

DOCUMENT RESUME

ED 148 429

JC 780 048

AUTHOR Eliason, Carol
TITLE Women in Community and Junior Colleges. Report of a Study on Access to Occupational Education.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
SPONS AGENCY Carnegie Corp. of New York, N.Y.
PUB DATE 77
NOTE 69p.
AVAILABLE FROM American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 (\$5.00)
EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Aspiration; *Access to Education; Bibliographies; Community Colleges; Curriculum Development; Females; *Junior Colleges; *Occupational Aspiration; Questionnaires; Sex Discrimination; *Student Characteristics; Student Personnel Services; Vocational Counseling; *Vocational Education; *Womens Education
IDENTIFIERS Nontraditional Occupations

ABSTRACT

The document summarizes findings of the Center for Women's Opportunities (CWO) study of female students enrolled in vocational/occupational programs at ten two-year colleges. Survey results indicate: (1) 60% of the students were under 21, single, full-time students; 40% were over 21, married or divorced, full- or part-time students; (2) 84.4% were white, 9.3% black, and 6.3% of other ethnic minorities; (3) 41% enrolled to prepare for immediate employment upon graduation, 25.6% enrolled to increase general knowledge, and 23% planned to transfer; (4) 56% were enrolled in traditional (75-100% female enrollment) programs, 16% in non-traditional (1-25% female enrollment) programs, and 28% in neutral programs; and (5) respondents appeared to have little exposure to vocational aptitude testing or counseling in either high school or college. Additional analyses of institutional related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curricula are presented. Extensive appendices include the student survey questionnaire and interview outline, comparison questionnaire responses of male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. A lengthy bibliography completes the document.

(LH)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

Women in Community and Junior Colleges

Carol Eliason

Report of a Study on
Access to Occupational Education

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

William A. Harper

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM

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

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGI-
NATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Published by the American Association of Community and Junior Colleges in
cooperation with the American Association of Women in Community and
Junior Colleges. Funding assistance from the Carnegie Corporation of New
York

Copyright 1977 American Association of Community
and Junior Colleges
One Dupont Circle, N.W. Washington, D.C. 20036

Printed in U.S.A.
\$5.00 Per Copy

ED148429

JC 780 048

Foreword

This project grew out of the deep concern of Eileen Rossi, former president of the American Association of Women in Community and Junior Colleges for the need to bring to the attention of the educational community current factual information and recommendations regarding the changing needs of female students in two-year colleges. With assistance from Claire Olson, then of the AACJC office of governmental affairs, a proposal was developed to assess the status of the nearly two million women students in occupational education in the 1200 two-year, post-secondary institutions that serve them.

The proposal was accepted and the project funded by the Carnegie Corporation of New York.

The study amassed a wealth of valuable data, only a limited amount of which can be covered in this report. Additional funds are currently being sought by the Center for Women's Opportunities of the Association to analyze and disseminate detailed information on such topics as models for apprenticeships and child care on two-year campuses as well as the changing patterns in training and vocational education for target populations, including minority and handicapped women.

It is hoped that this product will encourage community college vocational teachers, counselors, administrators, and trustees to implement needed changes. To local, state and national vocational education planners this report offers the challenge of providing needed technical and financial assistance to the community and junior colleges in their locales.

To women community college students and staff, we challenge you to work for advancing the cause of economic equity through educational equity for women.

Carol Eliason
Project Director

The research project described in this report was performed pursuant to provisions of a grant from the Carnegie Corporation of New York—awarded to the American Association of Community and Junior Colleges and its affiliate council, the American Association of Women in Community and Junior Colleges. The opinions expressed herein are based on the findings of the study as interpreted by the project staff and do not necessarily reflect those of the Carnegie Corporation, AACJC, or AAWCJC.

Acknowledgements

This report was prepared by the Center for Women's Opportunities of the American Association of Community/Junior Colleges, under the direction of Nancy Carol Eliason, project director. Research Associate for this report was Holly Jellison. Site interviewers for the project were Faye Berzon, Linda Houts, Jean Jerome, Barbara McFayden, Karen Jean Lacina-Munoz, Virginia Noble, Julie Stindt, Alison Paul, A. Rae Price, Nan Wheelles, C. Ann Oxreider and Julie Withers.

Sincere thanks are extended to Karin Egan and Sara Englehardt, project officers at the Carnegie Corporation. To the project supervisor at AACJC, Richard Wilson, vice president for programs, the staff extends its appreciation for patience, guidance and recommendations.

The project staff have benefited greatly from the counsel of their advisory committee:

Mildred Bulpitt, Chairman
President, AAWCJC 1976-78
Dean, Phoenix College
Arizona

George Vaughan
President
Virginia Piedmont Community
College
Virginia

Mimi Vollum
Central Piedmont Community College
North Carolina

Roberta Roesch
Author and Instructor
Bergen and Rockland
Community Colleges
New Jersey, New York

Jane Merritt
Whatcom Community College
Washington

Evelyn Ganzglass
U.S. Department of Labor
Washington, D.C.

A special salute is due the consultants for the project, Ruth McKeefrey, Claire Olson, Cheryl Opacinch, Roslyn Kane, Carol Blimline, Louise Klusek and the staff of the educational task force.

Deep appreciation for the production of this document goes to Barbara Daniels, Cheryl Cassidy, Jean Thurston and Linda Willis.

Contents

I	Center for Women's Opportunities Survey	1
II	Institutional Problems and Prospects	7
III	Support Programs and Services	12
IV	Federal Legislation and Funding Sources	16
V	The Private Two-Year College	19
VI	Summary of Findings	20
VII	Appendices	25
	Appendix A. Student Questionnaires and Guidelines	25
	Appendix B. Status of Women in Two-Year Colleges Interviewers and Study Sites	38
	Appendix C. Male and Female Attitudinal Responses to Q 35	39
	Appendix D. Female Vocational Testing Experiences in Response to Q 21	41
	Appendix E. Male and Female Responses to Q 33 Regarding Fair Treatment	42
	Appendix F. Male and Female Ratings of Student Services in Response to Q 34	43
	Appendix G. Model Exemplary Programs/Services in Two-Year Colleges Not Included in CWO Occupational Survey	44
	Appendix H. Additional Funding Sources	45
	Appendix I. Occupational Distribution of U.S. Women vs Community College Women	48
	Appendix J. Responses on Reasons for Attending	48
	Selected Books	49
	Selected Journal Articles	57

I. Center for Women's Opportunities Survey

The best kept secret in higher education today is that community colleges have the talent and tools to prepare women for well paying positions in the American work force. There is some question, however, as to whether the institutions are prepared to assign those resources to this important task.

There is a quiet revolution taking place on the campuses of two-year colleges across the United States. Data prepared during recent months by the National Center for Education Statistics reveal a sharp decline in the number of male veterans returning to colleges and a marked increase in enrollment of women as part-time and full-time students. Women are the only population group in higher education that has shown measurable growth over the past five years, now numbering over two million in two-year colleges. They should be the hope of the future for institutional planners, but too often they are ignored or overlooked.

A recently completed year-long AACJC/AAWCJC study of women students attending two-year colleges focused on those who are enrolled in vocational or occupational programs. Analysis of the practices of 10 representative two-year colleges indicates that a golden opportunity lies ahead for the institution that acknowledges the quiet revolution and responds to the particular needs of women students.

Report Sum Up Research

This report summarizes the findings of the Center for Women's Opportunities (CWO) research effort. The duration of the study was September, 1976, to August, 1977. The 10 colleges were visited in the fall of 1976. A five-point plan of data collection was used to determine how these two-year colleges were responding to the surge of female enrollment. This included:

- 1 Literature search and review of relevant statistical sources
- 2 Design and distribution of survey instruments to gather specific information on enrollments, support services, rural college programs, and responses to Federal legislation at local levels
- 3 Site visits to 10 institutions representing the various models (i.e., large urban multi-campus with centralized planning and management, large college in multi-college district, rural, private, or suburban college with decentralized learning clusters, etc.) were made and included.
 - a Interviews with administrators, faculty and paraprofessional personnel on-site and at regional and national meetings
 - b Written survey instrument administered at each site to male and female students
 - c Oral interviews with female students at all 10 sites

Ten AAWCJC members with a minimum of five years experience were trained to serve as interviewers and data collectors. Each traveled with a CWO staff member to one of the sites. Each then served as a resource person in the accrediting region for further data collection and dissemination of information and results.

- 4 Correspondence with personnel in two-year colleges interested in serving female student populations
- 5 Interviews with federal state and regional personnel concerning vocational and career education practices Attendance at national meetings of Title IX

The survey was designed to identify the socio-demographic backgrounds of female students attending two-year colleges, their reasons for attendance and their impressions about the men students. Oral interviews were conducted with approximately 400 women students many of whom had also completed the written form. The survey was conducted in both traditional and non-traditional classroom settings. The focus of the work was on the female responses although male responses were studied to evaluate any significant bias.

The Written Survey Covers Two Groups

Two groups of female students were identified. Females who were under 21, single and attending college full-time accounted for 60 percent of the sample. An atypical student—over 21, married or divorced, attending full or part-time—represented the other 40 percent. Reflecting the enrollment composition of most of the colleges in the CWO survey, the total female sample was 84.4 per cent white, 9.3 per cent black, and 6.3 per cent represented other ethnic minority groupings.

A majority of both groups were enrolled in traditional academic programs. Both groups were generally unaware of the services available at their colleges and both groups had had little exposure to vocational aptitude testing or counseling either in high school or college. On the other hand, just over half of the entire sample felt they had a special interest or ability in the field they were studying and most felt they would find satisfying employment related to their training when they finished school. Neither group expected to encounter significant sex-related discrimination in employment opportunities.

Eighty percent of the female sample had completed high school. Twelve percent had an associate or bachelor's degree or some graduate study. Women with degrees had returned to college for additional skills and credentials (with graduate study). A review of the oral interviews showed that women with degrees had returned to college for additional skills and credentials with which to enter or re-enter the work force. Dissatisfaction with prior employment status was the prime motivating factor for the employed women who were attending college. Overwhelmingly, those with "general studies" backgrounds felt that high school had failed to give them marketable skills. Those with a home economics background tended to be older and from more traditional rural or blue collar communities. Many had married right after high school and now, 10 or 20 years later, were finding that they had no marketable skills.

The respondents were asked to name their primary reason for attending college. Forty-one percent of the female sample said they were enrolled to prepare for immediate employment upon graduation. Another 25.6 percent wanted to increase general knowledge and level of education while 23 percent would transfer to another institution.

Career goals were contrasted with present situations. Over half (54.4 percent) of the women sampled said that they were presently working. Of

these two-thirds were working part-time and one-third were working full-time. About 50 percent of the respondents were in clerical or service positions. Another 12 percent had sales positions. Only 13 percent listed their occupations as technical or professional. This was compared with the number of women who said that they planned to go to work when they finished the college program. A majority expected to be in "white collar" or professional technical careers. About 18 percent were planning for clerical occupations.

The foregoing data were compared with the academic majors of the women in the sample. Fifty-six percent were enrolled in traditional academic programs, 16 percent in non-traditional programs and 28 percent in neutral programs. A breakdown by subject matter showed that over 90 percent were in business, accounting and law enforcement programs. Of those in traditional fields nearly 30 percent were in nursing and allied health studies, 23 percent in secretarial training, and 20 percent in general/liberal arts programs.

There was a clear indication of tracking of females into traditional occupations when the high school course of study was compared with the kinds of jobs women held prior to attending college. Although 69.4 percent took a general or college preparatory curriculum in high school, nearly half had clerical or service jobs. Only 16.8 percent said that they took the business or commercial course in high school.

About 35 percent of the women in the survey were receiving some form of financial aid. Almost all of these were full-time day students. A little over 22 percent were financing their education through personal earnings and 12 percent were using savings. The remaining 30 percent were being aided by parents or a spouse. While over 30 percent of the men students in the sample were paying for their education with earnings, they were employed in generally higher paying occupations. Moreover, men students were receiving ten percent more financial aid than women.

The ability of the students to find employment while attending college was of high priority—especially for part-time students. Most of them did not qualify under local administrative rulings for financial aid. Students enrolled for less than six credit hours found it virtually impossible to obtain such assistance.

Almost two-thirds of the women students were attending college to prepare for new careers or to gain new skills necessary for advancement. Forty-one percent planned to begin their careers upon graduation. With that response, it is interesting to note that only half of the respondents recall having had vocational aptitude testing in high school. Although almost two-thirds were preparing for careers, the same number reported that they had not had any career, vocational aptitude testing or counseling in college.

The responses rating a variety of student services indicate a need for improved methods of communication between college personnel and students on the quantity and quality of such services. Interviews with different members of the college community gave varying reasons for the low use of these services. Placement officers cited problems of communication, poor staffing, and inadequate community contacts. Many students tended to be unaware of the possible benefits to be derived through utilization of services offered. Others simply perceived that they did not have time to avail themselves of any service facility outside classrooms. Over 70 percent of the total female sample did not anticipate sex-related problems in getting equal employment or equal pay. About 60 percent expected to receive equal op-

opportunities for advancement on the job. However, over three-quarters of the minority women sampled anticipated more sex discrimination than race discrimination in employment opportunities. Further, most women did not think they were treated differently than men on the college campus in such areas as faculty and staff attitudes, financial aid opportunities, or health care services. On the other hand, both men and women felt that women did not have equal access to athletic programs.

Nine attitudinal questions concerning the place of women in the work world and in the family were included in the written survey. Sixty percent of the men and women respondents agreed that "Employment of both parents is necessary to keep up with the cost of living," which reflects a national concern for the continuing inflationary trend in this country. Other propositions tested the label of "traditional" attitudes. They included

"A woman's place is in the home, not the office or the shop."

"The husband should be the final authority in the family."

"Certain occupations are not appropriate for women."

"Men should receive higher wages than women because they support families."

Although both sexes generally disagree with these propositions, about 20 percent of the men and five percent of the women supported them.

An interesting comparison can be made between the CWO responses and that of one other researcher on the values of career. In the September, 1974 issue of *Change Magazine*, national pollsters Daniel Yankelovich and Ruth Clark reported on their 1973 survey of 3,522 college and non-college youth who were 16 to 25 years of age. The heart of the dilemma related to work and career. In contrast to earlier attitudes, young blue collar workers now place as much stress on finding "interesting work" as on work that pays well. In the CWO survey of community college students, 86.5 percent males and 94.4 percent females agreed.

The Oral Interviews

Suggest Trends and Patterns

On the basis of the recorded comments of over 300 women students who participated in the oral interviews, certain response patterns have been identified. In addition, certain trends emerged which merit further study and analysis.

Among women in non-traditional programs there was a strong indication that role models were essential to their choice of non-stereotyped career goals. More than 50 percent were able to list male teachers or family members who influenced their career choices. As individuals, they tended to be more self-confident than women in either the neutral or traditional programs. They had well defined career goals. Most rated their abilities as high as those of the men in their classes. They had a fairly "liberal" outlook concerning the role of mothers. Several women commented in favor of equal responsibility for both parents in child-rearing. Sixty of the students also felt that women need not wait until their children are grown to pursue their careers. The interviews presented a diverse range of comments concern-

ing the treatment of women by male instructors and male students in non-traditional classes, and in jobs as well

Most of the women felt that they would survive in their fields mainly because of affirmative action practices, but that they would not receive equal pay or have equal opportunities for advancement. Although these women expressed this view in the oral interviews, the response conflicts with that of Question 31 of the written survey instrument—"Do you anticipate any sex-related employment problems in these areas?" Responses are as follows

	Yes	No
a Getting hired	17 9%	82 1%
b Receiving fair wages	26 7%	73 3%
c Receiving fair benefits (retirement, maternity)	20 7%	79 3%
d Getting promotions	36 9%	63 1%
e Obtaining union membership	12 6%	87 4%

It appears that there is some confusion among these women that should be addressed. When they are talking about their school/job experiences they definitely anticipate sex discrimination in their occupational pursuits, but they seem to be unaware of its specific nature.

Women students enrolled in the law enforcement program at five of the colleges had more positive expectations than those in other nontraditional programs. Further, students in law enforcement classes reported fewer problems of sexist treatment either from male students or male instructors. Visible female role models, such as those represented by instructors, cadets, and police officers, had a positive effect on the confidence level of this group of students. The experiences of a significant number of women enrolled in the law enforcement programs at colleges in the CWO survey tend to verify findings of other researchers in this area.¹³ In programs where there are three or more women enrolled, a supportive comradeship tends to develop that often makes the difference between success and failure for such women.

By and large, women in traditional programs tended to be more conservative in their thinking than those in non-traditional programs. Women in the traditional areas often felt that men had superior technical ability and more assertive personalities. Lack of confidence seemed higher among this group. They tended to agree that mothers should stay home with pre-school aged children if at all possible, and that education or careers should be deferred until families are grown.

Generally, women in neutral programs had more self-confidence and mentioned more positive role models in talking about their goals than those in traditional fields, but they were not as assertive as those in non-traditional programs.¹⁴ For example, many of the students in the communications program (broadcasting classes) at the five colleges named members of their families as an influencing factor in their choice of program. However, there was general agreement that male students, instructors, and personnel at broadcasting stations were discriminatory and sexist in their attitudes and actions.

Concerning other attitudes of the women students interviewed, the review showed that most were barely aware of the kinds of services available

at the college. On the other hand, the few who had favorable experiences were highly enthusiastic. For example, an admissions officer recommended a "returning woman" program to one unsure re-entering student who found that it was just what she needed. She had nothing but praise for the college as a result. Several students cited newspaper ads run by the college announcing particular classes as the motivation for them to attend the school. They considered such advertising a service to the community.

Of the students who had an opinion on the child care facilities offered at their college, not one felt that they were adequate. Many women rated the facilities as good but not large enough. With child care lacking, some had made their own arrangements, while others deferred attending college until their child(ren) were in the first grade. The low number of respondents with pre-school aged children in the national sample is attributed to the problem of lack of low cost child care. In a CWO national mailing only 137 two-year institutions identified themselves as having minimal or adequate child care centers.

There were many negative responses regarding counseling and counselors. Few of the women interviewed who had received counseling had a favorable attitude towards either the counselor or the advice given. Counselors were said to be disinterested, condescending, never around, too busy or unknowledgeable about labor market conditions. The results of the survey suggest that re-evaluation of the present system of counselor training and practice is necessary. An outgrowth of this study could be the development of a working model for counselor training/practice that would result in effective sensitivity and responsiveness to the needs of women in two-year colleges.

II. Institutional Problems and Prospects

An analysis of two-year college enrollments for the past several years shows that heavy enrollments of women in segregated programs—secretarial science, licensed practical nursing and child care aid—create occupational segregation in jobs yielding low wages and few options for upward mobility. Low wages obviously do harm to the woman and every member of her family. A recent National Institute of Education survey indicates that 67 percent of working women are either single, divorced, separated, widowed or have husbands who earn less than \$7,000 per year.¹⁷

In the CWO interviews it was common for married women to view their income potential as making the difference between poverty and middle income status. Many women who were heads of households hoped to move into management or technical positions, but their expectations did not match the realities of their planned curricula. Few had accurate information on their income potential. For example, in one college, there was surprise when the CWO interviewer announced to a group gathered in the college lounge that graduates of the chemical technician program might command a starting salary of \$14,000 per year. Unfortunately, only about a dozen women had even enrolled in that program at the college. The group being interviewed were secretarial science students hoping to start at a maximum of \$7,500. The length and cost of the two training programs were identical. They asked, "Why didn't someone tell us?"

Policies regarding enrollment in 12 states serve to limit access by women seeking admission to low-cost programs providing occupational entry skills. North Shore Community College at Beverly, Massachusetts, showed the nature and extent of the problem created by such a policy. The State Board of Community Colleges administers a legislative mandate to limit the number of students enrolled in two-year colleges to a fixed number. North Shore's quota of 2,050 full-time students forces the college to exclude state-subsidized admissions status to those who attend part-time. Admissions for most programs were closed by February 1, 1977 for September, 1977. Few new full-time admissions are ever available for mid-year starts. Close to 5,000 people are enrolled in credit courses at NSCC on a full- or part-time basis who are not subsidized by state funds. The cost for these students is double that of students on state subsidy.

These severe limitations to the state's so-called open door admissions policy create a special hardship for the adult female learner. Many are forced to attend classes at the Lynn YMCA several miles from the college's counseling or library services. They do not have ready access to financial aid or other vital support services. Similar problems exist in other states with enrollment ceilings.

Another area of concern is that of the failure of most two-year institutions to have developed a systematic plan for recruitment of minority women students. Recent U.S. Census Bureau figures indicate that in October, 1975, there were 183,000 black women enrolled in two-year colleges, or 13 per-

cent of the total female enrollment of 1,387,000. Total Spanish surname female enrollment was 33,000.¹⁸ Thus, these figures would suggest that part of each college's outreach program should be directed toward minority women; and their educational needs. Though total female enrollment rose to 1,936,162 by fall 1976, minority enrollment did not increase as rapidly.

Recruitment, Admissions, Policies Are Revealed

Of the colleges in the CWO study, Brevard in Florida provides an example of an effective recruitment plan for attracting women to better paying occupational programs. Funded through Title III CETA, Work Opportunities for Women (WOW) became available in October, 1976, for women interested in training for non-traditional occupations. The objective is to provide a 60-hour pre-vocational course consisting of skills assessment, resume writing, and job seeking techniques. Efforts are made to place participants in one-year nontraditional vocational training.

Brochures, pamphlets, and annual reports from over 800 two-year institutions indicate that female recruitment efforts by two-year colleges have been limited to three types:

- Non-credit workshops, short-term awareness or hobby courses as part of a larger effort of the Division of Continuing Education.
- Specialized one time events focusing on pre-labor force entry needs, such as goal setting, how-to courses, resume writing, job hunting and affirmative action.
- Credit or non-credit short-term career planning courses that spotlight the curricula of a specific division in the college. The majority of these are in allied health, human services, or secretarial science. (Unfortunately, these do not offer the potential student up-to-date information on comparative salaries in other training programs.)

A review by CWO staff of the catalogs of the public and private two-year institutions indicates a need for changes within institutions if more than lip service is to be given to Title IX, Affirmative Action, and the 1976 Vocational Education Amendments. Questionable pictures, language and format were evident in a majority of catalogs. The three most common pictures of female students were as nursing students providing bedside care, as typists or key punch operators, or as passive recipients of male instruction in clerical or retail sales training. Pictures of female role models in technical instruction or administrative recruitment roles were rare.

More subtle but still biased were descriptions of student services. Veteran counselors received far more priority in terms of space and prominence than did any single service designed to attract women of any age. Only about 195 colleges had special counseling services listed for returning adult women, and many of these responded with comments such as, "one service, equal for both men and women."

Women interviewed during the CWO study noted that colleges seldom had a specific list of financial aid options available for women. Those who sought to start with a single course, "to build confidence," or to test interest and aptitude, found almost no sources of financial aid. Of the 10 colleges,

only Delta College in Michigan had financial aid available to the single course adult student. Tuition refund options available through employers or unions were utilized infrequently by women students. Less than 10 percent of the catalogs reviewed made mention of this potential form of employee fringe benefit. Non-credit re-entry courses were identified at 232 institutions and credit courses for re-entering students at 135 colleges.¹⁹

Of special concern in planning for the needs of women in two-year colleges that have nursing programs is the problem of "what to do about the hundreds of women who do not get accepted by the college into these programs each year. In 1976 Portland Community College had over 900 applicants for 50 places. A lottery was held to insure fairness. Unresolved was the question of how to "recourse" those who did not get in. A special program, Skills in Nursing (SIN) at Phoenix College, is designed to assist minority women to qualify for the registered nursing program by providing an extra year of skills building in reading, writing, sciences, and mathematics. Often, students who are not accepted enroll in a general studies program in hopes that they will qualify the next year. Seidman is counseling employed to suggest other career options. However, at Central Piedmont Community College, staff have developed additional specialized curricula to match area job vacancies for students who want employment that builds upon home-learning skills and a personal desire to "help others." They include geriatric aide and para-professional for extended care facilities, with special skills in recreation and nutrition. At present, few colleges engage in periodic reviews of allied health manpower needs in their service areas.

Several colleges in the study ignored the enrollment problems associated with these rejected candidates. They failed to see that their full-time equivalent could be increased by special counseling services for those who encountered blocks to their initial career goals. Programs to explore, test and evaluate other options for such students should be designed and integrated into two-year college curricula and counseling services.

Apprenticeships and Recruitment Neglected by Institutions

Research completed by the AACJC Center for Labor/Community College Cooperation and tabulated by the CWO identified 259 two-year colleges with one or more apprenticeship programs. No accurate recent statistics are available concerning the enrollment of women in these programs despite repeated efforts to synthesize and correlate reports from the Department of Labor and State Boards of Education. However, in 1968 less than one percent of the 278,000 apprentices were women. In 1976, the U.S. Department of Labor noted that the total number of apprentices had not grown substantially since 1968, but that women now accounted for almost two percent of the total. CWO was able to identify about 100 women currently enrolled in apprenticeship programs in community colleges. Their experience should prove that women attracted to this mode of training and credentialing for labor force entry re-entry can be successful.

Of the 10 colleges studied, only two have made concentrated efforts to improve access of women to apprenticeship programs. They are Delta College and Los Angeles Trade-Technical College. There is cooperation among Delta's administration, the local unions, and the two major area

employers, Saginaw Gear Division of General Motors Corporation and Dow Chemical Corporation. Efforts to increase dialogue between the college, the unions and the state department of labor to expand apprenticeship programs are continuing. Women in apprenticeship programs at Los Angeles Trade-Technical College are not in a formal college-wide program but attend classes on a tuition reimbursement program supported by employers and/or unions.

In other parts of the U.S., community college staffs have advised CWO of intensified efforts to open up apprenticeships to women. Notable are Lane Community College in Eugene, Oregon and LaGuardia Community College in New York. Delgado Community College in New Orleans has launched a new effort to attract women by making COOP funds available for apprenticeships.

In June, 1977 the CWO director forwarded testimony to the Federal Advisory Council on Apprenticeships urging that funds be made available to two-year colleges to demonstrate alternatives to quotas and timetables for female enrollments in apprenticeship programs. The object would be to develop a recruitment and counseling model that would be readily transportable to other institutions and agencies. The colleges with working apprenticeship programs would be given Labor Department funding to demonstrate the potential for rapidly increasing female involvement in non-traditional roles. Special emphasis would be given to trades programs with good prospects for growth, but which do not require extreme physical strength.

Curriculum Review Illuminates Wide Diversity of Options

Review of catalogs, curriculum guides and course materials in the 10 CWO survey institutions indicates a broad diversity of potential options for women students to explore. The gaps in curricula are best understood when one recognizes that few of the women interviewed had ever learned to utilize simple tools, solve technical problems, or confront scientific or mathematical problem-solving. Therefore, developmental courses designed to overcome basic deficiencies in mathematics and science are imperative. In addition, a course providing a basic introduction to the technologies is needed. Exemplary programs have been developed at Trident Technical College in South Carolina, Evergreen Valley College in California, and Lane Community College in Oregon. Vocational Education Act proposals under the new legislation have been prepared by San Jose City College, Coast Community College District, and Hudson Valley Community College in New York. Efforts are being made to develop a course with state funding at Willamsport Community College in Pennsylvania.

A June 1977 mail survey by CWO—with responses from over 350 colleges—indicated a high degree of frustration over poor state dissemination of information on the development of five-year plans for reducing sex-role stereotyping in vocational education. Seventy percent of the responding institutions indicated a need for more accurate information on availability of funds. Many small college respondents had problems finding staff and time to prepare the multitude of state and federal forms required in requesting vocational education funds.

Data Point Up Wide Gap in Staffing

Analysis of data collected by AACJC indicates that there are currently 3,224 women administrators in two-year colleges and 12,273 males.²⁶ Of the women 2,103 are clustered in 13 states and Puerto Rico. Nineteen states have 20 or fewer female administrators. Accurate national data on the numbers of women involved in the administration of non-traditional vocational programs are not available. There are currently eight women community college presidents and 29 female junior college presidents.

The greatest breakthrough for women in the management of two-year colleges has been in counseling and continuing education. Division chairmanships outside of secretarial, science, nursing and humanities are seldom held by women. At the instructional level, hiring of females in mathematics and science is increasing. Unfortunately, these women are often in the lower pay grades. CWO has identified a small but growing number of female instructors in drafting, hotel/motel management, electronics, and computer sciences. Efforts to find and employ women in "role model" positions must be taken so that women students will be attracted to and retained in what are now predominantly male occupational programs.

A mode of employing role models that was not observed, but one which is frequently utilized by proprietary schools, deserves further investigation by community colleges. The model is that of the employment on a part-time basis of female nontraditional graduates as outreach admissions counselors and recruiters.²⁷

Long range planning and policy development regarding staff and students are frequently the tasks of community college boards and trustees. There are 546 female board members serving public institutions and 441 serving private institutions. In the public sector, 15 percent of these seats are held by women. In the private sector, 23 percent are females.²⁸ It would seem that one way to sensitize institutions to female student needs would be to recruit and train more women for the governing boards of two-year colleges.

Career Counseling Model Is Needed for Women

There is a definite need for a systematic approach to counseling of women students. A career counseling model should include five primary components:

1. Guidelines for developing positive self-image, self-awareness, and self-confidence.

2. Tools for defining and identifying skills and credentials and the correlation of such tools to marketplace needs. (This area would include a thorough briefing in population and economic trends, marketplace supply and demand forecasts, and a realistic appraisal of prospects/rewards/disadvantages of various occupations.)

3. Non-sexist tests of aptitudes, interests, learning styles and physical skills.

4. Evaluation of time/skills/resources required for achieving chosen career goals, successful short- and long-term career planning strategies.

5. Identification of needs that must be met to achieve career goals, such as financial aid, child care or tutoring. Provide lists of resources and agencies that can help.

III. Support Programs and Services

Three examples of programs currently in practice at the community colleges in the survey are described here. They were chosen from material gathered from each of the colleges.²⁴ One is a program available to all students and the other two are designed for the returning or mature woman student.

The first example is provided by North Shore Community College in Beverly, Massachusetts, started August 30, 1976. The Center incorporated several existing college programs, including GED (High School Equivalency), CLEP testing, Experience Credit, Contract Learning, and the University Year for ACTION program. The programs have been offered regularly at a low cost. The division of continuing education and community services as well as counseling components of the college have provided assistance to participating students. GED testing is given weekly on a walk-in basis, while the CLEP series is given once monthly with registration required in advance.

A student may gain up to nine college "experience credits" through a process of discussion and evaluation of documented academic knowledge. "Contract learning" provides students with the opportunity to receive academic credit for study completed according to their own design. Up to 15 credits may be earned in this way. The University Year for ACTION (UYA) is a federally funded work/study program. Learning experiences are designed to meet academic requirements and individual student needs in non-traditional settings that are related to the work world and every day living situations. Departmental discipline examinations for credit are also administered. The Center has served both unemployed and underemployed adults of both sexes.

Another example of an effective support program is to be found at Brevard Community College, Cocoa, Florida. It is the Women's Educational Needs Development Incentive (WENDI) program, funded by CETA. WENDI is an intensive five-week, 75 hour course that serves as a transition point for entering or re-entering women to identify and clarify goals for education and career training. The course includes career counseling, testing, jobs and legal information, skills training and confidence building. The program is aimed at women of all ages in all economic, ethnic and educational groups. The outreach to minority women, has been outstanding. Three-fifths of the WENDI graduates entered credit courses at BCC in 1976. Another one-fifth of the graduates entered the labor force. Responses to three-month and six-month follow-up questionnaires show that graduates of the course had developed more positive views of themselves and more confident goals in life.

The third example also comes from Brevard Community College. Work Opportunities for Women (WOW), described previously in this report, became available in October, 1976, for women interested in training for non-traditional occupations. The objective is to provide a 60-hour pre-

vocational course consisting of skills assessment, resume writing and job-seeking techniques. Efforts are made to place participants in one-year non-traditional vocational training.

The programs described at North Shore and Brevard Community Colleges have proven to be innovative and responsive to the needs of the community and could serve as models for other schools wishing to initiate similar programs²⁵.

Model Exemplary Programs/Services

Type of Program/Service

Institution

1 Counseling/Testing Programs

a Group counseling

Career Development Groups at
Brevard Community College
Central Piedmont Community
College
North Shore Community Col-
lege
Portland Community College

b Testing (paper and physical skills)

GATBY and Singer Vocational Ex-
ploration System at Brevard
Community College

2 Learning Skills

a Tutorial assistance for learn-
ers with immediate academ-
ic problems

Drop-in Tutorial Service, Sylvania
Campus, Portland Community
College

DAIRS, DOLLY, Drop-in service at
Central Piedmont Community
College

Crossroads Drop-in Centers at
Moraine Valley Community Col-
lege

Drop-in Counseling Center and
Mini Courses at North Shore
Community College

b Literacy/catch-up programs

Study Skills Center at Moraine
Valley Community College

Advancement Studies Program at
Central Piedmont Community
College

Reading Institute at Phoenix
College

3 **Alternative Study** (Credit for life
experience, GED, CLEP one-
stop)

Center for Alternative Studies at
North Shore Community Col-
lege

4 **Nontraditional Program Train-
ing**

a CETA/Manpower programs
and counseling

Work Opportunities for Women
(WOW) and Women's Educa-
tional Needs Development In-

Type of Program/Service

Institution

- b Courses to upgrade skills of working women
- 5 **Short-Term Skills Training**
- a Manpower skills center
- b Short-term training for labor force entry-credit
- 6 **Placement Programs**
- a Innovative approaches to cooperative placement and supervision
- b Placement research and innovation
- 7 **Women's Issues**
- a Women's studies electives
- b Women's centers/re-entry programs
- c Sensitizing faculty to needs of nontraditional women students
- 8 **Student/Community Services**
- a Community outreach community service and counseling credit non-credit courses
- centive (WENDI) at Brevard Community College
- Courses in Electronics and Management of Health Facilities at Phoenix College
- Phoenix College/Maricopa District
- Modular Offerings at Rock Creek Campus, Portland Community College
- Vocational Exploration Groups (VEG) at Delta College
- University Year for ACTION (UYA) at North Shore Community College
- Coop. Education Plan at State Technical Institute at Memphis
- Summer Research Projects of the College Placement Office at Phoenix College
- Courses/Programs at
- Moaine Valley Community College
- North Shore Community College
- Phoenix College
- Portland Community College
- WOW and WENDI at Brevard Community College
- Women's Interest Center at North Shore Community College
- AWARE Women's Center at Phoenix College
- Staff Development Programs at Brevard Community College
- Delta College
- Portland Community College
- Community Education Programs at
- Lynn Center YMCA of North Shore Community College
- Rock Creek Campus Portland Community College

Type of Program/Service**Institution**

b Special facilities for physically handicapped persons

ALCOR Program and the Appalachian Learning Lab, Alice Lloyd College

Melbourne Campus Resources Center, Brevard Community College

Rock Creek Campus, Portland Community College

c Child care services

Child Care Training Center at Central Piedmont Community College

Campus Children's Center at Los Angeles Trade-Technical College

Child Care Center at Delta College

See Appendix G for model exemplary programs/services in two-year colleges not in the CWO survey.

The Women's Center Helps To Provide Special Attention

Is a Women's Center necessary to attract large numbers of women?" This question was frequently asked of CWO staff during the data collection phase of the project. Answers vary from community to community. CWO surveys indicate that over 300 institutions have some type of women's center. The most frequently utilized model is part of a counseling complex that offers group counseling and support services such as testing, peer tutoring and referral to local human service agencies.

During the CWO site visits the Women's Centers at Phoenix and North Shore Community Colleges were studied. Each attracted specific target populations. At Phoenix, the greatest utilization was by older women. At North Shore, the program provided greatest impact upon younger women. Few minority women were attracted to either center. Other models that have had a diverse impact were found at Rockland Community College in New York State, Grand Rapids Community College in Michigan, and Diablo Valley Community College in California. Each center places emphasis on working in a consortium with community groups. Continuing education centers, such as the Women's Institute at Bergen Community College in New Jersey and the Center for Continuing Education for Women at Miami-Dade Community College, Florida, have focused on serving target urban populations of women. Special attention is given to the needs of minority women.

A continuing problem for women's programs and centers is funding. Single source funding that is based on a once only grant is frequently self-defeating. Most centers need to review sources of funding and develop community-based contracts for support. All too many women's programs do not have strong alliances with college and community power groups for one reason or another.

IV. Federal Legislation and Funding Sources

Information gathered from interviews with faculty members, administrators, and students at the survey colleges registered concern about a need to examine the issues of possible sex bias in financial aid programs, counseling, testing, placement, and the availability of day care facilities.

1. Title IX

Specific areas of concern are included among those to be addressed by most educational institutions under Title IX of the Education Amendments of 1972. This title is the only sweeping federal law that prohibits sex discrimination against students in classes and activities at colleges receiving government funding. All such institutions should have evaluated their programs through a self study and have filed a statement of compliance with HEW no later than September 30, 1976.

Such a statement of compliance would indicate that the college claims to be non-discriminatory on the basis of sex in the following areas:

a. Recruitment

All printed materials (brochures, catalogs, applications) and recruiters are unbranded. All prospective students are regarded as potentially interested in any program. None are discouraged or tracked into traditional areas. Printed materials do not, through language or pictures, sex-type any curriculum. Generic language is used. The same questions are asked of both sexes on application forms. Recruiters of both sexes are used. There are no requirements such as age cut-offs which might have a disproportionate impact on women.

b. Admission to Programs

All qualifications required for admission to any program are evaluated equally for both sexes (for instance, marital status, age, personality characteristics).

c. Award of Financial Aid

The same amount of scholarship and grant money is available for students of both sexes. Age or credit hour requirements do not discriminate against either sex.

d. Rules and Regulations

All rules and regulations are administered equally. This includes dress or appearance codes, disciplines, participation in classes and activities, and residency. Time limits for completing programs and requirements of full-time attendance do not discriminate against either sex.

e. Housing Rules and Facilities

Lack of housing spaces not used as a reason to deny admission. All rules apply equally to both sexes.

f. Physical Education and Equal Athletic Opportunities

Overall, the college provides "equal opportunity" in sports and physical education programs. This includes scheduling of practice and games, coaching pay, availability of funds for travel and per diem allowance, media

coverage, recruiting, intramural programs, recreational activities and scholarships.

g *Health Care and Insurance*

Any medical care and/or health insurance coverage offered to students does not discriminate on the basis of sex.

h *Employment Opportunities*

No college jobs are denied any student on the basis of sex. Placement services do not accept job listings from employers that discriminate on the basis of sex either in hiring or in salaries paid. Every student has an equal opportunity to apply for any job. Cooperative work experience programs do not allow for discrimination on the basis of sex.

i *Extra-curricular Activities*

There are no single-sex extra-curricular activities, clubs or programs.

j *Textbooks and Curricula*

The college does not use sex-biased texts. Class lectures and discussions are free from sex-biased remarks.

k *Counseling of Students*

Neither counselors nor counseling materials perpetuate sex stereotyping about men and women. Counselors are trained to work with the so-called "non-traditional" student, including older women students returning to college.

l *Single-Sex Courses*

All courses are open to students of both sexes. Lack of facilities is not used as a reason to exclude students of either sex. Neither male-intensive nor female-intensive courses are given preference in allocating facilities or in scheduling.

2 **Affirmative Action**

Affirmative action programs, required under both federal law and executive orders, also address the problem of possible sex bias in educational institutions. Title IX mandates non-discrimination, but it also encourages affirmative action which can be defined as taking steps to remedy a situation based on sex which was caused by past discrimination either by the college or by society at large.

Colleges practicing affirmative action should be recruiting and hiring female administrators and faculty members, particularly at levels and in fields where they have been under-utilized. In addition, in applying affirmative action techniques to programs and activities, colleges should be exploring the potential of women's studies programs and courses, women's centers, flexible scheduling, special continuing education programs and child care facilities. Although such activities would be designed as compensatory or developmental programs for women students, they should also be open and available to men.

Funding Possibilities Should Be Identified

The study indicated a lack of awareness at the local level of existing sources of financial support for providing educational equity for women. To overcome partially this gap in institutional research and planning, an intensive review of literature and legislation was made to demonstrate the funding options open to community colleges seeking support for women students. (See Appendix H for some of the key funding sources.)

Private sources successfully utilized by two-year colleges to find programs and services for women include foundations and United Way agencies. The Women's Resource Centers, a consortium based at Grand Rapids Junior College in Michigan, is one example. Corporations, banks, and business clubs have been generous backers of workshops, forums, and other programs. Community college-sponsored foundations are increasingly being developed as a means of channeling scholarship, equipment and services of women's programs.

V. The Private Two-Year College

The financial dilemma of the private two-year college has been chronicled by several writers over the last decade. However, little positive progress has been noted in terms of practical changes in curricula to serve a broader, more adult market. Comparison of offerings in each of the accrediting regions still reflects heavy emphasis upon the liberal arts, fashion design, and secretarial science. The curricula innovations appear to be preparatory for service to an extremely limited market such as travel agency, legal assistance, and human service work. Only scattered examples are found where strong linkages with area industries have been developed. Most are in merchandising, publishing, and government. Contemporary technical education for women, outside of allied health occupations, is not prevalent.

In many instances, maintenance of expensive real estate holdings, including dormitories, has slowed efforts to expand service in private junior colleges, particularly continuing education. An unexplored phenomenon has been the rush to develop bachelor's degree programs in more than a dozen two-year colleges and the switch to co-educational status in others. Accurate current research on the effectiveness of those changes is still to be undertaken. A key question will be how long can two-year private colleges survive without making major curricula and support service changes.

VI. Summary of Findings

As indicated previously, a quiet revolution is taking place in over 1,200 U.S. communities as large numbers of women pursue educational credentials that will allow them to survive economically and to achieve self-fulfillment. Colleges will need immediate technical help in funding, staffing, and program development to meet the needs of this new academic population. Beyond filing required reports, few colleges have actively pursued implementation of recommendations for compliance with Title IX of the Educational Amendments of 1972, measures which are needed to guarantee equality of opportunity for women students.

In the meantime, the situation is as follows:

College catalogs stereotype women via pictorial treatment of them. Admissions brochures, textbook and testing materials still portray women in passive, traditional roles.

Guidance, testing, and financial aid policies continue to be geared to the needs of fulltime students living at home with parents. Seldom did CWO staff observe concerted efforts to provide "one step service" for admissions, financial aid, testing, credit for life experience, CLEP, and part-time jobs.

Tracking, both conscious and as a result of benign neglect, still pervades all levels of student services. Work study and cooperative programs continue to track women into "dull, dead-end, and poorly paying" clerical, allied health or retail sales jobs. Contract learning and modular instruction are just beginning to break down these tracking barriers.

Too few colleges have linkages with community-based industries and commercial enterprises that would provide smooth transition for women from the world of school to the world of work.

Instructors, vocational education deans, and counselors all need in-service training in the finer points of attracting competent women students and keeping them in programs until successful completion. A woman seeking entry into a non-traditional occupational curriculum seldom finds female role models as instructors or vocational administrators. She often feels isolated unless she enters a classroom where there are female deans to form a voluntary support network to ward off student and faculty discriminatory practices.

Despite obstacles at home and on campus, women interviewed in the CWO survey were stimulated by the challenge offered by community college instruction. They exhibited dedication to their goals. They were impressed with the quality of instruction and availability of instructors for supplementary tutoring. It was not uncommon for a woman to work a semester, go to college a semester, and take as much as four years to complete a two-year program because of economic responsibilities to her family. Day care for children of female students is all too frequently an expensive and unsatisfactorily resolved problem. Only a small percentage of two-year colleges have low-cost, on-campus child care programs.

Summary Statement Underlines Challenges

The Center for Women's Opportunities occupational study focused on the challenges facing the nation's community and junior colleges in their efforts to provide educational and economic equity for women. In identifying the major blockages faced by women wishing to attend college, the research documented the need for institutional changes in these five crucial areas

- A primary need is for the development of responsive outreach and recruitment programs which will encourage women to enter nontraditional occupational/vocational training curricula. The CWO survey indicated that in schools where these programs exist, such as Brevard Community College's WENDI and WOW courses, there has been an increase in the enrollment of women. Moreover, the retention and successful completion rate has proven the worth of such programs.

- The CWO study discovered an alarmingly high level of student unawareness of educational resources and support services offered by the colleges surveyed. The Center recommended that each institution enlist a task force to further examine this problem and to develop effective methods of communication to insure optimum student participation in all facets of the college community.

- Educational equity for women students will require the implementation of in-depth curriculum reviews and changes that will include the development of credit courses in nontraditional basic skills and technologies. An increase in cooperative and apprenticeship options and availability must be a high priority. Instruction in current regional marketplace needs and prospects for future economic areas of growth should be a goal for all institutions.

- The need for implementation of Affirmative Action and Title IX activities designed to raise the level of female involvement in all levels of instructional and administrative personnel has been federally mandated. Intensive in-service training programs are needed to sensitize two-year college faculty and administrative staff to the particular needs of women entering their classrooms, particularly those who wish to enroll in non-traditional programs.

- As the concept of community based education becomes more and more a practicing reality, two-year colleges must increase and expand their outreach to attract and recruit a broader range of students from the population residing in their service areas. Special efforts will need to focus on the greater participation of ethnic minorities and low income adults.

Whether or not the educational community or even women themselves realize the economic dilemma of today's average family will not affect its impact. Without a second income, and a significant one, the standard of living appears certain to decline. Part of the challenge is the widening gap in incomes between men and women. (See Appendix.) Women are an economic resource that has to be more productively utilized.

Job discrimination will not end until women have been trained for and have proven that they can hold the entire spectrum of jobs that men have. More jobs for women does not seem to be the answer; almost half of the work force is now female. Better jobs that can be fulfilling careers are part of

the answer Women's attitudes about themselves and their potential are the other key factor to be improved.

The community colleges have been chosen as the catalyst. They can do the job Will they meet the challenge?

Footnotes

- 1 Podolsky, Arthur and Carolyn R. Smith *Education Directory, Colleges and Universities, 1975-76, National Center for Education Statistics, U.S. Department of Health, Education, and Welfare* Washington, D.C. United States Government Printing Office, 1976.
- 2 The colleges are Alice Lloyd College, Pippa Passes, Kentucky, Brevard Community College, Cocoa, Florida, Central Piedmont Community College, Charlotte, North Carolina; Delta College, University Center, Michigan, Los Angeles Trade-Technical College, Los Angeles, California, Moraine Valley Community College, Palos Hills, Ill.; North Shore Community College, Beverly, Mass., Phoenix Community College, Phoenix, Ariz., Portland Community College, Portland, Ore., State Technical Institute at Memphis, Memphis, Tenn.
- 3 Samples of the student written survey instrument, guidelines for the student oral interview, the faculty survey questionnaire, the interview with administrators, and a list of the 10 on-site interviewers are located in the appendices.
- 4 In this study, definitions of "traditional" and "nontraditional" categories of vocational education programs developed by the Office of Civil Rights for a survey of area vocational training schools taken in 1974 were used. All programs in which 0 to 25 percent of the students nationally enrolled are women are nontraditional. All programs in which women are 75.1 percent to 100 percent of the students nationally enrolled are traditional. Programs in between are neutral programs. An attempt was made to interview students in as many nontraditional courses as possible during the on-site visits, which is the reason for a slightly larger male cohort.
- 5 Certain segments of the sample contributed to the predominance of a young cohort. At Alice Lloyd College, 98 percent of the students are between the ages of 17 and 19. Traditionally, students go there directly after high school graduation. This factor was operative at the two technical colleges in the AACJC sample as well.
- 6 The written survey instrument asked respondents if the college placement office or the financial aid office had assisted in getting work. Of the total male and female sample, 87.3 percent said no.
- 7 Responses were tabulated to correspond with the major occupational groups used by the U.S. Bureau of the Census in its studies of occupations.
- 8 About one-third of the total male sample worked in skilled labor jobs as operatives and craftsmen. About one-quarter had "white-collar"—professional/technical, or managerial—positions. Another one-quarter were services workers, with significant numbers (10 percent or more) listing themselves as non-farm, clerical or sales workers.

- 9 At only one college in the CWO survey, Los Angeles Trade-Technical, did a majority of the female sample feel that they received unequal treatment by faculty and staff
- 10 See Appendix C for a table presenting percentages for male and female responses to all nine sections of question 35 of the student written survey instrument
- 11 Yankelovich, Daniel and Ruth Clark "College and Non-College Youth Values," *Change* New Rochelle, New York Vol 6, No 7 As reprinted in Readings in Sociology 1975-76, Guilford, Connecticut The Duskin Publishing Company, 273-275
- 12 Delta College, University Center, Michigan, Mbraine Valley Community College, Palos Hills, Ill North Shore Community College, Beverly, Mass, Phoenix Community College, Phoenix, Ariz, Portland Community College, Portland, Ore
- 13 The AACJC findings agree with those of Helen C Veres and Kathryn M Moore in *Innovative and Noninnovative Women in Two Year Colleges Implications for Counseling*, a paper presented at the annual meeting of the American Educational Research Association, Washington, D C, 1975
- 14 The AACJC findings agree with those of Roslyn Kane in "A Study of the Factors Influencing the Participation of Women in Nontraditional Occupations in Post-secondary Area Vocational Training Schools" R J Associates, 1018 Wilson Blvd, Arlington, Virginia, 22209
- 15 See Appendix F for response percentages by sex and by full-time and part-time female students to Question 34 of the student written survey instrument
- 16 Basic ingredients of a working model for counselor sensitivity training and practice are described in the *Institutional Problems and Prospects* section of this report Colleges seeking additional data on the problems of high school counseling and guidance, should renew the recently published Pennsylvania State University report on secondary school attempts to overcome sex-role stereotyping
- 17 Bieder, Corinne H, *Women, Work, and Vocational Education* Columbus, Ohio The Center for Vocational Education, The Ohio State University, April, 1977, p 3.
- 18 Jennings, Gerald U S Census Bureau (From unpublished data)
- 19 In a nationwide CWO mail sample, 285 colleges responded that they had women enrolled in non-traditional programs No accurate estimate exists of how many females are enrolled in each program offered throughout the country by age, race, or in any form
- 20 In the Spring of 1977, Portland Community College received a State Department of Education Planning Grant to test-market a recruitment/admissions outreach program designed to attract women to nontraditional occupational education curricula
- 21 The status of minority women in two-year college administration is poorly documented In *Making Affirmative Action Work*, the Carnegie Council on Policy Studies in Higher Education notes that 29 percent of higher education staff were black, 15 percent were Asian, and 28 percent were listed as other
- 22 Other approaches are spelled out in *Affirmative Action and Equal Employment* literature available from the Office of Voluntary Programs, USEEOC, Washington, D C

- 23 Drake, Sandra L. *A Study of Community and Junior College Boards of Trustees*. American Association of Community and Junior Colleges, 1977, Washington, D C., pp 7-8
- 24 CWO staff have assisted nine doctoral candidates with regionally or locally based research on affirmative action issues in two-year college management in hopes that more accurate data will be made available for future years
- 25 See Appendix for additional examples

VII. Appendices

Appendix A

The American Association of Community and Junior Colleges
 The American Association of Women in Community and Junior Colleges
 OCCUPATIONAL-EDUCATION PROJECT

Student Survey Questionnaire

Please respond to all applicable questions by circling the appropriate code number or by making a brief written response. Information from this survey will be treated as CONFIDENTIAL. Your answers will not be released to any school official.

Name of your college _____

Name of this course _____

- 1 Your sex
- | | |
|------------------|---|
| Male | 1 |
| Female | 2 |
- 2 Your ethnic classification
- | | |
|-------------------------------------|---|
| White/Caucasian | 1 |
| Black/Negro/Afro-American | 2 |
| Asian-American | 3 |
| American Indian | 4 |
| Spanish-surnamed | 5 |
| Other (SPECIFY) _____ | 6 |

3 How old will you be on December 31, 1976? _____

- 4 Marital status
- | | |
|-----------------------------|---|
| Never married | 1 |
| Currently married | 2 |
| Separated | 3 |
| Divorced | 4 |
| Widowed | 5 |

- 5 Do you have any pre-school age children? Yes 1
 No 2

6 What is the highest level of education obtained by your parents, yourself and your spouse (if applicable)?

PLEASE CIRCLE ONE CODE IN EACH ROW

	1	2	3	4	5	6	7	8	9	10
	Grammar school or less	Some high school	High school graduate	Trade/technical school	Some college	AA or AS or AAB degree	BA or BS degree	Graduate study	Don't know	Doesn't apply
A Your Father	1	2	3	4	5	6	7	8	9	10
B Your Mother	1	2	3	4	5	6	7	8	9	10
C Yourself	1	2	3	4	5	6	7	8	9	10
D Your Spouse	1	2	3	4	5	6	7	8	9	10

7 Please indicate the *usual* occupation of your parents and spouse. If you are not married, please write "doesn't apply." If any individual is retired or deceased, please indicate their former occupation. In answering this question, refer to what the individual *does* rather than the field of work (for example "construction materials manager" instead of "construction"). Be as specific as possible.

Father _____

Mother _____

Spouse _____

8 Please indicate your last occupation before entering this college (for example "high school student," "homemaker," "wiring technician") Be as specific as possible.

9 Are you working now? Yes 1
 No 2
 (IF NO, SKIP TO QUESTION 14)

IF YES

10 Are you working Full-time (35 hours + per week) . 1
 Part-time 2

11 What is your occupation? Be as specific as possible

12 Did the job placement service or the financial aid office of your college help you locate your job?

Yes 1
 No 2

13 Are you working for your college?
 Yes 1
 No 2

14 What is the *primary* way that you are financing your education?
 PLEASE CIRCLE ONLY ONE

Personal current earnings 1
 Personal savings 2
 Financial support from your parents or spouse 3
 Financial aid (loans, scholarships, grants, work-study) from your college or any government or industrial source 4

15. What was your major curriculum in high school?

PLEASE CIRCLE ONLY ONE

- | | |
|--|----|
| General study | 01 |
| College preparatory | 02 |
| Agricultural occupations (vocational program) | 03 |
| Business/commercial occupations (vocational program) | 04 |
| Distributive education (vocational program) | 05 |
| Health occupations (vocational program) | 06 |
| Home economics occupations (vocational program) | 07 |
| Technical occupations (vocational program) | 08 |
| Trade/industrial occupations (vocational program) | 09 |
| GED or high school equivalent program | 10 |
| Other (SPECIFY) _____ | 11 |

16. At the time of your graduation or withdrawal from high school, what was your approximate class rank?

- | | |
|------------------|---|
| Top 1/4 of class | 1 |
| Top 1/2 of class | 2 |
| Top 3/4 of class | 3 |
| Other | 4 |
| Don't know | 5 |
| Doesn't apply | 6 |

17. What is your academic status at this college?

- | | |
|-------------------------|---|
| First year | 1 |
| Second year | 2 |
| Special or unclassified | 3 |

18. Are you presently attending college?

- | | |
|-----------|---|
| Full-time | 1 |
| Part-time | 2 |

19. When do most of your classes meet?

- | | |
|---------|---|
| Day | 1 |
| Evening | 2 |
| Weekend | 3 |

20. What is the primary reason that you are currently attending college?

PLEASE CIRCLE ONLY ONE

- | | |
|--|---|
| To prepare for immediate employment upon graduation | 1 |
| To prepare for transfer to another institution | 2 |
| To increase general knowledge and level of education | 3 |
| Nothing better to do | 4 |
| Family pressure to go to college | 5 |
| Not sure why | 6 |
| Other (SPECIFY) _____ | 7 |

15 What was your major curriculum in high school?

PLEASE CIRCLE ONLY ONE.

- General study01
- College preparatory02
- Agricultural occupations (vocational program)03
- Business/Commercial occupations (vocational program)04
- Distributive education (vocational program)05
- Health occupations (vocational program)06
- Home Economics occupations (vocational program)07
- Technical occupations (vocational program)08
- Trade/Industrial occupations (vocational program)09
- GED or high school equivalent program10
- Other SPECIFY _____

11

16 At the time of your graduation or withdrawal from high school, what was your approximate class rank?

- Top 1/4 of class 1
- Top 1/2 of class 2
- Top 3/4 of class 3
- Other 4
- Don't know 5
- Doesn't apply 6

17 What is your academic status at this college?

- First year 1
- Second year 2
- Special or unclassified 3

18 Are you presently attending college?

- Full-time 1
- Part-time 2

19 When do most of your classes meet?

- Day 1
- Evening 2
- Weekend 3

20 What is the primary reason that you are currently attending college?

PLEASE CIRCLE ONLY ONE

- To prepare for immediate employment upon graduation 1
- To prepare for transfer to another institution 2
- To increase general knowledge and level of education 3
- Nothing better to do 4
- Family pressure to go to college 5
- Not sure why 6
- Other (SPECIFY) _____

7

21 What is your experience with aptitude and interest testing? In answering this question, refer to vocational testing, not academic aptitude tests such as SAT PLEASE CIRCLE ONE CODE IN EACH ROW.

Positive experience I followed the recommendations	Negative experience I did not follow the recommendations	I don't remember if I took a test here	I never took a test here
---	---	--	--------------------------

a High school	1	2	3	4
b This college	1	2	3	4
c Employer/union	1	2	3	4
d Government agency (VA, Military, etc.)	1	2	3	4
2 Private testing agency	1	2	3	4

22 When you first began attending this college, what academic program did you think you would enroll in? Please indicate what general field you were interested in if you were undecided about a specific program Be as specific as possible

23 Have you changed your mind and enrolled in a different academic program?

Yes 1
 No 2
 (IF NO, SKIP TO QUESTION 27)

IF YES:

24 What academic program did you change to? If you have changed more than once, refer to the first change that you made after entering this college Be as specific as possible

25 Did a counselor, teacher, faculty advisor or program director suggest this change?

Yes..... 1
 No 2
 (IF NO, SKIP TO QUESTION 27)

IF YES

26. Why did the counselor/teacher/faculty advisor/program director suggest the change?

PLEASE CIRCLE ALL THAT APPLY

- Few jobs are available in the field 1
- Jobs in the field pay low wages 2
- Employers in the field discriminate against women 3
- Employers in the field discriminate against ethnic minorities 4

27 What curriculum or academic program are you enrolled in now?

IF YOU HAVE NOT DECIDED ON AN ACADEMIC PROGRAM, SKIP TO QUESTION 30

28 At the completion of your program will you receive .

- Associate degree 1
- Certificate 2
- Other (SPECIFY) _____ 3

29. What is the *primary* reason that you are enrolled in this program?

PLEASE CIRCLE ONLY ONE

- I am likely to earn a good income in the field 1
- I am attracted by the working conditions
(steady work, many available jobs, etc) 2
- I wanted to change or improve my job skills 3
- I have an interest or ability in the field. 4
- Other (SPECIFY) _____ 5

30 What are your *immediate* employment plans when you graduate from this college? (For example "get a job as a secretary," "get a job as a mechanic at an aerospace plant ") If you are planning to transfer to another school, please write "transfer" Be as specific as possible

FOR WOMEN STUDENTS ONLY

31 Do you anticipate any sex-related employment problems in these areas?

	Yes	No
a Getting hired	1	2
b Receiving fair wages	1	2
c Receiving fair benefits, (retirement, maternity)	1	2
d Getting promotions	1	2
e Obtaining union membership	1	2

30

FOR ETHNIC MINORITY STUDENTS ONLY.

32 Do you anticipate any race-related employment problems in these areas?

	Yes	No
a Getting hired	1	2
b Receiving fair wages	1	2
c Receiving fair benefits (retirement, sick leave)	1	2
d Getting promotions	1	2
e Obtaining union membership	1	2

FOR ALL STUDENTS

33 Do you think that men and women are treated differently at this college with regard to

	Yes	No
a Staff attitude	1	2
b Faculty attitude	1	2
c Administrative attitude	1	2
d Financial aid awards	1	2
e Course offerings	1	2
f Job placement services	1	2
g Career counseling services	1	2
h Athletic opportunities	1	2
i Health care services	1	2

34 How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not offered	Don't know
a Athletic facilities	1	2	3	4	5
b Day-care facilities	1	2	3	4	5
c Learning resource center	1	2	3	4	5
d Student union facilities	1	2	3	4	5
e Women's Center facilities	1	2	3	4	5

	Good	Fair	Poor	Not offered	Don't Know
f Career counseling	1	2	3	4	5
g Personal problem counseling	1	2	3	4	5
h Faculty advising	1	2	3	4	5
i Services for the foreign student	1	2	3	4	5
j Services for the handicapped student	1	2	3	4	5
k Orientation programs	1	2	3	4	5
l Reading/math development courses	1	2	3	4	5
m Career development courses	1	2	3	4	5
n Women's awareness courses	1	2	3	4	5
o Services for the mature student (students over 30 years old)	1	2	3	4	5

35 Please indicate if you *generally agree* or *disagree* with the following statements
 Generally agree Generally disagree

a It is more important to receive good wages than to like your job	1	2
b A woman's place is in the home not the office or the shop	1	2
c Even if I had enough money to live comfortably without working, I would probably still have a job	1	2
d Modern conveniences allow a wife to work or go to school without neglecting her family	1	2
e Employment of both parents is necessary to keep up with the cost of living	1	2
f The husband should be the final authority in the family	1	2
g Certain occupations are not appropriate for women	1	2
h Men should receive higher wages than women because they have to support families	1	2
i Although there is some discrimination against women any woman can get the job she desires as long as she possesses the necessary qualifications	1	2

CENTER FOR WOMEN'S OPPORTUNITIES
AACJC/AAWCJC
Women's Occupational Education Project

Student Interview Outline

I. Introductory Remarks (to establish a rapport with the students) Sample "Hi, my name is _____" (Allow student to introduce himself/herself or ask student his/her name)

"I want to thank you for participating in this project. Let me briefly tell you what this interview is about. Our study is concerned with the status of women on college campuses. We are interviewing students, teachers, and school officials to find out about educational opportunities for women. During this interview I'd like to get your opinion about the educational program at _____ (name of school) and learn what you think the school should be doing to help women students. Anything that you say to me will be kept confidential—no one will hear anything about our conversation."

"Do you have any questions before we begin?" (If the student has no questions. Do you have any questions about the survey form that you filled out?")

II. For Women in Non-Traditional Programs

- (1) a — Did you ever consider study in a traditional field, like _____
 " (give example)
 b — Why did you decide against these programs?
- (2) a — What has your experience been with male teachers and students in your program?
 b — Have you had any problems?
 c — What?
 d — What did you do about it?
- (3) a — What do you suggest could be done to make the program more attractive to women?
- (4) a — Do you have female friends in other non-traditional programs?
 b — Have they had any problems?
 c — What?
 d — What did they do about it?

For Women in Traditional Programs

- (1) a — Did you ever consider study in a non-traditional field, like _____
 " (give example)
 b — Why did you decide against these programs?
- (2) a — Do you know any women in non-traditional programs?
 b — What do you think about their choice?
 c — Have they any problems?
 d — What?
 e — What did they do about it?
- (3) a — Are there any men in your program?
 b — How do/would you react to them?

III. For Students Who Have Not Declared Their Educational Program

- (1) a — Are you considering a non-traditional field of study, like _____
 " (give example)
 b — What are your feelings about these programs?
- (2) a — Do you have any friends in non-traditional fields of study?

- (3) a —What do you think about their choice?
- b.—Have they had any problems?
- c —What?
- d—What did they do about it?
- (4) a —Have you talked with a counselor about choosing a field of study?
- b.—If answer "N," do you plan to?

IV. For All Women

- (1) a —There is considerable controversy about women who go to college and work rather than staying at home with a family. What is your opinion with respect to women in general?
- b —With respect to yourself?
- (2) a —Have you met with any type of discrimination in your educational experience?
- b —In your work experience?
- (3) a —How do you think women are generally treated on this campus?
- b —Is the administration sensitive to their needs?
- c —Are you aware of any problems?
- d —What would you do to solve them?

V For All Men

- (1) a — There is considerable controversy about women who go to college and work rather than staying at home with a family. What is your opinion?
- b —How do you feel about your wife working?
- (2) a —How do you feel about women as classmates?
- b.—Do you think that women are able to do any and all kinds of work?
- (3) a —How do you think women are generally treated on this campus?
- b —Do you think that the administration is sensitive to their needs?
- c —Are you aware of any problems?
- d —What would you do to solve them?

The American Association of Community and Junior Colleges
 The American Association of Women in Community and Junior Colleges
 WOMEN'S OCCUPATIONAL EDUCATION PROJECT

Faculty Survey Questionnaire

Guidelines for Interviews with Faculty Members

Introduction

- Purpose of Project
- Purpose of Site Visit
- Benefits to College
- Purpose of Interview

- 1. General outline of program offerings and structure.
- 2. What attracts students to this program?
- 3. Is there a different enrollment and matriculation pattern for women? Why?

4 What is the job availability situation?

What part does the department play in securing employment for their students?
How effective is the job placement service of the college?

5 What recruiting/advertising techniques do your departments use?

What do you perceive to be the future of female enrollment in this program?

6 Do you anticipate any race-related employment problems in these areas?

yes no

A Getting hired _____

B Receiving fair wages _____

C Receiving fair benefits
(retirement sick leave) _____

D Getting promotions _____

E Obtaining union membership _____

7 Do you think that men and women are treated differently at this college?
—with regard to yes no

A Staff attitude _____

B Faculty attitude _____

C Administrative attitude _____

D Financial aid awards _____

E Course offerings _____

F Job placement services _____

G Career counseling services _____

H Athletic opportunities _____

I Health care services _____

8 How do you generally rate the following student services at your college?

Good Fair Poor Not offered Don't Know

- A Athletic facilities _____
- B Day-care facilities _____
- C Learning resource center _____
- D Student union facilities _____
- E Women's center facilities _____

9 Please indicate if you generally agree or disagree with the following statements

Generally agree Generally disagree

- A It is more important to receive good wages than to like your job _____
- B A woman's place is in the home, not in the office or the shop _____
- C Even if I had enough money to live comfortably without working, I would probably still have a job _____
- D Modern conveniences allow a wife to work without neglecting her family _____
- E Employment of both parents is necessary to keep up with the cost of living _____
- F The husband should be the final authority in the family _____
- G Certain occupations are not appropriate for women _____
- H Men should receive higher wages than women because men have to support families _____
- I Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications _____

- I **Guidelines for Interviews with Administrators** (Especially Deans of Instruction)
- | | |
|--------------------------------|-----------------------------|
| For all | |
| Introductions | Program Directors |
| Purpose of Project | Course Coordinators |
| Purpose of This Site Visit | Co-op Directors |
| Benefits to His/Her College | Dir. Learning Resource Ctrs |
| Purpose for Talking to Him/Her | Developmental Course Labs |

- II For those who have direct line supervision, for Programs & Curriculum content & Learning Resource or Developmental Labs

- a. What has been your general experience with women students?
- b. What do you perceive to be the greatest blockage to female student access in your college?
- c. What do you perceive to be the greatest blockage to female success in programs/courses that are non-traditional for women? Why are there not more enrolled in non-traditional programs? What can be done to change this?
- d. Why do you think more women do not enroll in the better-paying non-traditional occupational programs here?
- e. Do students have a voice in curriculum development? How?
- f. What are the greatest problems that you encounter in trying to serve women students?
- g. What do you perceive to be the greatest problems that you encounter in trying to serve part-time students? (female)
- h. What do you perceive to be the greatest problem in trying to serve minority women?
- i. What do you perceive to be the greatest problem in trying to serve women? bi-lingual
bi-cultural
- j. What do you perceive to be the problems in serving young mothers and single parents?
- k. What do you perceive to be the future of female enrollment and service programs for them?
- l. What additional courses/programs do you think will be added?
- m. Is retrenchment a problem?
- n. Are there adequate female faculty/staff "role models" in this college? If not, why? What can be done about it?

- III For those who do not have direct line supervision for Programs and Curriculum Ex. Admissions Officers, Financial Aid personnel, Counselors, Placement Staff

- a. What has been your general experience with women students?
- b. What do you perceive to be the greatest blockage to female success?

- c What has been your experience with women students in this institution? Do you feel that they are treated fairly? If not, why? How?
- d What are the greatest problems (as you perceive them) that female students encounter?
- e What are the greatest problems that female single-parent students encounter?
- f What are the greatest problems encountered by minority female students?
- g What are the greatest problems encountered by older women students?
- h Do you have any experience in trying to help women over 60? What do you perceive to be their greatest problems?
- i What do you think must be changed to better serve women in this institution?
- j Do you feel that there are adequate female role models on staff here? Why? Why not?
- k What do you perceive to be the future of female enrollment and services or programs for women here?
- l Is there adequate financial aid and counseling for women students here? If not, what needs to be added? How will it be funded?
- m Is retrenchment of staff to serve women a problem?
- n Are there female students involved in committee making policy decisions about student services? If yes, how? How many? If not, why not?
- o Why do you think more students are not enrolled in programs that are non-traditional for women? What can be done to change this?
- p What is done to encourage more women to enroll in this college?
- q What sort of "community-outreach" does the college use to attract women students?

NOTE TO INTERVIEWERS WE WILL TEST MARKET THESE IN PHOENIX IF THEY NEED REVISION WE WILL SO ADVISE PLEASE FEEL FREE TO ADD MATERIALS/QUESTIONS TO FIT THE LOCAL SITUATION AND YOUR CONVERSATIONAL STYLE

Appendix B

Site Interviewers

Faye Berzon, R N
 Massasoit Community College
 Brockton, Massachusetts

Linda Houts
 Des Moines Area Community College
 Des Moines, Iowa

Colleges Visited

North Shore Community College
 Beverly, Massachusetts

Alice Lloyd College
 Pippa Passes, Kentucky

Jean Jerome
Miami-Dade Community College
Miami, Florida

Barbara McFayden
College of the Desert
Palm Desert, California

Julie Stindt
Wayne County Community College
Detroit, Michigan

Alison Paul
Hartness College
Salinas, California

A Rae Price
The Metropolitan Community Colleges
Perin Valley Community College
Kansas City, Missouri

Nan Wheeler
Midlands Technical Institute
Columbia, South Carolina

C Ann Oxrieder
Seattle Central Community College
Seattle, Washington

Brevard Community College
Cocoa, Florida

Phoenix College
Phoenix, Arizona

Delta College
University Center, Michigan

Los Angeles Trade and Technical
College
Los Angeles, California

State Technical Institute at Memphis
Memphis, Tennessee

Central Piedmont Community College
Charlotte, North Carolina

Portland Community College
Portland, Oregon

Appendix C

Male Student Responses

35 Please indicate if you *generally* agree or disagree with the following statements

No / Resp	Statement	Generally Agree	Generally Disagree
1247 a	It is more important to receive good wages than to like your job	13.5%	86.5%
1236 b	A woman's place is in the home, not in the office or the shop	20.0	80.0
1243 c	Even if I had enough money to live comfortably without working, I would probably still have a job	78.0	22.0
1226 d	Modern conveniences allow a wife to work or go to school without neglecting her family	63.0	37.0
1227 e	Employment of both parents is necessary to keep up with the cost of living	60.7	39.3
1221 f	The husband should be the final authority in the family	49.7	50.3

No / Resp = Number of respondents

1223	g	Certain occupations are not appropriate for women	72 4	27 6
1223	h	Men should receive higher wages than women because they have to support families	20 0	80 0
1215	i	Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications	67 2	32 8

Female Student Responses

35 Please indicate if you generally agree or disagree with the following statements

No./Resp	Statement	Generally Agree	Generally Disagree
1149 a	It is more important to receive good wages than to like your job	5 6%	94 4%
1148 b	A woman's place is in the home, not in the office or the shop	5 1	94 9
1148 c	Even if I had enough money to live comfortably without working, I would probably have a job	79 9	20 1
1142 d	Modern conveniences allow a wife to work or to go to school without neglecting her family	75 5	24 5
1134 e	Employment of both parents is necessary to keep up with the cost of living	60 4	39 6
1142 f	The husband should be the final authority in the family	28 0	72 0
1133 g	Certain occupations are not appropriate for women	46 7	53 3
1138 h	Men should receive higher wages than women because they have to support families	6 6	93 4
1125 i	Although there is some discrimination against women, any woman can get the job she desires as long as she possesses the necessary qualifications	55 6	44 4

*No./Resp = Number of respondents

Appendix D

Although vocational testing for career choice assistance has been widely recognized as a counseling tool for over two decades, the community college sample did not reflect the positive goals set by researchers and developers

Below are the female responses to Question #21

21 What is your experience with aptitude and interest testing? In answering this question refer to vocational testing not academic aptitude tests such as SAT PLEASE CIRCLE ONE CODE IN EACH ROW

	Positive experience I followed the recommendations	Negative experience I did not follow the recommendations	I don't remember if I took a test here	I never took a test here
a High school	35 5%	14 9%	25 0%	24 5%
b This college	23 4	37	8 2	64 7
c Employer union	10 5		4 2	83 9
d Government agency (VA Military etc)	8 8		2 9	84 1
e Private testing agency	5 9	2 2	3 4	90 5

Only 50 4% had any memory of high school career/vocational testing. Despite the deficiencies and uncertainties that some college women bring to the community colleges upon admission only 27 1% had any memory of testing by the college. In fact, 64 7% stated that they had no vocational testing during admissions or career counseling.

Interviews with counseling and admissions staff revealed that vocational testing is not generally required for admission.

Brevard has made pioneer efforts to utilize both the paper and Singer lab testing cycles for admission and placement into specialized programs under CETA such as WENDI and WOW.

The oral interviews with female students indicated that in the absence of comprehensive testing programs important career decisions were often made upon subjective and naive perceptions of skills and job market conditions.

Appendix E

Female Student Responses

33 Do you think that men and women are treated differently at *this* college with regard to

	% Yes	% No	Number of Responses in Sample
a. Staff attitude	10.6	89.4	1075
b. Faculty attitude	12.3	87.7	1076
c. Administrative attitude	9.5	90.5	1056
d. Financial aid awards	9.5	90.5	998
e. Course offerings	10.4	89.6	1055
f. Job placement services	11.4	88.6	988
g. Career counseling services	9.0	91.0	1009
h. Athletic opportunities	24.1	75.9	989
i. Health care services	5.5	94.5	978

Male Student Responses

33 Do you think that men and women are treated differently at *this* college with regard to

	% Yes	% No	Number of Responses in Sample
a. Staff attitude	11.3	88.7	1202
b. Faculty attitude	12.9	87.1	1205
c. Administrative attitude	10.9	89.1	1187
d. Financial aid awards	11.3	88.7	1104
e. Course offerings	12.1	87.9	1195
f. Job placement services	12.7	87.3	1158
g. Career counseling services	9.1	90.9	1173
h. Athletic opportunities	21.4	78.6	1163
i. Health care services	7.6	92.4	1170

Appendix F

Female Student Responses

34 How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not Offered	Don't Know	# of Respondents
a Athletic facilities	29.0%	18.4%	5.6%	2.3%	44.7%	1109
b Day-care facilities	11.8	8.0	3.1	7.0	60.0	1101
c Learning resource center	55.3	16.5	2.6	1	25.5	1109
d Student union facilities	24.7	17.0	7.5	1.6	49.2	1198
e Women's center facilities	17.0	10.8	5.5	7.1	59.6	1106
f Career counseling	36.6	21.1	9.4	16.4	16.5	1100
g Personal problem counseling	22.5	10.9	7.5	25.2	33.8	1100
h Faculty advising	38.7	17.3	7.0	15.9	21.2	1001
i Services for the foreign student	14.6	6.0	1.3	32.2	45.8	1093
j Services for handicapped students	28.6	8.2	1.6	24.3	37.2	1093
k Orientation programs	24.2	18.6	11.8	16.5	28.9	1094
l Reading/Math development courses	33.9	14.1	2.6	20.0	29.4	1096
m Career development courses	33.9	14.1	2.6	20.0	29.4	1096
n Women's awareness courses	22.4	11.3	5.2	25.2	35.9	1102

Male Student Responses

34 How do you generally rate the following student services at your college?

	Good	Fair	Poor	Not Offered	Don't Know	# of Respondents
a Athletic facilities	28.3%	24.7%	14.0%	3.9%	29.1%	1222
b Day-care facilities	16.5	12.7	4.5	6.5	59.8	1210
c Learning resource center	48.8	24.3	3.7	0.3	22.9	1216
d Student union facilities	21.9	20.6	12.1	2.5	42.9	1210
e Women's center facilities	7.9	7.8	3.1	3.4	77.8	1186
f Career counseling	33.3	24.8	10.4	13.6	17.9	1198
g Personal problem counseling	19.7	16.4	8.9	20.2	34.8	1189
h Faculty advising	33.7	24.4	7.7	12.8	21.4	1200

i. Services for the foreign student	153	108	27	249	463	1192
j. Services for handicapped students	284	419	34	180	383	1196
k. Orientation programs	217	250	123	140	270	1191
l. Reading/Math development courses	366	211	40	144	239	1195
m. Career development courses	410	199	41	135	215	1194
n. Women's awareness courses	82	84	20	268	54.6	1164

Appendix G

Exemplary Programs/Services for Women in Two-Year Colleges Not Included in the Center for Women's Opportunity Occupational Survey

The following is a brief, randomly chosen list of examples of innovative programs designed to provide supportive services to women students in two-year community colleges. Material on support services programs has been provided by colleges throughout the country to the Center for Women's Opportunities.

1. Bergen Community College
Paramus, New Jersey
Sponsors a program in decision making to help people make choices as they relate to personal career and educational alternatives.
2. Cuyahoga Community College
Cleveland, Ohio
Supports Project EVE, a counseling and referral service in Continuing Education, Volunteerism, and Employment.
3. Diablo Valley College
Pleasant Hill, California
Maintains a Women's Re-entry Program which includes skills renewal/academic courses/women's center/counseling/child care/some financial aid.
4. Grossmont Community College
El Cajon, California
Provides a program of counseling and support services for low income minority women seeking skills/entry into electronics industry (Title I) (1975-76).
5. Harford Community College
Bel Air, Maryland
and
Essex Community College
Baltimore, Maryland
Jointly presented seven workshops in Human Relations for Women Managers dealing with situations and conditions most often affecting women in business, government and voluntary organizations.
6. Indiana Vocational Technical College
Indianapolis, Indiana
Sponsors a Community Awareness Program including counseling/entry-support services for women seeking entry into non-traditional areas (Title III).

- | | | |
|----|---|---|
| 7 | La Guardia Community College
Long Island City New York | Provides a program in counseling/course work for credit or non-credit to assist women to enter and survive in better paying jobs |
| 8 | San Jose Community College
District
San Jose California | Maintains as part of the state Vocational Education system, a program which includes tools, skills, learning modules and self-help projects |
| 9 | Seattle Central Community
College
Seattle Washington | Provides a counseling course of life skills analysis for adults seeking labor force entry/re-entry into new fields |
| 10 | Seminole Community College
Sanford California | Sponsors Project 21st Century Woman, which includes counseling, testing, and courses for credit or non-credit |
| 11 | Trident Technical Community
College
Charleston South Carolina | Has developed a program to provide outreach testing counseling and developmental learning services to female high school students in the 10th and 11th grades who might be recruited into engineering technician programs that lead to well paying jobs |
| 12 | Grand Rapids Junior College
Grand Rapids Michigan | Rural women learn of income options through a series of free workshops and community sessions sponsored annually by the college and community agencies |
| 13 | LaGuardia Community College
New York | Women's Resource Center, a community consortium of agencies and institutions funded in part by the United Way but based at the community college, is an example of resource stretching |
| 14 | Northampton Community College
Bethlehem Pennsylvania | USOE grants to develop comprehensive career counseling and work exploration options for urban women with special support services for minority women |
| | | College at home program delivers modularized credit courses to home bound learners |

Appendix H

Additional Funding Sources

1 The Vocational Education Amendments of 1976

The act provides a national mandate for accomplishing eight major types of activity between October 1977 and 1981. These are to gather, analyze and disseminate data on the status of male and female students and employees to

45

create public awareness of vocation programs and activities that reduce sex stereotyping, to develop and support activities that correct problems and deficiencies, to review vocational programs for sex bias, to monitor all personnel laws prohibiting discrimination, to provide assistance to local education agencies or other bodies in overcoming sex stereotyping and sex bias, to review and submit recommendations in the annual HEW program plan and report

Funding for the first year was set at \$5.1 million and will rise to over \$20 million in 1981. In a June, 1977, CWO nationwide survey it becomes painfully apparent that two-year colleges were little involved in the development of five-year programs and funding plans for this legislation

2 *Education Amendments of 1975*

There are a number of funding titles that also address the problem of reduction of sex role stereotyping in vocational education (Title I, Continuing Education, Title VII, Cooperative Education). Outstanding projects funded in recent years by state educational monies, but little known outside their states, are at Grossmont, CA, Evergreen Valley, CA, Trident Technical College, SC, and Portland Community College, Portland, OR

3 *The Comprehensive Education and Training Act of 1973*

Though many community college administrators agree with Guadalupe Reyes*, Director of Continuing Education at Black Hawk Community College in Illinois, that CETA requires excessive amounts of time for negotiation with prime sponsors and large quantities of paper work for reporting, three community colleges have had long term success with both Title I and Title III training programs for women. They are Brevard, Florida (see model programs section for details), Brookdale, New Jersey and Lansing, Michigan. In February of 1977 over 117 colleges responded to a questionnaire indicating that they were providing training either credit or non-credit to 5,288 women through agreements with local manpower councils

4 *Career Education Programs CFDA 13 544 USOE*

Funds have been made available during the past several years for innovative programs at a number of two-year institutions including Northern Virginia Community College, La Guardia in New York and Piedmont Technical College in South Carolina

5 *Bilingual Education Programs CFDA 13 402 USOE*

1976-7 awards went to such diverse colleges as Kuskokwim, Bethel, Alaska, Pima, Tucson, Arizona, Cerritos and Palomar in California, La Guardia, New York, and Miami-Dade, Florida

6 *Right to Read Academies CFDA 13 533, USOE*

Waubonsee Illinois, Kirkwood, Iowa Butler, Kansas, Bristol and Mt Wachusett Massachusetts, NYC and Bronx, New York Community College of Allegheny County, Pennsylvania, Midlands Tech, South Carolina, Oglala Sioux, South Dakota, Houston, Texas, NE Alabama State Junior College, Alabama, N Arkansas

*Reyes Guadalupe Jr. CETA: A Community College Perspective, *Adult Leadership* February 1977 pp 176-177

7 *National Science Foundation Awards Programs*

NSF has several funding categories that are announced annually. Recently 34 awards were made totalling \$970,640 for projects to increase female participation by women in scientific careers. Community colleges included were S. D. Bishop State Junior College, Alabama; Cerritos, California; Essex, Maryland.

8 *Fund for Improvement of Post Secondary Education*

In January of each year FIPSE welcomes proposals from two- and four-year institutions that focus on improving access to institutions and improving modes of instruction. In recent years there have been few two-year proposals submitted that merited funding. Reasons given included failure to follow RFP instructions.

9 *Women's Educational Equity Act of 1974*

First year of funding was 1976. Two-year colleges that were funded during the first year included San Jose, California and Miami-Dade, Fla. In 1977 it is hoped that there will be more two-year colleges represented as the legislation is better known.

10 *National Institute of Education*

NIE welcomes in each of its categorical groups proposals addressing research problems concerning education/work, educational equity and problems of institutions to meet social problems.

11 *Revenue Sharing Act* funds and *Community Development Act* of 1974 funds can be utilized effectively for vocational programs and services. Though most counties and municipalities have primarily utilized these funds for bricks, mortar and vehicles, it is possible to utilize these funds for human services and training. It requires that colleges get in on the planning cycle of counties and municipalities to participate. It is especially relevant in counties where the unemployment level is high for women. It does require that colleges promote "outreach to budget and planning agencies in the taxing units of their service area."

12 *Mental Health Mental Retardation Funds* are worth exploring by two-year institutions for counseling, training and services contracts. Portland, Oregon, CC's Sylvania campus has been successful in training women and men independent living and skills under contracts and grants in this field. The food services training program is a model for other colleges to explore as model for upward mobility for the retarded.

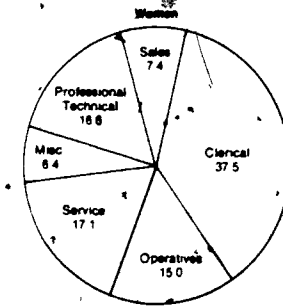
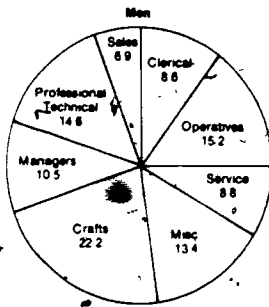
13 *Title XX of the Social Security Act* provides a number of options for training women. It should be noted that there are various interpretations about the utilization of this funding source. Colleges with human services degrees or social service technician programs might find that it could be utilized for such diverse roles as eligibility technicians and peer counselors. Those trained do not have to be current recipients of social security benefits. Many state DPW officials lament that these funds are frequently underspent.

14 The *Small Business Administration* and AACJC have cooperated on a series of regional conferences on funding programs and strategies for assisting small business owners. These conferences reveal that there is an underdeveloped market for assisting women who are running or who seek to manage their own businesses. At the regional level, SBA has assisted community colleges in developing one- and two-day workshops for women.

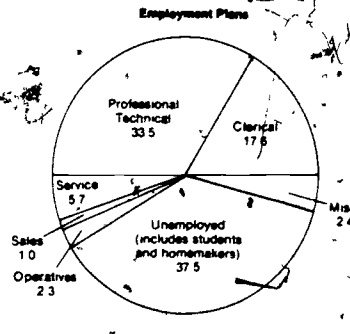
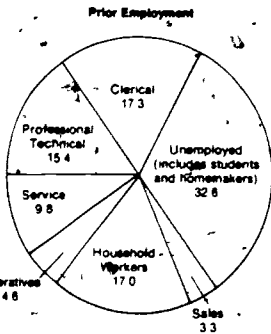
15 Handicapped services as funded through state and federal legislation are just now beginning to provide specific services for handicapped women.

Appendix I

Occupational Distribution 1974



Source: Bureau of the Census

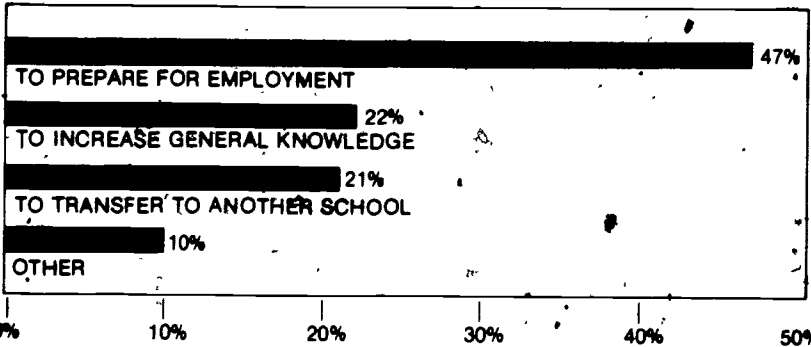


Center for Women's Opportunities 1977

Appendix J

"What is the primary reason that you are currently attending college?"

Responses from 888 women who are attending Community Colleges



Source: American Association of Community and Junior Colleges, Center for Women's Opportunities

Selected Books

- Abarbanel, Karin and Gonnine Melung Sigel, *Woman's Work Book*, New York, Praeger, 1976
- Abramowitz, Elizabeth and Anita Hughes, *Policy Statement Executive and Legislative Agenda for Minority Women and Girls*, National Council on Negro Women Higher Education Commission, Washington, D C, 1977
- Adelstein, Michael and Jean G Pival, eds., *Women's Liberation Perspectives*, New York, St. Martin's Press, 1972
- Advisory Council on Women's Educational Programs, *First Annual Report*, Washington D C 1975
- Alexander Shana, *Women's Legal Rights: A State By State Guide*, Los Angeles, California, Wollstonecraft Inc., 1975
- Arafat, Ibtihaj and Betty Yorburg, *The New Women: Attitudes, Behavior, and Self-Image*, Columbus, Ohio, Charles E. Merrill Publishing Company, 1976
- Astin, Helen and Michele McNamara, *Sex Discrimination in Education: Access to Postsecondary Education*, Los Angeles, Higher Education Research Institute, 1976
- Atkinson, J W and N T Feather, eds., *A Theory of Achievement Motivation*, New York, Wiley, 1966
- Baker, Elizabeth F., *Technology and Women's Work*, New York, Columbia University Press, 1964
- Baxandall, Rosalyn, Gordon, Linda and Susan Reverby, eds., *America's Working Women*, New York, Vintage, 1976
- Benet, Mary Kathleen, *The Secretarial Ghetto*, New York, McGraw-Hill, 1973
- Bengelsdorf, Winnie, ed., *Women's Stake in Low Tuition*, Washington, D C, American Association of State Colleges and Universities, 1974
- Berwitz, Clement J., *The Job Analysis Approach to Affirmative Action*, New York, Wiley, 1975
- Bird, Caroline and Sara W Briller, *Both Female: The High Cost of Keeping Women Down*, New York, David McKay rev. ed., 1970
- Bird, Caroline, *Everything a Woman Needs to Know to Get Paid What She's Worth*, New York, Bantam, 1974
- Biscont, Ann S and Lewis C Solomon, *College Education on the Job, The Graduates Viewpoint*, C P C Foundation, Bethlehem, Pa., 1976
- Bonham, George, ed., *Women on Campus, The Unfinished Liberation*, New Rochelle, New York, 1975
- Brown, Donald V., *The Preparation and In Service Needs of Technical Teachers*, Knoxville, Tennessee, College of Education, University of Tennessee, 1974
- Burden, Carol A., *Women's Needs Survey: The Post Secondary Education and Facility Needs of Women in Des Moines, Iowa, Vol I, II, III*, Des Moines, Iowa, Higher Education Facilities Commission, 1972

Bureau of the Census, U.S. Department of Commerce, *Statistical Portrait of Women in the U.S.*, Washington, D.C., 1976

Bureau of the Census, U.S. Department of Commerce, *Current Population Reports, Population Characteristics: College Plans of High School Seniors*, Washington, D.C., 1976

Bureau of Labor Statistics, U.S. Department of Labor, *Jobs for Which Junior College, Technical, Institute or Other Specialized Training is Usually Required*, Washington, D.C., 1974

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Manpower and Training Needs*, Washington, D.C., 1974

Bureau of Labor Statistics, U.S. Department of Labor, *U.S. Working Women, A Chartbook*, Washington, D.C., 1975

Callahan, Sidney Cornelius, *The Working Mother*, New York, MacMillan, 1971

Central, John A., *Faculty Development Practices in U.S. Colleges and Universities*, Educational Testing Service, Princeton, New Jersey, 1976

Chafe, William H., *The American Woman and the Changing Social, Economic, and Political Roles, 1920-1976*, New York, Oxford University Press, 1972

Clarke, John, *Commitment to the Nontraditional Student*, Topical Paper #5, University of California, Los Angeles, 1975

Clarenback, Kathryn F., *Educational Needs of Rural Women and Girls*, National Advisory Council on Women's Educational Programs, Washington, D.C., 1977

Colby, Constance C., ed., *Towards a Statewide Network of Education Programs for Women: Conference Proceedings*, Syracuse, New York, Working Women's Program for Research and Education, New York State School of Industrial and Labor Relations, Cornell University, 1976

Committee on Vocational Education, Research and Development, Assembly of Behavior and Social Sciences, National Research Council, *Assessing Vocational Education Research and Development*, Washington, D.C., National Academy of Sciences, 1976

Connolly, Terence, Burks, Ester Lee, and Jean L. Rogers, *The Woman Professional in Science and Engineering: An Empirical Study of Key Career Decisions*, Georgia Institute of Technology, 1976

Cook, Alice H., *The Working Mother: A Survey of Problems and Programs in Nine Countries*, Ithaca, New York, New York State School of Industrial and Labor Relations, 1975

Cull, John C. and Richard E. Hardy, *Counseling Strategies with Special Problems*, Springfield, Illinois, Charles C. Thomas, 1975

Danoffs, Arlene Kaplan, *A Survey of Research Concerns on Women's Issues, Project on the Status and Education of Women*, Association of American Colleges, Washington, D.C., 1975

Davidson, S.H. and Margaret T. Shoenhar, *New View: Vocational Internship Education for Women*, Foothills-De Anza Community College District, Los Altos Hills, California, 1976

Dickard, Barbara S., *The Women's Movement, Socioeconomic, and Psychological Issues*, New York, Harper and Row, 1975

- De Crow, Karen, *Sexist Justice*, New York, Vintage, 1975
- Denmark, Florence, ed., *Who Discriminates Against Women?* Beverly Hills, California, Sage, 1974
- Dinnerstein, Florence, Helmbold, Lorie and Nancy Weigersma, *Women in Today's Economic Crisis*, Washington, D C URPE Press, 1976
- Dore, Marion E., *The Carnegie Commission, The Lester Report, and the Status of Women*, a speech prepared for delivery at the 1974 Annual Meeting of the American Political Science Association, Chicago, Illinois (draft form)
- Dunlap, Mary C., ed., *Sex Discrimination in Employment Application of Title VII*, Santa Cruz, California, Community Law Reports, Inc., 1976
- Eckhard, Frederick, ed., *Decade for Women*, Washington, D C WEAL, 1975
- Education Committee of Pennsylvanians for Women's Rights, *Self-Study Guide to Sexism in Schools*, Harrisburg, Pennsylvania, Pennsylvania Department of Education, 1974
- Ellis, V. Edward, *An Exploratory Study of Student Recruitment in Community College Occupational Programs*, Pasadena City College, Pasadena, California, 1974
- Employment and Training Administration, U.S. Department of Labor, *Employment and Training Report of the President*, Washington, D C., 1976
- Epstein, Cynthia Fuchs, *Woman's Place Options and Limits in Professional Careers*, Berkeley, California, University of California Press, 1970
- Etaugh, Claire, "Effects of Maternal Employment on Children, A Review of Recent Research," *Merrill-Palmer Quarterly*, 1974, 20 71-98
- Ferris, Abbot L., *Indicators of Trends in the Status of American Women*, New York, Russell Sage Foundation, 1971
- _____, Fact Sheets on Institutional Sexism New York, The Racism/Sexism Resource Center, March, 1976 (paper)
- _____, *First Annual Report Women's Educational Equity Act*, Washington, D C Department of Health, Education, and Welfare, September 30, 1976.
- Fitzroy, Nancy D., ed., *Career Guidance for Women Entering Engineering, Proceedings of an Engineering Foundation Conference*, Henniker, New Hampshire, New England College, August 19-24, 1975
- Freeman, Jo, *The Politics of Women's Liberation*, New York, David McKay, 1975
- Garlock, Jerry C., *An Analysis of Female Enrollment and Persistence in Five Selected Industry and Technology Courses*, El Camino College, Torrance, California, 1975
- Gillie, Angelo C. and Staff, *Geographic-Job Mobility of the Pennsylvania State University Two Year Technician Graduates*, University Park, Pennsylvania, Pennsylvania State University, 1970
- Grams, Jean D. and Waelen, *Sex Does it Make a Difference?* North Scituate, Massachusetts, Buxbury Press, 1975
- Granger, Peggy, *Everywoman's Guide to a New Image*, Millbrae, California, Les Femmes, 1976.

- Greco, Benedetto, *How to Get the Job That's Right for You*, Dow Jones-Irwin, Homewood, Illinois, 1975
- Grimstad, Kirsten and Susan Rennie, *The New Woman's Survival Catalog*, New York, Coward, McCann and Geoghegan/Berkeley, 1973
- Hartley, Joled, *Hours of Work when Workers can Choose*, Washington, D C, Business and Professional Women's Foundation, 1975
- Hausman, Leonard J, *The Potential for Work Among Welfare Parents*, *Manpower Research*, Monograph, Number 12, Washington, D C U S Government Printing Office, 1969
- Hoffman, Lois W and F Ivan Nye, eds, *The Employed Mother in America*, New York, Rand 1963
- Howard, Suzanne, *Why Aren't More Women Administering Our Schools? Wanted More Women*, Arlington Virginia, National Council of Administrative Women in Education 1975
- Huber, Joan, ed *Changing Women in a Changing Society*, Chicago, University of Chicago Press, 1973
- Janeway, Elizabeth, *Between Myth and Morning*, New York, 1974
- Janeway Elizabeth, *Man's World Woman's Place*, New York, Random House, 1971
- Jelof Donald T and Vernon K Berger, *Equality of Opportunity for Participation of Women in Higher Education Through Child Care Services*, report of Nova University Practicum, Cuyahoga Community College, 1975
- Jusemius Carol L and Richard L Shortlidge, Jr *Dual Careers, Vol 3* Columbus, Ohio, Center for Human Resources Research 1975
- Kane, Roslyn D Fernandez Laura C and Jill Mcodoff *A Model to Retain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs* R J Associates Inc Arlington Virginia 1977
- Kane Roslyn D and Laura C Fernandez *A Study of the Factors Influencing the Participation in Post Secondary Area Vocational Training Schools* R J Associates Inc Arlington Virginia, 1976
- Kapp Louise *Pink Collar Workers* New York Putnam 1977
- Know, Alan B *Helping Adults Learn* Champaign Illinois, University of Illinois, 1974
- Koedt Anne Levine Ellen and Anita Rapone *Radical Feminism* New York, Quadrangle New York Times Book Co 1973
- Komisar Lucy *The New Feminism* New York Warner 1972
- Kreps Juanita *Sex in the Marketplace American Women at Work* Baltimore, Johns Hopkins Press 1971
- Le Shan Eda J *The Wonderful Crisis of Middle Age* New York, Warner 1974
- L'evine Chester C *Occupational Outlook Handbook in Brief*, Washington, D C, Bureau of Labor Statistics 1976.
- Lewis Morgan V and Lynne W Kaltreider eds *Attempts to Overcome Sex Stereotyping in Vocational Education* Institute for Research on Human Resources, Pennsylvania State University, University Park Pennsylvania 1976

Loring Rosaline K and Herbert A Otto *New Life Options The Working Woman's Resource Book* New York McGraw-Hill, 1976

Loring Rosaline K and Theodora Wells *Breakthrough Women into Management* New York Reinhold 1972

Lynn Mary C *Women's Liberation in the Twentieth Century*, New York, John Wiley and Sons Inc 1975

Malcolm Shirley M Hill Paul Q and Janet W Brown, *The Double Bind The Price of Being a Minority Woman in Science*, Washington, D C , American Association for the Advancement of Science 1976.

Maxey E James Wimpey Lee M Ferguson R and Gary R Hanson, *Trends in the Academic Abilities Background Characteristics, and Educational and Vocational Plans of College Bound Students* Iowa City, Iowa, ACT Publications, 1976

Menefee Selden *The Low Income Student in the Community College Problems and Programs* Washington D C , American Association of Junior Colleges, 1971

Meyer Warren G Crawford Luch and Mary K Klaurens, *Coordination in Cooperative Vocational Education*, Columbus, Ohio, Charles E Merrill, 1975

Mezirow Jack ed, *An Inventory of Programs Designed for Adult Women in Community and Junior Colleges* Center for Adult Education, Teachers College, Columbia University 1976

Mitchell Joyce S *I Can Be Anything Careers and Colleges for Young Women*, New York College Entrance Examination Board, 1975

Moody Margaret J *Older Women Alone* Portsmouth New Hampshire, Institute for the Study of Women in Transition 1975

Nash Michael J *Legislative History of Vocational Education*, Washington, D C , AFL-CIO 1977

National Advisory Council on Women's Educational Programs, *Toward Educational Equity A Report of Findings from Outreach Activities During 1976*, Washington D C 1977

National Center for Educational Statistics *The Condition of Higher Education-1976*, Washington, D C Department of Health, Education, and Welfare, 1976

National Institute of Education *Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories* Washington, D C , U S Department of Health Education and Welfare 1974

Nichols Donald D and others *Women's Programs at Public Community Colleges*, Oakland Community College Michigan, 1975

Nolan Burton F and Lorraine O Moore, *Who? Where? Why? Career Guidance, Counseling and Placement A Developmental Self-Concept Approach*, St Paul Minnesota Department of Education, 1975

Oakley Ann *Woman's Work* New York Vintage 1974

Okes Imogene E *Adult Education in Public School Systems, 1968-1970*, Washington D C National Center for Educational Statistics, U S Department of Health Education and Welfare 1974

- Oppenheimer, Valerie K. *The Female Labor Force in the United States Population Monograph #5* Berkeley, California, University of California Press, 1970
- *Opportunities for Women in Higher Education, A Report and Recommendations*. New York The Carnegie Commission on Higher Education, 1973
- Parnes Herbert S., Jusenius, Carol L. Blau, Francine, Nestel, Gilbert, Shortlidge, L. Jr. Steven Sandell, *Dual Careers, Vol 4*, Washington, D C. Manpower and Training Administration, U.S. Department of Labor, 1976
- Paulsen Kathryn and Ryan A. Kuhn *Woman's Almanac*, New York, J B Lippincott, 1976
- Pearson Jessica *A Handbook of State Laws and Policies Affecting Equal Rights for Women* Denver Colorado Education Commission of the States, 1975
- Prentice Barbara *The Back to Work Handbook for Housewives* New York Collier, 1971
- Pucel David J. and William C. Knaak *Individualizing Vocational and Technical Instruction* Columbus Ohio 1975
- Radi Shirley *Mother's Day is Over*, New York, Warner 1973
- Rapoport Rhona and Robert Rapoport *Dual Career Families* New York Penguin Books 1971
- Ribal Joseph E. *Learning Sex Roles* San Francisco Canfield Press, 1973
- Rieder Gorinne H. *Women Work and Vocational Education* Center for Vocational Education Ohio State University Columbus Ohio 1977
- Sandker Myra *A Student Guide to Title IX*, Washington D C. Resource Center on Sex Roles in Education National Foundation for the Improvement of Education (Post 1972-no date listed)
- Samuels Catherine *The Forgotten Five Million Women in Public Employment A Guide to Eliminating Sex Discrimination* New York Women's Action Alliance 1975
- Scholz Nelle T. Prince Judith S. Gordon P. Miller *How to Decide, A Guide for Women* New York College Entrance Examination Board 1975.
- Scott, Jongeward *Affirmative Action for Women*, Reasing, Massachusetts, Addison-Wesley Publishing Company, 1975
- Seifer, Nancy, *Nobody Speaks for Me—Self Portraits of American Working Class Women* New York, Simon and Schuster, 1976
- Seldin, Peter, *How Colleges Evaluate Professors*, New York, Blythe-Pennington, 1975
- Senderowitz, Judith, and Brenda Hebert, *Community Survey on the Status of Women*, ed Population Institute, Washington, D C., 1977
- Sheldon Dinah and Dorothy Berndt *Sex Discrimination in Vocational Education Title IX and Other Remedies* Sacramento, California, 1974 (reprinted in paper from California Law Review Volume 162 No. 4 July-September, 1974)
- Shoenfeld Janet D. *Student Initiated Changes in the Academic Curriculum*, Washington, D C. ERIC Clearinghouse on Higher Education, The George Washington University 1972

Splaner, Sarah. *Nontraditional Careers for Women*. New York, Julian Mussner, 1974

Splaner, Sarah. *Paraprofessions Careers of the Future and Present*. New York, Simon and Schuster, 1974

Stakelon Anne E and Joel H Magisas *Sex Role Stereotyping and Occupational Aspiration. An Annotated Bibliography*. Columbus, Ohio, Center for Vocational Education, The Ohio State University, 1975

Steele Marilyn *Women in Vocational Education, Project Baseline Supplemental Report*. Washington, D C and Flagstaff, Arizona, Technical Education Research Centers, Inc. 1974

Steiger Jo Ann M and Sara Cooper *The Vocational Preparation of Women Report and Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women*. Washington D C 20402, U S Government Printing Office, 1975

Stern Edith M *A Full Life After Sixty-five*. New York Public Affairs, 1974

Sugarman Michael N and Pautler eds *Vocational Education for Youth and Adults*. New York MSS Information Corp. 1974

Tavris Carol ed. *The Female Experience*. New York Ziff Davis 1973

Toffler Alvin *Future Shock*. New York Random House 1970

Trow Martin. *Aspects of American Higher Education 1969-1975*. A Report for the Carnegie Council on Policy Studies in Higher Education. Washington D C 1977

Trufant, John E. Keely Sarah and Paul T Pollen *Perceptions of Former Occupational-Technical Students Vol 1 & 3 4*. Richmond Virginia Virginia Department of Community Colleges 1974

U S Department of Labor *The Change in Economic Roles of Women*. Washington, D C 1975

U S Department of Labor *State Labor Laws in Transition From Protection to Equal Status for Women*. Washington D C 1976

Verheyden-Hillard Mary Ellen *A Handbook for Workshops on Sex Equality in Education*. Washington, D C American Personnel and Guidance Association, 1975

Wage and Labor Standards Administration, U S Department of Labor, *Facts About Women's Absenteeism and Labor Turnover*, Washington, D C, 1964

Wigglesworth David C Ed *Career Education A Reader*. New York, Harper, Row, 1975

Wirtz, Willard and the National Manpower Institute, *The Boundless Resource*, Washington, D C The New Republic Book Company, 1975

Wolkon, Kenneth A. *Counseling Girls and Women A Guide for Jewish and Other Minority Women*, Washington, D C B'Nai Brith, 1973

"Women at Work" (special issue) *Monthly Labor Review*, 1970, Vol 93, No 6

Women's Bureau Employment Standards Administration, U S Department of Labor, *A Guide to Seeking Funds From CETA*, Revised Edition. Washington, D C, 1977

- Women's Bureau, Employment Standards Administration, U S Department of Labor, *American Women at the Crossroads: Directions for the Future. Report on the 50th American Conference of the Women's Bureau*, Washington, D C, 1970
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *The Earnings Gap Between Men and Women*, Washington, D C, 1976
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States and Local Areas*, Washington, D C, 1972
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *Continuing Education Programs and Services for Women*, Washington, D C, 1975
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *Facts on Women Workers of Minority Races*, Washington, D C, 1975
- Women's Bureau, Wage and Labor Standards Administration, U S Department of Labor, *Handbook on Women Workers*, Washington, D C, 1965
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *1975 Handbook on Women Workers*, Washington, D C, 1975
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *The Earnings Gap Between Men and Women*, Washington, D C, 1976
- Women's Bureau, Employment Standards Administration, U S Department of Labor, *A Working Woman's Guide to Her Job Rights*, Revised ed., Washington, D C, 1975
- Women's Bureau, Employment Standards Administration, *Women of Spanish Origin in the United States*, Washington, D C, 1976
- Wortis, Helen and Clara Rabinowitz, eds, *The Women's Movement: Social and Psychological Perspectives*, New York, John Wiley and Sons, 1974

Selected Journal Articles

- Aanstad Judy A Study of Mature Women at Santa Fe Junior College A topical paper ED 057 797 ERIC (1972)
- Adickes Sandra Leadership Styles Do Women Have to Act Like Men? *Community College Frontiers* Vol 5 No 3, Spring 1977, pp 12-15
- Aguren Carolyn Tull An Exploration of Self-Actualization, Self-Concept, Locus of Control and Other Characteristics Exhibited in Selected Mature Community College Women *Dissemination Abstracts* Vol 35, No 12 (June, 1973) p 7641A (North Texas State University 1974)
- Alexandra Pamela History (of the) Women's Re-Entry to Education Program, Sage Jose City College 1973-1976 ED 126 706 ERIC (1976)
- Alfred Richard L., and Mary F. Good The Status of Women in Higher Education and the Professions Metropolitan Junior College District 1971-1972, ED 070 436, ERIC (1973)
- Alger Harriet A. A Case Study of Day Care Services on a Community College Campus *Dissertation Abstracts* Vol 37 No 2 (August 1976), p 701A (Case Western Reserve University 1975)
- Almquist Elizabeth M. Sex Stereotypes in Occupational Choice The Case for College Women *Journal of Vocational Behavior*, EJ 103 811 Vol 1, No 1 (August 1974) pp 13-20
- Anderson Donald Supervised Study Personal Development for Mature Female Students ED 101 796 ERIC (1975)
- Andrew Dorothy E. Continuing Education for Women at Mattatuck Community College ED 089 605 ERIC (1974)
- Asche Marion The Interrelationships Between Self-Concepts and Occupational Concepts of Post-High School Vocational-Technical Students ED 094 126, ERIC (1974)
- Astin Helen Stravidou Continuing Education and the Development of the Adult Woman *Counseling Psychologist* Vol 6 No 1 (1976), pp 55-60
- Bailey Larry Joe An Investigation of the Vocational Behavior of Selected Women Vocational Education Students, *Dissertation Abstracts* Vol 29, No 12 (June, 1969) p 434A (University of Illinois 1968)
- Baker B. Kimball How to Succeed in a Journeyman's World *Manpower*, EJ 125 467 Vol 7 No 11 (November 1975) pp 38-42
- Barkley Margaret V. and others Clinics for Administrators of Women in Occupational Education Final report 1974-75 ED 122 130, ERIC (1976)
- Barrer Myra E. *Journal of Reprints of Documents Affecting Women*, Vol 1 No 1, Washington D.C. Today Publications and News Service 1976
- Berger Caruthers G. Equal Pay Equal Employment Opportunity and Equal Enforcement of the Law for Women *Valparaiso Law Reviews* Spring 1970 326-73

- Bem S L and D J. Bem "Training Woman to Know Her Place." *The Social Antecedents of Women in the World of Work*. Harrisburg, Pennsylvania, Pennsylvania Department of Education 1974.
- Birk Janice "Reducing Sex Bias-Factors Affecting the Client's View of the Use of Career Interest Inventories" Research Paper NIE Career Education Project, Washington, D C 1974
- Black J H "Conceptions of Sex Role: Some Cross Cultural and Longitudinal Perspectives" *American Psychologist* New York June 1973 412-526
- Blai Boris Jr. Harcum Junior College Self Assessment Reports 1975 ED 115333, ERIC (1975)
- Blai Boris Jr. Job Satisfaction and Work Values for Women. *Journal of the National Association of Women Deans, Administrators, and Counselors*, Washington, D C 1974, Vol 37 No 4 pp 151-157
- Blai Boris Jr. Today's Women Students: New Outlooks. *Harcum Junior College*, Bryn Mawr Pa (1975)
- Blai Boris Jr. Job Satisfaction and Work Values for Women." ED 040 075, ERIC (1970)
- Blimline Carol Ann "Effect of a Vocational Unit on the Exploration of Nontraditional Career Options" *Dissertation Abstracts* Vol 36 No 6 (December, 1975), p 3398A (University of Maryland 1975)
- Boardman Gerald R and Elton B Mendenhall "A Comprehensive Study of Vocational Interest Occupational Opportunities and Cooperative Education for the Mid-Plains Nebraska Technical Community College Area." ED 110 639 ERIC (1975)
- Bobbitt Billie M "Women—Technical Fields and the Time Trap" ED 099 712, ERIC (1974)
- Bolton Mary G "Re-Entry Women: Some Programmatic Considerations." ED 111 950 ERIC (1975)
- Boyer Elizabeth "Women—Are the Technical-Occupational Programs Attracting Them?" ED 085 065 ERIC (1974)
- Brainard Stephen R, and Jerome L Ommen "Men Women and Learning Styles." *Community College Frontiers* Vol 5 No 3 Spring, 1977, p 32-38
- Brawer Florence "Women in Community Colleges: A Profile" *Community College Frontiers* Vol 5 No 3 Spring 1977 pp 19-22
- Briggs N "Women Apprentices: Removing the Barriers." *Manpower*, New York, 1974 Vol 6 No 12 pp 3-11.
- Bulpitt Mildred "The Adult Student." *New Directions for Community Colleges*, Vol 1 No 3 (Autumn 1973) pp 55-69
- Bulpitt Mildred "Women's Programs in Community Colleges." *Community College Frontiers* Vol 5 No 3 Spring 1977, pp 4-7
- Burggraf Margaret Zeidler "Holland's Vocational Preference Inventory: its applicability to a group of technical college women and the relationship of social level, self concept and sex role identification to the social personality type." *Dissertation Abstracts* Vol 36 No 10 (April 1976), p 6467A (Ohio University, 1975)

- Burke Ronald J. Differences in Perception of Desired Job Characteristics of the Same Sex and the Opposite Sex. *Journal of Genetic Psychology*, 1966, Vol 109 No 1 pp 37-46
- Burzynski Helen G. The Promised Land of Paraprofessional Careers. *American Vocational Journal*, EJ 029 679 Vol 45 No 9 (December 1970), pp 21-23
- Crockford Richard E. The Forgotten Sex in Education. *Junior-College Journal*, Vol 42 (October 1971) pp 17-19
- Davidson S. H. and Margaret T. Shoenhair. New View Vocational Internship Education for Women. ED 119 789 ERIC (1976)
- Dibner Lillian Adler. Dumping the Demons: A Study of Women Over Twenty-five Years of Age Who are Students at Daien Community College: their goals, problems and reference groups. *Dissertation Abstracts*, Vol 37, No 3 (September 1976) p 1399A (Columbia University Teachers College 1976)
- Drake Sandra. Sources of Information About Women. *Community and Junior College Journal* EJ 128 082 Vol 46 No 4 (December-January 1976), pp 24-26
- Dwight Alice Heasley. A Model Career Decision-Making Course. *Community and Junior College Journal* Vol 43, No 1 (August-September, 1972), pp 12-14
- Echols Frank Howard Jr. Occupational Aspirations, Expectations and Deflection Level of Junior College Occupational Students. *Dissertation Abstracts*, Vol 35 No 9 (March 1976), p 6329A (University of Georgia, 1975)
- Egan Cathelin. The Real Woman in the Marketplace. *Sight Lines* EJ 110 747, Vol 8, No 2 (Winter 1974-75) pp 11-14 26
- Ekstrom Ruth B. Giving Women College Credit Where Credit is Due. *Findings*, Vol III No 3 1976 Princeton, New Jersey, ETS, pp 1-5
- Eliason N. Carol. It's Past Time to Unstereotype. *School Shop* June, 1977, pp 13-14
- Elliott Jeffrey M. and Concetta M. Mantz. The Mature Women and the Community College. *Community College Frontiers* EJ 131 390, Vol 4 No 2 (Winter, 1976) pp 35-41
- Ellis Mary L. Women in Technical Education. ED 072 283, ERIC (1971)
- Feingold-Dr. S. Norman. The Changing World of Work Affects the Goal of All Women. *Women's World* Vol LXVI, No 2, November, 1974, Washington, D. C. B. nai Birth Women
- Fitzgerald L. and Harmon L. Counseling Women. *The Counseling Psychologist*, 193 Vol 4 No 1 pp 1-131
- Fuchs Victor R. Male-female Differential in Hourly Earnings. National Bureau of Economic Research, 1970, p 12, quoted in Barbara R. Bergman, *The Economics of Women's Liberation* (paper presented at the American Psychological Association Washington, D.C. September, 1971)
- Garlock, Jerry C. An Analysis of Female Enrollment and Persistence in Five Selected Industry and Technology Courses. ED 111 447, ERIC (1976)
- Geer Howard S. A Profile of the Continuing Education Student at Montgomery College. ED 125 717 ERIC (1976)

- Gleaves, Francelia "Women in Higher Education," *Women's Rights Almanac*, Bethesda, Maryland, Elizabeth Cady Stanton Publishing Company, 1974, pp 523-529
- Glogowski, Diane Rose "An Investigation of the Relationships Among Age Category, Curriculum Selected, and Measures of Work Values Held and Certainty of Career Choice for Women Students in a Community College," *Dissertation Abstracts*, Vol 37, No 8 (February, 1977), p 4864A (Indiana University, 1976)
- Glover, Robert W, Herman, Alexis and Allan King "Minority Women, Professional Work," *Manpower*, July 1975, Washington, D C, Manpower Administration, U S Department of Labor
- Goodman, Leonard H, and others "Counseling Services in the Two-year College A Southeastern Survey," *NASPA Journal*, EJ 123 910, Vol 12, No 4 (Spring, 1975), pp 241-248
- Gorman, Pat "Women and Agriculture—a Two-year College Student's View," *Agricultural Education Magazine*, EJ 117 080, Vol 47, No 12 (June, 1975), pp 280-282
- Hammons, James O, and Mary Lyons "Critical Decision Areas in Planning for Non-traditional Students," *Community College Frontiers*, Vol 5, No 3, Spring, 1977 pp 53-58
- Havvio-Mannila, Elina "Satisfaction with Family, Work, Leisure and Life Among Men and Women," *Human Relations*, 1971, pp 585-601
- Herkenhoff, Louis Henry "A Comparison of Older and Younger Women Students at San Jose City College with Implications for Curriculum and Student Personnel Services," *Dissertation Abstracts*, Vol 27, No 8 (February, 1967), p 2443A (University of California, Berkeley, 1966)
- Herman, M H and W E Sedlocek "Career Orientation of High School and University Women," *Journal of the National Association of Women Deans, Administrators and Counselors*, Washington, D C 1974, Vol 37, No 4, pp 161-166
- Hoeflin, Ruth "They Signed Their Names in Blood," *Community and Junior College Journal*, Vol 43 (August-September, 1972), pp 16-17
- Horner, M "Fail Bright Women," *Psychology Today*, New York, 1969, Vol 3, No 6, pp 33-36
- Hunt, Beverly English "Characteristics, Perceptions, and Experiences of Married Women Students at Lansing Community College," ED 024 891, ERIC (1969)
- Iannotti, Mary Margaret "The Relationship Between Certain Non-Cognitive Factors and the Academic Achievement of Junior College Women," *Dissertation Abstracts* Vol 31, No 7 (January, 1971), p 3271A (Fordham University, 1970)
- "Illinois Public Community College Statewide Occupational Student Follow-Up Study Phase I, Preliminary Report," ED 110 731, ERIC (1975)
- Istrup, Carol Martha "Counseling in a Two-year Academic Community College," *Dissertation Abstracts*, Vol 37, No 2 (August, 1976), p 762A (Arizona State University, 1976)
- Jacobson, R F "New Scholarships for Mature Women A W A R E Helps Women Return to College," *Junior College Journal*, Vol 38 (December, 1967), p 34.

- James, Elizabeth Ann "The Role of the Women's Private Junior College," *Dissertation Abstracts*, Vol 24, No 5 (November, 1963), p 1938A (Columbia University 1962)
- Jeffries, Raymond L., Jr. "Recruiting Technology Students in a State-Wide Educational System," *Engineering Education*, EJ 126 495, Vol 65, No 8 (May, 1975), pp 835-836
- Jelof, Donald T., and Vernon K. Burger "Equality in Opportunity for Participation of Women in Higher Education Through Child-Care Services," ED 121371, ERIC (1976)
- Kaslow, Florence and Lita Schwartz "Problems and Advantages of the Attractive, Successful Female Professional," Philadelphia, 1977
- Kellman, Eugenia, and Bonnie Staley "The Returning Woman Student Needs of an Important Minority Group on College Campuses," student development report. Vol 12, No 2, ED 103 747, ERIC (1974)
- Klevit, Mary Bach "Will Jill Make Department Chairman?" *American Vocational Journal*, EJ 112 150, Vol 49, No 8 (November, 1974), pp 40-43
- Knox, Alan B. "Life Long Self-Directed Education," Chapter 2 in Blakeley R., *Fostering the Growing Need to Know* Washington, D.C., U.S. Department of Health, Education, and Welfare, 1973
- Knox, B.S. "Trends in Counseling, Women in Higher Education, 1957-1973," *Ruth Strong Research Award Monograph Series No 1*, Washington, D.C., National Association of Women Deans, Administrators and Counselors, July, 1975
- Kuznik, Anthony "Women in Agriculture in a Two-year College," *Agricultural Education Magazine*, EJ 117 079, Vol 47, No 12 (June, 1975), pp 275-276
- Larkin, Paul G. "Five Year Trends in Career Programs Graduations 1970-1974 (Prince George's Community College, Maryland), Report No 76," ED 099 073, ERIC (1974)
- "Learning to Work With Women" *Business Week* No 2474, March 14, 1977, New York pp 72C-72F
- Little, Dolores M. and Arthur J. Roach "Videotape Modeling of Interest in Non-Traditional Occupations for Women," *Journal of Vocational Behavior*, EJ 103 821 Vol 5, No 1 (August, 1974), pp 133-137.
- Loring, Rosalind, and Mary Adams "Group Counseling of Minority and Low-Income Women Students: A Model Program for Junior College Educators," ED 059 715, ERIC (1975)
- Maki, Marguerite, and others "Continuing Education for Women at Masabi Community College," ED 097 928, ERIC (1974)
- Mayes, Jonnie, Jr. "A Comparative Analysis of the Basic and Occupational Interests of Transfer and Occupational Community College Students," *Dissertation Abstracts*, Vol 35, No 7 (January, 1975), p 4197A (East Texas State University, 1974)
- Maymi, Carmen R. "Career Education Projecting into the 21st Century," ED 124 236, ERIC (1976)
- McBrearty, James C. "Kitchen Revolution: New Careers for American Women," *Arizona Review*, Vol 21, (January, 1972) pp. 10-14

- McClelland, D. "Opening Job Doors for Mature Women," *Manpower*, New York, 1973, Vol 5 pp 8-12
- McHugh William Thomas "A Study of the Differences in Self-Concept and Occupational Role Concepts of Young Women and Middle-Aged Women in Occupational Training Programs" *Dissertation Abstracts*, Vol 31, No 7 (January, 1971) p 3273A (University of Oregon, 1970)
- Merry Pauline E. "A Descriptive Study of Mature and Younger Women in Associate Degree Nursing Programs." *Dissertation Abstracts*, Vol 35, No 2 (August, 1974), p 823A (University of Southern California, 1974)
- Miffler Richard Hanwell "The Student Personnel Services for Women in Continuing Education in Montgomery Community College." *Dissertation Abstracts*, Vol 35 No 2 (August 1974) p 824A (The George Washington University, 1973)
- Mintz Florence S. "Development of a Model for the Recruitment of Mature Women in Traditionally Male-Oriented Occupational Programs" *Dissertation Abstracts*, Vol 37 No 6 (December, 1976), p 3581A (Rutgers University, 1976)
- Moore, Kathryn McDaniel "The Cooling Out of Two-Year College Women," *Personnel and Guidance Journal* EJ 115 620, Vol 53, No 8 (April, 1975), pp 678-583 ED 091 021 ERIC (1974)
- Moore Kathryn M. and Helen C. Veres "A Study of Two-Year College Women in Central New York State: Characteristics, Career Determinants and Perceptions" ED 103 069 ERIC (1975)
- Moore Kathryn McDaniel and Helen C. Veres "Traditional and Innovative Career Plans of Two-Year College Women" *Journal of College Student Personnel Association* Vol 17 No 1 (January 1976), pp 34-38.
- Ruban S. "Women's Studies at the Community College." *College English*, Vol 37 (January 1976) pp 510-517
- Sandler Bernice "Women The Last Minority" *Journal of College Placement*, New York December 1971-January 1972, Vol 32, p 49
- Saleh S. D. and M. Lalljee "Sex and Job Orientation" *Personnel Psychology*, Vol-16, pp 29-34 1963
- Schlossberg Nancy K. "Programs for Adults," *Personnel and Guidance Journal*, EJ 117 183 Vol 53 No 9 (May, 1975) pp 681-684
- Scott CS and others "Vocational Choice Change Patterns of a National Sample of Community-Junior College Students" ED 093 432, ERIC (1974)
- Sedaka Janice B. "Why Not a Woman," *American Education*, Vol II, No 10, Washington D.C. U.S. Office of Education Department of Health, Education, and Welfare December 1975
- Shoulders Betty "Junior College: An Attraction to Women," ED 023 375, ERIC (1969)
- Shulman Carol H. "Keeping Up With Title IX," *Research Currents*, Washington, D.C., January 1977 American Association of Higher Education, pp 1-4
- Smith Amanda "Combating the Cinderella Syndrome: How to Educate Women for Today's World" *Community College Review*, Vol 3 No 1 (June, 1975), pp 6-13

Smith, Walter Scott. "Increasing the Participation of Women in Science Careers." ED 098 057 ERIC (1974)

Spaulding, Jonna. "What Does Education Do to Women?" *Sounds of Change: A Report in Counseling and Programming for Women's Career Opportunities*. Los Angeles: University of California Press, 1974. pp 85-86

Steele, Gertrude M. "The Mature-Women Student at Skyline College." Research Report ED 129 367 ERIC (1977)

Steele, Marilyn. "Women in Vocational Education: Project Baseline Supplemental Report." ED 099 689 ERIC (1974)

Steely, Robert D. "A Descriptive Study of the Evening Students Enrolled in Occupational Education Courses at the West Central League of Michigan Community College." *Dissertation Abstracts* Vol 36 No 1 (July 1975), p 262A (Michigan State University 1974)

Steiger, Joann M. "Broadening the Career Horizons of Young Women Against Traditional Single-Sex Enrollment Patterns in Vocational Education." *Illinois Career Education Journal* EJ 125 476, Vol 32 No 4 (Summer/Fall, 1975), pp 7-9

Stent, Angela. "Can Math Anxiety be Conquered?" *Report on Teaching 3*. New Rochelle, New York: Change, January, 1977

Stone, Elizabeth. "Women's Programs Grow Up." *Change*, EJ 126 187, Vol 7, No 9 (November 1975), pp 16-20

Summerville, Barbara Ellen. "Career Orientation of Washington Community College Women." *Dissertation Abstracts* Vol 31 No 3 (September, 1970), p 1043A (Washington State University 1970)

Taber, Joan F. "Career Patterns: A Descriptive Analysis of Career Programs at Montgomery Community College, Montgomery County, Maryland 1972-1973." ED 082 748 ERIC (1973)

Taines, Beatrice. "Older Women, Newer Students." *Community and Junior College Journal*, EJ 089 872, Vol 44 No 1 (August/September, 1973), p 17

Tate, Mildred Christine Jackson. "An Analysis of the Relationship Between Selected Personal Socio-Economic Characteristics of a Random Sample of Adult Women and their Reasons for Enrolling in an Urban Community College." *Dissertation Abstracts* Vol 32 No 12 (June, 1972), p 6735A (Michigan State University 1971)

Tibbets, S.L. "Sex Role Stereotyping: Why Women Discriminate Against Themselves." *Journal of the National Association of Women Deans, Administrators, and Counselors*. Washington, D.C., 1975, Vol 38, No 4, pp 177-183

Through the Open Door: A Study of Persistence and Performance in California's Community Colleges. Report I: Sources and Selected Characteristics of Students. ED 086 286 ERIC (1973)

Tyrrel, Linn Ann Acton. "Sex Role Attitudes of Young and Returning Female Community College Students." *Dissertation Abstracts*, Vol 37 No 6 (December, 1976), p 3368A (University of Michigan 1976)

- Van Peborgh, Mary Jean "A Re-entry Paradigm for Educationally Disadvantaged Women at a Community College." *Dissertation Abstracts*, Vol. 35, No. 9 (March 1975) D 5764A (University of Southern California, 1975)
- Veres, Helen C "Career Choice and Career Commitment of Two-Year College Women" ED 091 020 ERIC (1974)
- Veres, Helen C "Two-Year College Women: Dimensions of Career Choice and Career Commitment." *Dissertation Abstracts*, Vol. 35, No. 2 (August, 1974), p. 831A. ERIC (1975)
- Vlahos, Mantha "Survey of the Status of Women" Institutional Research Report No. 7, ED 103 082, ERIC (1975)
- Waters, Elinor Bloch "Exercising New Options: Adult Women Compared With Men and Younger Women at a Community College." *Dissertation Abstracts*, Vol. 34, No. 7 (January 1974), p. 3896A (Wayne State University 1973)
- Wells, Jean "Continuing Education for Women: Current Developments." ED 099 622, ERIC (1974)
- Wenig, Ceta "Can a Woman of 60 Find Fulfillment? A Housewife Returns to College" *Community College Review* EJ 113 009 Vol. 2, No. 4 (March 1975), pp. 59-67
- Werlinich, Samuel "Reported Reasons for Attending, Withdrawal, and Return to College by a Sample of Females with a Four Year College Withdrawal—Two Year College Collegiate History" *Dissertation Abstracts* Vol. 34 No. 7 (January 1974) p. 3898A (University of Pittsburgh 1973)
- Westervelt, Esther M. "Releasing Women's Potentials: The Two-Year College as Catalyst" Albany State University of New York 1965
- Wollman, Michael and Others "Meeting Career Needs in Two-Year Institutions" *Personnel and Guidance Journal* EJ 117 182, Vol. 53 No. 9 (May, 1975), pp. 676-679
- Women on the North 40 "Community and Junior College Journal" EJ 500 440 Vol. 43, No. 5 (February 1973) pp. 24-25
- Wright, Dorothy M. "Junior College Students View Women's Roles." *Journal of the National Association of Women Deans and Counselors* Vol. 30 No. 2 (Winter 1967), pp. 71-77
- Wynne, Robert Leonard "Socioeconomic Status and Vocational Interest of Junior College Students in Occupationally Oriented Curricula" *Dissertation Abstracts* Vol. 30 No. 3 (September 1969) p. 991A

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 3 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES