area.

TRENTON JUNIOR COLLEGE

General Description

Trenton Junior College of the R-IX School District of Grundy County was organized in 1925. The campus is located in Trenton, Missouri in the building formerly shared with the local high school.

The legal district includes only the Trenton R-IX School District with an estimated population of

8,000 and a high school enrollment (grades 9-12) of 520 students. The service area, as perceived by the College staff, encompasses 31 additional high schools in the eight counties surrounding the College. These counties include Harrison, Daviess, Mercer, Grundy, Livingston, Putnam, Sullivan, and Linn Counties. The combined population of the legal district and service area is estimated to be 87,000, with a high school enrollment of 5,611 students.

The total assessed valuation of the legal district is \$13,400,000, with no tax being levied specifically for the junior college which is operated in conjunction with the high school.

The only other institution offering post-secondary education within the service area of Trenton Junior College is the Brookfield-Chillicothe Area Vocational School located at Chillicothe, Missouri approximately 25 miles south of Trenton in Livingston County.

Enrollment

Of the 248 students enrolled at Trenton Junior College in the fall of 1967, 225 enrolled on a full-time basis and 23 enrolled on a part-time basis, giving a full-time equivalent enrollment of 239 students. A total of 229 of these students were enrolled in a college transfer program and 10 were enrolled in a Licensed Practical Nurse program. The students at Trenton were served by 12 full-time and 5 part-time teaching faculty in the fall of 1967.

Programs

Students at Trenton may choose an area of study in the college transfer program or they may select from a total of four occupational programs in the general areas of business, secretarial science, and practical nursing.

Future Considerations

The physical facilities presently occupied by Trenton Junior College provide space for an expansion of the student body; however, it does not appear likely that such an expansion will take place unless the population base from which students may be drawn is expanded and the curricular offerings of the College are expanded and developed to serve students desiring education and training outside the pre-professional areas.

CHAPTER IV STATE-WIDE PLANNING

This chapter deals with state-wide junior college planning in the following areas: (A) Emphasis and Action; (B) State-wide Coordination; (C) Financial Support; (D) Criteria and Procedures for Establishment of New Districts; and (E) Relationships to Other Elements of Higher Education and Governmental Agencies.

A. EMPHASIS AND ACTION

Definition of Junior College

Under current legislation, the establishment of the role of the junior college is charged to the governing agency at the state level, The State Board of Education. This arrangement does not provide a sufficiently firm philosophical or legal basis for the development of long-range programs. The following recommendation provides, through legislative action, a more precise and more substantial foundation for decision making on the part of local boards of trustees.

Recommendation 1: The Missouri School Laws, section 178.770 should be amended in order to provide a definition of a junior college. This definition should read:

A "junior college" means an educational institution deriving financial support from a combination of local, state and federal sources and providing, primarily for all persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and non-collegiate level education including (1) courses in liberal arts and sciences, and general education; (2) adult education courses; (3) courses in occupational, semi-technical and technical fields leading directly to employment; and (4) community services; which may result in the granting of diplomas, and certificates including those known as associate degrees but not including baccalaureate or higher degrees.

Functions

Comprehensive functions are not mutually exclusive nor clearly distinguishable in the practices and organizations of many junior colleges of Missouri, however, it is not important that an institution can clearly define each of the functions in its operation. It is important, however, that each college develop objective and empirical data to justify the emphasis, or lack of emphasis, in the services it provides to the residents of the area.

It is advocated that a commonality of scope, as described by functions, serve as a philosophical determinant of the role of the junior college but that the diversity of needs of the individual district serve as the determinant of actual program.

No precise model for junior college curricula or organization should be prescribed for Missouri. Similarities will exist between institutions, to be sure; however, all institutions should seek to emphasize as many of the functions as the need of the residents of the district indicate and financial resources of the district will allow.

Recommendation 2: Junior colleges in Missouri should be "comprehensive" institutions to the extent appropriate to the area served. The comprehensive junior college is characterized by the performance of six basic functions:

1. Occupational education of post-high school level;
2. General education for all categories of students;
3. Transfer or pre-professional education;
4. Part-time (or adult) education;
5. Community service;
6. The counseling and guidance of students; for the constituents of the district. The appropriate extent should be clarified in detail through continuous studies and surveys to determine unmet educational needs in the area served.

State-wide Districting

In order to develop a true equality of educational opportunity at the post-high school level for all residents of Missouri, it is essential to extend the functions of junior college programs to all areas of the State on an equal financial responsibility basis. Therefore, it is essential that every resident of the State be a resident of a junior college district.

Contributing to the need for expansion of the junior college system and extension of the functions of a junior college to all parts of the State is the selective admission policies of the state colleges and The University.

It is also evident that some form of encouragement or mandate is necessary to accelerate a logically planned extension of junior college functions throughout the State. Encouragement should be provided through a financial "charge-back" system which will be discussed in the recommendations for financial support. The following recommendation is necessary to accommodate those areas which will have been isolated from junior college services due to previous district boundary designations or where local initiative is not sufficiently strong to accomplish the task of equalizing educational opportunity in the State.

Recommendation 3: All areas of the State of Missouri should be a part of a junior college district by January 1, 1972. Through local initiative, those areas of the State not presently within a junior college district should annex to an existing district or organize new or expanded districts to provide the junior college functions to all residents of Missouri within the general outline of the districting plan discussed in Chapter V. Those areas which have not become a part of a district by 1972 should be designated as a member of the most appropriate district by the next legislative session.

Interstate Planning

Several of the junior colleges, and state colleges, presently enroll sizable numbers of students from other states due to their proximity to the state border. In the interest of providing an adequate equal educational opportunity to all and to avoid the proliferation of competing institutions in close proximity to one another, it is advisable that institutions be formed in cognizance of social, economic and mobility patterns rather than political boundaries. Mutual arrangements of this type would require compact or contractual agreements between the states in order to provide an equitable legal basis for the financing of the junior college program.

Recommendation 4: The State of Missouri should enter into discussion with neighboring states relative to the feasibility of establishing districts which may serve residents of both states and providing for financial support for such joint ventures.

Area Vocational Centers

The current organization of Jefferson College, in which the Junior College has been designated as the Area Vocational Center, both secondary and post-secondary, can serve as a model for other areas of the state. It would seem most appropriate to those areas which are less densely populated or are experiencing a rapid decline in population. The criteria to determine the transfer of an Area Center from its present designation under a public school district to the junior college should be:

1. The adequacy of the present facility in providing a comprehensive program that meets the needs of the residents of the area;
2. The present facility serves as an Area Center that has a sufficiently large population that merits the present expenditure of monies.

The decision for designation must ultimately rest with the State Board of Education which is

charged with the administration of the Federal Vocational Education Act of 1963 funds for Missouri. In communities where well-organized centers are operating, studies should be conducted to determine the unmet needs so that cooperative articulated roles for the existing center and the junior college may be specified.

Recommendation 5: In most areas of the State, the designation of Area Vocational Centers, as provided in the Vocational Education Act of 1963, should be coterminous with the boundaries of the junior college district. Further, all adult and post-secondary vocational-technical education programs should be an integral part of the junior college program, while the secondary level programs may be offered under a contractual arrangement between the junior college and the constituent school districts.

B. STATE-WIDE COORDINATION

The recommendations relative to state level planning and coordination of junior colleges is essential to the fulfillment of any or all of the other recommendations made in this study. These recommendations are of paramount importance in the minds of junior college administrators and trustees in Missouri. Cited in Chapter II were several previous studies suggesting organizational changes at the state level. Most frequently suggested is the formation of a separate state board for junior colleges, a system which has been introduced into several states in the last few years and enjoys popularity in recent junior college literature.

Historical View

In the passage of the General Enabling Act of 1961, supervision of tax supported junior colleges was assigned to the State Board of Education.¹ This assignment, when considered in retrospect, appears to have been a logical and expeditious decision because at that time the State Board of Education was the only agency or commission concerned with state-wide administration of educational opportunity and also because the junior colleges in existence at that time were extensions of and integral parts of K-12 districts. It is noted, however, that an alternate bill (Senate Bill 141) introduced in the 1961 Session of the Legislature called for the establishment of a State Junior College Commission.²

The Legislature in that same session appropriated \$743,145 for state aid to junior colleges as provided by law for the biennium July 1, 1961 to June 30, 1963.³ The 71st General Assembly

¹ Missouri Department of Education, *Missouri School Laws* (Jefferson City: Missouri Department of Education, 1966). p. 281.

² S. V. Martorana and E. V. Hollis, *Survey of State Legislation Relating to Higher Education: January 1, 1961 to December 31, 1961*. (Washington, D. C.; United States Printing Office, 1962). p. 142.

³ *Ibid.*

did not, however, specify or earmark any funds for the State Board of Education to carry out its new supervisory role. The 72nd General Assembly appropriated \$3,300,000 for state aid to junior colleges and an additional \$76,400 to the State Department of Education for administration of the junior college program for the 1963-65 Biennium.⁴

The 72nd Legislature also established "The Missouri Commission on Higher Education for the planning and coordination of higher education in the State" which is charged with responsibilities for:

1. Conducting studies of population and enrollment trends affecting institutions of higher education in the State;
2. Identifying higher education needs in the State in terms of the requirements and potential of the young people and in terms of labor force requirements for the development of commerce and industry, and of professional and public services;
3. Developing arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources;
4. Designing a coordinated plan for higher education in the State (hereafter referred to as the coordinated plan) and for subregions in the State, which shall be based on the studies indicated above and on such others as may be deemed relevant by the Commission.

Additional responsibilities include:

1. Requesting the governing boards of all state-supported institutions of higher education, and of major private institutions to submit to the Commission any proposed policy changes which would create additional institutions of higher education, additional residence centers, or major additions in degree and certificate programs, and to make pertinent recommendations relating thereto.
2. Recommending to the governing board of any institution of higher education in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed by the Commission as in the best interest of the institutions themselves and/or the general requirements of the State. Recommendations shall be submitted to gov-

erning boards by twelve months preceding the term in which the action may take effect.

3. Recommending to the governing boards of state-supported institutions of higher education, including public junior colleges receiving state support, formulas to be employed in specifying plans for general operations, for development and expansion, and for requests for appropriations from the General Assembly. Such recommendations will be submitted to the governing boards by April first of each year preceding a regular session of the General Assembly of the State of Missouri.⁵

Thus was instituted, by legislative decree, an overlapping of responsibilities, for among the nine responsibilities assigned to the State Board of Education under the Enabling Act of 1961 were six which closely approximate or relate directly to the Legislature's charges to the Commission on Higher Education.

The charges to the State Board of Education, in the General Enabling Act of 1961, and the charges to the Missouri Commission on Higher Education to which they relate are:

1. "Establish the role of the two-year college in the state" which is related to Commission responsibilities (3) "Developing arrangement for more effective and more economic specialization . . ." and (4) "Designing a coordinated plan"
2. "Set up a survey form . . . , provide supervision in conducting . . . , require the results of the studies to be used in reviewing application . . . , and establish and use the survey results . . ." relates to Commission responsibility (2) "Identifying higher education needs in the State"
3. "Require that the initiative to establish two-year colleges come from the area to be served" is related to and may be in conflict with Commission responsibilities (2), (3), and (4) and "additional" responsibility (2) "Recommending to the governing board of any institution of higher education in the state"
4. "Formulate and put into effect uniform policies as to budgeting, recordkeeping, and student accounting" relates to the Commission's "additional" responsibility (3) "Recommending to the governing boards of state-supported institutions . . . formulas to be employed in specifying plans for general

⁴E. V. Hollis, S. V. Martorana, and J. D. Brandt, *Survey of State Legislation Relating to Higher Education: January 1, 1963 to December 31, 1963*. (Washington, D. C.: United States Government Printing Office, 1964). p. 144.

⁵Missouri Department of Education, *op. cit.*, pp. 227-228.

- operation, for development and expansion, and for requests for appropriations”
5. “Establish uniform minimum entrance requirements and uniform curricular offerings for all junior colleges” which relates to Commission (3) “Develop more effective and more economical specialization among institutions”
 6. “Make a continuing study of junior college education in the state” relates to all of the charges to the Commission.

Philosophical View

The junior college in Missouri began basically as an extension of the secondary school through grades thirteen and fourteen. From 1915 until the General Enabling Act of 1961, this was the modus operandi for all junior colleges in Missouri. Thus was developed a close allegiance between the early junior colleges and their companion secondary schools with a singular emphasis on college transfer programs.

The General Enabling Act of 1961 created a new organizational pattern, the independent junior college district, for subsequent establishment of new junior college districts. Provision for a continuation of operation of existing districts was specifically included; however, four of the six institutions operating in 1961 have since expanded their legal district boundaries and established independent boards of control. Moberly and Trenton Junior Colleges, the two smallest in the State, are the only institutions included with K-12 operating districts as of 1968.

The reorganization of the four institutions mentioned previously into independent districts and the creation of six new districts since the Enabling Act, demonstrates a shift in philosophical stance from secondary extension status to full membership in the higher education enterprise. This higher education status is also portrayed in the legislation authorizing the apportionment of state aid to junior colleges on the basis of “semester hours of college credit.”

Philosophically and practically the junior colleges of Missouri, with the exception of Moberly

and Trenton, are separate and distinct from the secondary school status and function and are more closely allied with higher education. However, it is equally as important to note that the junior colleges are not developing as carbon copies of the existing institutions of higher education but are a new and distinct sector of higher education and are deserving of recognition and support on their own merits.

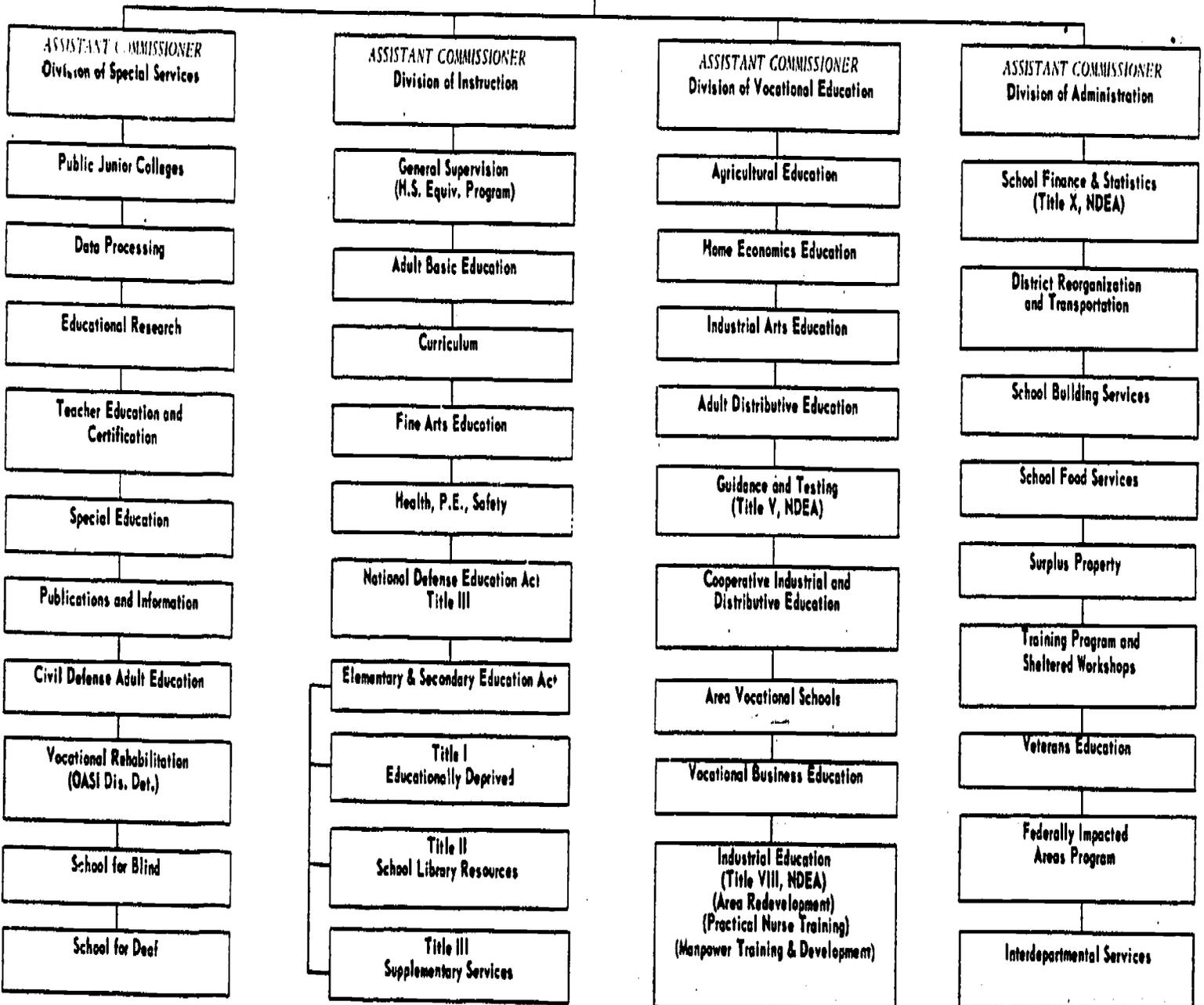
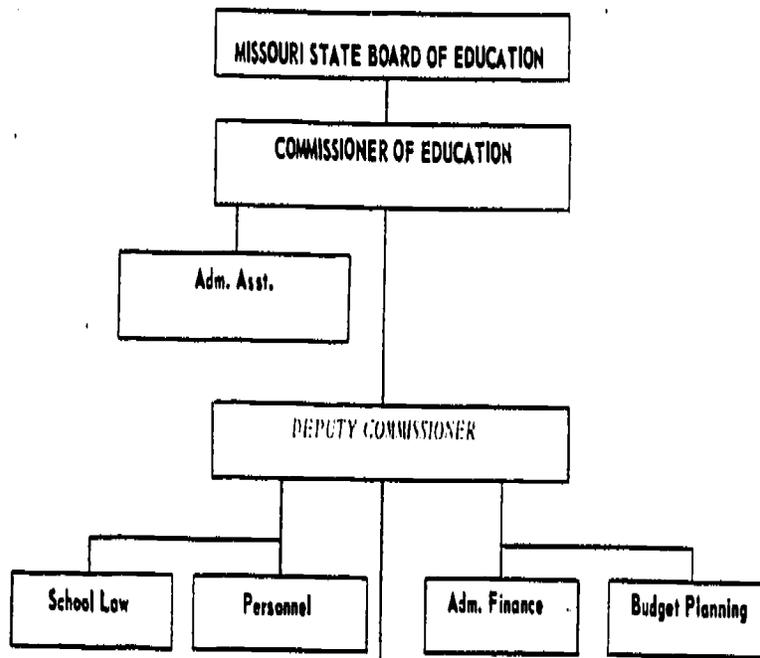
Practical View

In a practical sense, the junior colleges have not been accorded proper status within the organization of the State Department of Education. The junior college is a major institution of post-secondary education supervised by the State Board of Education, yet it has been subordinated in visibility and influence. At the present time, the individual responsible for supervision of the junior colleges is at a fourth echelon position under the Assistant Commissioner, Division of Special Services. Other departments within this division are Data Processing, Educational Research, Teacher Education and Certification, Special Education, Publications and Information, Civil Defense Adult Education, Vocational Rehabilitation, School for Blind, and School for Deaf (see Chart 1). All of these are important elements of education, however, it is suggested that junior colleges enrolling approximately 22,000 individuals, expending \$6,273,235 in State aid, in 1967-68, represent a need in change of scope and emphasis far different from the present companion departments.

In the recommendations of the Academy for Educational Development, one important suggestion was the development of leadership in the position of director of junior colleges through selection of an individual with experience, compensated at “a salary enabling him to deal with the presidents of the junior colleges of the state on an equal basis.” Missouri has been fortunate in the selection of the two individuals who have held this position since its creation. However, a lack of staff has seriously curtailed the fulfillment of the potential leadership and service functions such a position offers.

⁴*Ibid.*, p. 73.

⁵Academy for Educational Development. *Looking Ahead to Better Education in Missouri* (New York: Academy for Educational Development, 1966), p. 60.



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The following table briefly summarizes the expenditures for junior colleges under the supervision of the State Board of Education.

Table 3

SUMMARY OF STATE AID APPROPRIATIONS AND ADMINISTRATIVE EXPENDITURES 1961-1969

\$ 739,160	3,051
761,368	3,497
1,050,176	4,813
1,550,388	5,709
3,120,076	13,291
4,913,340	15,991
6,273,235 (Est)	18,795 (Est)
7,312,000 (Proj)	22,850 (Proj)

*State Department of Education Figures.

**Biennium expenditure divided into 2 years. The biennium, July 1, 1963 to June 30, 1965, was the only one in which a separate allocation for junior college administration was specified (allocation \$76,400; expenditure \$48,263). Subsequent allocations were contained in the general administrative budget of the State Department of Education.

During the eight-year span portrayed in Table 3, appropriations have increased almost tenfold due to a greater proportion of the cost per student being paid by the State and an increase of over 700% in the number of students served. At the same time, the supervisory budget showed little change as it provided for a director, secretarial assistance, travel, and some other incidental expenses. (It is important to note, however, that overhead and some other costs were borne by the Department of Education which would increase the cited figure.) In the fall of 1967, an assistant director was added to the staff thus causing the increase in 1967-68 and 1968-69. The salary of the director is and has been below the salary paid to the president of the smallest independent junior college, while the assistant's salary is less than that of fourth or fifth echelon administrators in many of the junior colleges of the State.

Review of Observations

1. There are logical and expeditious reasons why the supervision of junior colleges was assigned to the State Department of Education in the Enabling Act of 1961.

2. The establishment of the Commission on Higher Education created an overlapping of responsibility.

3. Junior Colleges in Missouri have moved from a secondary extension, college transfer orientation prior to the 1961 General Enabling Act, to emerging comprehensive community-junior colleges today and are important members of the higher education enterprise in Missouri.

4. The junior college department has not been able to gain its proper status within the organization of the State Department of Education. Thus, the fine men serving the junior colleges of the State have had to operate from fourth echelon positions.

Recommended State-Wide Plan

In light of the above observations and with a view toward more efficient and effective planning and coordination of junior colleges as a full and co-equal partner in Missouri higher education the following is recommended.

Recommendation 6: Coordination of Public Junior Colleges of Missouri should remain with the State Board of Education. Prior to the year, 1970, the organization of the Department of Education should be significantly modified.

A separate bureau of the Department of Education should be created to serve and coordinate all phases of post-secondary or adult education currently within the jurisdiction of the State

Board of Education. This bureau should bear a title indicating its major concerns (e.g. Junior College and Post-Secondary Education). See Chart 2.

1. The administrator of this Bureau should be appointed as a Deputy Commissioner. The individual selected as Deputy Commissioner of Junior Colleges and Post-Secondary Education should be an individual with necessary experience and professional stature to provide leadership and service to the junior college and post-secondary education program in Missouri. He should be compensated at a level commensurate with his responsibilities and comparable to the compensation of Missouri junior college presidents and regional and national junior college leaders.

The State Board of Education should involve the chief administrators of Missouri Public Junior Colleges in the screening and selection of the candidates for the position of Deputy Commissioner. However, final selection must rest with the Commissioner of Education and the State Board.

2. The Junior College and Post-Secondary Education Bureau should be organized into four divisions: (1) Administration; (2) Program Development; (3) Technical Education; and (4) Research and Service. Each of the divisions should be under the administrative direction of an Assistant Commissioner selected for his understanding of the junior college as a comprehensive institution of higher education and for his competence in the area of coordinative responsibility to which he is assigned. The Assistant Commissioner should be compensated at a salary level comparable to that of the second echelon administrators in the larger Missouri Public Junior Colleges. In addition, adequate technical, secretarial and clerical staff should be provided for each of the four divisions.

3. Suggested major areas of consultant assistance for each of the divisions are:

a. For Administration —

- (1) Finance,
- (2) Facilities,
- (3) Personnel, and
- (4) Federal Assistance;

b. For Program Development —

- (1) General and Transfer Curricula,
- (2) Student Personnel,
- (3) Adult Education,
 - (a) Basic

(b) Specialized (not vocational-technical) areas and

(4) Library;

c. For Technical Education —

- (1) Adult Education
 - (a) Business
 - (b) Industrial
 - (c) Health Occupations,
- (2) Vocational Guidance,
- (3) Vocational Rehabilitation,
- (4) Federal Aid for Vocational-Technical Education,
- (5) Adult Area Vocational Programs;

d. For Research and Service —

- (1) Institutional Research,
- (2) State-wide Research,
- (3) Data Processing, and
- (4) Publications and Information.

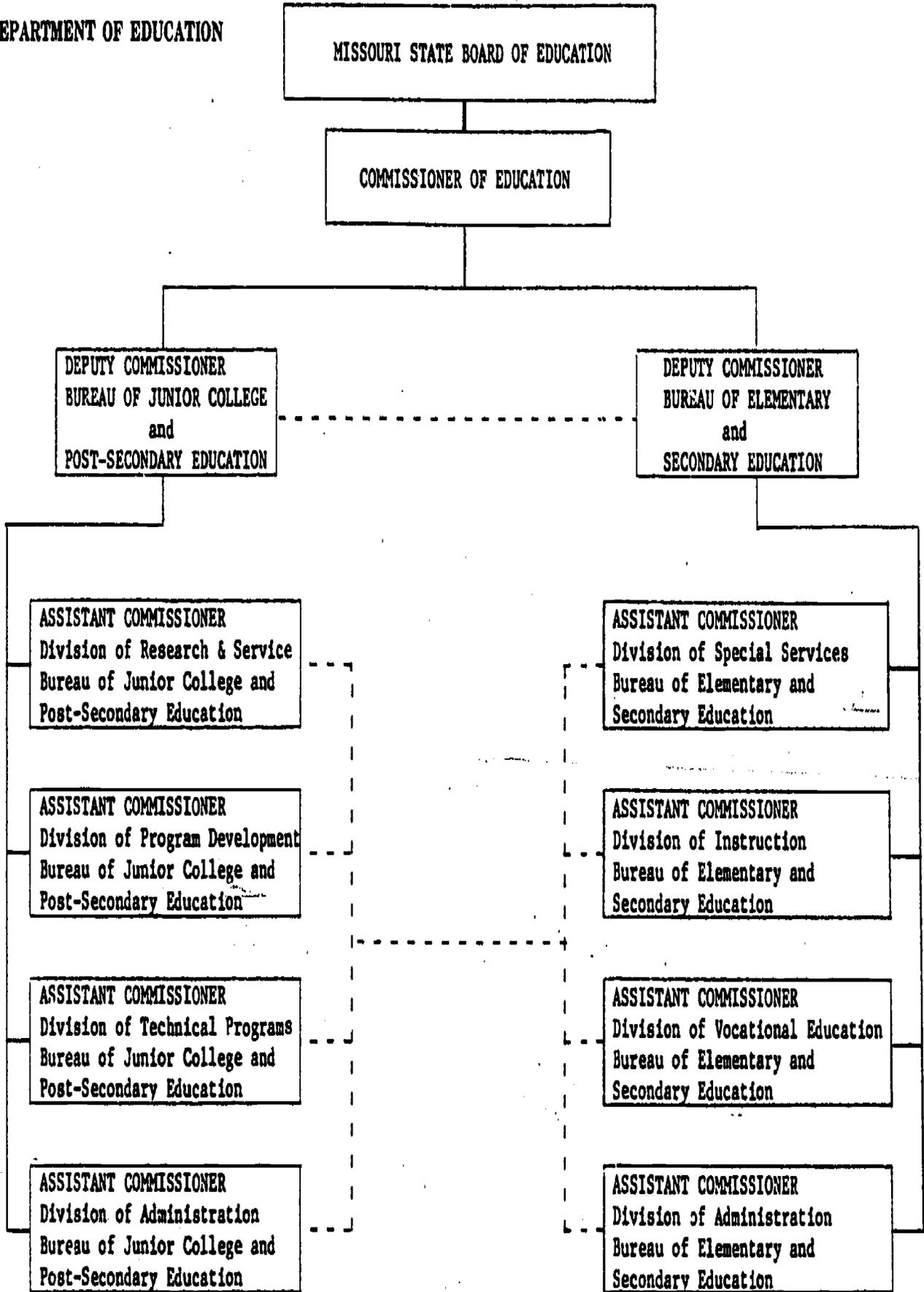
The details of the reorganization proposed in general above must be left to the Department of Education. Further, it is incumbent upon those who plan the details of reorganization to build in channels of coordination and communication to facilitate the interchange of ideas, information, and service from similar elements of the two major bureaus.

Recommendation 7: The responsibilities of the State Board of Education, as specified in Section 178.780 of the *Missouri School Laws*, 1966, regarding public junior colleges, should be modified to clearly establish the coordinative role of the State Board of Education. It shall be the responsibility of the State Board of Education to:

1. Develop standards and procedures for the establishment of junior college districts and approve districts which indicate evidence of qualification according to the legislated criteria through —
 - a. a local survey of need and potential,
 - b. local area initiative to establish the junior college;
2. Conduct continuing studies of junior college education in the State with the cooperation of junior colleges, The Commission on Higher Education, and other facets of higher education;
3. Distribute State financial support, formulating and utilizing uniform policies regarding financial accounting, recordkeeping, and student accounting;
4. Provide leadership and assistance to the individual junior college in assessment of program, finance, and facilities relative to

RECOMMENDED ORGANIZATION WITHIN MISSOURI

STATE DEPARTMENT OF EDUCATION



26

38



— Line of responsibility
- - - Line of coordination

39

accreditation by a recognized agency or regional association. For institutions not accredited in the above manner, provide consultants and examiners to determine annual "interim approval" until such time as the institution receives accreditation;

5. Continuously consult with and advise the institutions relative to their status of conformity to the requirements of present legislation and future legislation regarding junior colleges in the State;
6. Encourage the equalizing of opportunity for all residents of Missouri through cooperative efforts of the junior colleges of the State; and
7. Employ a Deputy Commissioner and adequate staff to assist the Missouri State Board of Education in fulfilling its duties through leadership, coordination, cooperation, and service for the public junior colleges of Missouri.

Recommendation 8: It is recommended that in the fiscal year, 1970-71, the House of Representatives of the General Assembly of the State of Missouri appoint an Evaluation Committee to determine whether the responsibilities and administrative arrangements as outlined in Recommendation 6 have been adequately performed by the State Board of Education and the State Department of Education. If it is determined by this Evaluation Committee that the provisions of Recommendation 6 have not been adequately met, the General Assembly shall then take the necessary steps to create a Missouri Public Junior College Commission (see Chart 3).

This Commission should be charged with responsibility for the planning and coordination of public junior colleges in Missouri, and so constituted as to recognize the junior college as a full and co-equal sector of higher education having unique characteristics, capabilities and responsibilities.

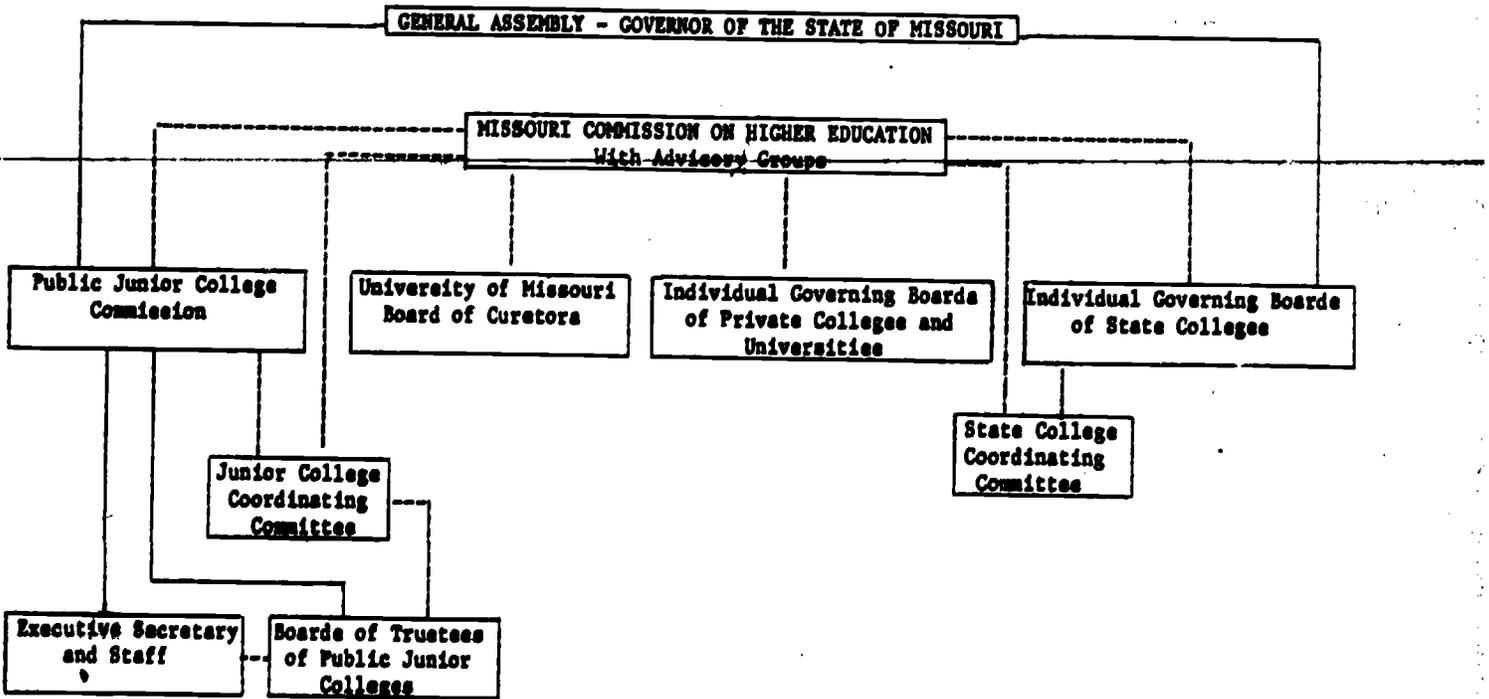
- A. The Public Junior College Commission should be comprised of one citizen from each legal public junior college district in Missouri. (Based upon the districting plan proposed in this study, the Missouri Public Junior College Commission would eventually have fifteen members.)
- B. Members of the Missouri Public Junior College Commission should be appointed by the Governor with the advice and consent of the Missouri State Senate. Further, each Public Junior College Board of Trustees should recommend two individuals from the district who are leaders in the community, possessing

a knowledge of and appreciation for the role of the junior colleges as an institution of higher education. At least one half of the Commission membership shall be selected from the recommendations of the Boards of Trustees. No member of the Missouri Public Junior College Commission shall be engaged in any public employment for which he shall receive a regular salary from public funds or be actively engaged in education as a profession or hold current membership on a school board or board of trustees of a public or non-public college, university or technical institute.

- C. Members should be appointed for terms of six years, with one-third of the membership appointed every two years. Initially, members will be appointed for staggered terms of two years, four years, and six years.
- D. In addition to the appointed members of the Missouri Public Junior College Commission, the Executive Secretary of the Missouri Commission on Higher Education and the Assistant Commissioner, Division of Vocational Education, State Department of Education, shall serve as ex officio members of the Missouri Public Junior College Commission.
- E. It shall be the responsibility of the Missouri Public Junior College Commission to:
 1. Develop standards and procedures for the establishment of junior college districts and approve districts which indicate evidence of qualification according to the legislated criteria through —
 - a. a local survey of need and potential,
 - b. local area initiative to establish the junior college;
 2. Conduct continuing studies of junior college education in the state with the cooperation of these institutions, The Commission on Higher Education, and other facets of higher education;
 3. Distribute state financial support, formulating and utilizing uniform policies regarding financial accounting, record-keeping, and student accounting;
 4. Provide leadership and assistance to the individual junior college in assessment of program, finance, and facilities relative to accreditation by a recognized agency or regional association. For institutions not accredited in the above manner, provide consultants and examiners to determine annual "interim approval" until such time as the institution receives accreditation;
 5. Continuously consult with and advise the institutions relative to their status of con-

Chart 3

RECOMMENDED ORGANIZATION—MISSOURI PUBLIC
JUNIOR COLLEGE COMMISSION



Lines of Responsibility _____

Lines of Coordination - - - - -

formity to the requirements of present legislation or future legislation regarding junior colleges in the State;

6. Encourage the equalizing of opportunity for all residents of Missouri through cooperative efforts of the junior colleges of the State;

~~7. Employ an Executive Secretary and adequate staff to assist the Missouri Junior College Commission in fulfilling its duties through leadership, coordination-cooperation, and service for the public junior colleges of Missouri.~~

E. The individual appointed as Executive Secretary, Missouri Public Junior College Commission, should be an individual of professional stature and adequate experience to provide leadership and service to the junior colleges of Missouri. He should be compensated at a level commensurate with his responsibilities and comparable to the compensation of Missouri junior college presidents and regional and national junior college leaders.

In the selection of the Executive Secretary, the Commission should: (1) seek applicants for the position; (2) the Missouri Association of Public Junior College Presidents should serve as a screening committee charged with the selection of at least five and not more than ten applicants most qualified for the position; and (3) the Commission should then conduct interviews and arrive at its selection from the designated candidates.

F. The Public Junior College Commission should employ a professional staff to administer its duties and responsibilities. In addition to the Executive Secretary, the staff should consist of four Associate Secretaries, and such technical, secretarial and clerical staff as is deemed necessary to efficient operation.

The four Associate Secretaries should be selected for their understanding of the junior college as an institution of higher education and their particular competence in one of the following areas:

1. Administration;
2. Program Development;
3. Technical Program Development;
4. Research and Service.

Each of the Associate Secretaries should be compensated at a salary level comparable to that of the second echelon administrators in the larger Missouri public junior colleges.

C. FINANCIAL SUPPORT FOR JUNIOR COLLEGES

Historical View

Missouri has experienced a similar historical pattern of financial support for junior colleges as have most states. From 1915, the time of establishment of the first public junior college in Missouri, until passage of the Enabling Act of 1961, junior colleges were entirely dependent upon locally raised revenues to support these post-high school programs.

The first Missouri state aid to public junior colleges was appropriated for the 1961-62 academic year. The general provision for state aid has been a flat grant per full-time equated (FTE) student. The flat grant provided was \$200 per FTE student from 1961-62 through 1964-65, \$240 for 1965-66 and 1966-67, and \$320 or one-half the per capita cost, whichever is less, for 1967-68. The definition of an FTE student has been based upon the total number of "eligible" semester hours divided by a designated number of semester hours. The divisor utilized was 30 semester hours for 1961-62 through 1964-65 and 24 semester hours 1965 through the present time.

In terms of authorized local tax support, the Enabling Act of 1961 established a graduated system based upon the total assessed valuation of the junior college district. The legislated authorization prescribes an upper limit of ten cents per hundred dollars valuation for districts containing a total valuation of one billion dollars assessed valuation or more; twenty cents for districts of five hundred million but less than one billion; thirty cents for districts of one hundred million but less than five hundred million; and forty cents for districts of less than one hundred million total assessed valuation. The Study Team found a unanimous consensus that this authorization system was not in the best interest of junior college development in Missouri. Actual levies range from sixteen cents to fifty-eight cents per hundred dollars assessed valuation. The State does not presently contribute any funds toward capital outlay, and several institutions have therefore been forced to allocate a sizable portion of their authorized levy to buildings and debt service. Thus, operational expenditures are curtailed or a larger share of instructional cost is being assessed to the student.

Views and Opinions

In the course of the research for this Study, Missouri leaders in junior colleges, state level officials, and other individuals in higher education were polled as to their opinions on the financing of junior colleges. The purpose of this questioning was to establish some measurable indication of the degree to which each element (local, state and student financial resources) should be drawn into the support of junior college operation.

Local Participation. When asked to what degree should local tax funds support the operation of junior colleges, seventy-four percent of those queried indicated that one-third of the cost should be provided from local funds while seventeen per cent indicated less than one-third and nine per cent indicated as much as one-half (Table 4).

State Participation. On the question of how much support should be provided by the State, seventy percent of the respondents indicated one-half, twenty-six percent advocated one-third, while four percent indicated a two-thirds level of support (Table 5).

Student Participation. When asked what portion of the burden should be borne by the student, fifty-four percent indicated one-sixth or less of the cost. (None — 4%, one-tenth — 4%, one-sixth — 46%) Thirteen percent indicated one-fourth and thirty-three percent indicated one-third as the level of student participation (Table 6).

The consensus of opinion on pattern of support tends to advocate one-half from the State, one-third from local funds, and one-sixth from the student. These considerations will be included in the recommendations which follow.

Table 4

OPINIONS OF TWENTY-THREE ADMINISTRATORS REGARDING PROPORTION OF CURRENT OPERATING COSTS FOR MISSOURI PUBLIC JUNIOR COLLEGES TO BE SECURED FROM LOCAL FUNDS

2	-
1	-
12	3
<u>1</u>	<u>-</u>
16	3

Table 5

OPINIONS OF TWENTY-THREE ADMINISTRATORS REGARDING PROPORTION OF CURRENT OPERATING COSTS FOR MISSOURI PUBLIC JUNIOR COLLEGES TO BE SECURED FROM STATE FUNDS

Number of Administrators	Percentage	Number of Administrators	Percentage
4		-	
11		3	
<u>1</u>		<u>-</u>	
16		3	

Table 6

OPINIONS OF TWENTY-FOUR ADMINISTRATORS REGARDING PROPORTION OF CURRENT OPERATING COSTS FOR MISSOURI PUBLIC JUNIOR COLLEGES TO BE SECURED FROM STUDENT TUITION

Number of Administrators	Percentage	Number of Administrators	Percentage
1		-	
1		-	
8		2	
2		-	
<u>4</u>		<u>1</u>	
16		3	

The respondents to the inquiries were also asked to suggest a minimum and a desirable per capita operating level. In terms of a minimum per capita operating level, the majority indicated an expenditure of six hundred dollars or more. Within this majority, forty-four percent indicated an expenditure of \$600 to \$799, while forty-eight percent

advocated an \$800 to \$999 minimum per capita expenditure (Table 7).

Relative to a desirable level of expenditure, forty-four percent advocated \$1,000 to \$1,199, thirty-eight percent indicated \$800 to \$999, twelve percent suggested a level of \$1,200 or more, and eight percent advocated less than \$800 per capita expenditure (Table 8).

Table 7

**MINIMUM PER CAPITA OPERATING LEVEL FOR MISSOURI PUBLIC JUNIOR COLLEGES
AS SUGGESTED BY TWENTY-FIVE MISSOURI ADMINISTRATORS**

Dollars	Number of Administrators	Percentage
400-599	1	-
600-799	9	-
800-999	<u>7</u>	<u>3</u>
Total	17	3

Table 8

**DESIRABLE PER CAPITA OPERATING LEVEL FOR MISSOURI PUBLIC JUNIOR COLLEGES
AS SUGGESTED BY TWENTY-FIVE MISSOURI ADMINISTRATORS**

Dollars	Number of Administrators	Percentage	Total
600-799	1	-	
800-999	6	2	
1000-1199	7	1	11
1200+	<u>3</u>	<u>-</u>	<u>3</u>
Total	17	3	25

Assumptions

In light of the responses from the administrators and after a thorough study of financial support in Missouri and several other states, the Study Team has developed recommendations based upon the following assumptions.

The financial support program:

1. Should encourage a state-wide equality of educational opportunity;
2. Should provide for responsiveness to the dynamics within each individual district;
3. Should include concern for the individual district's financial ability;
4. Should establish an equal partnership between the State and the local districts;
5. Should initially include participation by the student to limited degree with tuition rates kept to a minimum;
6. Should incorporate incentive to each district to provide the best education it can afford;
7. Should be characterized by ease of computation and accessibility of input variables;
8. Should provide for authorization of a tax levy for bonding purposes for capital outlay;
9. Should provide for a "charge-back" system for both operational and capital outlay expenditures whereby the home district of the student will contribute to his education expense if he must seek a program not offered where he resides;
10. Should provide for the elimination of non-resident tuition or fees for Missouri residents replacing these with the "charge-back" system mentioned above;
11. Should provide a sound and predictable support level;
12. Should define a minimum number of negotiable factors for subsequent updating biennially to meet changing financial needs;
13. Should provide for the revision of the tax levy authorization currently specified in the junior college legislation; and
14. Should provide start-up state aid to newly established districts.

Recommendation 9: The Missouri State Legislature should establish a foundation support program for financing the operation of junior college education. Further, the present permissive legislation providing for a graduated authorized tax levy should be amended to allow all districts to levy up to 40 cents per one hundred dollars assessed valuation for operation

regardless of total assessed valuation within the district.

The Foundation Support Program

The support program description which follows is basically a foundation program but has incorporated within it several factors which reflect the views of Missourians as demonstrated through present legislation and practice. The program includes five basic elements: (A) a standard of adequacy, (B) a level of student participation, (C) a level of local district participation, (D) a level of state aid eligibility limit, and (E) a level of effort for qualification for state aid. A description of each element and the computational formula for each follows:

A. Standard of Adequacy. A minimum expenditure expressed in dollars per full-time equated student should be established for the entire state. Missouri has already inferred such a standard in the adoption of the \$320 or 50 percent of actual per capita expenditure (whichever is less) state aid formula presently in use. The "standard of adequacy" in Missouri currently is \$640 per full-time equivalent student. This "standard of adequacy" represents the minimal financial effort made toward the education of each full-time equivalent student. Any district not meeting this standard would not qualify for state aid. In Missouri, all existing junior colleges are meeting this \$640 per capita expenditure level.

B. Level of Student Participation. Although much argument has been presented in junior college literature supporting tuition/maintenance fee free education for two years beyond high school, practices in Missouri and the stated views of individuals in junior colleges indicate a feeling that the student should participate in the financing of his own education. Therefore, the first element contributing to the effort to meet the "standard of adequacy" is a *computational* tuition/maintenance fee of \$100 per year per full-time equated student. This amount is used for computation only and does not represent any minimum or maximum tuition/maintenance fee limitation. Most of the junior colleges are charging fees in excess of this \$100 figure. It is further recommended that student participation should approximate one-sixth of the per capita cost per FTE student and should never exceed one-third of that cost.

C. Level of Local District Participation. This element of the support program would be computed by dividing the total assessed valuation of the

NOTE: For purposes of computation, the total number of full-time equivalent (FTE) students currently is defined by the quotient of the annual total number of eligible semester credit hours completed in a junior college district divided by 24 credit hours. This figure more closely represents the cost of instruction than it does the number of individuals served.

junior college district by the number of FTE students to determine the amount of assessed valuation supporting the education of each FTE student. The local contribution from taxes toward achieving the "standard of adequacy" would be determined by multiplying a computational levy of 10 cents per hundred dollars of assessed valuation supporting the education of each FTE student. The resultant product represents in dollars the local tax contribution toward meeting the "standard of adequacy".

D. State Aid Eligibility Limit. The maximum amount of state aid for which a district is eligible for each FTE student would be computed by adding the \$100 student participation to the amount of local participation, then subtracting that sum from the "standard of adequacy". Formula: $A - (B + C) = D$ All junior colleges would be eligible for 50 percent of the level of adequacy or the computed "state aid eligibility limit", whichever was more.

E. Level of Effort for Qualification. In compliance with the assumption that state and local participation should represent an equal partnership, the following condition is attached in the computation of state aid. At no time should state aid exceed 50 percent of the per capita cost; therefore, the junior college district would receive an amount equal to the "state aid eligibility limit" or an amount equal to 50 percent of actual expenditure per FTE student for operating, whichever is less.

Explanatory Note

Table 9 presents an example of the application of the state-aid formula proposed. It is based upon conditions existent in 1967-68 to provide the reader with an indication of the resultant aid to the various institutions.

The "standard of adequacy" should in the very near future begin to approach the average expenditure for the operation of junior colleges in Missouri. Therefore, the "standard of adequacy" recommended for the first year of implementation would be placed at the \$900 level which is the estimated average expenditure made by the junior colleges for the 1968-69 and 1969-70 academic years (see Chart 4).

Recommendation 10: The State of Missouri should assist junior college districts by providing for fifty percent of the cost of sites, buildings and equipment, and the local district should assume the other fifty percent of the cost. Any federal funds available for construction and equipment

should be used to reduce the contribution from the local district and the State in equal amounts. All such projects must be approved, by the Missouri Commission on Higher Education, for federal or state funding in the manner currently used.

Recommendation 11: The General Assembly should enact permissive legislation allowing junior college districts to levy a tax of not more than 10 cents per hundred dollars assessed valuation, for bonding purposes for capital outlay needs, in addition to the recommended 40 cent operating levy.

Recommendation 12: Section 178.390 of the *Missouri School Laws* which permits public school districts to pay the tuition fee for a student, resident of the public school district, who attends a public junior college operated outside of said district should be amended. The amendment should require public school districts, not constituents of a public junior college district, to provide payment for the operational and capital outlay expense for any high school graduate or student otherwise qualified for enrollment in a junior college program, resident of the public school district, who wishes to attend a public junior college in the State.

In addition to the normal resident tuition paid by the student, an operational expense reimbursement from the sending district should approximate, but not exceed, the portion of per capita cost derived from the tax levies of the junior college district. In addition, the receiving junior college district may also charge the sending district a fee of \$50 per session of enrollment (semester or term) not to exceed \$100 per year for any one student for capital outlay expenses.

Further, the same reimbursement arrangement may be executed between operating junior college districts if a student wishes to pursue a program of study in another junior college which is not offered in his home junior college district. Program is defined as a planned and sequential series of courses and experiences leading to the awarding of a diploma, certificate or degree, less than the baccalaureate degree.

Recommendation 13: The State of Missouri should appropriate the amount of \$50,000 for the initial year's expenses of planning and development of a newly established junior college district. This sum of money, designated as the "planning fund", should be provided by the State in order to allow for systematic planning and orderly development.

Table 9

EXAMPLE OF I

85	\$ 51M
	147M
	1,378M
	80M
	150M
	164M
	19M
	4,000M
	67M
	13M

* Levy per one hundred dollar

** Basic formula of at least 5

MISSOURI PUBLIC JUNIOR COLLEGE FINANCIAL SUPPORT PROGRAM

1967-68

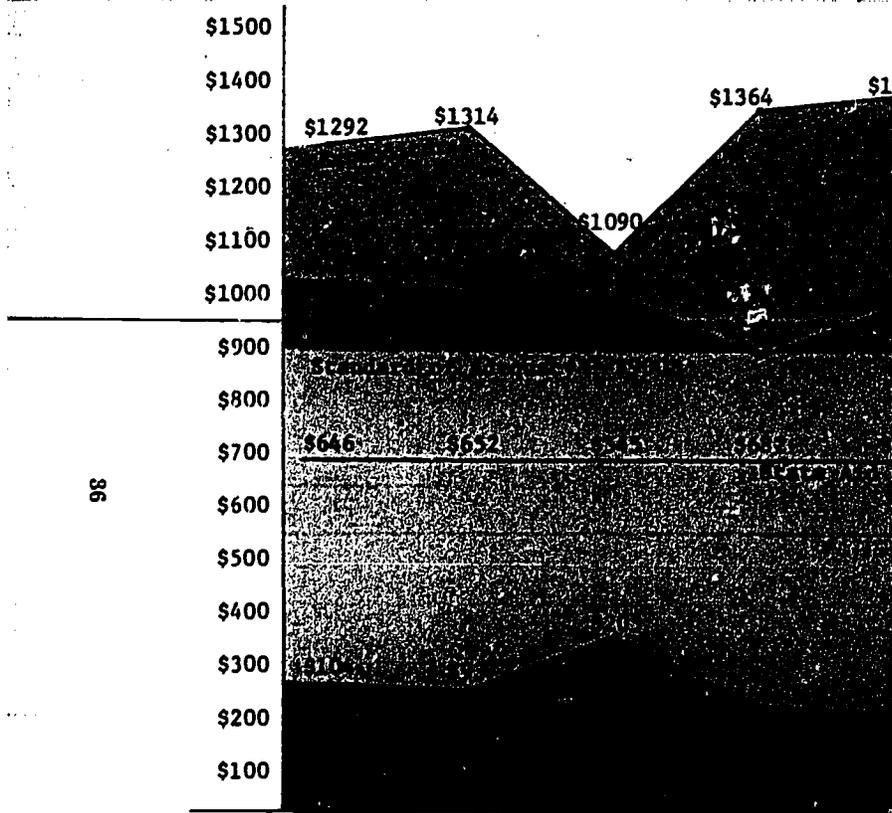
\$.10	\$100	\$640	\$413	\$416
.10	100	640	347	393
.10	100	640	151	408
.10	100	640	413	426
.10	100	640	449	350
.10	100	640	384	378
.10	100	640	445	320
.10	100	640	10	437
.10	100	640	373	325
.10	100	640	486	341

assessed valuation.

% of the standard of adequacy.

Chart 4

PROJECTED FINANCIAL S

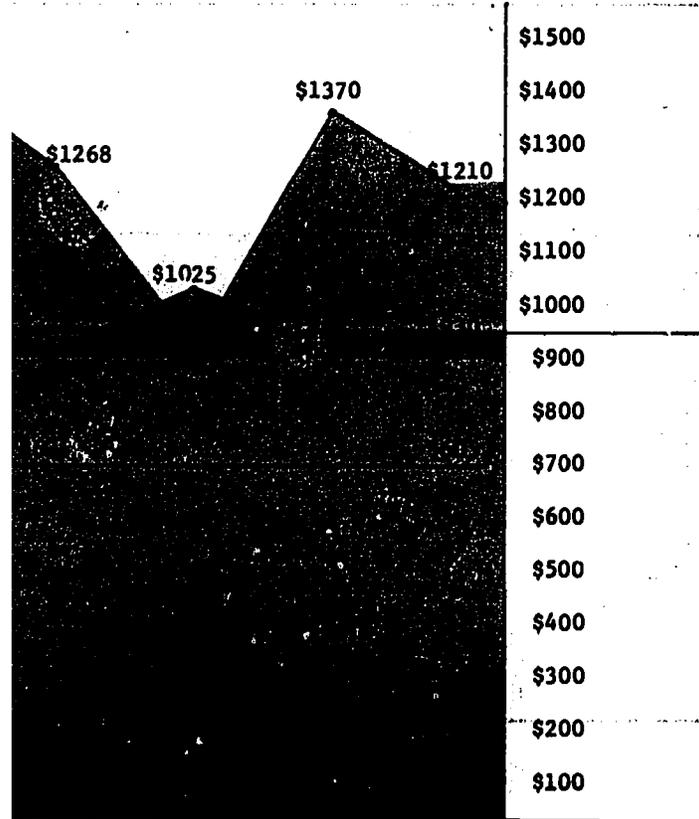


98

College	Crowder	Jefferson	Metropoli- ton K.C.	Missouri Southern	Miss West
A.V. Per Student	\$104,000	\$93,000	\$205,000	\$68,000	\$56,
Actual Aid Per Student	\$509	\$501	\$501	\$447	\$

51

FOR 1972-73



State Fair	St. Louis	Three Rivers	Trenton
116,000	\$294,000	\$65,000	\$145,000
\$453	\$456	\$464	\$465

D. CRITERIA AND PROCEDURES FOR THE ESTABLISHMENT OF NEW DISTRICTS

The Junior College Act of 1961 specified three criteria for the approval of applications for conducting an election to establish a new junior college district. The legislation stated that a junior college may be organized provided:

Prior to the organization of a district under sections 178.770 to 178.890, the State Board of Education shall establish standards for the organization of the district which shall include among other things:

1. Whether a junior college is needed in the proposed district;
2. Whether the assessed valuation of taxable, tangible property in the proposed district is sufficient to support adequately the proposed junior college; and
3. Whether there were a sufficient number of graduates during the preceding year to support a junior college in the proposed district.*

This legislated statement of criteria for establishment is excellent, however, the procedures for determining qualification of a proposed district for meeting the standards implied by the legislated criteria and explicit in the action of the approving agency should be made more detailed.

Feasibility Studies

Recommendation 14: The Missouri State Board of Education should require that proposed districts should conduct a study which follows the outline suggested by the Commission on Legislation of the American Association of Junior Colleges.²

Further, it is recommended that the individual responsible for reviewing applications not be engaged in the development of the document. It is strongly recommended that professional consultants be employed from outside the proposed district to direct the study. The following format should be adopted as a guide to organization of the study and the resultant application.

*Missouri Department of Education, *Missouri School Laws* (Jefferson City: Missouri Department of Education, 1966), p. 280.

²Commission on Legislation of the American Association of Junior Colleges, *Principles of Legislative Action for Community Junior Colleges* (Washington, D. C.: American Association of Junior Colleges, 1962), p. 4.

FORMAT

SURVEY FOR THE ESTABLISHMENT OF A JUNIOR COLLEGE DISTRICT

I. SOCIO-ECONOMIC AND POPULATION DESCRIPTIONS OF THE PROPOSED DISTRICT

A. An historical presentation of population trends in the proposed district.

Source: U. S. Bureau of the Census

B. Population projections including methodology or rationale for the prediction.

Sources: University of Missouri
Public Utility Firms
Independent or Governmental
Research Studies

C. Descriptions of population composition and characteristics.

1. Age
2. Sex
3. Economic conditions
4. Educational conditions
5. Employment conditions
6. Rural-urban residence
7. Stability of residence

Sources: U. S. Bureau of the Census
State and Local Agencies

D. Business and industrial growth trends and projections.

Sources: U. S. Bureau of the Census
Chamber of Commerce
State and Local Agencies
Independent and Governmental
Research and Studies

E. Any other factors which depict the conditions of living in the proposed district.

II. MAPS SHOWING TOPOGRAPHY, ROAD SYSTEMS, POPULATION CENTERS AND MAIN COMMUTING ROUTES TO A PROPOSED CAMPUS

A. Separate maps clearly depicting:

1. Boundaries of the district, the geographic center, the population center, and communities;
2. Road networks as related to the elements of the first map and topographical barriers;
3. Business and industries employing 50 or more people; (Used as reference for Item I and V)
4. Secondary and post-secondary educational institutions within the district;
5. Post-secondary institutions within a 50-mile radius of the district and possible area to be annexed to the district at a later time.

B. Narrative presentations describing:

1. Size and topographical influences;
2. Legal composition of the district;
3. Constituent school districts by county;
4. Accessibility of the proposed college to potential students.

III. FOLLOW-UP STUDIES OF HIGH SCHOOL STUDENTS IN PREVIOUS YEARS

A. A survey of former high school students of the proposed district should be conducted to:

1. Determine educational and employment ~~patterns following high school;~~
2. Assess the value of the high school training in preparation for post-high school experience;
3. Survey opinions of graduates on the need for post-high school educational opportunity in their home community.

IV. PROSPECTIVE COMMUNITY JUNIOR COLLEGE STUDENTS

In estimating enrollment potential, the sponsors of the application should present a range based upon four factors: (a) total population; (b) high school enrollment grades 9-12; (c) population 18-19 years old; and (d) high school graduates. These factors should be presented for the five years preceding the year of application and projected for five years into the future.

In tabular presentations for each of the first three factors, the computational ratio, based upon the experiences of existing junior colleges, should be applied to the data. For example, based upon the data analyzed in this study, the following computation would provide an estimate of potential enrollment:

- A. Total population multiplied by .012 (the percent of total population equal to the FTE enrollment of the average junior college district in 1967-68).
- B. High school enrollment grades 9-12 multiplied by .20 (the percent of district high school enrollment equal to the FTE enrollment of the average junior college district in 1967-68).
- C. Population 18-19 years old multiplied by .34 (the percent of 18-19 year olds equal to the FTE enrollment of the average "selected" junior college district in 1967-68).

The resultant projections of these three factors are found to correlate to enrollment of the junior college. (The estimation of FTE enrollment using all three of these methods should provide a more sensitive range of enrollment potential

based upon the unique characteristics of the population to be served).

The fourth factor, high school graduates should be employed in computation of the Texas Research League Formula¹⁰ for estimating enrollment. Since the factor and this formula were found to be more highly correlated to actual enrollment than the other three factors, the results of this computation should provide the basis for cost estimates in Item XII and should serve as the official estimate of potential enrollment for consideration of the application.

Based upon the experience of selected Missouri junior colleges in 1967-68, the Texas Research League Formula is computed as follows:

- A. The number of high school graduates multiplied by .40 to derive the number of resident first-time enrollees.
- B. The resultant product of A divided by .80 to determine the total number of first-time enrollees.
- C. The resultant dividend of B divided by .45 to determine total head count.
- D. The resultant dividend of C multiplied by .85 to determine the estimated FTE enrollment.

All of the percentages utilized in the computation above should be updated annually by the approving agency to reflect the current patterns of attendance in the junior colleges of the state.

V. PROGRAMS NEEDED IN THE JUNIOR COLLEGE DISTRICT

- A. Business and Industry Surveys should be conducted to determine:
 1. The nature and training necessary for entry occupations in the area;
 2. The extent of training local firms desire for their employees;
 3. The degree of interest and support on the part of local firms.
- B. Other surveys administered in the area (students, parents, and former students) should provide information relative to:
 1. The type of training or education desired;
 2. Patterns of mobility to suggest other labor markets which must be considered.

VI. POST-HIGH PROGRAMS NOW IN THE AREA TO BE SERVED

- A. Utilizing the maps suggested in Item II as references, narrative descriptions should be drawn to portray:
 1. The nature and location of institutions of higher education;
 2. The accessibility of the institution to potential students of the proposed district;

3. The programs offered at the institution;
4. Current attendance patterns of residents of the junior college district.

VII. PROGRAMS OF HIGH SCHOOL LEVEL IN THE AREA

- A. An examination of each of the district high schools should be presented in narrative depicting:
 1. Enrollment by program (e.g. college preparatory, general, business, etc.);
 2. Vocational-education courses available;
 3. High school completion programs for adults;
 4. Guidance and counseling available.

VIII. FACILITIES AND/OR SITES AVAILABLE WHICH MAY BE USED EITHER TEMPORARILY OR PERMANENTLY BY THE COLLEGE

- A. Through reference to maps suggested in Item II and in narrative, all potential facilities and/or sites should be discussed in relation to:
 1. Location;
 2. Type of facility—
 - a. Building, nature and usable space of the structure;
 - b. Condition at present and necessary renovation;
 3. Terms or conditions of purchase or lease, accompanied by letter of intent from owner or responsible agent whenever possible.

IX. GUIDANCE FACILITIES NOW AVAILABLE

- A. A narrative description of the availability of guidance services in the district should include:
 1. Reference to high school guidance services cited in Item VII;
 2. Employment or occupational guidance;
 3. Welfare or economic opportunity guidance;
 4. Other public or private agencies serving the guidance function.

Whenever possible, the agencies described above should provide a statement describing the assistance the proposed junior college could provide to them in fulfillment of their duties.

X. TEACHING STAFF AVAILABLE

- A. Based upon the program needs portrayed in Item V, and with the assistance of professional consultants, the survey committee should determine instructional personnel needs. Having derived these needs, the spon-

¹⁰Texas Research League, *The State Board and the Local Junior Colleges* (Austin: Texas Research League, 1964), p. 32.

sors should seek an analysis of the availability of such staff members through the Missouri Commission on Higher Education and other institutions of higher education in Missouri. The finding of this analysis should be presented in a brief narrative discussion.

XI. COMMUNITY ATTITUDES — EVIDENCE OF COMMUNITY SUPPORT, HOSTILITY, OR INDIFFERENCE

- A. A list of the survey committee membership including the individual member's name, position or occupation, and community of residence.
- B. An analysis of the petition activity including the number of votes cast in the last annual election, source of information on last vote, number of signatures required and number of signatures obtained for each constituent public school district.
- C. A presentation of the responses to the questions concerning the need for establishment of a junior college district as elicited by the follow-up, parental interest, and business and industry surveys discussed in Items III and V.
- D. A list of contributors to the support of the survey of need, as well as the total amount raised through such contributions. Pledges of future contributions contingent upon establishment of the junior college district should be cited in narrative and also documented in writing in the appendix to the application.
- E. A list of civic, educational, and service groups which have adopted motions supporting the establishment of the proposed junior college district, indicating the date of the meeting in which the motion was passed. Letters documenting support of this type should be appended to the application.
- F. Statements of the news media relative to the junior college establishment should be discussed in narrative in the text of the application. The complete actual statements should be included in the appendix of the application in chronological order (dates indicated).
- G. The strength of opposition to the proposed junior colleges should be discussed in narrative. Letters from groups or individuals opposing the establishment should be collected and included in the appendix.

XII. EXTENT OF LOCAL RESOURCES FOR FINANCING THE COMMUNITY JUNIOR COLLEGE

The total assessed valuation of the proposed junior college district for the previous five years

and projected five years into the future should be presented as basic information for this analysis.

The estimation of revenue necessary for operation should be computed as follows:

- A. Considering the projected enrollments of the Texas Research League Formula of Item IV, the program proposed in Item V and the current per capita expenditure in the State (the State average, or for those institutions proposing more than 15 percent enrollment in career or special-unclassified programs, a higher expenditure) the total operational expenditure should be computed using the following.

Formula: Estimated FTE enrollment multiplied by the appropriate per capita expenditure equals the estimated total expenditure.

- B. To determine the amounts of money which must be obtained from the various sources of revenue the following computations should be made.

1. Based upon the state financial support formula in use at the time of the application, the amount of money to be derived from state aid appropriations should be computed.

Formula: Estimated FTE enrollment multiplied by the per student state aid appropriation equals the estimated amount of money to be derived from state aid.

2. Based upon the average or commonly assessed student fees or tuition in operating junior college districts in Missouri, a proposed student assessment should be declared. Using this proposed figure, the amount of money to be derived from this source should be computed.

Formula: Estimated FTE enrollment multiplied by the per student fee or tuition equals the amount of money to be derived from student assessments.

3. Utilizing the results of the computations above, the amount of money to be obtained through local property and state utilities taxes may be computed.

Formula: Estimated total expenditure (A above) minus the sum of money to be derived from state aid (B-1 above) and money to be obtained from student assessments (B-2 above) equals the amount of money to be derived from local property and state utilities taxes.

4. The necessary tax levy may then be computed.

Formula: The amount of money to be derived from state and local taxes (B-3 above) divided by the total assessed valuation, local property and utilities, of the

district. This levy to be specified in cents per one hundred dollars assessed valuation.

This entire set of computations can be presented in a single table as in the example below.

Example

1000 FTE enrollees X \$950 (estimated per capita cost)		\$950,000
1000 FTE enrollees X \$400 state aid	\$400,000	
1000 FTE enrollees X \$150 tuition/fees	150,000	
	Subtract	\$550,000
Amount of money to be raised from taxes		\$400,000
$\$400,000 \div \$100,000,000 \text{ Assessed Valuation} = 40 \text{ cents per one hundred dollars assessed valuation}$		

The determination of revenue necessary for capital outlay should be computed upon a formula devised by the State's approval agency. The computation of capital outlay needs should incorporate any facilities and/

or sites discussed in Item VIII or contributions or grants presented in Item XI, as well as an estimation of needs for new construction or renovations of existing structures.

Standards for Establishment

Currently the State Board of Education advocates a potential enrollment of 400 FTE students and a total assessed valuation of at least \$60,000,000. An analysis of the relationship of enrollment to breadth of program offerings indicates that institutions of 400 or fewer FTE enrollees serve a limited function, basically transfer programs. The analysis also indicated that greater comprehensiveness can be obtained through increased enrollment, however, size does not guarantee comprehensiveness.

Recommendation 15: The Missouri State Board of Education should, on the basis of current data, establish a standard requirement of a potential of 1,000 FTE students within five years following establishment of a junior college district. A limited function campus of a junior college district should obtain an enrollment of 400-FTE students within two years of operation. These standards should be reviewed every two years to determine their relevance to current conditions. Based upon the experiences of six selected institutions (St. Louis, Kansas City, Trenton, and Moberly excluded), the following general conditions will obtain an enrollment of 1,000 FTE students.

1. Total population—83,300; or
2. High school enrollment grades 9-12—5,000; or
3. 18-19-year-old population—2,940; or
4. Total number of graduates per year—1,075.

The total assessed valuation necessary to operate a 1,000 FTE student junior college district under present conditions in the selected junior college districts range from \$73 million to \$85 million. The range is directly related to the percent of enrollment in programs other than college parallel.

E. RELATIONSHIPS TO OTHER ELEMENTS OF HIGHER EDUCATION AND GOVERNMENTAL AGENCIES

Relationships to Other Elements Of Higher Education

Most essential to the development of a strong higher education system in Missouri, geared to meet the needs of all who might benefit from post-secondary educational opportunity, is the cooperative effort which must be made by all sectors of higher education in the State. The emerging junior college in Missouri can serve an extremely important complementary and supplementary role in relation to the other institutions which have been in existence for a longer period of time. In the interest of providing comprehensive offerings of post-secondary level education to all residents of the State, regardless of place of residence, the following recommendations are made.

Recommendation 16: Public institutions of higher education offering bachelor degrees should encourage the establishment of locally supported junior college districts to offer the residents of their geographical area the additional post-secondary educational opportunities which are outside the stated objectives or philosophical limits of their institution. The senior institution whenever practical and possible should enter into contractual agreements on a temporary basis with the local junior college district to provide those services which are compatible with their present role.

It is assumed that the burden of providing baccalaureate degree programs and graduate degree programs will prevent the state colleges from continuing these contractual arrangements very far into the future. It is further assumed that the state colleges will encourage the junior college to develop programs and facilities of its own to fill the void caused by increasing pressures on the state colleges for upper division level educational programs.

Recommendation 17: In areas served by both junior colleges, and state colleges or private institutions of higher education, it is recommended that voluntary coordinating councils, comprised of the chief administrators and a board of trustees member from each institution, be organized to provide a forum for discussion of mutual concerns. Through these coordinating councils, duplication of programs and competition for students should be discussed and rationally ameliorated in order to truly serve the needs of the residents of the area.

Recommendation 18: It is further recommended that junior colleges and all the Missouri teacher training institutions cooperatively develop and initiate a program for the training and preparation of teachers and administrators for employment in the junior colleges. A model for such an arrangement may be found in the programs currently under development at the University of Missouri at St. Louis in cooperation with the St. Louis-St. Louis County Junior College District. This program provides internship training periods for Master Degree candidates who wish to become instructors in junior colleges.

Relationships With Governmental Agencies

The relationships of junior colleges to various agencies of government is rather complex in nature. At the present time, the junior colleges must maintain relationships with the State Board of Education and Commission on Higher Education. In the interest of providing a vehicle to represent the needs of the junior colleges to these agencies and to the people of Missouri, the following recommendation is made.

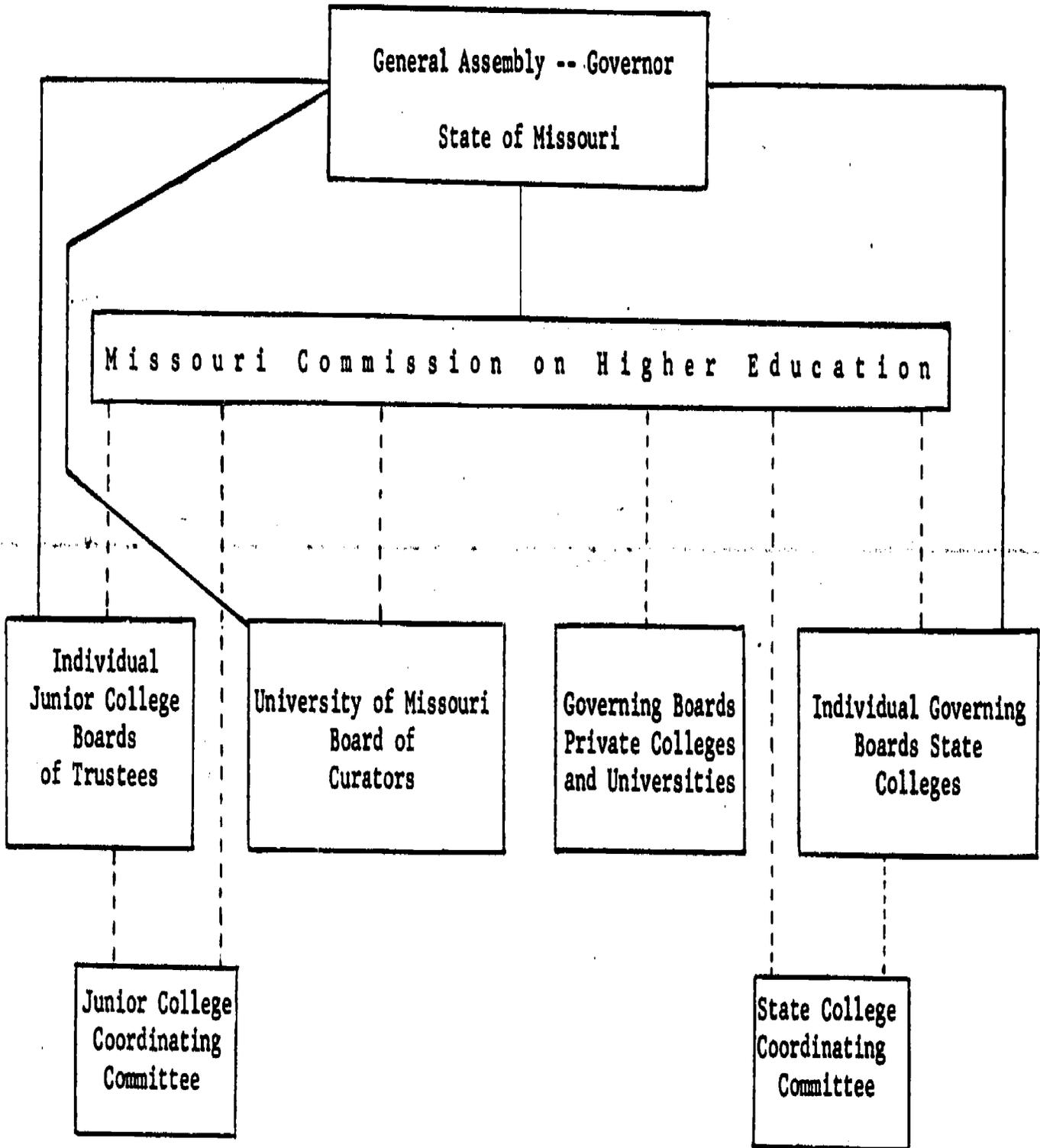
Recommendation 19: It is recommended that a Junior College Coordinating Committee be formed consisting of the chief administrators, one board of trustees member, and one faculty member (selected by the faculty) from each junior college district. This body should meet regularly to develop a unified voice for the junior colleges of Missouri in matters of mutual concern. This Committee should serve in an advisory capacity to both the State Board of Education and the Commission on Higher Education. (See Chart 5 for an example of this relationship.)

Due to the overlapping of the legislative charges to the State Board of Education and the Commission on Higher Education, it is necessary to provide recommendations relative to this concern. Most important of the overlapping responsibilities is that of recommending the establishment of new junior college districts. In order to provide clear and direct communications, the following are recommended.

Recommendation 20: When the application for establishment of a new junior college district is presented to the State Board of Education, the Board and the Commission on Higher Education should meet jointly to determine the qualification of the proposed district, under the legislated criteria, and in accordance with the guidelines of the state districting plan presented in Recommendations 14 and 22 for approval to complete the necessary legal steps for establishment.

Recommendation 21: When either the State Board of Education or the Commission on Higher Education deliberate in any matters which will lead to recommendations regarding Missouri Public Junior Colleges, the respective agency should extend a formal written invitation to the executive officer of the other agency to attend as a resource person and participant in the discussion. The executive officer may, at his discretion, send a qualified staff member to such deliberations.

RELATIONSHIP OF JUNIOR COLLEGE COORDINATING
COMMITTEE TO THE COMMISSION ON HIGHER EDUCATION



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CHAPTER V

PROPOSED JUNIOR COLLEGE DISTRICTS

INTRODUCTION

The purpose of this chapter is to set forth in detail the geographical division of the State into logical junior college districts derived on the basis of substantive data and employing criteria that offer reasonable assurance that the proposed districts will, insofar as possible, be capable of making available comprehensive junior college education for all Missouri citizens.

Since population changes over a number of years can greatly influence the ability of an area to support a junior college, and, since these kinds of data have played an important role in determining logical junior college districts, this chapter is presented in two major sections. The first of these sections is a presentation of population characteristics and trends for the State as a whole and the implications of these population characteristics and trends for a state-wide plan for junior college education. The second section of this chapter presents the actual districting plan on a district-by-district basis along with the recommendation of this study for adopting the districting plan.

POPULATION CHARACTERISTICS, TRENDS, AND PROSPECTS IN RELATION TO A STATE-WIDE PLAN OF JUNIOR COLLEGE DISTRICTS

Population Characteristics and Trends In the State of Missouri

Any plan for the establishment of junior college districts that encompass the entire State of Missouri, all of its 69,138 square miles, merits extensive analysis of its 4.3 million people (1960), their distribution, major characteristics, and their potential trends in the foreseeable future. In some instances, one or more aspects of Missouri's population may be compared with that of the nation. Since Missouri is one of the seven states in the West North Central Division, according to the U. S. Census Bureau's delineation, occasional comparison among these states may be desirable. Missouri's population, like that in most states, is mobile and is becoming readily more mobile. Migration into the state, out of the state, and within the state is extensive. This phenomenon together with rapidly changing rates of natural increase (births less deaths) makes for extensive changes in the number, distribution, and composition of population.

The last federal census, that of 1960, provides a base for a comprehensive analysis of the population of a state. It will be the principal source

of the data and discussion in the first section of this chapter.

The population of Missouri reached a peak number of 4,319,813 in 1960. It is the 13th ranking state in this respect. Virginia is slightly smaller (3.9 million), and North Carolina is slightly larger (4.5 million).

Missouri has a larger population than any of the other six states in the West North Central Division (Iowa, Kansas, Minnesota, Nebraska, North Dakota, and South Dakota).

The population of Missouri increased from 3,954,653 in 1950 to 4.3 million in 1960. This was an increase of 365,160 or 9.2 percent. This was a higher rate of increase than during any of the five immediately preceding decades. However, the rate of increase was only half that of the national increase of 18.5 percent. In the West North Central Division, Missouri's population increase of 9.2 percent was exceeded by Minnesota (14.5%) and Kansas (14.3%).

Missouri has a land area of 69,138 square miles and a population density of 62.5 persons per square mile. Its population density is higher than in any of the other six states in the West North Central Division. This situation is due largely to its two large cities—St. Louis and Kansas City with a combined population of 1.2 million.

The population increase of 365,160 in Missouri during the 1950-1960 decade was due entirely to natural increase. During the decade, births totaled 948,913 and deaths totaled 453,329. This resulted in a natural increase of 495,584 and represents the population growth that would have taken place in the state if the natural increase had not been off-set by a net out-migration of 130,424.¹

The fact that population growth in Missouri during the past decade was due entirely to natural increase was not unique since 27 other states had the same experience, including all of the six other states in the West North Central Division.

Two-thirds of the population of this State is classed as urban by the Census Bureau. This is a higher proportion than in any other of the six states of the West North Central Division. Missouri has 145 places with 2,500 or more inhabitants.

In 1960, there were 114,169 persons 18 and 19 years of age in Missouri, and they comprised 2.64 percent of the total population; those 18, 19 and 20 years of age totaled 165,078 and comprised 3.82 percent of the total population. Persons enrolled in junior colleges are of all ages, although the

¹U. S. Bureau of the Census, *Current Population Reports Series P-23, No. 7, "Components of Population Change, 1950 to 1960, for Counties, Standard Metropolitan Statistical Areas, State Economic Areas, and Economic Subregions"* (November, 1962), pp. 36-37.

majority of them are usually recent high school graduates and are in their teens and early twenties.

Because the "tidal wave" of post-war babies are now attaining teen-age status, persons of junior college age are now increasing much faster than total population. During this decade (1960-1970), while the total population of the State may increase about the same as it did during the past decade (9.2%), those 18-19-20 years of age are likely to increase more than 30 percent.

School enrollment gradually increased for persons of all ages in Missouri in recent decades. Of those 18 and 19 years of age, the percent enrolled in school (elementary, high school, and college) increased from 23.7 in 1930 to 25.8 in 1940, to 30.6 in 1950, and to 39.2 in 1960. Of those 20 and 21 years of age, the percent enrolled in school increased from 9.1 in 1940 to 15.5 in 1950 and to 19.3 in 1960. The percentage of persons 18 to 34 years of age in Missouri, enrolled in elementary school, by grade in high school, and year in college, in 1960, is presented in Table 10.

The proportion not in school rises gradually with advancing age after one has passed the age of compulsory school attendance. In Missouri, slightly more than half (54.4%) of the 18 year olds are no longer enrolled in school. Slightly more than two-thirds (68.8%) of the 19 year olds and over three-fourths (78.5%) of the 20 year olds are not enrolled in school.

Of the 60,473 18 year olds (1960), 19.5 percent are enrolled in the fourth year of high school and 18.9 percent are enrolled in college. Nearly one-fourth (23.5%) of the 53,696 19 year olds are enrolled in college. After age 19, the proportion enrolled in college drops gradually—being 17.8 percent of those age 20, 14.2 percent of those age 21, 9.2 percent of those age 22, 6.8 percent of those age 23, and 6.0 percent of those age 24.

There are a quarter of a million Missourians who are in the age group 25-29 of whom 3.8 percent are enrolled in college. A like number are in the age group 30-34 of whom 1.5 percent are enrolled in college.

Nine out of ten 18 year olds who are enrolled in college are enrolled in their first year of college. More than half of the 19 year olds who are enrolled in college are enrolled in their second year of college. These facts are basic in eventual attempts to make projections of potential junior college enrollment.

The proportion of persons in Missouri 18 years of age and older enrolled in college would unquestionably be higher if the state had a state-wide system of junior colleges.

In Missouri, as in most states, a larger proportion of urban residents are enrolled in school than

residents of rural areas. In 1960, of those 18 and 19 years of age, 31.5 percent of the rural-farm residents were enrolled in school, compared to 24.2 percent of the rural-nonfarm and 45.4 percent of the urban residents. Of these 20 and 21 years of age, 8.0 percent of the rural-farm residents are enrolled in school, compared to 7.3 percent of the rural-nonfarm residents and 24.4 percent of the urban residents. These differences may foretell to some extent differences in potential enrollment in junior colleges by rural-urban residence.

Characteristics of Enrollees in Missouri

Junior Colleges: Fall 1966

There are currently twelve public junior colleges in Missouri. While these institutions are commonly referred to as junior colleges in Missouri, there is an increasing tendency, nationally, to refer to them as community colleges; a term which seems to be more descriptive of the purposes which they aim to fulfill.

It seems logical to make an analysis of the characteristics of the enrollees in the public junior colleges of Missouri in the fall of 1967, prior to an analysis of the population characteristics, trends, and prospects of the State, its counties, and proposed junior college districts.

Tables 11 to 15 contain data regarding the characteristics of the enrollees in the ten junior colleges of Missouri in the fall of 1967. No data is given for the very recently established junior colleges at Sedalia and Franklin County. The data in Table 15 is taken from the 109-page (1967) report of the U. S. Office of Education, entitled *Opening Fall Enrollment in Higher Education 1966*. The data in Tables 11 through 14 are taken from Missouri Commission on Higher Education, Forms 1B and 2 for the fall semester 1967.

The ten junior colleges had a total head-count enrollment of 22,001 in the fall of 1967. The enrollment ranged from lows of 203 in Moberly and 248 in Trenton to a high of 10,119 in St. Louis, as indicated in Table 11. The enrollment figures are head-count students and not "full-time equivalent" students, which are usually lower than the number of "head-count" students.

Besides the junior colleges at Moberly and Trenton, each comprising a single K-12 school district and with very small enrollments, there are two other very small colleges—Three Rivers Junior College with an enrollment of only 481 and Crowder College with only 516. Enrollment in each of these four colleges fall short of the figure 750. The Missouri Commission on Higher Education in its report states that, "Experience would indicate that a well-balanced comprehensive two-year community college needs a minimum enrollment of at least 750 full-time equivalent students within

Table 10

YEAR OF SCHOOL IN WHICH ENROLLED BY PERSONS 18 TO 34
YEARS OLD IN MISSOURI: 1960

54.4	0.8	1.2	3.8	19.5
68.8	0.3	0.8	1.0	4.3
78.5	0.1	0.4	0.5	2.0
83.0	0.2	0.3	0.3	1.5
89.0	0.1	0.2	0.1	0.9
91.4	0.1	0.1	0.2	0.9
92.2	0.3	0.2	0.2	0.8
94.7	0.1	0.2	0.2	0.7
97.5	0.1	0.1	0.1	0.5

Source: U. S. Bureau of the Census, U. S. Census of Population: 1960, Vol. I, Characteristics of the Population, Part 27, Missouri (1963). Computed from Tables 16 and 101.

Table 11

OPENING FALL ENROLLMENT, BY SEX, IN THE
PUBLIC JUNIOR COLLEGES OF MISSOURI: 1967

Neosho	1963	288	56
Hillsboro	1963	602	64
St. Louis	1962	6,144	61
<hr/>			
Kansas City	1915	3,355	61
Flat River	1922	432	53
Joplin	1937	1,124	60
<hr/>			
St. Joseph	1915	714	56
Moberly	1927	121	60
Poplar Bluff	1966	241	50
Trenton	1925	165	67
		<u>13,186</u>	<u>60</u>

Source: Missouri Commission on Higher Education Form 1B (General Enrollment Report) and Form 2 (Geographic Origin of Students). The data in Tables 2-4 are from the same source. The date of establishment was taken from the catalog of each college.

four years.² With the exception of Three Rivers Junior College, each of the other three colleges listed above was established four or more years ago.

Two junior colleges—St. Louis and Kansas City—have a combined enrollment of 15,649. This figure represents 71 percent of all junior college enrollees.

Sixty percent of the 22,001 enrollees are men. The percentage range between colleges is relatively small—from 53 percent in the Mineral Area College to 67 percent in Trenton. Men outnumber the women in each of the ten junior colleges. Curricular offerings probably explain the major difference in the sex composition at the junior colleges.

**Full-time and Part-time Enrollees
In Missouri Junior Colleges**

In the fall of 1967, slightly over half (55%) of

the 22,001 students enrolled in the junior colleges of Missouri were enrolled as full-time students (11,997). The percentages ranged from lows of 35 percent in Kansas City and 53 percent in St. Louis to highs of 96 percent in Moberly and 91 percent in Trenton, as indicated in Table 12. The two smallest junior colleges had the highest proportion of full-time students and the two largest junior colleges had the lowest proportion. There is a very close inverse relationship between total student enrollment in junior colleges of Missouri and proportion who are enrolled full-time. The nature of the curricular offerings largely determine the differences. Vocational-technical courses attract part-time students, usually students who have jobs.

* * *

Table 12

**FULL-TIME AND PART-TIME OPENING FALL ENROLLMENT IN PUBLIC
JUNIOR COLLEGES OF MISSOURI: 1967**

353	163
667	272
<u>5,386</u>	<u>4,733</u>
1,956	3,574
535	279
<u>1,474</u>	<u>394</u>
846	437
195	8
360	121
<u>225</u>	<u>23</u>
11,997	10,004

**Sex Composition of Full-time and Part-time
Students Enrolled in Public Junior Colleges
of Missouri: Fall 1967**

Of the 22,001 junior college students in Missouri, 11,997 are full-time and 10,004 are part-time students. Nearly two-thirds (65%) of the full-time students are men. Full-time men outnumber full-time women at each of the ten junior colleges. The percentage who are men range from a low of 58 in the Three Rivers Junior College to a high of 69 in three of the colleges (see Table 13). The

nature of the curriculum is probably a major factor in determining whether men or women are primarily attracted, rather than size of the institution or other factors.

Slightly over half (53%) of the 10,004 part-time students are men. More women than men are part-time students at most junior colleges. Of those colleges with a sizable part-time enrollment, the highest proportion of part-time men enrollees (56%) is at Kansas City, which has numerous technical-vocational courses.

²Missouri Commission on Higher Education, *First Coordinated Plan for Missouri Higher Education* (Jefferson City, Missouri: The Missouri Commission on Higher Education, 1966), p. 11.

Table 13

FULL-TIME AND PART-TIME OPENING FALL ENROLLMENT IN THE PUBLIC JUNIOR COLLEGES OF MISSOURI, BY SEX: 1967

	223	63	130	37
	463	69	204	31
	3,530	66	1,856	34
	1,352	69	604	31
	342	64	193	36
	933	63	541	37
	521	62	325	38
	116	59	79	41
	207	58	153	42
	156	69	69	31
TOTAL	7,843	65	4,154	35

First-time Students in Public Junior Colleges of Missouri: Opening Fall Enrollment, 1967

Half (11,028) of the 22,001 junior college students in Missouri are first-time students. The lowest percent (36) is at Kansas City and the

highest (67) is at Three Rivers Junior College (see Table 14). The smaller colleges tend to have a relatively high proportion of first-time students — 67 percent in the Three Rivers Junior College, 62 percent at Moberly, and 65 percent at Trenton.

Table 14

FULL-TIME STUDENTS IN PUBLIC JUNIOR COLLEGES OF MISSOURI, OPENING FALL ENROLLMENT: 1967

College	All Students	First-time Students	Percent
Central	516		
Jefferson	939		
Missouri Western	10,119		
Moberly	5,530		
Northwest	814		
Three Rivers	1,868		
Trenton	1,283		
University of Missouri	203		
Warrensburg	481		
Wentworth	248		
TOTAL	22,001	11,028	50

Sex Composition of First-time Students in Public Junior Colleges: Opening Fall Enrollment, 1966

Of the 8,238 first-time students in the junior colleges of Missouri in 1966, 5,015 were men and 3,223 were women. Percentage-wise, 61 percent were men. The range between the lowest (58 percent in Missouri Western and Moberly) to the

highest (70 percent in Trenton) was relatively small, as shown in Table 15. There seems to be no relationship between the sex ratio of junior college enrollees and size of the institution as measured by total enrollment.

The sex ratio is approximately the same for the first-time enrollees as it is for the other half who have been enrolled previously.

Table 15

**FIRST-TIME STUDENTS, BY SEX, IN PUBLIC JUNIOR COLLEGES
OF MISSOURI, OPENING FALL ENROLLMENT: 1966**

College	Men		Women	
	Number	Percent	Number	Percent
Crowder College	147	63	85	37
Jefferson County Junior College	278	64	154	36
Junior College of St. Louis	2,469	59	1,706	41
Metropolitan Junior College	901	66	465	34
Mineral Area College	264	60	178	40
Missouri Southern College	512	61	311	39
Missouri Western Junior College	303	58	221	42
Moberly Junior College	71	58	51	42
Trenton Junior College	70	70	30	30
TOTAL	5,015	61	3,223	39

No attempt is made in these tables to relate the curriculum of the several junior colleges to the sex composition, nor to their enrollment as to full-time, part-time, and first-time. It is obvious that there is a definite relationship between the enrollment and the comprehensiveness of the program that can be offered therein. A comprehensive program can more effectively meet the need of a larger proportion of students in a given area.

Opening Fall Enrollment in the Public Junior Colleges of Missouri 1964 to 1966

Table 16 discloses the opening fall enrollment in the junior colleges of Missouri in 1964, 1965, 1966, and 1967. All figures are from the same source and should be comparable from one year to the next. Missouri Western Junior College was not established until 1965 and so enrollment figures

for St. Joseph Junior College, its predecessor, are given for 1964.

Total enrollment in the eight junior colleges was 13,517 in 1964, 17,516 in the nine colleges in 1965, and 17,727 in 1966. In most instances, enrollment changes from year to year have been erratic. Kansas City experienced a significant increase between 1964 and 1965 (from 4,898 to 5,893) and then a drop to 4,654 in 1966, a figure lower than in each of two preceding years. Increase in enrollment in the Junior College of St. Louis was substantial each year — from 4,999 in 1964, to 6,922 in 1965, and to 7,846 in 1966.

Enrollment increase between 1965 and 1966 was small for Crowder College, Missouri Western Junior College, Moberly, and Trenton. From 1965 to 1966, a slight decrease was experienced in the Mineral Area College.

Table 16

**OPENING FALL ENROLLMENT BY HEAD COUNT IN PUBLIC
JUNIOR COLLEGES OF MISSOURI: 1964 TO 1967**

College	1967	1966	1965	1964
Crowder College	516	465	460	364
Jefferson College	939	826	560	380
Junior College of St. Louis	10,119	7,846	6,922	4,999
Metropolitan Junior College	5,530	4,654	5,893	4,598
Mineral Area College	814	653	665	484
Missouri Southern College	1,868	1,824	1,599	1,818
Missouri Western Junior College	1,283	1,095	1,085	840
Moberly Junior College	203	196	191	192
Three Rivers Junior College	481	—	—	—
Trenton Junior College	248	168	141	187
TOTAL	22,001	17,727	17,516	13,517

Source: U. S. Department of Health, Education and Welfare, Office of Education, 25 pp, *Opening Fall Enrollment in Higher Education for 1964, 1965, and 1966*.
Data for 1967 is from Missouri Commission on Higher Education, Form 1: (General Enrollment Report).

DESCRIPTION OF THE FIFTEEN INDIVIDUAL JUNIOR COLLEGE DISTRICTS

Method and Organization of Presentations

On the basis of substantive data gathered for this purpose and employing criteria (Recommendation 15) for the State of Missouri, it appears logical to propose a total of 15 junior college districts for the State. These districts fall into two general categories—Priority 1 and Priority 2 districts. The designation Priority 1 indicates that these districts should be given first consideration in the distribution of State and federal funds for capital outlay purposes.

The ten Priority 1 districts are those in which junior colleges are currently established and implementation of the districting plan would call for an expansion of the legal district to include the proposed area (with the exception of District 8—St. Louis and St. Louis County, where the geographical area remains the same). It is felt that expansion of these districts through annexation would strengthen the operation of existing institutions and extend junior college services to those people not presently within the legal district of the college.

The five Priority 2 districts are those in which no junior college facilities exist at the present time, however, public institutions of higher education do exist in these districts. These Priority 2 districts would organize for the purpose of collecting taxes to support junior college education for students from the district, however, these districts probably would not enter into capital outlay programs immediately. The Priority 2 districts should initially contract with existing institutions of higher education within their district to provide junior college programs for their students and/or to pay charge back fees for residents attending a junior college outside the district.

In an attempt to gain some measurable indication of the interests and attitudes of parents and students living outside the legal districts of established junior colleges toward junior college education in the State, questionnaires were designed and distributed to a selected sample of eleventh grade students and parents of fourth grade students. Nearly 11,800 of the student questionnaires were returned, along with 10,050 parent questionnaires. No questionnaires were distributed in two of the districts because of limited expansion of the existing district (District 14) or because the district remained unchanged (District

8). A summary of some of the most relevant responses are given in the districting proposal for the remaining 13 districts.

The proposals for each of the 15 public junior college districts include the following types of supportive data:

Description of the District. This includes the geographical area, major highways, and existing institutions of higher education.

Map of the District. These maps are drawn according to county and township boundaries, however, it is recommended that, wherever possible, boundaries of the junior college district should be coterminous with school district boundaries.

Demographic Information. This includes a discussion of the economy of the district as well as population characteristics and trends, high school enrollments, and population projections through 1990.

Occupational Information. This is a brief presentation of employment opportunities in selected occupations for which the junior college may provide job entry training.

Educational Aspirations of Students. A summary of the responses of a representative sample of eleventh grade students in this district regarding post-high school educational plans.

Educational Aspirations of Parents. A summary of the responses of a representative sample of parents of fourth grade students in this district regarding educational plans for their children.

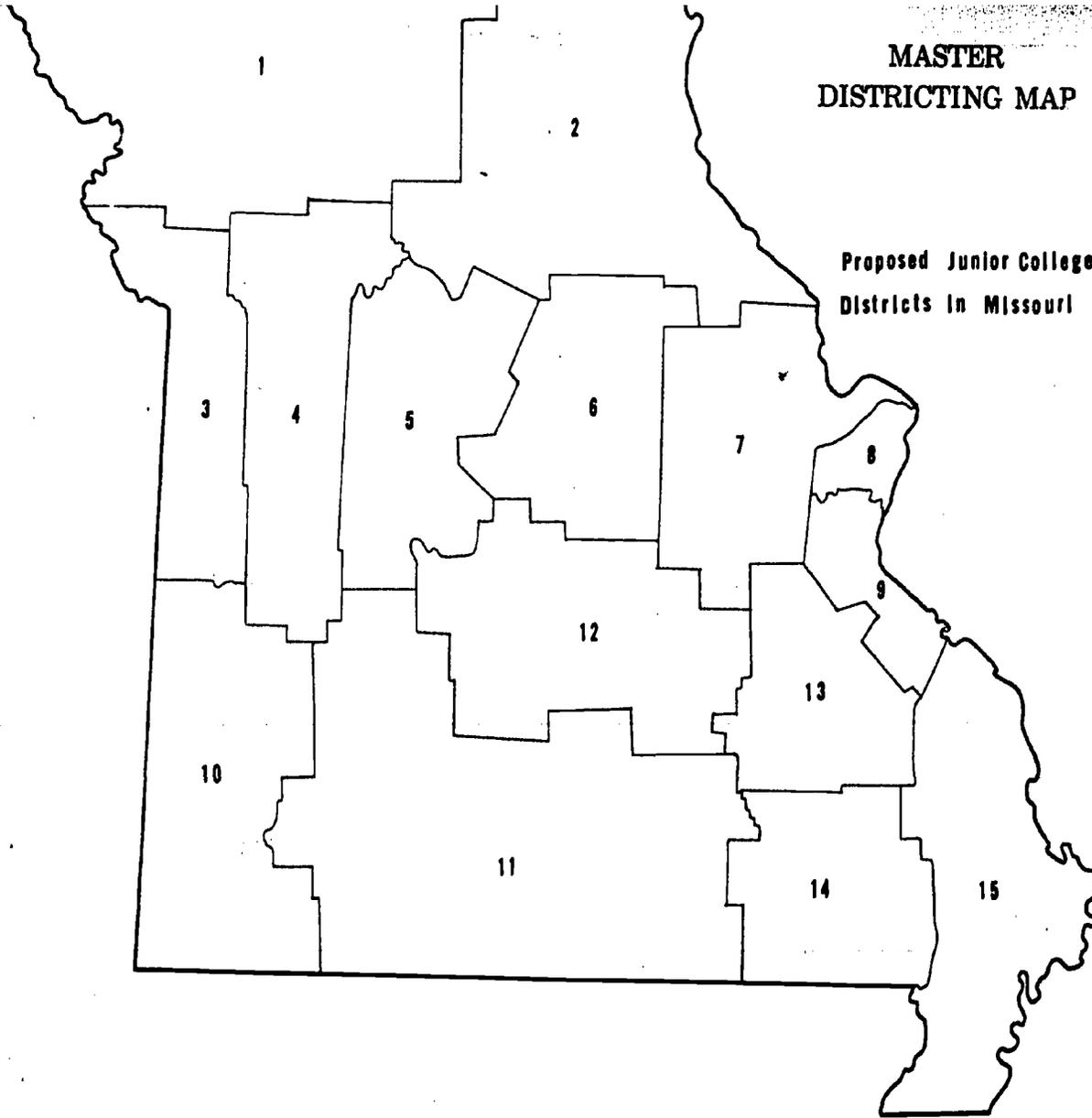
Estimations for District Operation 1968-69. This includes estimates, based upon current data, of expected full-time equivalent enrollments, operational expenses, estimated income and capital outlay expenses that could be expected for each district if it were in operation in 1968-69.

Recommendations for the Future. Recommendations for action, based upon available data, which appear to be the logical direction for the district to follow in implementing the districting plan.

Recommendation 22: It is recommended that the districting plan for establishing fifteen public junior college districts in Missouri, as set forth in this study, be adopted and that this districting plan be implemented as outlined in Recommendation 3 of this study.

**MASTER
DISTRICTING MAP**

**Proposed Junior College
Districts in Missouri**



DISTRICT 1

Description

District 1 includes the eighteen counties of northwestern Missouri including Atchison, Holt, Nodaway, Andrew, Buchanan, Worth, Gentry, DeKalb, Clinton, Harrison, Daviess, Caldwell, Mercer, Grundy, Livingston, Putnam, Sullivan, and Linn Counties (see Map 1). The major population centers for proposed District 1 include St. Joseph, Maryville, Trenton, Chillicothe, and Brookfield. Major road systems for this district include U. S. Highways 71, 169 and 59 running in a general north-south direction and U. S. Highways 36 and 136, and State Highway 46 running in a general east-west direction.

At the present time, there are four institutions of higher education within this proposed district. Tarkio College, located at Tarkio in Atchison County. Public institutions include Northwest Missouri State College at Maryville; Missouri Western Junior College at St. Joseph; and Trenton Junior College, located at Trenton. Currently, four Area Vocational Schools have been designated in this proposed district. These centers are located in Chillicothe, Brookfield, Maryville, and St. Joseph.

Demographic Information

Proposed District 1 contains 9,260 square miles and is principally an agricultural area. The agriculture in this area is the most wealthy of the area in the State except for river bottom areas and isolated pockets. There has been comparatively little industrialization in this area.

The largest urban population in this district is St. Joseph, which has historically been oriented towards the agricultural industry. It is, presently, the site of one of the three principal livestock markets in the State and, in the past, contained a very large meat packing and processing industry. However, this industry has been declining for a number of decades.

Because of the heavy emphasis on agriculture, the population in most of the counties which make

up this proposed district has been declining since the early 1900's. In 1960 the population of this district was 269,000, which represented a loss of nearly 70,000 people over a period of 20 years. The rate of change in the population between 1950 and 1960 was a minus 11 percent.

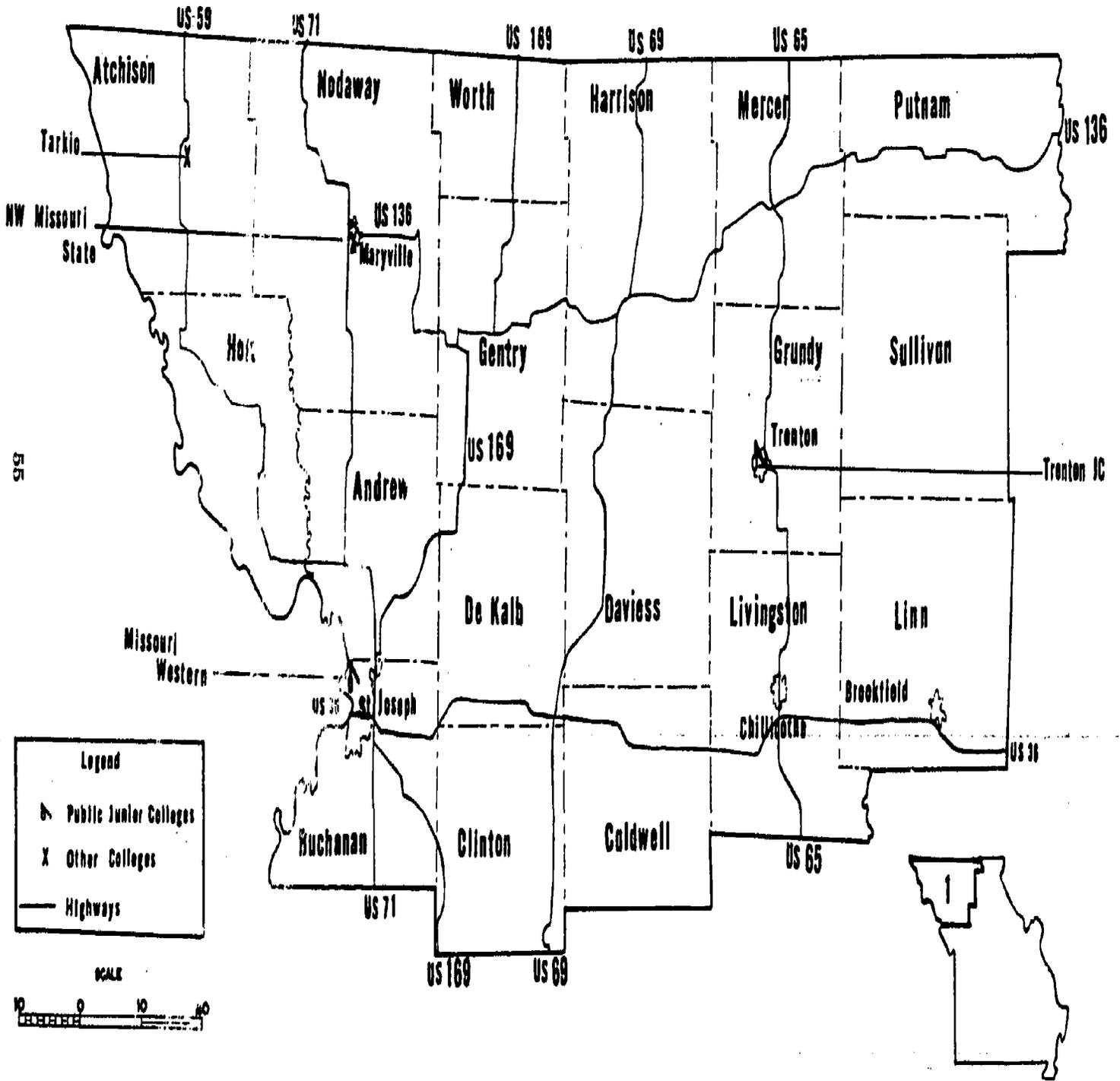
Ten of the eighteen counties in this district had no urban population in 1960, however, the presence of St. Joseph raised the proportion of urban population for the district as a whole to 44 percent. The rural population was almost equally divided between farm population and rural non-farm, that is, people living in open country who are not farmers plus those living in small towns.

It may be expected that the population in this area will continue to decline in the future since the farms in this area are still relatively small as compared with the larger farms required to make full use of today's advanced agricultural technology. By 1990, the population in this proposed district will number about 221,000 people. St. Joseph, which has been rather stagnant in population growth, may begin to grow rather slowly, and thus act as a stabilizing influence on the declining population.

The decline in population in this area is the result of a relatively heavy outmigration of young people which begins at the completion of schooling and continues until these people reach their middle thirties. The rate of outmigration in this area was 16 percent for the decade 1950-1960. This has left the area with a relatively old population, the second highest percentage of persons over 65 of any of the fifteen proposed districts, and a relatively small proportion in the school age population. In the 1966-67 school year this area had 15,860 students enrolled in grades 9-12 in public high schools and 3,655 public high school graduates in 1967. Nearly 45 percent of these public high school graduates entered college in the fall of 1967. Postsecondary schools in this district enrolled 836 high school students in 1967-68, of which 190 were seniors.

Map 1

District 1



Legend

- Public Junior Colleges
- X Other Colleges
- Highways



Table 17

POPULATION BY COUNTIES FOR PROPOSED 1
IN 1967 AND PROJECTIONS TO 1990

	10,243	9,631	7,992
	7,567	6,119	4,204
	93,325	100,845	107,593
	7,832	7,002	5,719
	11,008	10,617	10,095
	8,102	6,864	5,288
	6,424	5,735	4,474
	7,259	5,914	4,295
	11,093	10,141	9,130
	9,739	8,125	6,360
	6,632	5,500	4,006
	14,824	13,102	11,032
	14,315	13,209	11,522
	4,741	3,855	2,718
	19,816	17,890	15,268
	5,575	4,416	3,092
	8,472	7,145	5,552
	<u>3,381</u>	<u>2,930</u>	<u>2,366</u>
Total	250,348	239,040	220,880

77

DISTRICT 1

STUDENT QUESTIONNAIRE

Based upon the responses of 1117 high school students in this district it appears they have considerable interest in continuing their education beyond high school. Fifty-three percent of these students indicate they plan to go on to college following graduation. Twenty-eight percent of those students who said they were not going on to college gave lack of finances as the major reason for this decision. Thirty-five percent of the respondents also said they probably would attend a junior college if one was established in their area.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	188	17
Specialized occupational training	303	27
Community-Junior College	91	8
Nurses training	33	3
College degree (Bachelors)	317	28
College plus advanced degree	118	11
Other	46	4

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	193	17
Probably attend for a specialized training program	196	18
Uncertain	333	30
Probably not attend	382	34

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	660	59
Probably want me to attend	269	24
Uncertain	134	12
Probably do not want me to attend	38	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	64	19
Want to get job and make some money	41	12
Want to get married	93	28
Grades aren't good enough	23	7
Lack of finances	93	28
Vocational choice doesn't require further training	14	4
Other	9	2

DISTRICT 1

PARENT QUESTIONNAIRE

Based upon the responses of 715 parents in this district it appears they have considerable interest in higher education for their children and in the establishment of a junior college in the area. Twenty percent of the responses indicated that the husband would be interested in job related courses while 15 percent of the wives indicated an interest in home improvement courses. The vocational area of farm and farm management was the largest occupational group with 26 percent of the responses.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	42	6
High school plus specialized occupational training	169	24
Community-Junior College	25	3
Nurses training	22	3
College degree (Bachelors)	285	40
College plus advanced degree	91	13
Other	15	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per- cent
Yes	453	63
No	66	9
No opinion	147	21

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	253	35
Probably attend for a specialized training program	89	12
Uncertain	224	31
Probably not attend	77	11

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	162	23
Probably will attend	307	43
Uncertain	157	22
Probably will not attend	15	2
Very unlikely to attend	16	2

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	78	11
Lack of interest in further education or training	213	30
Grades are not good enough or lack of ability	37	5
Vocational choice does not require further training	14	2
Lack of finances	198	28
Appropriate training for vocational choice is not offered	16	2
Training is located too far from home	21	3
Want to work	35	5
Other	4	1

DISTRICT 1

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 1. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry.

Occupation	Present Demand	Future Demand
Stenographer	Very Strong	Excellent
Typist	Very Strong	Excellent
Receptionist	Fair	Fair
File Clerk	Fair	Fair
Bookkeeper	Fair	Fair
Bkkg. Mach. Oper.	Good	Good
Tab. Mach. Oper.	Good	Good
Key Punch Operator	Very Good	Very Good
Practical Nurse	Very Strong	Very Strong
Retailing	Good	Good
Nurse Aide	Excellent	Very Strong
Cooks	Good	Very Good
Law Enforcement	Strong	Strong
Auto Mechanic	Good	Strong

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 1

Priority 1

Estimated costs for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 3,000 students	3,170 students	3,450 students
1975 2,870 students		
1990 2,650 students		

Resultant range 3,000 to 3,450 with indication of decreased enrollment in the future

Operational Expense

3,450 students x \$900 estimated per capita cost..... \$ 3,105,000

Income

State Aid—3,450 students @ \$450.....	\$1,552,500
Student Fees—3,450 students @ \$100.....	345,000
*Tax Revenues on \$558,192,000 @ 22 cents per \$100.....	1,207,500
Total	3,105,000

Budget for Building

3,450 students @ 150 sq. ft.....	517,500 sq. ft.
Less available junior college facilities.....	80,285 sq. ft.**
Additional Space Needed	487,215 sq. ft.
487,215 sq. ft. @ \$24.00.....	\$11,693,160
39% State.....	\$4,560,332
39% Local.....	4,560,332
22% Federal.....	2,572,496

*Based on 1966 assessed valuation, using rate that allows for delinquencies.
 **Does not include reduction for facilities currently being developed and constructed at Missouri Western.

Recommendations for the Future

It is the recommendation of this study that three campuses be developed in Proposed District 1 utilizing existing facilities. One of these campuses should be located at Trenton, making use of the existing junior college facilities there, with the student body being expanded to approximately 400 students. A second campus should be located at St. Joseph, making use of the new junior col-

lege facilities presently being planned in that city. The campus at St. Joseph might be the central location for technical-vocational programs within the district. The facilities at Northwest Missouri State College may provide technical-vocational programs in keeping with facilities available there on a contractual basis with the junior college district and serve as the third campus location for this district.

* *
DISTRICT 2

Description

District 2 includes the fourteen northeastern counties of Missouri including Schuyler, Scotland, Clark, Adair, Knox, Lewis, Macon, Shelby, Marion, Chariton, Randolph, Monroe, Ralls, and Pike Counties (see Map 2). The major population centers for proposed District 2 include Moberly, Kirksville and Hannibal. Major road systems for this district include U. S. Highways 61 and 63 leading in a general north-south direction and U. S. Highways 36, 136, 24, and 54 running in a general east-west direction.

Two of the four institutions of higher education located within this proposed junior college district are private colleges. Culver-Stockton College at Canton is a private, four-year, coeducational college and Hannibal-Lagrange College located at Hannibal is a private, two-year college. The public colleges in this district include Northeast Missouri State College at Kirksville and Moberly Junior College at Moberly. Currently, four Area Vocational Schools have been designated in this proposed district. These centers are located at Moberly, Macon, Kirksville, and Hannibal.

Demographic Information

Proposed District 2 is a relatively large area covering most of northeast Missouri and containing 7,647 square miles. Like District 1, this district is primarily agricultural. However, unlike District 1, it has no large city which serves as the center. This makes the area rather splintered in terms of orientation with the northcentral portion being oriented towards Kirksville, the northeast towards Hannibal, and a small section in the southwest corner oriented towards Moberly.

The agriculture in this area is of a less commercial nature, however, there are pockets of highly commercial agriculture in the Mississippi River flood plains and in other limited areas. The predominance of agriculture is reflected in the fact that two-thirds of the population in this district is

rural. This predominance of rural population has created a population base which has declined from 214,000 in 1940 to 183,000 in 1960. The majority of this decline was in the 1940-1950 decade. During the 1950-1960 decade, the population in this area declined 5 percent. The predominately rural population in this district was split almost equally between farm and rural non-farm population (small town and open country residents who are not farmers).

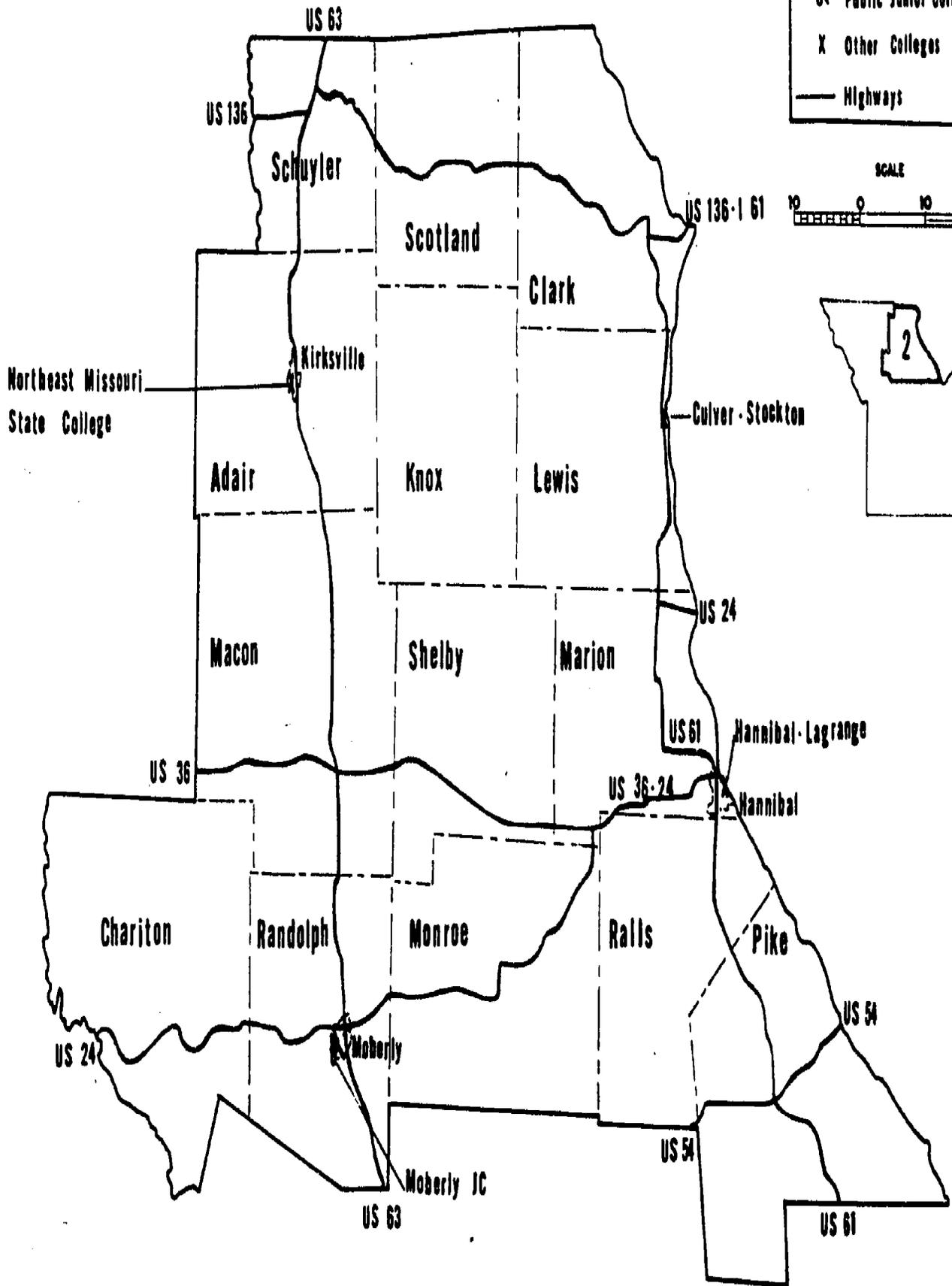
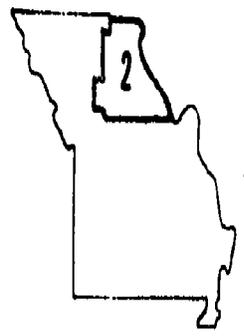
The decline in population is expected to continue in this district throughout the foreseeable future. The population for this district is projected to have been 173,000 in 1967 and to decline another 10,000 to 163,000 by 1990. As can be noted, the rate of population decline is gradually slowing and it is projected that growing industrialization along the Mississippi River, concentrated in the Hannibal area, and a slower growing area in and around Kirksville may tend to stabilize this area's population in the future.

The outmigration rate in this proposed district was 10 percent for the decade 1950-1960. This outmigration has been occurring in the area since the early 1900's and has resulted in a relatively old population, 17 percent of which was 65 years of age and over in 1960. This area and a neighboring portion of southern Iowa contain some of the highest concentrations of persons over 65 of any place in the United States. Many of the small towns in this area have one-fourth to one-third of their population over 65. This concentration has resulted almost entirely from the outmigration of the youth. There were 10,837 public high school students (grades 9-12) enrolled in this proposed district in 1966-67 and 2,332 public high school graduates in 1967. Of these graduates, 896 or 38 percent, entered college for the first time in the fall of 1967. Parochial schools in this district enrolled 143 high school students in 1967-68, of which 36 were seniors.

Map 2

District 2

Legend	
	Public Junior Colleges
	Other Colleges
	Highways



61

82

83

Table 18

POPULATION BY COUNTIES FOR PROPOSED DISTRICT 2
IN 1967 AND PROJECTIONS TO 1990

22,003	24,469	39,282
10,947	9,477	7,501
8,004	7,404	6,372
5,615	4,834	3,683
10,669	10,609	10,429
15,339	15,622	17,348
30,064	30,684	31,846
9,912	9,398	8,158
15,364	14,278	13,022
7,209	6,449	5,065
20,148	18,559	17,049
5,696	5,013	4,251
4,438	3,889	3,060
7,647	6,467	5,028
<hr/>	<hr/>	<hr/>
173,055	167,152	163,094

DISTRICT 2

STUDENT QUESTIONNAIRE

Based upon the responses of 1962 high school students in this district it appears they have considerable interest in continuing their education beyond high school. Fifty-two percent of these students indicate they plan to go on to college following graduation. Twenty-nine percent of those students who said they were not going to continue their education beyond high school gave lack of finances as a major reason for this decision. Thirty-nine percent of the respondents said they probably would attend a junior college if one was established in the area.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	340	17
Specialized occupational training	513	26
Community-Junior College	176	9
Nurses training	75	4
College degree (Bachelors)	551	28
College plus advanced degree	209	11
Other	72	4

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	436	22
Probably attend for a specialized training program	333	17
Uncertain	620	32
Probably not attend	561	29

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	1159	59
Probably want me to attend	438	22
Uncertain	297	15
Probably do not want me to attend	53	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	107	19
Want to get a job and make some money	66	11
Want to get married	121	21
Grades aren't good enough	83	14
Lack of finances	166	29
Vocational choice doesn't require further training	22	4
Other	13	2

DISTRICT 2

PARENT QUESTIONNAIRE

Based upon the responses of 1512 parents in this district, it appears they have considerable interest and desire for higher education opportunities for their children and for the establishment of a junior college in the area. Twenty-five percent of the respondents indicated that the husband would be interested in job related courses while 16 percent of the wives indicated they would be interested in home improvement courses. The vocational areas of farm and farm management, business and industry, and skilled trades accounted for the areas of employment of 40 percent of the respondents in this area.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	79	5
High school plus specialized occupational training	342	23
Community-Junior College	98	6
Nurses training	49	3
College degree (Bachelors)	434	29
College plus advanced degree	243	16
Other	24	2

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	339	22
Probably will attend	562	37
Uncertain	350	23
Probably will not attend	30	2
Very unlikely to attend	32	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE ... ?

	No.	Per-cent
Yes	1015	67
No	108	7
No opinion	294	19

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	189	13
Lack of interest in further education or training	432	29
Grades are not good enough or lack of ability	58	4
Vocational choice does not require further training	16	1
Lack of finances	462	31
Appropriate training for vocational choice is not offered	40	3
Training is located too far from home	46	3
Want to work	101	7
Other	17	1

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME ... WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	552	37
Probably attend for a specialized training program	214	14
Uncertain	389	26
Probably not attend	123	8

DISTRICT 2

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 2. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Strong	Excellent
Typist	Strong	Strong
Bookkeepers	Fair	Fair
Retailing	Good	Good
Practical Nurse	Very Strong	Very Strong
Nurse Aide	Strong	Very Strong
Cooks	Good	Very Good
Machine Operators	Good	Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 2

Priority 1

Estimated cost for full operation 1968-69

Projected LTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 2,080 students	2,165 students	2,280 students
1975 2,010 students		
1990 1,960 students		

Resultant range 2,080 to 2,280 with indication of decreased enrollment in the future

Operational Expense

2,280 students x \$900 estimated per capita cost \$2,052,000

Income

State Aid — 2,280 students @ \$450.....	\$1,026,000
Student Fees — 2,280 students @ \$110.....	228,000
*Tax Revenues on \$390,621,000 @ 21 cents per \$100.....	798,000
Total	2,052,000

Budget for Building

2,280 students @ 150 sq. ft.....	342,000 sq. ft.
Less available junior college facilities.....	58,389 sq. ft.
Additional Space Needed.....	293,611 sq. ft.
293,611 sq. ft. @ \$24.00.....	\$2,246,664
39% State.....	\$ 876,199
39% Local.....	876,199
22% Federal.....	494,266

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that three campuses be developed in proposed District 2 utilizing existing facilities where possible. One of these campuses should use the existing facilities at Moberly Junior College with an expansion of the comprehensiveness of the functions of the college and an expansion of the student body to sup-

port the expanding curriculums of the college. Northeast Missouri State College may provide technical-vocational programs in keeping with facilities there on a contractual basis with the proposed junior college district, and serve as a second campus location for the district. The development of a new comprehensive junior college campus at Hannibal would provide junior college services to the eastern section of this proposed district.

* * *

DISTRICT 3

Description

District 3 includes Kansas City and the five middle western border counties of Platte, Clay, Jackson, Cass, and Bates Counties (see Map 3). The major population center for this district is the Kansas City Metropolitan Area. The major road systems for this district include U. S. Highways 71, 69, and 35 and State Highway 7 leading in a general north-south direction, and U. S. Highways 24, 40, and 50 as well as Interstate Highway 70 leading in a general east-west direction.

At the present time there are three public institutions of higher education located within the proposed district. These institutions are the Kansas City branch campus of The University of Missouri, Metropolitan Junior College of Kansas City, and Central Missouri State College Extension Center at Independence. Private institutions of higher education within the proposed district include William Jewell College at Liberty and Park College located at Parkville. Both of these institutions are coeducational, four-year, church affiliated colleges. Designated Area Vocational Schools in this district are located at Kansas City and Fort Osage.

Demographic Information

Proposed District 3 contains a land area of 2,975 square miles. This district has a large population base numerated to be 780,000 in 1960, which was a gain of 220,000 for the previous two decades. During the 1950-1960 decade the population in this district increased 22 percent. The highest rates of increase in population have been in the suburban counties of Clay and Platte, however, it is

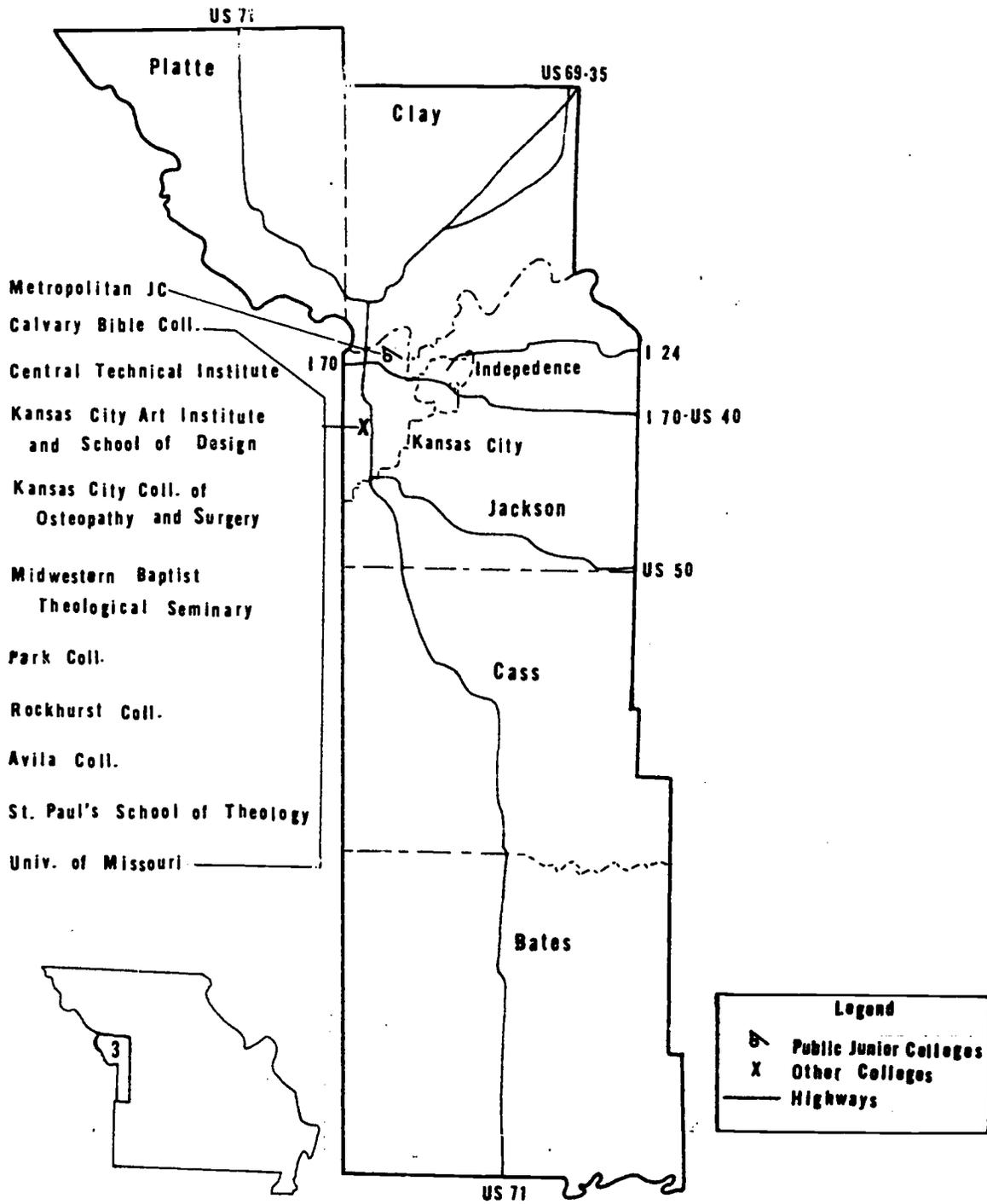
expected that this rapid population growth will extend into Cass County during the present decade, whereas, the central part of Kansas City is losing population. The Missouri section of Kansas City is expected to grow most rapidly along the north-south line which extends, roughly, along U. S. Highway 71.

It is impossible in a summary of this type to describe all of the diversity of occupations to be found in a metropolitan area such as Kansas City, however, it is important to note that Kansas City is not one of the more rapidly growing metropolitan areas in the United States. This proposed district contains about 11 percent non-white, almost all of which is concentrated in the downtown Negro Ghetto.

The population in this proposed district is projected to be about 850,000 in 1967 and to increase to 1,300,000 by 1990. The majority of this increase will be in the suburban areas where the suburban ring will explode outward with a resulting decay of the central city. This suburban growth will occur most rapidly in Platte, Clay, and Cass Counties.

Compared to the northern Missouri districts described previously, this district has a comparatively high percentage of persons in the younger age groups. The public high schools in this district enrolled 49,269 students (grades 9-12) in 1966-67 and graduated 9,648 seniors in 1967. Of these 1967 graduates, 4,593, or 48 percent, enrolled in college in the fall of 1967. Parochial schools in this district enrolled 5,539 high school students in 1967-68, of which 1,184 were seniors.

Map 3
District 3



89

67

Table 19

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 3
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Bates	14,495	13,560	12,136	- 2,859	- 16.8
Cass	43,215	68,609	102,914	59,699	138.1
Clay	121,855	200,000	370,116	248,261	203.7
Jackson	645,507	672,619	726,092	80,585	12.5
Platte	30,769	49,753	102,401	71,632	232.8
Total	855,841	1,004,541	1,313,659	457,818	53.5

**DISTRICT 3
STUDENT QUESTIONNAIRE**

Based upon the responses of 593 high school students in this district it appears they have considerable interest in continuing their education beyond high school. Fifty-one percent of these students indicate they plan to attend college following graduation. Twenty-six percent of those students who said they did not plan to attend college following graduation gave lack of finances as the major reason for this decision. Thirty-six percent of the respondents indicated they probably would attend a junior college if one was established in the area and an additional 28 percent said they were uncertain whether they would attend.

**HOW FAR IN SCHOOL DO YOU WANT
TO GO?**

	No.	Per- cent
Through high school but not beyond	95	16
Specialized occupational training	163	27
Community-Junior College	82	14
Nurses training	18	3
College degree (Bachelors)	133	22
College plus advanced degree	80	13
Other	18	3

**IF A COMMUNITY-JUNIOR COLLEGE
WAS WITHIN DRIVING DISTANCE
OF YOUR HOME . . . WOULD YOU BE
LIKELY TO ATTEND?**

	No.	Per- cent
Probably attend for first two years of college work	119	20
Probably attend for a specialized training program	95	16
Uncertain	168	28
Probably not attend	199	34

**DO YOUR PARENTS WANT YOU TO
ATTEND COLLEGE OR OTHER POST-
HIGH SCHOOL TRAINING?**

	No.	Per- cent
Definitely want me to attend	347	59
Probably want me to attend	143	24
Uncertain	87	15
Probably do not want me to attend	14	2
Do not want me to attend	—	—

**IF YOU ARE NOT PLANNING TO
GO ON TO COLLEGE OR OTHER
SPECIALIZED TRAINING, WHY
HAVE YOU REACHED THIS
DECISION?**

	No.	Per- cent
Tired of school	21	13
Want to get a job and make some money	24	15
Want to get married	49	30
Grades aren't good enough	18	11
Lack of finances	43	26
Vocational choice doesn't require further training	4	2
Other	6	3

DISTRICT 3

PARENT QUESTIONNAIRE

Based upon the responses of 653 parents in this district it appears they have considerable interest in post-secondary education for their children and many have already begun to make provisions for this education. Twenty-three percent of the respondents indicated that the husband would be interested in job related courses while 17 percent of the wives indicated they would be interested in home improvement courses. The vocational areas of craftsman, skilled tradesman and foreman accounted for the employment of 16 percent of the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per cent
Through high school but not beyond	22	3
High school plus specialized occupational training	116	18
Community-Junior College	30	5
Nurses training	10	2
College degree (Bachelors)	197	30
College plus advanced degree	88	13
Other	7	1

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per cent
Definitely will attend	137	21
Probably will attend	214	33
Uncertain	105	16
Probably will not attend	5	1
Very unlikely to attend	10	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per cent
Yes	397	61
No	40	6
No opinion	94	14

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per cent
Marriage	80	12
Lack of interest in further education or training	168	26
Grades are not good enough or lack of ability	19	3
Vocational choice does not require further training	6	1
Lack of finances	136	21
Appropriate training for vocational choice is not offered	9	1
Training is located too far from home	21	3
Want to work	46	7
Other	3	0

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per cent
Probably attend for first two years of college work	196	30
Probably attend for a specialized training program	69	11
Uncertain	172	26
Probably not attend	50	8

DISTRICT 3

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population		
1967 10,270 students	9,855 students	8,875 students
1975 12,055 students		
1990 15,765 students		

Resultant range 8,875 to 10,270 with indication of greatly increased enrollment in the future

Operational Expense

8,875 students × \$900 estimated per capita cost.....\$ 7,987,500

Income

State Aid — 8,875 students @ \$450.....	\$ 3,993,750
Student Fees — 8,875 students @ \$100.....	887,500
*Tax Revenues on \$1,687,458,000 @ 19 cents per \$100.....	3,106,250
Total	7,987,500

Budget for Building

8,875 students @ 150 sq. ft.....	1,331,250 sq. ft.
Less available junior college facilities.....	sq. ft.
Additional Space needed	1,331,250 sq. ft.
1,331,250 sq. ft. @ \$24.00.....	\$31,950,000
39% State.....	\$12,460,500
39% Local.....	12,460,500
22% Federal.....	7,029,000

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the presently planned facilities of the Metropolitan Junior College District of Kansas City be developed and used to provide the junior college services for this district. In essence, this means an expansion of the present junior college district to include five counties without necessary expansion of presently planned facilities. The relatively good transportation routes from the southern and

northern sections of the proposed district into the Kansas City area should mean that junior college services would be within relatively easy commuting distance for all residents of the district. It is also recommended that the studies conducted in the course of expansion of the Kansas City Junior College District (District 3) and proposed District 4 include a question to determine whether the residents of Independence, Missouri and the eastern portion of Jackson County desire to be placed in District 3 or District 4.

DISTRICT 4

Description

District 4 is made up of the six counties of middle western Missouri including Ray, Carroll, Lafayette, Johnson, Henry, and St. Clair Counties (see Map 4). The major population centers for this district include Lexington, Warrensburg, and Clinton. The primary road system for this district includes State Highways 13 and 23 running in a general north-south direction, and U. S. Highways 24 and 50, State Highway 7, and Interstate Highway 70 all leading in a general east-west direction.

Currently, the only institution of higher education within the proposed district is Central Missouri State College located at Warrensburg. Private institutions of higher education within the proposed district include Saint Paul's College at Concordia and Wentworth Military Academy at Lexington, both private junior colleges. Designated Area Vocational Schools in this district are located at Excelsior Springs in Ray County and Warrensburg in Johnson County.

Demographic Information

Proposed District 4 is relatively small, both in terms of land area and population. This district contains 4,164 square miles and in 1960 the population was 112,000. While this area is predominately rural, there is a considerable amount of part-time farming and rural non-farm population in the area. Many of these people commute to Kansas City and to smaller cities in the area for employment.

During the early part of the 20th century this area experienced a population decline. However, recent evidence indicates that this area will begin

to grow in the near future and that this growth will speed up considerably as the influence of Kansas City stretches into the area. The population in this proposed district declined from 121,000 in 1940 to 108,000 in 1950, however, this decline was reversed in the following decade and the population increased to 112,000 in 1960.

The composition of the population in this district is one-third urban and two-thirds rural with the rural being made up of 37 percent non-farm and 30 percent farm population. There are no significant number of non-white population in this district.

Looking to the future, Johnson and Lafayette Counties will begin increasingly to feel the influence of the Kansas City population growth. This will reflect itself first in the growth of the small cities in the area, and then in the growth of the rural non-farm segment of the population. As this transition from a rural population to a suburban population occurs, the population composition of the area will change from being a relatively old population (16 percent were over 65 in 1960) to a relatively young population. The 1967 estimate of the population in this proposed district was 122,000. Population projections indicate that by 1975 the population of this district will number 158,000, and by 1990 it is expected that the population will have grown to 216,000 persons.

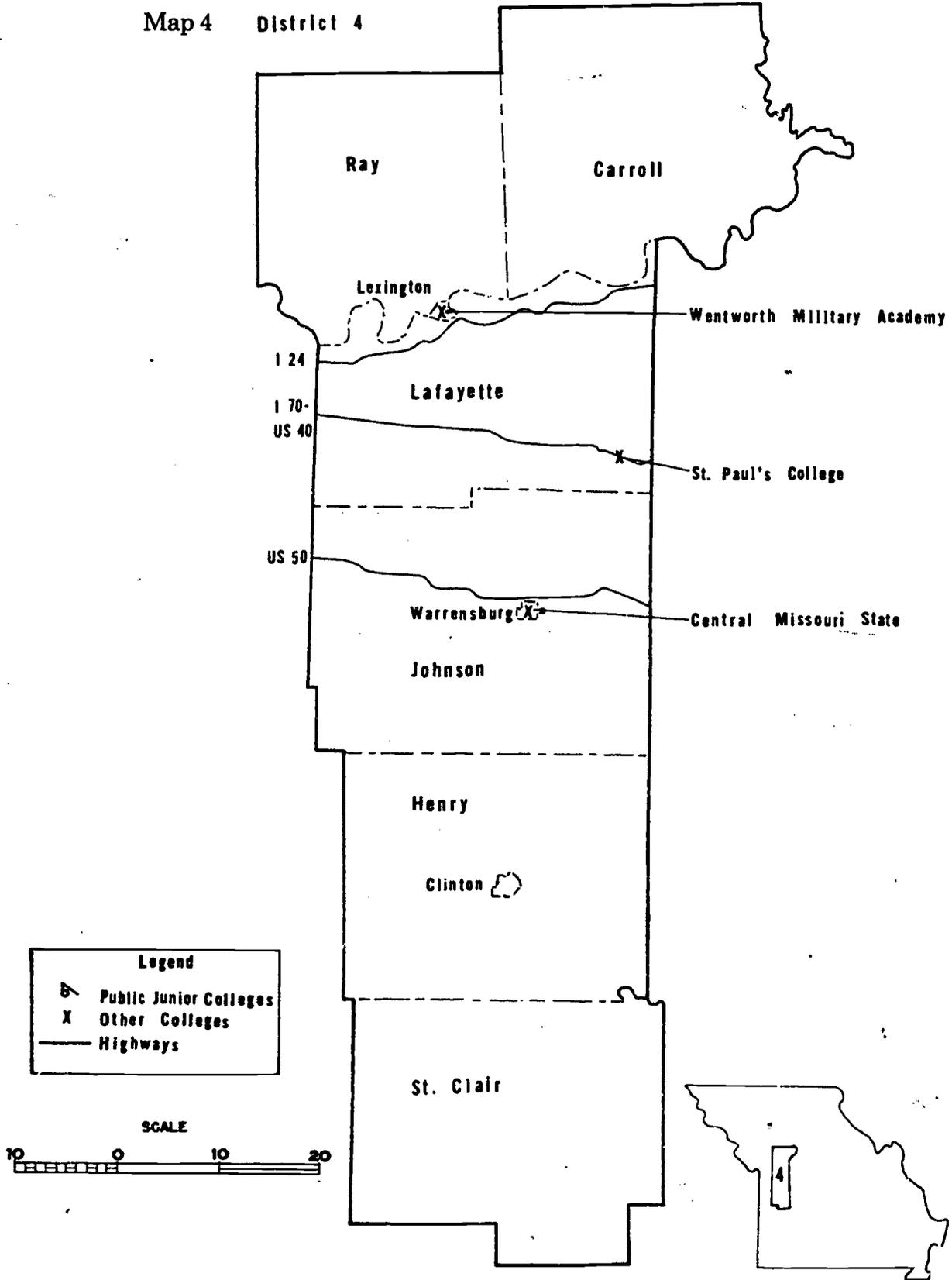
The public high schools in this district enrolled 6,970 students (grades 9-12) in 1966-67 and graduated 1,536 seniors in 1967. Of these 1967 graduates 676, or 44 percent, enrolled in college in the fall of 1967.

Table 20

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 4
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Annual Growth (1967-1990)	% Change (1967-1990)
Carroll	12,200	10,743	8,630	-1,457	-11.9%
Henry	17,983	17,160	15,961	-2,022	-11.3%
Johnson	37,361	56,310	84,465	47,104	126.1%
Lafayette	28,812	41,701	63,051	34,239	118.8%
Ray	18,325	26,523	39,785	21,460	117.1%
St. Clair	7,064	5,911	4,357	-2,707	-38.3%
Total	121,750	158,348	216,249	94,499	77.6%

Map 4 District 4



DISTRICT 4

STUDENT QUESTIONNAIRE

Based upon the responses of 562 high school students in this district it appears they have considerable interest in continuing their education beyond high school. Fifty percent of these students indicate they plan to attend college the year following graduation. Of those students who said they did not plan to attend college, twenty-six percent gave lack of finances as the major reason for this decision. Forty-one percent of the students said they probably would attend a junior college if one was established in the area, and an additional 31 percent were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	102	18
Specialized occupational training	163	29
Community-Junior College	45	8
Nurses training	22	4
College degree (Bachelors)	129	23
College plus advanced degree	61	11
Other	32	6

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	331	59
Probably want me to attend	133	24
Uncertain	77	14
Probably do not want me to attend	15	3
Do not want me to attend	—	—

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	107	19
Probably attend for a specialized training program	126	22
Uncertain	173	31
Probably not attend	151	27

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	25	14
Want to get a job and make some money	17	9
Want to get married	56	30
Grades aren't good enough	27	15
Lack of Finances	49	26
Vocational choice doesn't require further training	4	2
Other	7	4

DISTRICT 4

PARENT QUESTIONNAIRE

Based upon the responses of 489 parents in this district there appears to be considerable interest in higher education for their children and in the establishment of a junior college in the area. Twenty-nine percent of the parents felt that lack of finances was the major reason for young people from this district not going on to college or post-high school training. Twenty-three percent of the respondents indicated that the husband would be interested in job related courses. Farm related jobs and skilled trades accounted for the employment areas of 31 percent of the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	31	6
High school plus specialized occupational training	121	25
Community-Junior College	26	5
Nurses training	19	4
College degree (Bachelors)	185	38
College plus advanced degree	72	15
Other	15	3

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per- cent
Yes	323	66
No	29	6
No opinion	106	22

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	206	42
Probably attend for a specialized training program	69	14
Uncertain	154	31
Probably not attend	46	9

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	120	25
Probably will attend	204	42
Uncertain	124	25
Probably will not attend	15	3
Very unlikely to attend	13	3

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	62	13
Lack of interest in further education or training	130	27
Grades are not good enough or lack of ability	22	4
Vocational choice does not require further training	7	1
Lack of finances	142	29
Appropriate training for vocational choice is not offered	9	2
Training is located too far from home	15	3
Want to work	30	6
Other	4	1

DISTRICT 4

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 4. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Auto Mechanic	Good	Very Good
Bookkeeper	Fair	Fair
Stenographer	Strong	Excellent
Practical Nurse	Very Strong	Very Strong
Nurse Aide	Excellent	Very Strong
Retailing	Fair	Good
Typist	Fair	Good
Cook	Good	Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 4

Priority 2

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population		
1967 1,460 students	1,395 students	1,450 students
1975 1,900 students		
1990 2,595 students		

Resultant range 1,395 to 1,460 with indication of increased enrollment in the future

Operational Expense

1,450 students x \$900 estimated per capita cost \$1,305,000

Income

State Aid--1,450 students @ \$450	\$ 652,500
Student Fees--1,450 students @ \$100	145,000
*Tax Revenues on \$248,304,000 @ 21 cents per \$100	507,500
Total	1,305,000

Budget for Building

1,450 sq. ft. @ 150 sq. ft.	217,500 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	217,500 sq. ft.
217,500 sq. ft. @ \$24.00	\$5,220,000
39% State	\$2,035,800
39% Local	2,035,800
22% Federal	1,148,400

*Based on 1966 assessed valuation, using rate that allows for delinquency

Recommendations for the Future

It is the recommendation of this study that use be made of the facilities at Central Missouri State College to provide junior college programs for this district. This could be accomplished on a contractual arrangement between the junior college district and CMSC. Currently, several programs of less than baccalaureate degree level and of a junior college nature are being offered at CMSC. Thus, a contractual arrangement between the district and CMSC could perhaps be accomplished with

little difficulty since a nucleus of junior college programs already exists.

As with proposed District 3, it is recommended that studies conducted in the course of the establishment of District 4 include a question to determine whether the residents of the Independence area and eastern Jackson County desire to be placed in District 3 or District 4. If these residents wish to be placed in District 4, then the Central Missouri State College Extension Center at Independence should become a junior college campus for this district.

* * *

DISTRICT 5

Description

District 5 is made up of the six west central counties of Missouri including Saline, Howard, Pettis, Cooper, Morgan, and Benton Counties (see Map 5). The major population centers for this area include Marshall, Sedalia, and Booneville. The primary road systems for this district are U. S. 65 running in a general north-south direction and Interstate 70-40, U. S. 50, and State Highway 52, all leading in a general east-west direction.

Three of the four institutions of higher education within this proposed district are private colleges. These include Kemper Military Academy at Booneville, a two-year proprietary college; Central Methodist College at Fayette and Missouri Valley College at Marshall, both coeducational, church-affiliated, four-year colleges. The only public institution of higher education located within this proposed district is the recently established State Fair Community College at Sedalia. Currently, there is one designated Area Vocational School within this district located at Marshall in Saline County.

Demographic Information

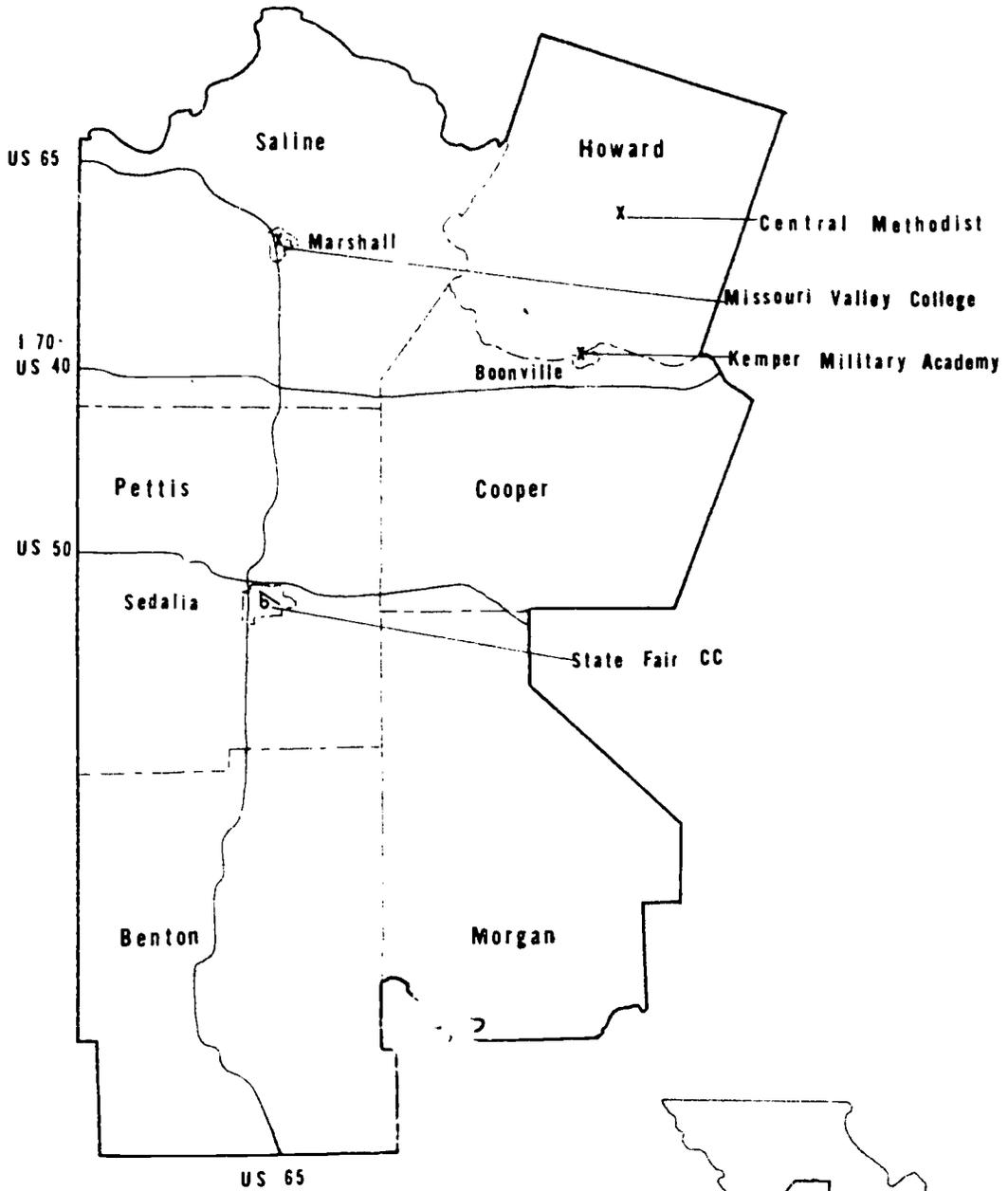
Proposed District 5 contains a relatively modest land area of 3,808 square miles. Sedalia, the largest city in the district, serves somewhat as a

focus for the area. The population of this district has been relatively stable with a very slow decline. The population of this district declined from 116,000 in 1940 to 105,090 in 1960. The stabilizing influence for this area has been, in part, the 44 percent of the population which is urban, while the rural population has shown a slight decline. Sixteen percent of the population of this district was over 65 years of age in 1960, and, as in other areas, this relatively old population may be attributed to a high outmigration rate which, for this area, was 9 percent in the decade between 1950 and 1960.

In the future the population of this district is expected to remain rather stable with no significant changes in population one way or the other. However, within the district it may be expected that the cities will show modest increases in population while the rural areas will continue to lose population.

In the 1966-67 school year, public high school enrollments (grades 9-12) in this district numbered 6,167. Of the 1,560 public high school graduates in this district in 1967, 577 students, or 37 percent, enrolled as first time college students in the fall of 1967. Parochial schools in this district enrolled 357 high school students in 1967-68, of which 86 were seniors.

Map 5
District 5



Legend	
y	Public Junior Colleges
x	Other Colleges
—	Highways



Table 21

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 5
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Benton	8,256	8,017	7,328	- 928	-11.2
Cooper	14,039	13,036	10,922	-3,117	-22.2
Howard	10,859	10,859	10,859	----	00.0
Morgan	8,707	8,179	7,237	-1,470	-16.9
Pettis	38,402	42,649	52,526	14,124	36.8
Saline	22,022	19,292	16,142	-5,880	-26.7
Total	102,285	102,023	105,014	2,756	2.7

**DISTRICT 5
STUDENT QUESTIONNAIRE**

Based upon the responses of 305 high school juniors in this district it appears they have considerable interest in continuing their education beyond high school. Fifty-three percent of these students indicate they plan to attend college in the year following graduation. Of those students who said they did not plan to attend college, twenty-seven percent gave lack of finances as the major reason for this decision. Thirty-five percent of the students said they would probably attend a junior college if one was established in the area, and another 29 percent said they were uncertain whether they would attend.

**HOW FAR IN SCHOOL DO YOU WANT
TO GO?**

	No.	Per- cent
Through high school but not beyond	62	20
Specialized occupational training	83	27
Community-Junior College	28	9
Nurses training	16	5
College degree (Bachelors)	64	21
College plus advanced degree	39	13
Other	8	3

**DO YOUR PARENTS WANT YOU TO
ATTEND COLLEGE OR OTHER POST-
HIGH SCHOOL TRAINING?**

	No.	Per- cent
Definitely want me to attend	185	61
Probably want me to attend	51	17
Uncertain	56	18
Probably do not want me to attend	12	4
Do not want me to attend	—	—

**IF A COMMUNITY-JUNIOR COLLEGE
WAS WITHIN DRIVING DISTANCE
OF YOUR HOME . . . WOULD YOU BE
LIKELY TO ATTEND?**

	No.	Per- cent
Probably attend for first two years of college work	43	14
Probably attend for a specialized training program	63	21
Uncertain	87	29
Probably not attend	111	36

**IF YOU ARE NOT PLANNING TO
GO ON TO COLLEGE OR OTHER
SPECIALIZED TRAINING, WHY
HAVE YOU REACHED THIS
DECISION?**

	No.	Per- cent
Tired of school	19	19
Want to get a job and make some money	10	10
Want to get married	30	30
Grades aren't good enough	12	12
Lack of finances	27	27
Vocational choice doesn't require further training	1	1
Other	—	—

DISTRICT 5

PARENT QUESTIONNAIRE

Based upon the responses of 216 parents in this district it appears they have considerable interest in higher education for their children and in the establishment of a junior college in this area. Thirty-one percent of the parents expressed the opinion that the major reasons for young people from this area not continuing their education beyond high school was lack of finances. Twenty-five percent of the respondents indicated that husbands would be interested in job related courses and that 14 percent of the wives would be interested in similar courses. Farm related jobs and business and industry accounted for 32 percent of the jobs held by the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	19	9
High school plus specialized occupational training	46	21
Community-Junior College	8	4
Nurses training	13	6
College degree (Bachelors)	76	35
College plus advanced degree	35	16
Other	8	4

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per-cent
Yes	133	62
No	12	6
No opinion	59	27

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	84	39
Probably attend for a specialized training program	33	15
Uncertain	76	35
Probably not attend	17	8

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	44	20
Probably will attend	96	44
Uncertain	64	30
Probably will not attend	5	2
Very unlikely to attend	6	3

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	21	10
Lack of interest in further education or training	57	26
Grades are not good enough or lack of ability	12	6
Vocational choice does not require further training	2	1
Lack of finances	68	31
Appropriate training for vocational choice is not offered	5	2
Training is located too far from home	9	4
Want to work	16	7
Other	1	0

DISTRICT 5

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 5. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Strong	Excellent
Typist	Strong	Excellent
Key Punch Operator	Very Good	Very Good
Bookkeeper	Fair	Fair
Retailing	Good	Good
Registered Nurse	Urgent	Urgent
Practical Nurse	Very Strong	Very Strong
Nurse Aide	Excellent	Very Strong
Cooks	Good	Very Good
Auto Mechanic	Very Strong	Excellent
Farm Equipment Mechanic	Very Strong	Excellent
Auto Body Repairman	Very Strong	Excellent

Source: Missouri Division of Employment Security, Occupational Information; Unpublished reports submitted from each local office area.

DISTRICT 5

Priority 1

Estimated costs for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 1,225 students	1,235 students	1,475 students
1975 1,225 students		
1990 1,260 students		

Resultant range 1,225 to 1,475 with indication of a static enrollment in the future

Operational Expense

1,475 students @ \$900 estimated per capita cost.....\$1,327,500

Income

State Aid — 1,475 students @ \$450.....	\$ 663,750
Student Fees — 1,475 students @ \$100.....	147,500
*Tax Revenues on \$237,595,000 @ 22 cents per \$100.....	516,250
Total	1,327,500

Budget for Building

1,475 students @ 150 sq. ft.....	221,250 sq. ft.
Less available junior college facilities.....	sq. ft.
Additional Space Needed	221,250 sq. ft.
221,250 sq. ft. @ \$24.00.....	\$5,310,000
39% State.....	\$2,070,900
35% Local.....	2,070,900
22% Federal.....	1,168,200

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the present Junior College District of Pettis-Benton (State Fair Community College) be expanded to

include Saline, Howard, Cooper, and Morgan Counties and that those junior college facilities to be developed at State Fair Community College be used to serve the junior college functions for this district.

* * *

DISTRICT 6

Description

The six counties of central Missouri make up District 6. These counties include Audrain, Boone, Callaway, Moniteau, Cole, and Osage Counties (see Map 6). The major population centers for this district are Columbia, Jefferson City, Fulton, and Mexico. The major road systems for this district include U. S. 63 and U. S. 54 leading in a general north-south direction and Interstate 70 and U. S. 50 both running in a general east-west direction.

Four private and two public institutions of higher education are currently located within this proposed district. The private colleges include Stephens College at Columbia, an undergraduate college for women; Westminster College at Fulton, a four-year liberal arts college for men; William Woods College at Fulton, a four-year liberal arts college for women; and Christian College at Columbia, a two-year college for women. Public institutions of higher education include Lincoln University at Jefferson City and The University of Missouri at Columbia. At the present time there are three designated Area Vocational Schools located within this proposed district at Columbia, Mexico, and Linn.

Demographic Information

Proposed District 6 contains a relatively small land area of 3,614 square miles. The population of this district was 167,000 in 1960, an increase of 27,000 people since 1940. Population increases in this area are primarily the result of the growth of major cities within this district. Since there is a very low rate of outmigration in this area, the growth of these cities is the result of natural increase in population.

The age structure of the population is reflective of the growing nature of the district. Nearly 11 percent of the population in this district is over 65 years of age and about 9 percent is in the 5-through 9-year-old category. It is expected that the population of this district will continue to grow rather rapidly with the continued growth of The University of Missouri and of the State government. The population is projected to be 183,000 in 1967 and to increase another 50,000 to 233,000 by 1990.

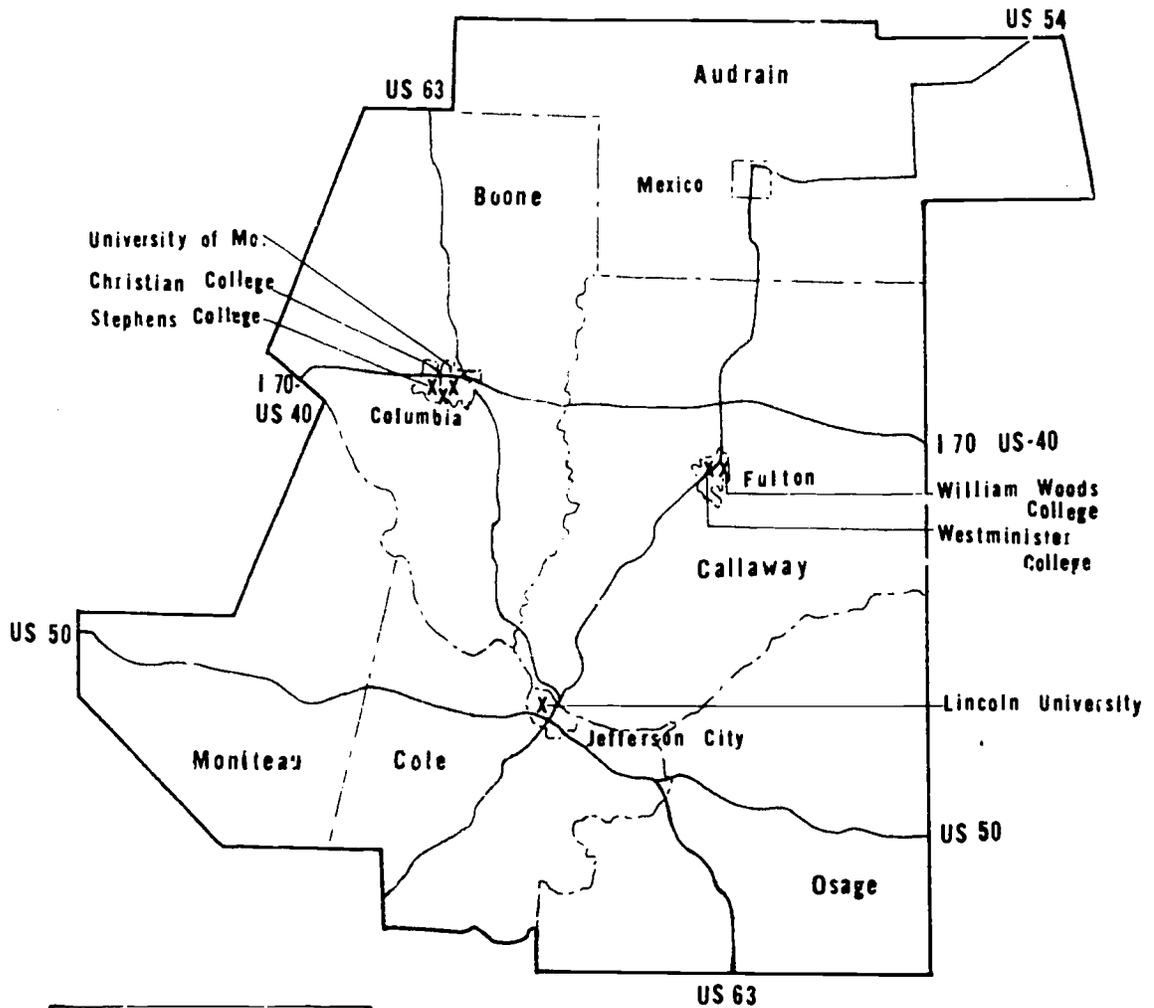
In 1966-67 the public high school enrollment for this district was 10,380. Of the 2,281 public high school graduates in 1967, about 44 percent, or 1,004 students, were enrolled in college in the fall of 1967. Parochial schools in this district enrolled 670 high school students in 1967-68, of which 170 were seniors.

Table 22

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 6
IN 1967 AND PROJECTIONS TO 1990**

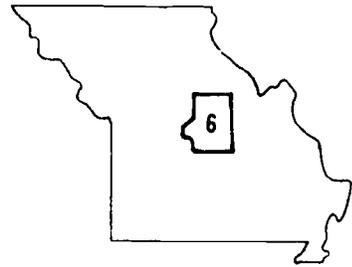
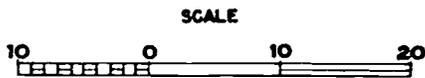
County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Audrain	26,079	26,079	26,079	—	00.0
Boone	67,876	80,809	97,687	29,311	43.9
Callaway	23,283	23,418	22,670	- 613	- 2.6
Cole	46,467	53,804	70,435	23,968	51.6
Moniteau	9,729	9,153	8,353	- 1,376	-14.1
Osage	9,848	9,116	7,395	- 2,453	-24.9
Total	183,282	202,379	232,619	49,887	26.9

Map 6
District 6



Legend

- ▣ Public Junior Colleges
- X Other Colleges
- Highways



DISTRICT 6

STUDENT QUESTIONNAIRE

Based upon the responses of 510 high school juniors in this district it appears they have considerable interest in continuing their education beyond high school. Forty-seven percent of these students indicated they plan to attend college in the year following graduation. Of those students who said they did not plan to attend college, twenty-four percent gave lack of finances as the major reason for this decision. Forty-one percent of the students said they probably would attend a junior college if one was established in the area, and another 29 percent were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	97	19
Specialized occupational training	129	25
Community-Junior College	70	14
Nurses training	20	4
College degree (Bachelors)	120	24
College plus advanced degree	55	11
Other	13	3

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	107	21
Probably attend for a specialized training program	102	20
Uncertain	146	29
Probably not attend	152	30

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	276	54
Probably want me to attend	130	25
Uncertain	79	15
Probably do not want me to attend	22	4
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	28	19
Want to get a job and make some money	13	9
Want to get married	43	29
Grades aren't good enough	19	13
Lack of finances	36	24
Vocational choice doesn't require further training	6	4
Other	4	3

DISTRICT 6

PARENT QUESTIONNAIRE

Based upon the responses of 373 parents in this district it appears they have a considerable interest in higher education for their children and in the establishment of a junior college in the area. Twenty-five percent of the husbands and 16 percent of the wives indicated an interest in job related courses for themselves. Business and industry, skilled trades, and general labor account for the areas of employment of 35 percent of the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	23	6
High school plus specialized occupational training	82	22
Community-Junior College	23	6
Nurses training	14	4
College degree (Bachelors)	146	39
College plus advanced degree	57	15
Other	9	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE... ?

	No.	Per-cent
Yes	264	71
No	30	8
No opinion	59	16

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME... WOULD YOUR CHILD PREFER TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	135	36
Probably attend for a specialized training program	56	15
Uncertain	133	36
Probably not attend	41	11

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	79	21
Probably will attend	169	45
Uncertain	100	27
Probably will not attend	7	2
Very unlikely to attend	10	3

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	39	10
Lack of interest in further education or training	118	32
Grades are not good enough; or lack of ability	14	4
Vocational choice does not require further training	7	2
Lack of finances	107	29
Appropriate training for vocational choice is not offered	8	2
Training is located too far from home	8	2
Want to work	26	7
Other	1	0

DISTRICT 6

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 6. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Very Good	Excellent
Typist	Very Good	Excellent
Key Punch Oper.	Very Good	Excellent
Bookkeeper	Fair	Fair
Retailing	Good	Good
Practical Nurse	Very Good	Very Good
Nurse Aide	Excellent	Excellent
Auto Mechanic	Good	Very Good
Cook	Good	Very Good

Source: Missouri Division of Employment Security, Occupational Information (Unpublished reports submitted from each local office area).

DISTRICT 6

Priority 2

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population		
1967 2,200 students	2,075 students	2,155 students
1975 2,430 students		
1990 2,790 students		

Resultant range 2,075 to 2,200 with indication of slightly increased enrollment in the future

Operational Expense

2,155 students X \$900 estimated per capita cost \$ 1,939,500

Income

State Aid—2,155 students @ \$450	\$ 929,250
Student Fees—2,155 students @ \$100	206,500
*Tax Revenues on \$350,329,000 @ 22 cents per \$100	722,750
Total	1,939,500

Budget for Building

2,155 students @ 150 sq. ft.	323,250 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	323,250 sq. ft.
323,250 sq. ft. @ \$24.00	\$ 7,758,000
39% State	\$ 3,025,620
39% Local	3,025,620
22% Federal	1,706,760

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that a single junior college campus be established at a readily accessible and logical location within this district to provide junior college services to the

citizens. Such an institution would serve to complement the public and private institutions of higher education already in existence within this district rather than compete with these institutions for students.

DISTRICT 7

Description

District 7 is made up of six counties of east central Missouri including St. Charles, Lincoln, Montgomery, Warren, Gasconade, and Franklin Counties and the northern portion of Crawford County including the townships of Boone, Liberty, Oak Hill, and the eastern portion of Benton Township (see Map 7). Major population centers for this district include St. Charles and Washington. Major highways which serve this area are State Highway 19 and U.S. 61, both leading in a general north-south direction and Interstate 70-40, U.S. 50, and U.S. 66-44, all running in a general east-west direction.

Currently, one private and one public institution of higher education are located within this proposed district. The private institution is Lindenwood College at St. Charles, a four-year, church affiliated college for women. The public institution is the recently established East Central Junior College District voted into existence on April 3, 1968. Two designated Area Vocational Schools are located within this proposed district, one at St. Charles and the other at Washington.

Demographic Information

Proposed District 7 contains a land area of 3,600 square miles and may best be described as suburban St. Louis. This area was 35 percent urban in 1960, however, this may be misleading since, in the growth of suburban areas, much of the initial growth may occur in small towns or in open country before they reach the minimum size

to be classified as urban. This may be the case with this district as shown by the fact that of the 65 percent of the rural population 45 percent was rural non-farm and only 20 percent was rural farm population in 1960.

This district has one of the fastest growing populations in the State. The population was 144,000 in 1960 and is projected to have increased to 191,000 in 1967. In the near future, it is expected that this area will experience a rapid growth in population from slightly under 200,000 in 1967 to over 400,000 by 1990. This area is also one of the three areas in the State having a net immigration for the 1950-1960 decade. Much of the inward movement is of young families with young children, one indication of this is the fact that only 7 percent of the population is over 65 years of age while 12 percent is under 5 years of age.

The public high school enrollment (grades 9-12) for this district was 10,415 in 1966-67. Only 746, or 34.7 percent, of the 2,187 public high school graduates were enrolled in college in the fall of 1967. This rather limited number of high school graduates who enter college is a reflection of two things: (1) the German and French ethnic tradition still remains strong in parts of this area and (2) the general ruralness of this area. However, it should be pointed out that this proportion of students going on to college may be expected to increase rapidly as the composition of the population changes in the near future. Parochial schools in this district enrolled 1,216 high school students in 1967-68, of which 326 were seniors.

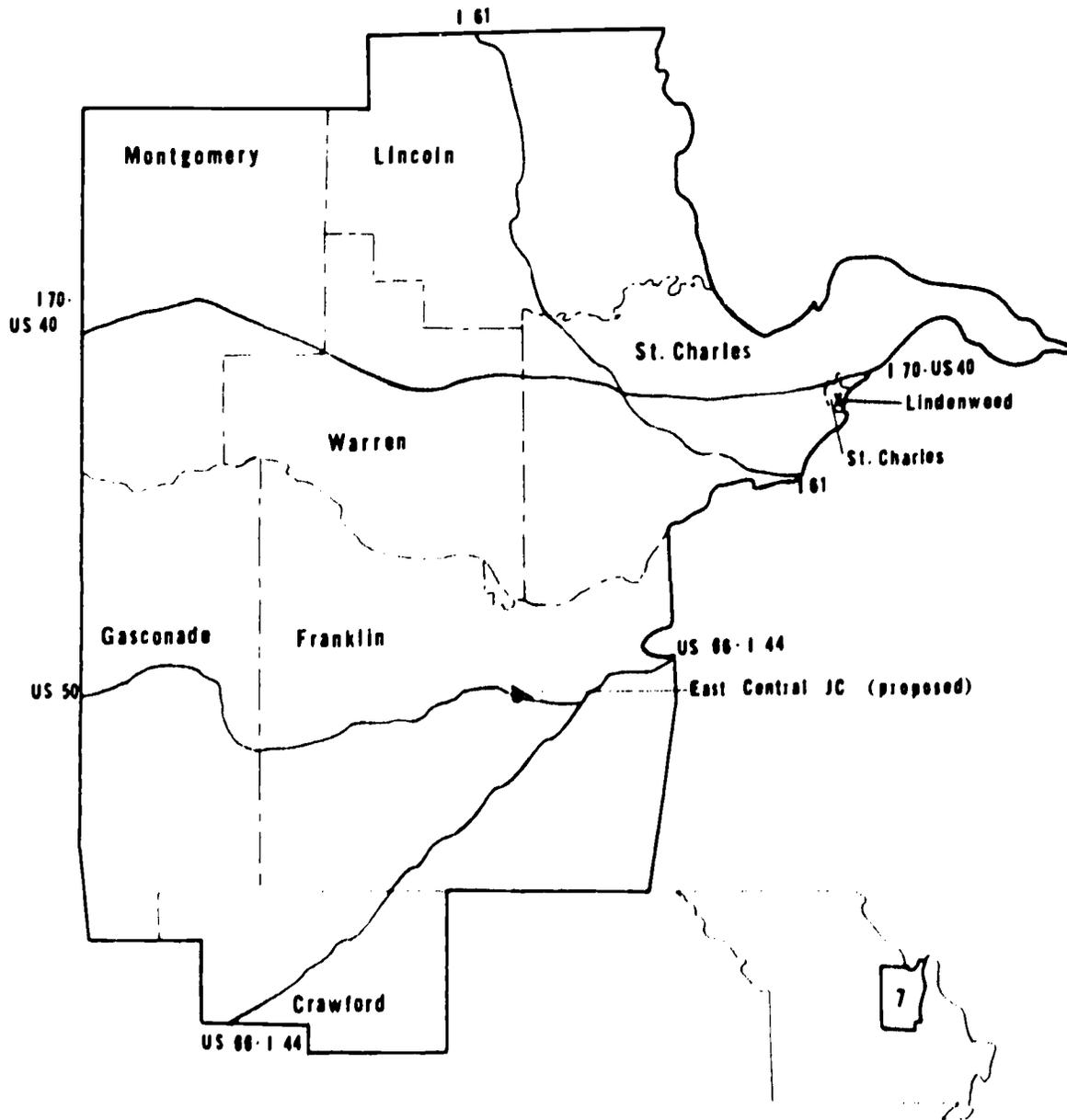
Table 23

POPULATION BY COUNTIES FOR PROPOSED DISTRICT 7 IN 1967 AND PROJECTIONS TO 1990

County	1967	1975	1990	Annual Change 1967-1975	% Change 1967-1975
Franklin	59,235	88,000	130,000	28,765	48.6
Gasconade	11,373	10,723	9,734	-650	-5.7
Lincoln	19,957	33,261	49,891	13,304	66.7
Montgomery	10,131	9,372	8,342	-759	-7.5
St. Charles	82,368	129,812	194,718	47,444	57.6
Warren	8,750	9,625	15,750	6,900	79.0
Crawford*	7,156	7,921	8,302	746	10.5
Total	198,970	288,714	416,737	89,744	45.1

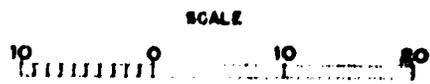
*Boone, Benton, Oak Hill and Liberty Townships

Map 7
District 7



Legend

-  Public Junior Colleges
-  Other Colleges
-  Highways



DISTRICT 7

STUDENT QUESTIONNAIRE

Based upon the responses of 710 high school juniors in this district it appears they have a considerable interest in continuing their education beyond high school. Forty-six percent of these students indicated they plan to attend college in the year following graduation. Of those students who said they did not plan to attend college, twenty-four percent gave lack of finances as the major reason for this decision. Forty-nine percent of the students said they probably would attend a junior college if one was established in the area, and another 27 percent were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	133	19
Specialized occupational training	213	30
Community-Junior College	91	13
Nurses training	27	4
College degree (Bachelors)	154	22
College plus advanced degree	71	10
Other	11	2

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	161	23
Probably attend for a specialized training program	186	26
Uncertain	194	27
Probably not attend	166	23

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	383	54
Probably want me to attend	198	28
Uncertain	105	15
Probably do not want me to attend	20	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	39	18
Want to get a job and make some money	27	12
Want to get married	54	25
Grades aren't good enough	36	17
Lack of finances	51	24
Vocational choice doesn't require further training	7	3
Other	3	1

DISTRICT 7

PARENT QUESTIONNAIRE

Based on the responses of 751 parents in this district it appears they have considerable interest in higher education for their children and in the establishment of a junior college in the area. If such a college were established in the area, 62 percent of the parents indicated that their children probably would attend this institution. Twenty-five percent of the respondents indicated that the husband would be interested in job related courses while 15 percent of the wives indicated an interest in home improvement courses. Skilled trades was the vocational area in which 21 percent of the respondents were employed.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	60	8
High school plus specialized occupational training	188	25
Community-Junior College	71	9
Nurses training	33	4
College degree (Bachelors)	242	32
College plus advanced degree	97	13
Other	21	3

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	181	24
Probably will attend	306	41
Uncertain	206	27
Probably will not attend	16	2
Very unlikely to attend	16	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per-cent
Yes	575	77
No	16	2
No opinion	101	13

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	103	14
Lack of interest in further education or training	185	25
Grades are not good enough or lack of ability	30	4
Vocational choice does not require further training	9	1
Lack of finances	209	28
Appropriate training for vocational choice is not offered	20	3
Training is located too far from home	36	5
Want to work	44	6
Other	7	1

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	348	46
Probably attend for a specialized training program	123	16
Uncertain	214	28
Probably not attend	32	4

DISTRICT 7

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 7. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Good	Good
Typist	Good	Good
Bookkeepers	Fair	Fair
Auto Mechanics	Good	Good
Cooks	Good	Good
Registered Nurse	Urgent	Urgent
Practical Nurse	Very Strong	Very Strong
Nurse Aide	Good	Very Strong
Retailing	Good	Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 7

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population	2,085 students	2,065 students
1967 2,390 students		
1975 3,465 students		
1990 5,000 students		

Resultant range 2,065 to 2,390 with indication of greatly increased enrollment in the future

Operational Expense

2,065 students X \$900 estimated per capita cost \$ 1,858,500

Income

State Aid — 2,065 students @ \$450	\$ 929,250
Student Fees — 2,065 students @ \$100	206,500
*Tax Revenues on \$332,541,000 @ 22 cents per \$100	722,750
Total	1,858,500

Budget for Building

2,065 students @ 150 sq. ft.	309,750 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	309,750 sq. ft.
309,750 sq. ft. @ \$24.00	\$ 7,434,000
39% State	\$ 2,899,260
39% Local	2,899,260
22% Federal	1,635,480

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the East Central Junior College District expand its legal boundaries to include the area of proposed District 7 as outlined and that two campuses

should be established to serve this district. One of these would be the proposed campus located south of the Missouri River. A second campus should be located north of the Missouri River to serve the residents of that portion of proposed District 7.

DISTRICT 8

Description

District 8 is made up of St. Louis, St. Louis County and Pacific on the eastern boundary of Franklin County (see Map 8). This is the present area of the Junior College District of St. Louis and St. Louis County. Because of the large population base and the economic resource of the present district, this study recommends that this district be unchanged.

In addition to the three campuses of the Junior College District of St. Louis-St. Louis County, this district is served by numerous public and private institutions of higher education. Notable among these are the branch campus of The University of Missouri at St. Louis; Harris Teachers College, a publicly supported four-year college; St. Louis University and Washington University, both privately supported, coeducational institutions.

Demographic Information

Proposed District 8 is the St. Louis metropolitan area and, as such, it has the largest population in the State. However, this district contains only 558 square miles, which makes it the smallest of the fifteen districts in terms of land area. In 1960, the population of this district was estimated to be 1,454,000 and in 1967, the population was projected to be 1,602,000. While it is expected that the population of this district will continue to increase in the future, it is of interest to note that the central city sector of St. Louis is losing population, a trend which will continue for the foreseen

able future, and at the same time the St. Louis County sector is gaining population. The racial composition of St. Louis City is becoming increasingly non-white. At the present time, 16 percent of the area is non-white with nearly all of this segment of the population located in the St. Louis ghetto.

Although this district grew 15 per cent in population between 1950 and 1960, it had a net outmigration rate of 9 percent during the same period. This outmigration rate is a reflection, in a large part, of the population loss in St. Louis City. The age composition of the population in this district is similar to that of other rapidly growing population areas in the State, that is, there is a larger proportion of persons in the younger age brackets and a lower proportion of persons in the older age brackets.

This district contains, in the suburbs, some of the high schools in the State which have the largest proportion of students going on to college. However, it also contains some high schools in the central city which have a very low proportion of students going on to college. Only 30 percent of the public high school graduates in St. Louis City were first-time freshmen in the fall of 1967.

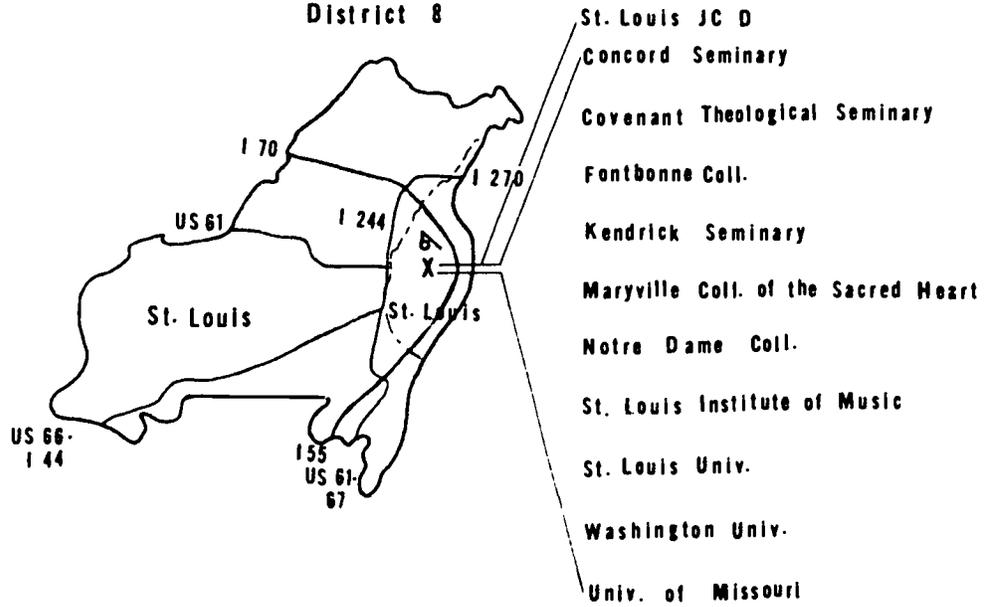
Public high school enrollments (grades 9-12) for this district numbered 73,169 in 1966-67, and of the 18,000 public high school graduates in 1967, nearly 8,700 enrolled as first-time college freshmen in the fall of that year. Parochial schools in this district enrolled 12,726 high school students in 1967-68, of which 5,448 were seniors.

Table 24

POPULATION BY COUNTIES FOR PROPOSED DISTRICT 8 IN 1967 AND PROJECTIONS TO 1990

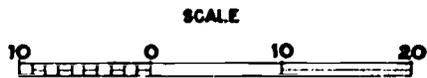
County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
St. Louis Co.	903,690	1,150,000	1,574,205	670,515	74.2
St. Louis City	699,053	661,855	592,105	-106,948	-15.3
Total	1,602,743	1,811,855	2,166,310	563,567	35.2

Map 8
District 8



Legend

- △ Public Junior Colleges
- X Other Colleges
- Highways



DISTRICT 8

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon :	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 19,230 students	14,635 students	17,000 students
1975 21,740 students		
1990 25,995 students		

Resultant range 14,635 to 19,230 with indication of greatly increased enrollment in the future

Operational Expense

17,000 students X \$900 estimated per capita cost.....\$15,300,000

Income

State Aid — 17,000 students @ \$450.....	\$ 7,650,000
Student Fees — 17,000 students @ \$100.....	1,700,000
*Tax Revenues on \$3,948,180,000 @ 16 cents per \$100.....	5,950,000
Total	15,300,000

Budget for Building

17,000 students @ 150 sq. ft.	2,550,000 sq. ft.
Less available junior college facilities.....	578,900 sq. ft.**
Additional Space Needed.....	1,971,000 sq. ft.
1,971,000 sq. ft. @ \$24.00.....	\$47,306,400
39% State.....	\$18,449,496
39% Local.....	18,449,496
22% Federal.....	10,407,408

*Based on 1960 assessed valuation, using rate that allows for delinquencies.
 **Does not include facilities under construction which were not ready for use as of June, 1968.

* *

DISTRICT 9

Description

District 9 is made up of the counties of Jefferson and Ste. Genevieve (see Map 9). Major population centers for this district include Festus, Crystal City, and DeSoto. Major highways which serve this district include State Highway 21, U.S. 67, U.S. 61, and Interstate 55 all leading in a general north-south direction. There is a notable lack of good highways leading in an east-west direction within this proposed district.

The only institution of higher education located within this district at the present time is Jefferson College, a publicly supported junior college located at Hillsboro. Jefferson College also serves as the designated Area Vocational School for Jefferson County and is unique in the State of Missouri as the only junior college to assume this responsibility.

Demographic Information

Proposed District 9 contains 1,167 square miles and in 1960 it had a population of 78,000. However, this district has a rapidly increasing population which was projected to be 124,000 in 1967 and may be expected to increase to over 177,000 by 1990. It is only within comparatively recent times that the suburban growth from St. Louis has reached the Jefferson County portion of this district, and the northern one-third to one-half of this county is now within the suburban sprawl. Because of its transitional nature, Jefferson County still has over one-half of its population considered to be rural. However, the majority of these people are classified as rural non-farm, which indicates a commuting pattern.

The growth rate for this district between 1950 and 1960 was 60 percent and will probably continue at a very high rate for the near future. This rapid growth in population produces the typical suburban pattern of comparatively large numbers of young children and young adults with relatively few people in the older age categories.

Public high schools in this district enrolled 6,191 students in grades 9 through 12 in 1966-67 and graduated 1,298 seniors. Approximately 47 percent of these high school graduates entered college in the fall of 1967. Parochial schools in this district enrolled 410 high school students in 1967-68, of which 84 were seniors.

Table 25

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 9
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Jefferson	112,841	200,000	366,000	253,159	224.4
Ste. Genevieve	11,239	10,607	11,431	192	1.7
Total	124,080	210,607	377,431	253,351	204.2

**DISTRICT 9
STUDENT QUESTIONNAIRE**

Based upon the responses of 113 high school juniors in this district it appears there is a need to establish junior college services in this area. Only 26 percent of these students said they planned to continue their education beyond high school while 33 percent of those students who said they were not planning to attend college gave lack of finances as the major reason for this decision. Forty-one percent of the respondents said they probably would attend a junior college if one was established in the area, and an additional 26 percent said they were uncertain whether they would attend. The small number of responses in this district results from the fact that a public junior college already exists in this district and the area of expansion which was sampled is relatively small.

**HOW FAR IN SCHOOL DO YOU WANT
TO GO?**

	No.	Per- cent
Through high school but not beyond	49	43
Specialized occupational training	33	29
Community-Junior College	2	2
Nurses training	9	8
College degree (Bachelors)	10	9
College plus advanced degree	6	5
Other	4	4

**DO YOUR PARENTS WANT YOU TO
ATTEND COLLEGE OR OTHER POST-
HIGH SCHOOL TRAINING?**

	No.	Per- cent
Definitely want me to attend	36	32
Probably want me to attend	35	31
Uncertain	33	29
Probably do not want me to attend	9	8
Do not want me to attend	—	—

**IF A COMMUNITY-JUNIOR COLLEGE
WAS WITHIN DRIVING DISTANCE
OF YOUR HOME . . . WOULD YOU BE
LIKELY TO ATTEND?**

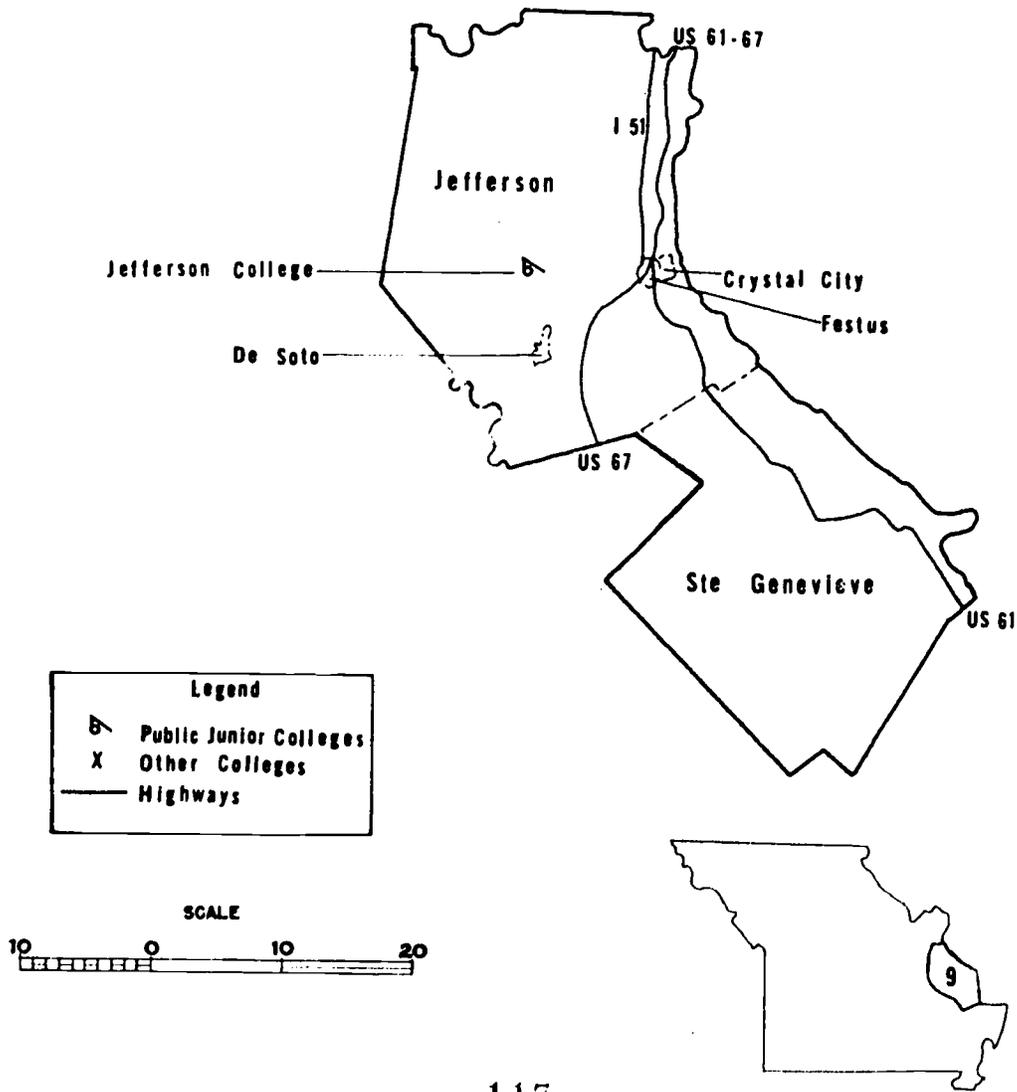
	No.	Per- cent
Probably attend for first two years of college work	18	16
Probably attend for a specialized training program	28	25
Uncertain	29	26
Probably not attend	37	33

**IF YOU ARE NOT PLANNING TO
GO ON TO COLLEGE OR OTHER
SPECIALIZED TRAINING, WHY
HAVE YOU REACHED THIS
DECISION?**

	No.	Per- cent
Tired of school	25	37
Want to get a job and make some money	1	1
Want to get married	9	13
Grades aren't good enough	9	13
Lack of finances	22	33
Vocational choice doesn't require further training	—	—
Other	1	1

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Map 9
District 9



117

DISTRICT 9

PARENT QUESTIONNAIRE

Based upon the responses of 54 parents in this district it appears there is a desire to have junior college services established in all parts of this district. Eighty-one percent of the parents favored establishment of a junior college while 69 percent said their children would attend if a junior college was available within the district. Thirty-one percent of the respondents indicated that husbands would be interested in job related courses while 30 percent of the wives indicated an interest in home improvement courses and courses leading to high school completion. The small number of responses in this district results from the fact that a public junior college already exists in this district and the area of expansion which was sampled is relatively small.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	5	9
High school plus specialized occupational training	14	26
Community-Junior College	7	13
Nurses training	4	7
College degree (Bachelors)	14	26
College plus advanced degree	5	9
Other	1	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per-cent
Yes	44	81
No	1	2
No opinion	5	9

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	27	50
Probably attend for a specialized training program	10	19
Uncertain	12	22
Probably not attend	2	4

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	8	15
Probably will attend	23	43
Uncertain	19	35
Probably will not attend	1	2
Very unlikely to attend	1	2

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	12	22
Lack of interest in further education or training	10	19
Grades are not good enough or lack of ability	2	4
Vocational choice does not require further training	2	4
Lack of finances	17	31
Appropriate training for vocational choice, is not offered	1	2
Training is located too far from home	1	2
Want to work	4	7
Other	1	2

DISTRICT 9

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 9. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry.

Occupation	Present Demand	Future Demand
Cook	Moderate	Strong
Machinist	Modest	Strong
Nurse Aide	Constant	Very Good
Practical Nurse	Very Strong	Very Strong

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 9

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population	1,240 students	1,225 students
1967 1,490 students		
1975 2,525 students		
1990 4,530 students		

Resultant range 1,225 to 1,490 with indication of greatly increased enrollment in the future

Operational Expense

1,225 students X \$900 estimated per capita cost \$ 1,102,500

Income

State Aid — 1,225 students @ \$450.....	\$ 551,250
Student Fees — 1,225 students @ \$100.....	122,500
*Tax Revenues on \$177,132,000 @ 25 cents per \$100	428,750
Total	1,102,500

Budget for Building

1,225 students @ 150 sq. ft.	183,750 sq. ft.
Less available junior college facilities	126,466 sq. ft.
Additional Space Needed	57,284 sq. ft.*
57,284 sq. ft. @ \$24.00.	\$ 1,374,816
39% State	\$ 536,178
39% Local	536,178
22% Federal	302,460

* Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the present legal district of Jefferson College be expanded to include Ste. Genevieve County. The present campus located at Hillsboro should serve to meet the needs of this proposed district. It is not

suggested at this time that a second campus be established to serve Ste. Genevieve County since the bulk of the population resides in Jefferson County and the greatest population growth in this proposed district will take place within that county.

DISTRICT 10

Description

District 10 is made up of all or parts of nine counties in southwestern Missouri including Vernon, Barton, Cedar, Dade, Jasper, Newton, McDonald, and Barry Counties and the western one-half of Lawrence County (see Map 10). Major population centers for this district include Nevada, Carthage, Joplin, Neosho, and Monett. Major highways for this proposed district include U.S. 71 and State Highway 39 leading in a general north-south direction and U.S. 60, U.S. 66, U.S. 160, U.S. 54, and State Highway 86-148 all leading in a general east-west direction.

Currently, three institutions of higher education are located within this proposed district. Cotley College, a private two-year college for women, is located at Nevada. Crowder College, a public junior college, is located at Neosho, and Missouri Southern College, a publicly supported junior college and two-year senior college, is located at Joplin. Three designated Area Vocational Schools are presently located within this proposed district at Monett, Neosho, and Joplin.

Demographic Information

Proposed District 10 has a comparatively large land area of 5,350 square miles and a scattered population which totaled 194,000 in 1960. This area has been typified by a relatively slow decline in population, which is a reflection, in a large part, of the decline of agriculture and mining which have been the principal industries in this area. In recent years, some of the employment losses have

been offset by increases in manufacturing, however, it is not anticipated that these gains will make up for the continuing decline in the agricultural industry. It is projected that the population of this area had declined to 179,000 in 1967 and that the population of this district will have fallen to 154,000 by 1990. Within this district, it is expected that the city of Joplin and one or two other small cities may have a population growth during this period.

The 11 percent outmigration rate in this district between 1950 and 1960 has produced an age structure which is typical of the rural areas of the State, that is, the proportion of younger people declines and the proportion of older people increases. About 15 percent of the population of this district was over 65 years of age in 1960. This is the highest proportion of older people of any area in the State south of the Missouri River.

This district had 14,364 students enrolled in high school (grades 9-12) in 1966-67. Of the 3,100 public high school graduates in 1967, 1,373 or 44 percent, were enrolled as first-time college freshmen in the fall of that year. This relatively high proportion of high school graduates going on to college is heavily influenced by Missouri Southern College at Joplin and Crowder Junior College at Neosho. Within the counties of Jasper and Newton where these colleges are located, over one-half of the public high school graduates were first-time college freshmen in the fall of 1967. Parochial schools in this district enrolled 260 high school students in 1967-68, of which 61 were seniors.

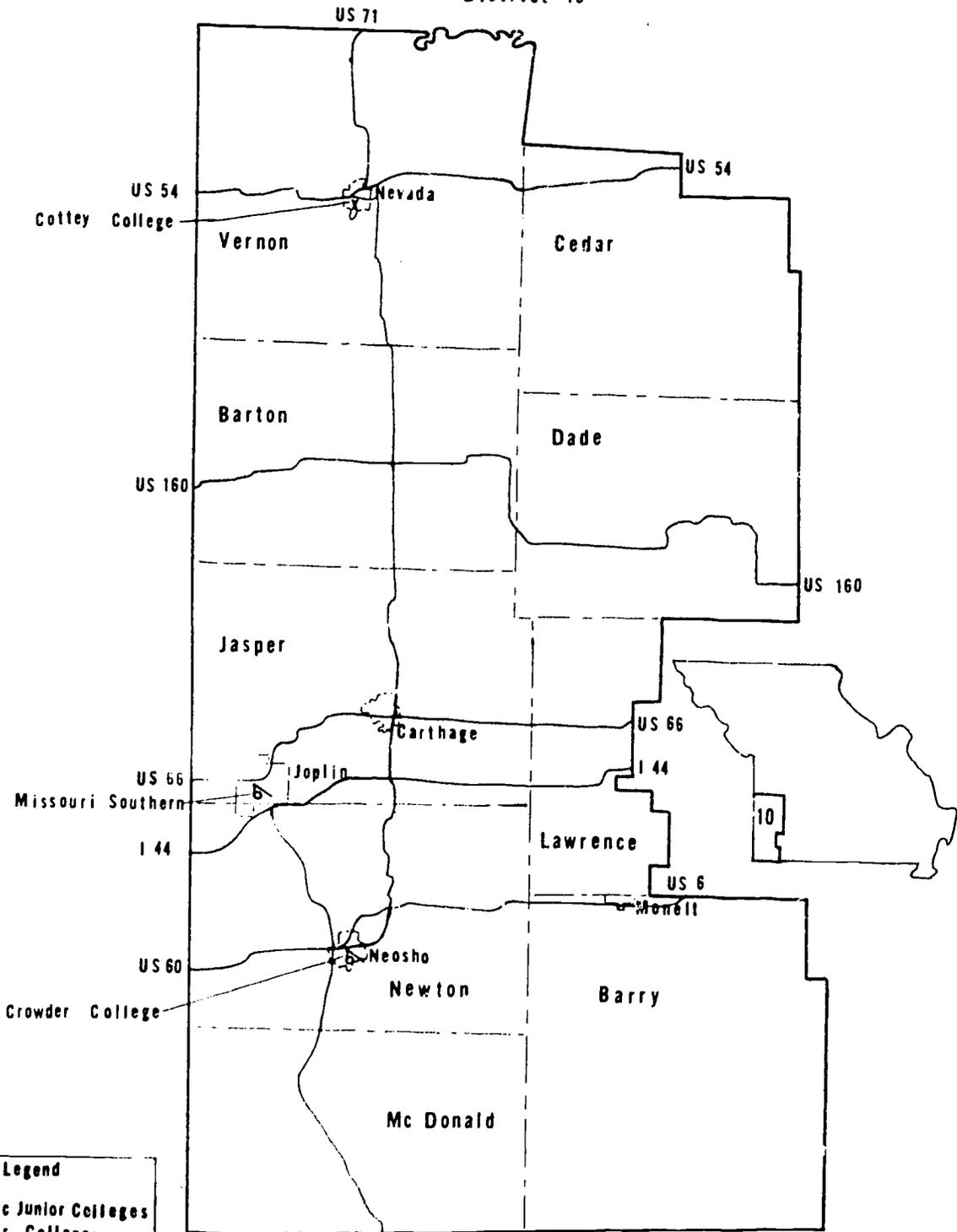
Table 26

POPULATION BY COUNTIES FOR PROPOSED DISTRICT 10 IN 1967 AND PROJECTIONS TO 1990

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Barry	16,182	13,844	10,805	- 5,377	-33.0
Barton	9,587	8,297	6,389	- 3,198	-33.4
Cedar	8,093	7,180	6,018	- 2,075	-25.6
Dade	6,342	5,287	3,755	- 2,587	-40.8
Jasper	72,869	68,024	62,881	- 9,988	-13.7
Lawrence*	5,780	5,559	5,190	- 590	-10.2
McDonald	9,986	8,461	6,494	- 3,488	-34.9
Newton	29,293	29,415	28,715	- 578	- 2.0
Vernon	20,919	22,077	24,135	3,216	15.4
Total	179,651	167,519	154,386	-24,665	-13.8

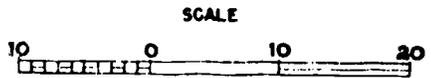
*Red Oak, Green, Vineyard, Mount Pleasant, Frestatt, Pierce Townships

Map 10
District 10



Legend

- B** Public Junior Colleges
- X** Other Colleges
- Highways



DISTRICT 10

STUDENT QUESTIONNAIRE

Based upon the responses of 584 high school juniors in this district it appears they have considerable interest in continuing their education beyond high school. Fifty percent of these students said they planned to attend college in the year following high school graduation. Of those students who said they were not planning to attend college following graduation, 32 percent gave lack of finances as the major reason for this decision. Thirty-nine percent of the respondents said they would probably attend a junior college if one was established in the area, and another 27 percent were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	111	19
Specialized occupational training	159	27
Community-Junior College	45	8
Nurses training	21	4
College degree (Bachelors)	155	27
College plus advanced degree	56	10
Other	26	4

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	103	18
Probably attend for a specialized training program	120	21
Uncertain	155	27
Probably not attend	195	33

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	292	50
Probably want me to attend	184	32
Uncertain	82	14
Probably do not want me to attend	18	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	22	12
Want to get a job and make some money	13	7
Want to get married	48	26
Grades aren't good enough	26	14
Lack of finances	59	32
Vocational choice doesn't require further training	12	2
Other	2	1

DISTRICT 10

PARENT QUESTIONNAIRE

Based upon the responses of 452 parents in this district it appears they have considerable interest in higher education for their children and in the establishment of a junior college in the area. Fifty-seven percent of the parents indicated that their children would probably attend such an institution if it were available in their area. Twenty-three percent of the respondents indicated that husbands would be interested in job related courses while 15 percent of the wives indicated an interest in home improvement courses. Farm and farm management accounted for the employment of 22 percent of the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	27	6
High school plus specialized occupational training	117	26
Community-Junior College	31	7
Nurses training	14	3
College degree (Bachelors)	160	35
College plus advanced degree	64	14
Other	9	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per- cent
Yes	312	69
No	21	5
No opinion	106	23

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	198	44
Probably attend for a specialized training program	58	13
Uncertain	135	30
Probably not attend	30	7

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	84	19
Probably will attend	196	43
Uncertain	131	29
Probably will not attend	9	2
Very unlikely to attend	13	3

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	68	15
Lack of interest in further education or training	109	24
Grades are not good enough or lack of ability	23	5
Vocational choice does not require further training	10	2
Lack of finances	144	32
Appropriate training for vocational choice is not offered	9	2
Training is located too far from home	10	2
Want to work	20	4
Other	3	1

DISTRICT 10

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 10. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retaining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Good	Good
Typist	Good	Good
Practical Nurse	Good	Excellent
Cook	Good	Excellent
Machine Set-Up Operator	Excellent	Excellent
Mechanical Draftsman	Good	Good
Registered Nurse	Good	Excellent
Medical Tech.	Good	Good
Radiol. Tech.	Good	Good
Accountant	Good	Good
Machinist	Good	Good
Auto Mechanic	Good	Good
Bookkeeper	Good	Fair
Nurse Aide	Excellent	Very Strong
Retailing	Good	Good

Source: Missouri Division of Employment Security Occupational Information (Unpublished reports submitted from each local office area).

DISTRICT 10

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 2,150 students	2,870 students	2,925 students
1975 2,010 students		
1990 1,850 students		

Resultant range 2,150 to 2,925 with indication of decreased enrollment in the future

Operational Expense

2,925 students X \$900 estimated per capita cost.....\$2,632,500

Income

State Aid—2,925 students @ \$450.....	\$1,316,250
Student Fees—2,925 students @ \$100.....	292,500
*Tax Revenues on \$347,868,000 @ 30 cents per \$100.....	1,023,750
Total	2,632,500

Budget for Building

2,925 students @ 150 sq. ft.....	438,750 sq. ft.
Less available junior college facilities.....	167,395 sq. ft.
Additional Space Needed	251,355 sq. ft.
251,355 sq. ft. @ \$24.00.....	\$6,032,250
39% State.....	\$2,352,683
39% Local.....	2,352,683
22% Federal.....	1,327,154

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the present junior college districts of Crowder College and Missouri Southern College be combined and the resulting district be expanded to include the aforementioned area. This consolidation of effort and expansion of the district would result in a larger population base and a broader economic base upon which the resulting junior college district could establish comprehensive services to the residents of the district. It is further recommended

that both campuses be continued in their operation with the possibility that areas of specialization could be developed at each campus in accordance with existing, or expanded, facilities.

If at some future date Missouri Southern College should concentrate its effort on fulfilling its functions as a four-year college, it may be necessary to establish a new campus for the junior college functions and remove this responsibility from the campus of Missouri Southern College.

* * *

DISTRICT 11

Description

District 11 is made up of all or parts of sixteen counties in southwestern and south central Missouri including Hickory, Dallas, Polk, Greene, Webster, Christian, Stone, Taney, Wright, Douglas, Ozark, Howell, Texas, Shannon, and Oregon Counties and the eastern one-half of Lawrence County (see Map 11). Major population centers for this district are Springfield and West Plains. Major transportation routes include State Highway 13, U. S. 65, and U. S. 63 running in a general north-south direction and U. S. 160, U. S. 66, and U. S. 60 leading in a general east-west direction.

Four private institutions of higher education are currently located within the proposed district. These institutions include Southwest Baptist College, a four-year, church affiliated college, located at Bolivar; Drury College, a four-year, independent, coeducational college, located at Springfield; Evangel College, a four-year, coeducational, church affiliated college, located at Springfield; and School of the Ozarks, a four-year, church affiliated college, located near Branson. Southwest Missouri State College at Springfield and its extension center at West Plains are the only public institutions of higher education located within this proposed district. Two designated Area Vocational Schools are located within this district, one at West Plains and the other at Springfield.

Demographic Information

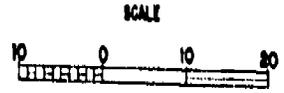
Proposed District 11 is a large area containing over 10,300 square miles. The 1960 population for this district was 302,000 nearly one-half of which was located in Greene County. This area had a net loss of almost 5 percent of its population between 1950 and 1960 and an outmigration rate of 11

percent for the same period. While it is expected that the rural areas of this district will continue to lose population in the future, the city of Springfield will experience a population increase large enough to offset these losses. In addition to the city of Springfield, the recreational area located in Taney County will also experience a modest population increase in the foreseeable future. The population for this district is projected to be 304,000 in 1967 and to increase to 360,000 by 1990.

The current rate of outmigration for this district is 8 percent, which has produced a slightly older age structure typical of many rural areas of the State. It is currently estimated that 13 per cent of the population in this district is over 65 years of age. In the majority of the counties in this district, most of the young people leave the county shortly after graduation from high school. In many of the counties, 75 to 80 percent of the high school graduates will have left the area within 10 to 15 years after graduation.

Only 32 percent of the 4,550 public high school graduates from this district entered college in the fall of 1967. Within the district there was a wide variation in the college going rate, with Greene County having 43 percent of its graduates going on to college and such counties as Hickory having only 12 percent entering college. It is interesting to note that in all of Hickory County there were only 95 high school graduates in 1967, and several other counties within this district had similar numbers of graduates. There were 19,793 public high school students (grades 9-12) within this district in 1966-67, of these, 8,158 were in Greene County. Parochial schools in this district enrolled 261 high school students in 1967-68, of which 60 were seniors.

Map 11
District 11



Legend

- ⊆ Public Junior Colleges
- X Other Colleges
- Highways

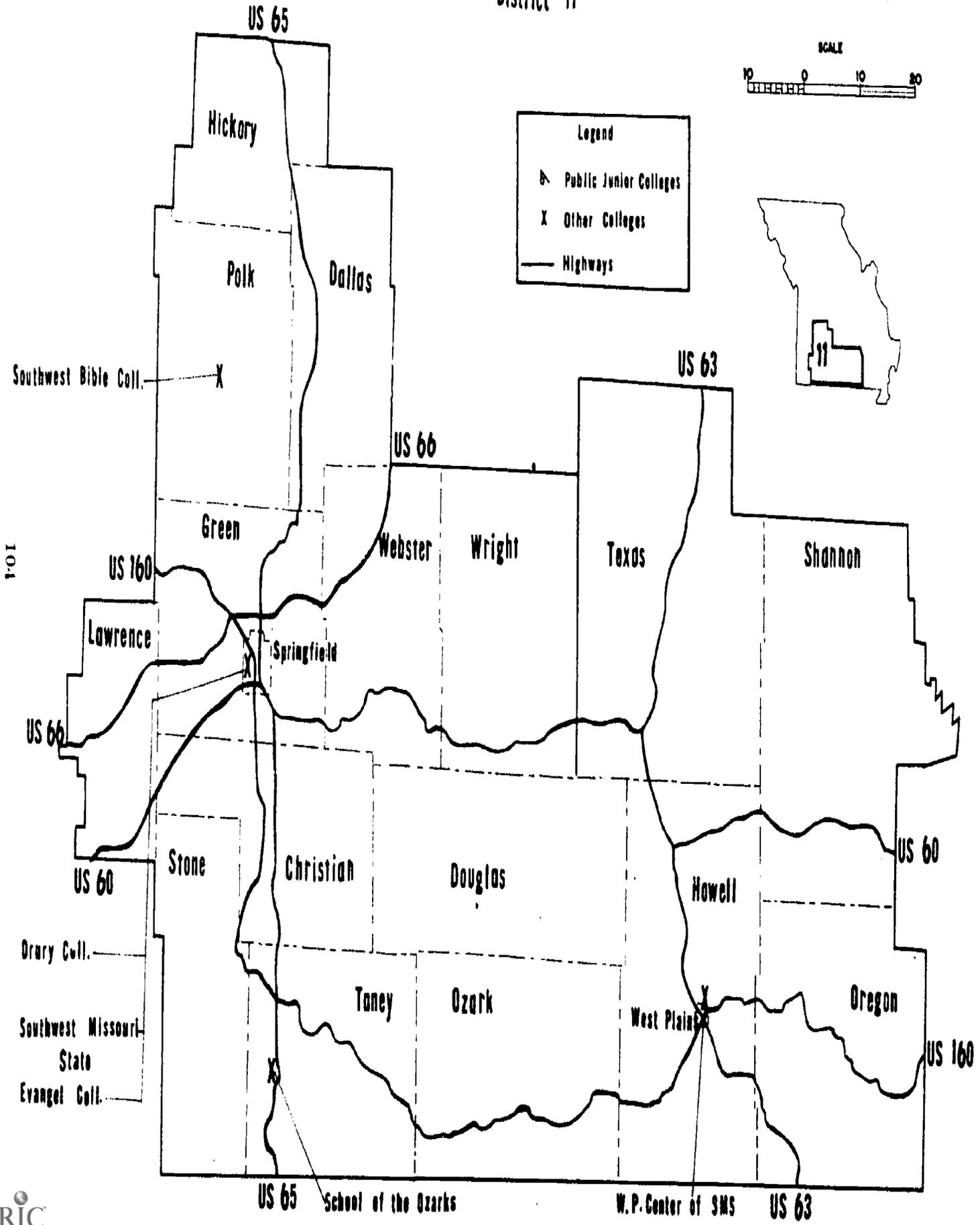
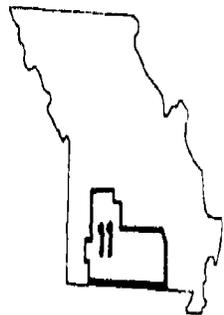


Table 27

POPULATION BY COUNTIES FOR PROPOSED DISTRICT 11
IN 1967 AND PROJECTIONS TO 1990

County	1967	1975	1990	Change 1967-1975	Change 1975-1990
Christian	11,594	10,979	9,818	-615	-1,161
Dallas	8,364	7,587	6,350	-777	-1,237
Douglas	7,711	6,128	3,900	-1,583	-2,228
Greene	146,571	171,998	233,881	25,427	61,883
Hickory	3,940	3,475	2,606	-465	-869
Howell	20,136	18,652	16,208	-1,484	-2,444
Oregon	8,362	7,126	5,522	-1,236	-1,604
Ozark	5,431	4,361	2,974	-1,070	-1,387
Rusk	12,000	10,551	8,224	-1,449	-2,327
Shannon	6,522	6,111	5,474	-411	-637
Stone	6,733	5,531	3,896	-1,202	-1,635
Taney	12,029	14,396	19,995	2,367	5,599
Texas	16,145	14,867	12,601	-1,278	-2,266
Webster	11,102	8,857	6,457	-2,245	-2,400
Wright	11,573	9,398	7,184	-2,175	-2,214
Lawrence*	16,284	15,659	14,621	-625	-1,038
Total	304,497	315,676	359,711	55,214	-18.1

*Lincoln, Ozark, Mt. Vernon, Turnback, Haberg, Spring River, Aurora, Buck Prairie Townships

DISTRICT 11

STUDENT QUESTIONNAIRE

Based upon the responses of 2,425 high school juniors in this district it appears they have considerable interest in continuing their education beyond high school. Fifty-three percent of these students said they planned to enter college the year following high school graduation. Of those students who said they were not planning to attend college, 32 percent gave lack of finances as the major reason for this decision. Thirty-six percent of the students said they probably would attend a junior college if one was established in the area, and an additional 32 percent said they were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per-cent
Through high school but not beyond	477	20
Specialized occupational training	586	24
Community-Junior College	205	8
Nurses training	80	3
College degree (Bachelors)	617	25
College plus advanced degree	333	14
Other	88	4

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	484	20
Probably attend for a specialized training program	398	16
Uncertain	769	32
Probably not attend	754	31

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely want me to attend	1528	53
Probably want me to attend	532	22
Uncertain	289	12
Probably do not want me to attend	63	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per-cent
Tired of school	154	20
Want to get a job and make some money	103	14
Want to get married	161	21
Grades aren't good enough	60	8
Lack of finances	243	32
Vocational choice doesn't require further training	28	4
Other	8	1

DISTRICT 11

PARENT QUESTIONNAIRE

Based upon the responses of 2,146 parents in this district it appears they have considerable interest in higher education for their children and that there is considerable support for the establishment of a junior college in the area. Twenty-three percent of the respondents indicated that husbands would be interested in job related courses while 18 percent of the wives indicated an interest in home improvement courses. Business and industry and skilled workers accounted for the areas of employment of 26 percent of the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per-cent
Through high school but not beyond	99	5
High school plus specialized occupational training	417	19
Community-Junior College	136	6
Nurses training	117	5
College degree (Bachelors)	815	38
College plus advanced degree	434	20
Other	41	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE?

	No.	Per-cent
Yes	1373	64
No	226	11
No opinion	368	17

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per-cent
Probably attend for first two years of college work	777	36
Probably attend for a specialized training program	275	13
Uncertain	700	33
Probably not attend	327	15

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per-cent
Definitely will attend	670	31
Probably will attend	920	43
Uncertain	429	20
Probably will not attend	33	2
Very unlikely to attend	47	2

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per-cent
Marriage	263	12
Lack of interest in further education or training	670	31
Grades are not good enough or lack of ability	122	6
Vocational choice does not require further training	22	1
Lack of finances	554	26
Appropriate training for vocation choice is not offered	18	1
Training is located too far from home	33	2
Want to work	151	7
Other	6	0

DISTRICT 11

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 11. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retaining for job upgrading.

Occupation	Present Demand	Future Demand
Licensed		
Practical Nurse	Strong	Very Strong
Retailing	Good	Very Good
Cook	Good	Good
Auto Mechanic	Good	Good
Stenographer	Very Strong	Excellent
Typist	Very Strong	Excellent
Bookkeeper	Strong	Strong
Nurse Aide	Excellent	Strong
Cook	Good	Very Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 11

Priority 2

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 3,655 students	3,960 students	4,300 students
1975 3,790 students		
1990 4,315 students		

Resultant range 3,655 to 4,300 with indication of increased enrollment in the future

Operational Expense

4,300 students x \$900 estimated per capita cost \$3,870,000

Income

State Aid—4,300 students @ \$450.....	\$1,935,000
Student Fees—4,300 students @ \$100.....	430,000
*Tax Revenues on \$452,058,000 @ 34 cents per \$100.....	1,505,000
Total	3,870,000

Budget for Building

4,300 students @ 150 sq. ft.....	645,000 sq. ft.
Less available junior college facilities.....	sq. ft.
Additional Space Needed	645,000 sq. ft.
645,000 sq. ft. @ \$24.00.....	\$15,480,000
39% State.....	\$6,037,200
39% Local.....	6,037,200
22% Federal.....	3,405,000

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that a junior college district, encompassing the area described previously, be established, and that this district initially should contract with Southwest Missouri State College to provide junior college services to the district at both its Springfield and West Plains campuses. An advisory committee consisting of representatives of all private and public

institutions of higher education within the district should be established, since some of the junior college services such as adult education may be available at existing institutions. If at a future time, it appears feasible to establish a junior college campus to serve the needs of the district, then such a college should be created and the contracted services should be withdrawn from Southwest Missouri State College.

DISTRICT 12

Description

District 12 is made up of all or parts of eight central southern counties of Missouri including Camden, Miller, Maries, Pulaski, Laclede, Phelps, and Dent Counties and Knobview, Meramec, Union, Courtois, and Osage Townships in Crawford County (see Map 12). Major population centers for this proposed district are Lebanon and Rolla. Major transportation routes include U. S. 63, U. S. 54, and State Highways 5, 17, and 72 all leading in a general north-south direction and U. S. 66 and State Highway 7 running in a general east-west direction.

The only institution of higher education located within this proposed district is the branch campus of The University of Missouri at Rolla. This institution has a School of Mines and Metallurgy, a Graduate School, a School of Engineering, and a School of Science. This proposed district has four designated Area Vocational Schools located at Eldon, Lebanon, Waynesville, and Rolla.

Demographic Information

Proposed District 12 contains an area of 4,900 square miles and in 1960, this district had a population of 137,000. While Rolla is the principal population center for this district, Fort Leonard Wood, located in Pulaski County, is a major influence in this area. Because service men were first counted as being residents of their military base in 1960, this district had a 41 percent growth in population between 1950 and 1960. The presence of Fort Leonard Wood also produces a bias in the age

structure of the population of this district, with relatively high proportions of the population falling in the 15 to 19 and 20 to 24 age categories and comparatively few persons over 65 years of age and relatively few under 15 years of age.

Because of the difficulty of projecting population figures for a military establishment, the population of Pulaski County was assumed to remain constant during the periods for which populations for this district were projected. Thus, population projections for 1967 show 136,000 persons in this district, a decrease of 1,000 from the 1960 figure. However, by 1990 the population for this district is projected to be 145,000 persons. Most of this growth can be expected in or near Rolla with modest growth also in the Lake of the Ozarks area in Camden and Miller Counties.

The principal industries in this district are the military establishment, The University of Missouri at Rolla and the recreational area. Farming in this area, as in most of the Ozarks, is of a marginal nature and has been declining rapidly in recent years. Also, in recent years, there has been a movement of labor intensive industries into the Ozark areas. Such industries as garment, shoe, small appliance and sporting goods manufacturers have been moving small factories into the area to utilize the comparatively large amount of underemployed labor.

Public high schools in this district enrolled 8,345 students (grades 9-12) in 1966-67 and of their 1,723 graduates, 31 percent, or 540 students, entered college for the first time in the fall of 1967.

Table 28

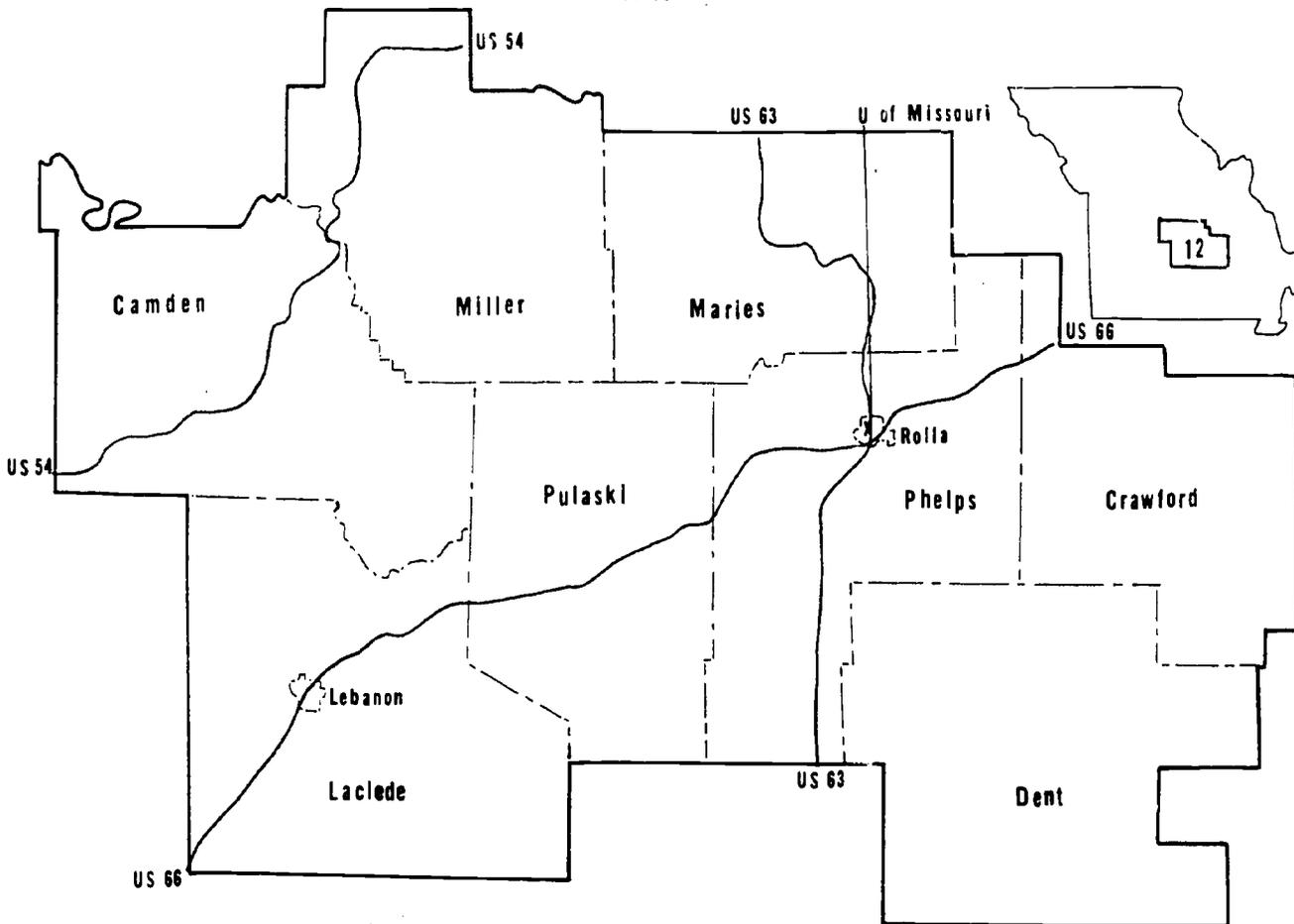
**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 12
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Camden	9,778	10,961	13,119	3,341	34.2
Crawford*	5,739	6,352	6,657	918	16.0
Dent	9,65	10,124	9,263	-391	-4.0
Laclede	17,405	16,189	14,594	-2,811	-16.1
Maries	6,670	6,220	5,202	-1,468	-22.0
Miller	12,924	12,358	11,388	-1,536	-11.9
Phelps	26,766	31,076	38,173	11,407	42.6
Pulaski	46,567	46,567	46,567	—	0.0
Total	135,500	139,847	144,963	9,463	7.4

*Knobview, Meramec, Union, Courtois and Osage Townships

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Map 12
District 12



Legend

- Public Junior Colleges
- Other Colleges
- Highways



DISTRICT 12

STUDENT QUESTIONNAIRE

Based upon the responses of 842 high school juniors in this district it appears they have considerable interest in continuing their education beyond high school. Forty-six percent said they planned to enter college the year following high school graduation. Of those students who said they did not plan to attend college, 28 percent gave lack of finances as a major reason for this decision. Forty-one percent of the students said they would probably attend a junior college if one was established in the area, and another 31 percent said they were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	175	21
Specialized occupational training	224	27
Community-Junior College	81	10
Nurses training	38	5
College degree (Bachelors)	186	22
College plus advanced degree	85	10
Other	37	4

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	186	22
Probably attend for a specialized training program	181	21
Uncertain	259	31
Probably not attend	208	25

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	479	57
Probably want me to attend	214	25
Uncertain	115	14
Probably do not want me to attend	29	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	51	17
Want to get a job and make some money	35	12
Want to get married	69	23
Grades aren't good enough	36	12
Lack of finances	85	28
Vocational choice doesn't require further training	15	5
Other	9	3

DISTRICT 12

PARENT QUESTIONNAIRE

Based upon the responses of 874 parents in this district it appears there is considerable support for the establishment of a junior college in this area. Sixty-one percent of the parents indicated that their children would probably attend a junior college if one were established in the area. Twenty-six percent of the respondents indicated that husbands would be interested in job related courses and 15 percent of the wives indicated a similar interest. Business and industry and skilled trades each accounted for 11 percent of the jobs held by the respondents.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	54	6
High school plus specialized occupational training	201	23
Community-Junior College	59	7
Nurses training	51	6
College degree (Bachelors)	281	32
College plus advanced degree	154	18
Other	20	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per- cent
Yes	647	74
No	25	3
No opinion	162	19

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	394	46
Probably attend for a specialized training program	142	16
Uncertain	232	27
Probably not attend	58	7

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	250	29
Probably will attend	358	41
Uncertain	190	22
Probably will not attend	17	2
Very unlikely to attend	22	3

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	85	10
Lack of interest in further education or training	222	25
Grades are not good enough or lack of ability	28	3
Vocational choice does not require further training	9	1
Lack of finances	292	33
Appropriate training for vocational choice is not offered	22	3
Training is located too far from home	51	6
Want to work	33	4
Other	6	1

DISTRICT 12

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 12. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Strong	Strong
Typist	Strong	Strong
Retailing	Strong	Excellent
Registered Nurse	Strong	Very Strong
Licensed Practical Nurse	Strong	Very Strong
Laboratory Technician	Strong	Very Strong
X-ray Technician	Strong	Very Strong
Nurse Aide	Strong	Very Strong
Cooks	Good	Very Good
Auto Mechanic	Very Strong	Very Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 12

Priority 2

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 1,625 students	1,670 students	1,625 students
1975 1,680 students		
1990 1,740 students		

Resultant range 1,625 to 1,670 with indication of a relatively static enrollment in the future

Operational Expense

1,625 students x \$900 estimated per capita cost \$1,462,500

Income

State Aid—1,625 students @ \$450	\$731,250
Student Fees—1,625 students @ \$100	162,500
*Tax Revenues on \$191,140,000 @ 30 cents per \$100	568,750
Total	1,462,500

Budget for Building

1,625 students @ 150 sq. ft.	243,750 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	243,750 sq. ft.
243,750 sq. ft. @ \$24.00	\$5,850,000
39% State	\$2,281,500
39% Local	2,281,500
22% Federal	1,287,000

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that a junior college district encompassing the previously designated area be established, and that this district initially should contract with The University of Missouri at Rolla to provide junior college serv-

ices to the district. If at a future time it appears feasible to establish a junior college campus to serve the needs of the district, then such a college should be created, and these contracted services should be withdrawn from The University of Missouri at Rolla.

DISTRICT 13

Description

District 13 is made up of all or parts of five counties in southeastern central Missouri including the counties of Washington, St. Francois, Iron, and Madison Counties and Carroll, Black River, and Lesterville Townships in Reynolds County (see Map 13). The major population center for this proposed district is Farmington. Major transportation routes include U. S. 67 and State Highways 21 and 125 leading in a general north-south direction and State Highways 32 and 72 leading in a general east-west direction.

The only institution of higher education currently located within this district is the Mineral Area College located at Flat River. This district has one designated Area Vocational School located at Bonne Terre.

Demographic Information

Proposed District 13 contains 2,686 square miles and is the site of the principal mining industry in the State. Large investments are now being made in the area for iron and lead mining. It can be expected that the growth of this industry will make major changes in the composition of the area from one of a very marginal agricultural industry to a fairly high industrialized economy. However, the present evidences indicate that, contrary to the popular rumors concerning the potential employment in the area, the mines will employ comparatively small numbers of persons after the con-

struction is completed. It appears that the mines and processing mills will be highly automated utilizing the latest technological methods.

This area has had a long history of declining population. In 1960, the population of this district was 70,000, a decline of 4 percent from the 1950 figure, and during the same decade the outmigration rate for this district was 15 percent. With the development of the mining industry, it is expected that this trend will be reversed and it is projected that the population for this district was approximately 75,000 in 1967. By 1990, it is expected that 93,000 people will be living in this area. It is suggested that the utilization of past characteristics for any future population projections in this district will be comparatively misleading because of the major changes expected in the area. The "natives" will continue to migrate out of the area and they will be replaced by comparatively skilled personnel employed to operate the mines.

There were 5,296 high school students (grades 9-12) enrolled in this district in 1966-67. In the fall of 1967, 43 percent, or 474 students, of the 1,095 public high school graduates in this district entered college as first-time freshmen. However, in the future, the proportion of high school graduates going on to college will probably be close to 60 percent. Parochial schools in this district enrolled 169 high school students in 1967-68, of which 33 were seniors.

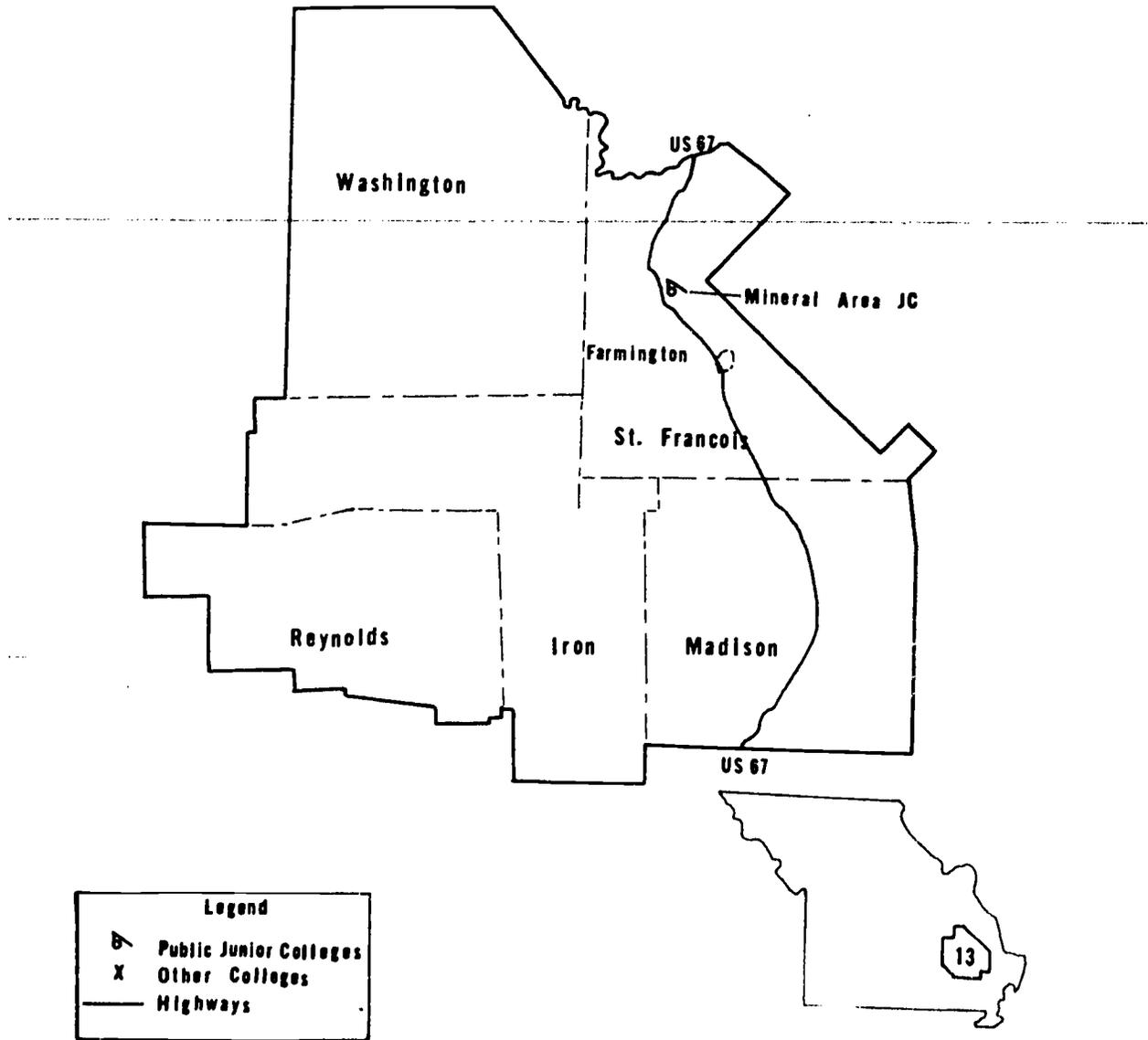
Table 29

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 13
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Iron	10,000	12,000	13,893	3,893	38.9
Madison	10,673	12,356	16,175	5,502	51.5
Reynolds*	2,617	3,086	3,968	1,351	51.6
St. Francois	39,072	42,176	48,368	9,296	23.8
Washington	13,026	12,128	10,334	-2,692	-20.7
Total	75,388	81,746	92,738	17,350	23.0

*Carroll, Black River, Lesterville Townships

Map 13
District 13



139

DISTRICT 13

STUDENT QUESTIONNAIRE

Based on the responses of 127 high school juniors in this district it appears there is a considerable need for the establishment of junior college services in this area. Only 31 percent of these students said they were planning on attending college following graduation from high school; however, 44 percent of these students said they would attend a junior college if one was established in the area. Eighteen percent of those students who indicated that they were not planning on attending college gave lack of finances as the major reason for this decision. The small number of responses in this district results from the fact that a public junior college already exists in this district and the area of expansion which was sampled is relatively small.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	42	33
Specialized occupational training	37	29
Community-Junior College	12	9
Nurses training	3	2
College degree (Bachelors)	16	13
College plus advanced degree	8	6
Other	8	6

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	36	28
Probably attend for a specialized training program	20	16
Uncertain	42	33
Probably not attend	29	23

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	60	47
Probably want me to attend	41	32
Uncertain	24	19
Probably do not want me to attend	2	2
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	19	31
Want to get a job and make some money	7	11
Want to get married	17	28
Grades aren't good enough	6	10
Lack of finances	11	18
Vocational choice doesn't require further training	—	—
Other	1	2

DISTRICT 13

PARENT QUESTIONNAIRE

Based upon the responses of 139 parents in this district it appears they have considerable interest in higher education for their children. Eighty-six percent of these parents indicate that they expect their children to continue their education beyond high school and 61 percent indicate that their children would probably attend a junior college if one were established in the area. Twenty-four percent of the respondents indicate that husbands would be interested in job related courses while 22 percent of the wives indicate an interest in home improvement courses. The skilled trades accounted for the employment of 20 percent of the respondents while general labor accounted for the employment of another 18 percent.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	11	8
High school plus specialized occupational training	49	35
Community-Junior College	14	10
Nurses training	5	4
College degree (Bachelors)	39	28
College plus advanced degree	13	9
Other	—	—

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE ... ?

	No.	Per- cent
Yes	103	74
No	1	1
No opinion	24	17

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME ... WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	61	44
Probably attend for a specialized training program	23	17
Uncertain	43	31
Probably not attend	5	4

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	27	19
Probably will attend	43	31
Uncertain	56	40
Probably will not attend	4	3
Very unlikely to attend	6	4

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	16	12
Lack of interest in further education or training	33	24
Grades are not good enough or lack of ability	2	1
Vocational choice does not require further training	—	—
Lack of finances	58	38
Appropriate training for vocational choice is not offered	2	1
Training is located too far from home	9	6
Want to work	5	4
Other	2	1

DISTRICT 13

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 905 students	1,060 students	1,085 students
1975 980 students		
1990 1,110 students		

Resultant range 905 to 1,085 with indication of a relatively static enrollment in the future

Operational Expense

1,085 students x \$900 estimated per capita cost..... \$ 976,500

Income

State Aid — 1,085 students @ \$450.....	\$ 488,250	
Student Fees — 1,085 students @ \$100.....	108,500	
*Tax Revenues on \$141,984,000 @ 27 cents per \$100.....	379,750	
Total		976,500

Budget for Building

1,085 students at 150 sq. ft.....	162,750 sq. ft.
Less available junior college facilities.....	sq. ft.
Additional Space Needed.....	162,750 sq. ft.
162,750 sq. ft. @ \$24.00	\$3,906,000
39% State.....	\$1,523,340
39% Local.....	1,523,340
22% Federal.....	859,320

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that the existing Mineral Area College continue to provide the junior college services to this area and that the present district be expanded to include the area previously described. This expanded district would

increase the population base and the economic resources of the present district enabling the junior college to provide more comprehensive services to the residents of this district. The presently planned campus facilities at Mineral Area College's new location should prove adequate to serve the junior college needs of the proposed district.

DISTRICT 14

Description

District 14 is made up of all or parts of seven counties in central southern Missouri including Ripley, Butler, Carter, and Wayne Counties and Jackson, Logan, and Webb Townships in Reynolds County; New Lisbon, Duck Creek, Castor, and Liberty Townships in Stoddard County; and Union Township in Dunklin County (see Map 14). The major population center for this proposed district is Poplar Bluff. Major transportation routes for this district include U. S. 67 and State Highways 21, 49, and 51-53 all leading in a general north-south direction and U. S. 60 and U. S. 160 leading in a general east-west direction.

The only institution of higher education located within this proposed district is Three Rivers Junior College located at Poplar Bluff. One designated Area Vocational School is located within this district, also at Poplar Bluff.

Demographic Information

Proposed District 14 contains a land area of 3,019 square miles and had a population of 82,000 in 1960. This area is mostly Ozarks with a small

proportion being Mississippi Delta. Carter, Ripley and Wayne Counties are deep Ozark counties and have small populations, a very marginal agriculture and little industry. During the 1950 to 1960 decade this district lost 13 percent of its population and had a net outmigration rate of 22 percent for the same period.

The population for this district was projected to be 72,000 in 1967 and by 1990 the population of this district will have declined to about 50,000 persons. With the exception of small industry located in Poplar Bluff, the area's employment is principally agriculturally based and, like most agricultural areas, is facing a relatively rapid population decline.

There were 4,434 high school students (grades 9-12) in this district in 1966-67. Of the 937 high school graduates from this district in 1967, less than 18 percent entered college in the fall of that year. Only 10 students were listed as first-time freshmen students from Carter County, and only 18 and 20 first-time freshmen students were listed from Ripley and Wayne Counties.

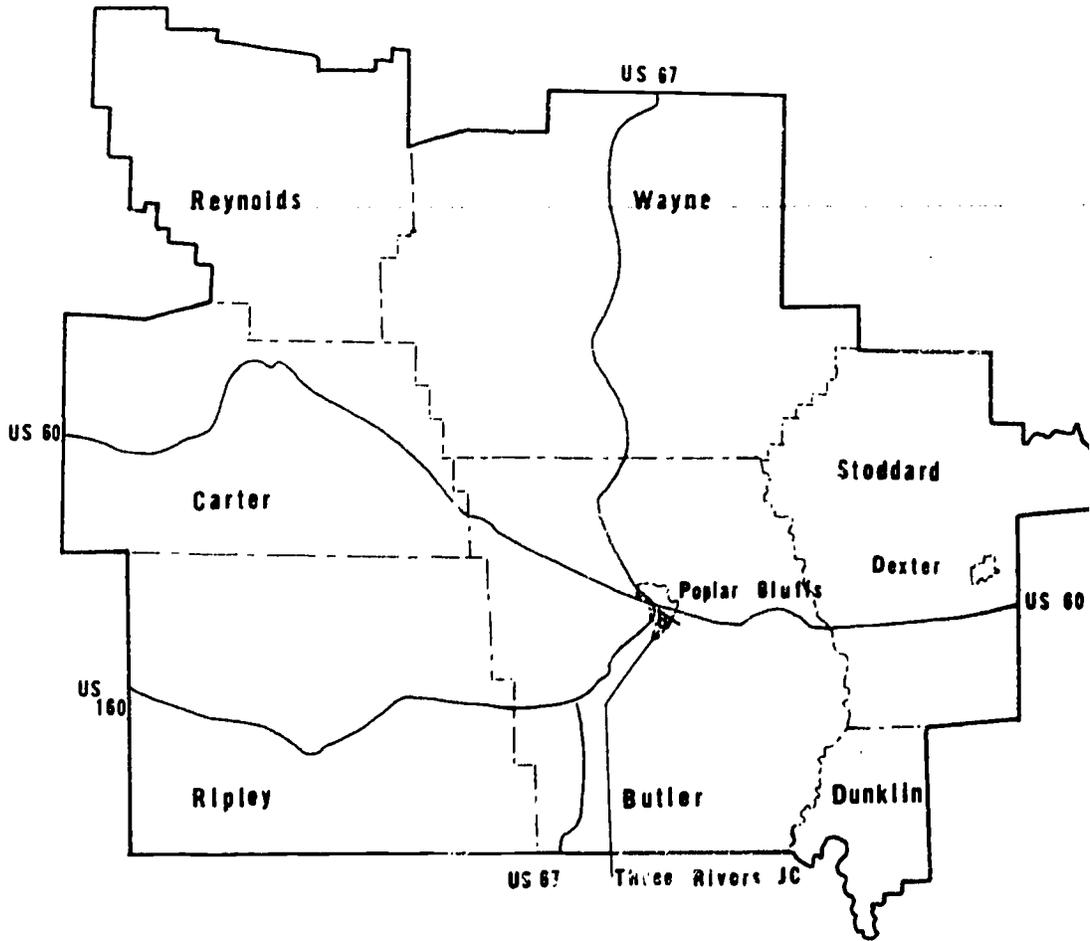
Table 30

**POPULATION BY COUNTIES FOR PROPOSED DISTRICT 14
IN 1967 AND PROJECTIONS TO 1990**

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Butler	30,630	27,454	23,475	- 7,156	-23.4
Carter	3,415	2,971	2,306	- 1,109	-32.5
Ripley	7,599	6,370	2,948	- 4,651	-61.2
Dunklin***	3,684	3,039	2,217	- 1,467	-39.8
Wayne	7,485	6,568	5,048	- 2,437	-32.6
Stoddard**	15,812	13,231	9,393	- 6,419	-40.6
Reynolds*	3,266	3,850	4,950	1,684	51.6
Total	71,891	63,483	50,337	-21,554	-30.0

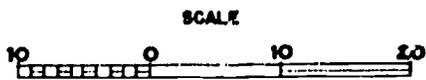
* Jackson, Logan, Webb Townships
 ** New Lisbon, Duck Creek, Castor, Liberty Townships
 *** Union Township

Map 14
District 14

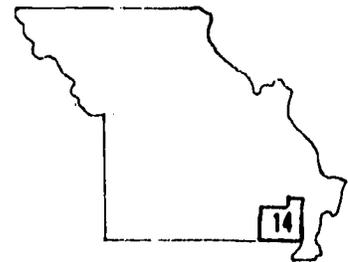


Legend

- △ Public Junior Colleges
- X Other Colleges
- Highways



1 1 1



DISTRICT 14

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 14. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Stenographer	Strong	Strong
Typist	Strong	Strong
Retailing	Strong	Good
Licensed Practical Nurse	Very Strong	Very Strong
Nurse Aide	Excellent	Very Strong
Cook	Good	Very Good
Auto Mechanic	Very Strong	Very Good

Source: Missouri Division of Employment Security, Occupational Information (Unpublished reports submitted from each local office area).

DISTRICT 14

Priority 1

Estimated cost for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School Enrollment 1966-67	Public High School Graduates 1967
Total Population	885 students	885 students
1967 360 students		
1975 761 students		
1990 604 students		

Resultant range 860 to 885 with indication of greatly reduced enrollment in the future

Operational Expense

885 students x \$900 estimated per capita cost. \$ 796,500

Income

State Aid—885 students @ \$450	\$ 398,250
Student Fees—885 students @ \$100	88,500
*Tax Revenues on \$70,159,000 @ .44 cents per \$100	309,750**
Total	796,500

Budget for Building

885 students @ 150 sq. ft.	132,750 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	132,750 sq. ft.
132,750 sq. ft. @ \$24.00	\$3,186,000
39% State	\$1,242,540
39% Local	1,242,540
22% Federal	700,920

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

**A considerable area of Stoddard County and a portion of Dunklin County are included in the recommended district; however, assessed valuations for these additions were not available for this projection. It is estimated that the additions will increase the district assessed valuation by 50 percent, thus reducing the tax levy.

Recommendations for the Future

It is the recommendation of this study that the existing Three Rivers Junior College continue to provide the junior college services to this area and that the present legal district of the college be expanded to include the area previously described. This expanded district would increase the popula-

tion base and the economic resources of the present district enabling the junior college to provide more comprehensive services to the district. The present facilities of the Three Rivers Junior College should be replaced with new facilities to provide adequate space for housing the expanded junior college services to the district.

DISTRICT 15

Description

District 15 is made up of all or parts of nine counties in southeastern Missouri including Perry, Cape Girardeau, Bollinger, Scott, Mississippi, Stoddard, New Madrid, Pemiscot, and Dunklin Counties, with the exception of Union Township in Dunklin County (see Map 15). Major population centers for this district include Perryville, Cape Girardeau, Charleston, Sikeston, Dexter, Malden, Kennett, and Caruthersville. Major transportation routes include U. S. 61-Interstate 55 and State Highways 51 and 25 leading in a general north-south direction and U. S. 62, U. S. 60, and State Highways 34, 84, and 164 leading in a general east-west direction.

The only institution of higher education currently located within this proposed district is Southeast Missouri State College at Cape Girardeau. Three designated Area Vocational Schools are located within this district at Cape Girardeau, Sikeston, and Kennett.

Demographic Information

Proposed District 15 is a relatively large area

containing 4,466 square miles. This district includes a majority of what is called Southeast Missouri or "The Bootheel" which is part of the Old South in tradition with a significant number of Negroes residing here. This is a rich agricultural area now undergoing a rapid and traumatic transition from a semi-plantation cotton system of agriculture to a highly mechanized corn, soybean and cotton agriculture. Along with this agricultural revolution, there is occurring a rapid decline in the number of farms and the amount of farm employment. As a result of this revolution, the population of this district will decline rapidly from the 234,000 in 1960 to 210,000 in 1967. It is projected that by 1990 the population of this district will have declined to 173,000 persons.

There were 17,042 public high school students (grades 9-12) in this district in 1966-67. Of the 3,703 public high school graduates in 1967, about 30 percent, or 1,009 students, entered college in the fall of that year. Parochial schools in this district enrolled 745 high school students in 1967-68, of which 177 were seniors.

Table 31

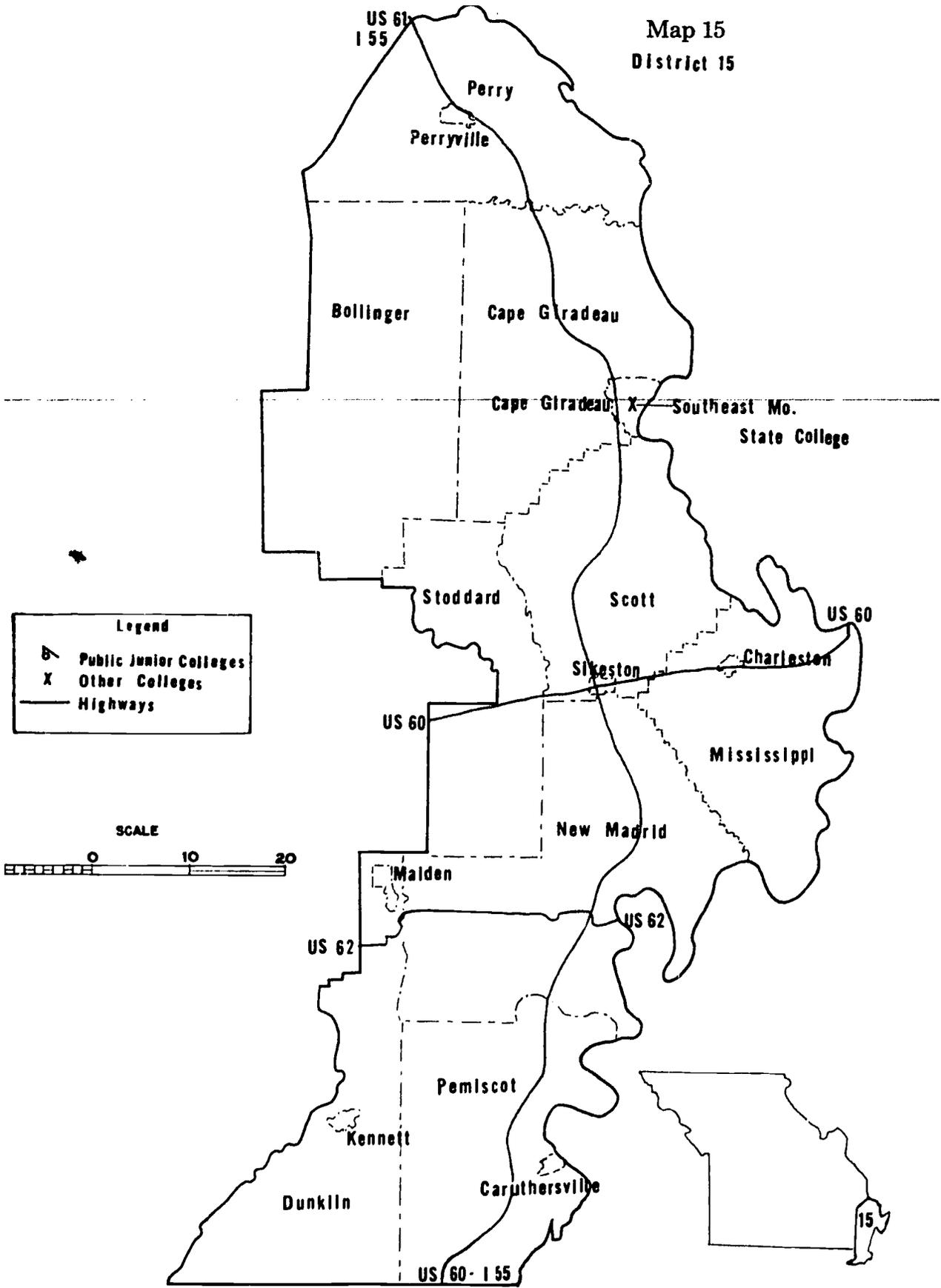
POPULATION BY COUNTIES FOR PROPOSED DISTRICT 15
IN 1967 AND PROJECTIONS TO 1990

County	1967	1975	1990	Amount Change 1967-1990	% Change 1967-1990
Bollinger	7,800	6,673	4,701	-3,099	-39.7
Cape Girardeau	44,983	48,525	55,739	10,756	23.9
Dunklin*	28,639	23,626	17,234	-11,405	-39.8
Mississippi	17,481	14,790	11,149	-6,332	-36.2
New Madrid	23,988	18,271	10,959	-13,029	-54.3
Pemiscot	30,806	24,919	15,891	-14,915	-48.4
Perry	13,075	11,809	9,750	-3,325	-25.4
Scott	34,459	36,708	42,066	7,607	22.1
Stoddard**	8,856	7,411	5,262	-3,594	-40.6
Total	210,087	192,732	172,751	-37,336	-17.8

*Dunklin County minus Union Township

**Includes Pike, Richland and Elk Townships

Map 15
District 15



DISTRICT 15

STUDENT QUESTIONNAIRE

Based upon the responses of 1,946 high school juniors in this district it appears there is considerable interest on the part of these students in continuing their education beyond high school. Forty-nine percent of these students said they planned to enter college the year following high school graduation. Of those students who said they did not plan to attend college, 26 percent gave lack of finances as the major reason for this decision. Forty-five percent of the students said they would probably attend a junior college if one was established in the area, and another 27 percent said they were uncertain whether they would attend.

HOW FAR IN SCHOOL DO YOU WANT TO GO?

	No.	Per- cent
Through high school but not beyond	390	20
Specialized occupational training	447	23
Community-Junior College	209	11
Nurses training	81	4
College degree (Bachelors)	493	25
College plus advanced degree	222	11
Other	42	2

IF A COMMUNITY-JUNIOR COLLEGE WAS WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOU BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	480	25
Probably attend for a specialized training program	383	20
Uncertain	518	27
Probably not attend	514	26

DO YOUR PARENTS WANT YOU TO ATTEND COLLEGE OR OTHER POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely want me to attend	1174	60
Probably want me to attend	410	21
Uncertain	253	13
Probably do not want me to attend	66	3
Do not want me to attend	—	—

IF YOU ARE NOT PLANNING TO GO ON TO COLLEGE OR OTHER SPECIALIZED TRAINING, WHY HAVE YOU REACHED THIS DECISION?

	No.	Per- cent
Tired of school	133	19
Want to get a job and make some money	70	10
Want to get married	156	23
Grades aren't good enough	108	16
Lack of finances	175	26
Vocational choice doesn't require further training	21	3
Other	22	3

DISTRICT 15

PARENT QUESTIONNAIRE

Based upon the responses of 1,676 parents in this district it appears they have considerable interest in higher education for their children and in the establishment of a junior college in the area. Twenty-three percent of the respondents indicated that husbands would be interested in job related courses while 14 percent of the wives indicated an interest in home improvement courses. Thirteen percent of the respondents were employed in farm and farm management jobs while another 28 percent were employed in semi-skilled and unskilled jobs.

HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL?

	No.	Per- cent
Through high school but not beyond	169	10
High school plus specialized occupational training	355	21
Community-Junior College	124	7
Nurses training	59	4
College degree (Bachelors)	545	33
College plus advanced degree	323	19
Other	26	2

SHOULD YOUR AREA BE SERVED BY A COMMUNITY-JUNIOR COLLEGE . . . ?

	No.	Per- cent
Yes	1174	70
No	113	7
No opinion	272	16

IF A COMMUNITY-JUNIOR COLLEGE WAS ESTABLISHED WITHIN DRIVING DISTANCE OF YOUR HOME . . . WOULD YOUR CHILD BE LIKELY TO ATTEND?

	No.	Per- cent
Probably attend for first two years of college work	712	42
Probably attend for a specialized training program	211	13
Uncertain	490	29
Probably not attend	192	11

HOW DEFINITE ARE YOUR PLANS FOR YOUR CHILD TO ATTEND COLLEGE OR POST-HIGH SCHOOL TRAINING?

	No.	Per- cent
Definitely will attend	455	27
Probably will attend	612	37
Uncertain	423	25
Probably will not attend	50	3
Very unlikely to attend	77	5

IN YOUR OPINION, OF THE CHILDREN IN YOUR COMMUNITY WHO DO NOT GO ON TO COLLEGE OR POST-HIGH SCHOOL TRAINING, WHAT IS THE MAJOR REASON FOR THEIR NOT ATTENDING?

	No.	Per- cent
Marriage	168	10
Lack of interest in further education or training	394	24
Grades are not good enough or lack of ability	73	4
Vocational choice does not require further training	6	0
Lack of finances	647	39
Appropriate training for vocation choice is not offered	33	2
Training is located too far from home	72	4
Want to work	69	4
Other	5	0

DISTRICT 15

Occupational Information

The following occupational areas are those in which there is currently a need for trained personnel within proposed District 15. While these occupations are not exhaustive of the employment opportunities within the district, they are representative of the types of occupations for which a comprehensive junior college in this district could provide the necessary training for job entry or retraining for job upgrading.

Occupation	Present Demand	Future Demand
Auto Mechanic	Good	Strong
Bookkeeper	Fair	Fair
Stenographer	Very Strong	Excellent
Typist	Very Strong	Very Strong
Cooks	Good	Very Good
Practical Nurse	Very Strong	Very Strong
Nurse Aide	Strong	Very Strong
Registered Nurse	Urgent	Urgent
Welder	Strong	Strong
Tabulating Machine Oper.	Good	Good

Source: Missouri Division of Employment Security, *Occupational Information* (Unpublished reports submitted from each local office area).

DISTRICT 15

Priority 2

Estimated costs for full operation 1968-69

Projected FTE Enrollments

Based upon:	Public High School	Public High School
Total Population	Enrollment 1966-67	Graduates 1967
1967 2,520 students	3,410 students	3,495 students
1975 2,310 students		
1990 2,075 students		
Resultant range 2,520 to 3,495 with indication of decreased enrollment in the future		

Operational Expense

3,495 students x \$900 estimated per capita cost. \$ 3,145,500

Income

State Aid—3,495 students @ \$450	\$1,572,750
Student Fees—3,495 students @ \$100	349,500
*Tax Revenues on \$415,165,000 @ 30 cents per \$100	1,223,250
Total	3,145,500

Budget for Building

3,495 students @ 150 sq. ft.	524,250 sq. ft.
Less available junior college facilities	sq. ft.
Additional Space Needed	524,250 sq. ft.
524,250 sq. ft. @ \$24.00	\$12,582,000
39% State	\$4,906,980
39% Local	4,906,980
22% Federal	2,768,040

*Based on 1966 assessed valuation, using rate that allows for delinquencies.

Recommendations for the Future

It is the recommendation of this study that a junior college district, encompassing the area previously described, be established and that this district initially should contract with Southeast Missouri State College to provide junior college services to the northern portion of the proposed district. It is also recommended that a junior col-

lege campus should be established in the southern portion of this proposed district to provide junior college services to the residents of that area. If at a future time it appears feasible to establish a second junior college campus in the northern section of the district, then such a campus should be established and those contracted services should be withdrawn from Southeast Missouri State College.

Table 32

SUMMARY OF 15 PROPOSED PUBLIC JUNIOR COLLEGE DISTRICTS

District	Number of Counties	Area-Square Miles	Population 1967	Total High School Enrollment 1967	Public High School Graduates 1967	Projected FTE Enrollment 1968-69**	Estimated Operational Expense 1968-69***	Assessed Valuation	Priority
1	18	9,260	250,348	16,696	3,855	3,450	\$3,105,000.	\$558,192,000	1
2	14	7,647	173,055	10,980	2,332	2,280	\$2,052,000	\$390,621,000	1
3	5	2,975	855,841	54,808	9,648	8,875	\$7,987,500	\$1,687,458,000	1
4	6	4,164	121,750	6,970	1,536	1,450	\$1,305,000	\$248,304,000	2
5	6	3,808	102,285	6,524	1,560	1,475	\$1,327,500	\$236,595,000	1
6	6	3,614	183,282	11,050	2,281	2,155	\$1,939,500	\$350,329,000	2
7	6*	3,600	198,970	11,631	2,187	2,065	\$1,858,500	\$332,541,000	1
8	1	558	1,602,743	85,895	18,000	17,000	\$15,300,000	\$3,948,180,000	1
9	2	1,167	124,080	6,601	1,298	1,225	\$1,102,500	\$177,132,000	1
10	8*	5,350	179,051	14,624	3,100	2,925	\$2,632,500	\$347,868,000	1
11	15*	10,300	304,497	20,054	4,550	4,300	\$3,870,000	\$452,058,000	2
12	7*	4,900	135,500	8,345	1,723	1,625	\$1,462,500	\$191,140,000	2
13	4*	2,686	75,388	5,465	1,095	1,085	\$976,500	\$141,984,000	1
14	4*	3,019	71,891	4,434	937	885	\$796,500	\$70,159,000	1
15	7*	4,466	210,000	17,787	3,703	3,495	\$3,145,000	\$415,165,000	2

* Plus portions of other counties

** Assuming full operation and complete availability of facilities

*** Based upon assumption of full operation

CHAPTER VI

SUMMARY OF RECOMMENDATIONS AND IMPLICATIONS FOR NEEDED LEGISLATION

This chapter is a recapitulation of the recommendations made throughout this report. These recommendations are stated briefly with page reference, indicating supporting data and conclusions that led to the specific recommendation. In considering a particular recommendation, the reader should refer to the complete text so as to get the full context and rationale for the recommendation.

Recommendation 1: The Missouri School Laws, section 178.770 should be amended in order to provide a definition of a junior college. This definition should read:

A "junior college" means an educational institution deriving financial support from a combination of local, state and federal sources and providing, primarily for all persons above the twelfth grade age level and primarily for those within commuting distance, collegiate and non-collegiate level education including (1) courses in liberal arts and sciences, and general education; (2) adult education courses; (3) courses in occupational, semi-technical and technical fields leading directly to employment; and (4) community services; which may result in the granting of diplomas, and certificates including those known as associate degrees but not including baccalaureate or higher degrees.

(Chapter IV, Section A, page 19.)

Recommendation 2: Junior colleges in Missouri should be "comprehensive" institutions to the extent appropriate to the area served. The comprehensive junior college is characterized by the performance of six basic functions:

1. Occupational education of post-high school level;
2. General education for all categories of students;
3. Transfer or pre-professional education;
4. Part-time (or adult) education;
5. Community service;
6. The counseling and guidance of students;

for the constituents of the district. The appropriate extent should be clarified in detail through continuous studies and surveys to determine unmet educational needs in the area served.

(Chapter IV, Section A, page 19.)

Recommendation 3: All areas of the State of Missouri should be a part of a junior college district by January 1, 1972. Through local initiative, those areas of the State not presently within a junior college district should annex to an existing district or organize new or expanded districts to provide the junior college functions to all residents of Missouri within the general outline of the districting plan discussed in Chapter V. Those areas which have not become a part of a district by 1972 should be designated as a member of the most appropriate district by the next legislative session.

(Chapter IV, Section A, page 20.)

Recommendation 4: The State of Missouri should enter into discussion with neighboring states relative to the feasibility of establishing districts which may serve residents of both states and providing for financial support for such joint ventures.

(Chapter IV, Section A, page 20.)

Recommendation 5: In most areas of the State, the designation of Area Vocational Centers, as provided in the Vocational Education Act of 1963, should be coterminous with the boundaries of the junior college district. Further, all adult and post-secondary vocational-technical education programs should be an integral part of the junior college program, while the secondary level programs may be offered under a contractual arrangement between the junior college and the constituent school districts.

(Chapter IV, Section A, page 20.)

Recommendation 6: Coordination of Public Junior Colleges of Missouri should remain with the State Board of Education. Prior to the year 1970, the organization of the Department of Education should be significantly modified. A separate bureau of the Department of Education should be created to serve and coordinate all phases of post-secondary or adult education currently within the jurisdiction of the State Board of Education.

(Chapter IV, Section B, page 24.)

Recommendation 7: The responsibilities of the State Department of Education, as specified in Section 178.780 of the *Missouri School Laws*, 1966, regarding public junior colleges, should be modified to clearly establish the coordinative role of the State Board of Education.

(Chapter IV, Section B, page 25.)

Recommendation 8: It is recommended that in the fiscal year, 1970-71, the House of Representatives of the General Assembly of the State of Missouri shall appoint an Evaluation Committee to determine whether the responsibilities and administrative arrangements as outlined in Recommendation 6 have been adequately performed by the State Board of Education and the State Department of Education. If it is determined by this Evaluation Committee that the provisions of Recommendation 6 have not been adequately met, the General Assembly shall then take the necessary steps to create a Missouri Public Junior College Commission.

This Commission should be charged with responsibility for the planning and coordination of public junior colleges in Missouri, and so constituted as to recognize the junior college as a full and co-equal sector of higher education having unique characteristics, capabilities and responsibilities.

(Chapter IV, Section B, page 27.)

Recommendation 9: The Missouri State Legislature should establish a foundation support program for financing the operation of junior college education. Further, the present permissive legislation providing for a graduated authorized tax levy should be amended to allow all districts to levy up to 40 cents per one hundred dollars assessed valuation for operation, regardless of total assessed valuation within the district.

(Chapter IV, Section C, page 34.)

Recommendation 10: The State of Missouri should assist junior college districts in providing for fifty percent of the cost of sites, buildings, and equipment, and the local district should assume the other fifty percent of the cost. Any federal funds available for construction and equipment should be used to reduce the contribution from the local district and the State in equal amounts. All such projects must be approved by the Missouri Commission on Higher Education for federal or state funding in the manner currently used.

(Chapter IV, Section C, page 35.)

Recommendation 11: The General Assembly should enact permissive legislation allowing junior college districts to levy a tax of not more than 10 cents per hundred dollars assessed valuation, for bonding purposes for capital outlay needs, in addition to the recommended 40 cent operating levy.

(Chapter IV, Section C, page 35.)

Recommendation 12: Section 178.390 of the *Missouri School Laws* which permits public school districts to pay the tuition fee for a student, resident of the public school district, who attends a public junior college operated outside of said district should be amended. The amendment should *require* public school districts, not constituents of a public junior college district, to provide payment for the operational and capital outlay expense for any high school graduate or student otherwise qualified for enrollment in a junior college program, resident of the public school district, who wishes to attend a junior college in the State.

In addition to the normal resident tuition paid by the student, an operational expense reimbursement from the sending district should approximate, but not exceed, the portion of per capita cost derived from the tax levies of the junior college district. In addition, the receiving junior college district *may* also charge the sending district a fee of \$50 per session of enrollment (semester or term) not to exceed \$100 per year for any one student for capital outlay expenses.

Further, the same reimbursement arrangement may be executed between operating junior college districts if a student wishes to pursue a *program* of study in another junior college which is not offered in his home junior college district. Program is defined as a planned and sequential series of courses and experiences leading to the awarding of a diploma, certificate or degree, less than the baccalaureate degree.

(Chapter IV, Section C, page 35.)

Recommendation 13: The State of Missouri should appropriate the amount of \$50,000 for the initial year's expenses of planning and development of a newly established junior college district. This sum of money, designated as the "planning fund", should be provided by the State in order to allow for systematic planning and orderly development.

(Chapter IV, Section C, page 35.)

Recommendation 14: The Missouri State Board of Education should require that proposed districts should conduct a study which follows the outline suggested by the Commission on Legislation of the American Association of Junior Colleges.

Further, it is recommended that the individual responsible for reviewing applications not be engaged in the development of the document. It is strongly recommended that professional consultants be employed from outside the proposed district to direct the study.

(Chapter IV, Section D, page 38.)

Recommendation 15: The Missouri State Board of Education should, on the basis of current data, establish a standard requirement of a potential of 1,000 FTE students within five years following establishment of a junior college *district*. A limited function *campus* of a junior college district should obtain an enrollment of 400 FTE students within two years of operation. These standards should be reviewed every two years to determine their relevance to current conditions.

(Chapter IV, Section D, page 42.)

Recommendation 16: Public institutions of higher education offering bachelor degrees should encourage the establishment of locally supported junior college districts to offer the residents of their geographical area the additional post-secondary educational opportunities which are outside the stated objectives or philosophical limits of their institution. The senior institution whenever practical and possible should enter into contractual agreements on a temporary basis with the local junior college district to provide those services which are compatible with their present role.

(Chapter IV, Section E, page 42.)

Recommendation 17: In areas served by both junior colleges, and State colleges or private institutions of higher education, it is recommended that voluntary coordinating councils, comprised of the chief administrators and a board of trustees member from each institution, be organized to provide a forum for discussion of mutual concerns. Through these coordinating councils, duplication of programs and competition for students should be discussed and rationally ameliorated in order to truly serve the needs of the residents of the area.

(Chapter IV, Section E, page 43.)

Recommendation 18: It is recommended that junior colleges and all the Missouri teacher training institutions cooperatively develop and initiate a program for the training and preparation of teachers and administrators for employment in the junior colleges. A model for such an arrangement may be found in the programs currently under development at the University of Missouri at St. Louis in cooperation with the St. Louis-St. Louis County Junior College District. This program provides internship training periods for Master Degree candidates who wish to become instructors in junior colleges.

(Chapter IV, Section E, page 43.)

Recommendation 19: It is recommended that a Junior College Coordinating Committee be formed consisting of the chief administrator, one board of trustees member, and one faculty member (selected by the faculty) from each junior college district. This body should meet regularly to develop a unified voice for the junior colleges of Missouri in matters of mutual concern. This Committee should serve in an advisory capacity to both the State Board of Education and the Commission on Higher Education.

(Chapter IV, Section E, page 43.)

Recommendation 20: When the application for establishment of a new junior college district is presented to the State Board of Education, the Board and the Commission on Higher Education should meet jointly to determine the qualification of the proposed district, under the legislated criteria, and in accordance with the guidelines of the state districting plan presented in Recommendations 14 and 22 for approval to complete the necessary legal steps for establishment.

(Chapter IV, Section E, page 43.)

Recommendation 21: When either the State Board of Education or the Commission on Higher Education deliberate in any matters which will lead to recommendations regarding Missouri Public Junior Colleges, the respective agency should extend a formal written invitation to the executive officer of the other agency to attend as a resource person and participant in the discussion. The executive officer may, at his discretion, send a qualified staff member to such deliberations.

(Chapter IV, Section E, page 43.)

Recommendation 22: It is recommended that the districting plan for establishing fifteen public junior college districts in Missouri, as set forth in this study, be adopted and that this districting plan be implemented as outlined in Recommendation 3 of this study.

(Chapter V, page 52.)