

CONTINUING EDUCATION

**REPORT OF THE
VIRGINIA ADVISORY LEGISLATIVE COUNCIL**

To

THE GOVERNOR

And

THE GENERAL ASSEMBLY OF VIRGINIA



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COMMONWEALTH OF VIRGINIA
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CONTINUING EDUCATION
Report of the
Virginia Advisory Legislative Council

Richmond, Virginia
January 5, 1972

TO: HONORABLE LINWOOD HOLTON, *Governor of Virginia*
and
THE GENERAL ASSEMBLY OF VIRGINIA

Continuing education, also known as adult education, the education of those who have ceased to be full-time students, has grown in importance in the last two decades with the increase in the complexity of society and in the need for education. More and more adults are finding it necessary or advantageous to return to school on a part-time basis, to develop new skills or areas of competence, to keep current in their present specialities, or to seek cultural advancement. The more educated a community becomes, the more educational opportunity is needed and sought by its members.

In recognition of the growing importance of continuing education, the Commission for Economy in Governmental Expenditures undertook a study of the subject, and reported its findings to the 1970 session of the General Assembly. Among other things, the report recommended that further study of the subject be undertaken. The resulting resolution follows:

SENATE JOINT RESOLUTION NO. 29

Directing the Virginia Advisory Legislative Council to study
Continuing Education.

Whereas, the Commission for Economy in Governmental Expenditures completed a study upon which it has submitted a report to the Governor and the General Assembly, indicating that continuing education is capable of making great contributions to the higher education needs of Virginia; and

Whereas, it is believed that the total cost of higher education in relation to its contribution to the educational needs of the State may be materially less if the full potential of continuing education is developed; and

Whereas, the full development of continuing education should make available opportunities for higher education to many urban and rural citizens of Virginia who would not otherwise be afforded such opportunities; and

Whereas, there is need for clarification of the respective roles of the State-supported institutions of higher education, the Community College system, the privately operated institutions of higher education, Educational TV, and the State Department of Education in respect to the various activities of continuing education conducted by the several institutions of higher education; and

Whereas, there is at present no accurate projection of the higher education needs of Virginia, considering the explosive increase in the need for continuing education of adults in the various professions and occupations; and

Whereas, there are now diverse and fragmented efforts to provide continuing education without a detailed plan of coordinated development; and

Whereas, many Virginia citizens are enabled to take courses offering resident degree credit solely because out-of-State institutions offer such courses at off-campus sites in Virginia; and

Whereas, the tuition rates for such courses by out-of-State institutions are much greater than the tuition rates of extension courses offered by Virginia institutions and it appears probable the out-of-State institutions conduct their Virginia operations at a profit; and

Whereas, part of the tuition of many Virginia residents attending such courses is provided by scholarships funded by Virginia taxpayers; and

Whereas, the optimum development of continuing education appears capable of more efficient utilization of existing and contemplated facilities of higher education, thus reducing the future need for expanding such facilities; and

Whereas, the cost of continuing education, if adequately planned on a State-wide basis, shows promise of being less expensive than other forms of higher education; and

Whereas, many important innovations are currently being made in the methods of continuing education; now, therefore, be it

Resolved by the Senate, the House of Delegates concurring, That the Virginia Advisory Legislative Council is directed to make a study to (1) determine accurately the components of Virginia's future educational needs that can be most economically and effectively satisfied by continuing education; and (2) determine the organization, policies and methods most suitable and economical for satisfying such needs; and (3) recommend the legislative and executive actions necessary to implement the above findings.

In making the study, the Council shall give due consideration to all factors it believes necessary, as well as the following:

- (1) The definition of the types of educational services that are included within the continuing education category.
- (2) The purpose, clientele, needed resources and characteristics of each such type of educational service.
- (3) The optimum educational and administrative relationship between the various components of continuing education and the counterpart campus educational activities of the institutions.
- (4) The costs of the various types of continuing education under present conditions and the effect on such costs of alternative concepts, volumes, and methods.
- (5) The effect on the total systems cost and benefits of higher education under arrangements that would make optimum use of continuing education.
- (6) The present and projected continuing education requirements of individuals in industry, science, commerce, agriculture, government, military service, school systems, professions, and other occupational groups.
- (7) The educational advantages and disadvantages of campus faculty as opposed to extension faculty.
- (8) The educational advantages and disadvantages of various types of media used for participation in classes by remotely located students.
- (9) The capabilities, characteristics, and requirements of "special" extension, evening, and summer students as compared to regularly admitted day students.

(10) The organization concept, including policies and administrative systems best suited for governing continuing education on a State-wide basis and providing answers to such questions as:

(a) Should a single institution be made responsible for all off-campus degree credit programs? Should two or some greater number of institutions be designated?

(b) Should an administrative agency be established (or an existing agency be designated) to administer off-campus degree credit activities in which different institutions of higher education would then supply the academic resources—instructors, admissions, criteria, texts, examinations, counseling, and the like?

(c) Should responsibility for off-campus degree credit programs be separated from responsibility for adult forums, high school debating contests, community development programs, and similar diverse activities? Should some of these other activities be relocated—for example, in the State Department of Education?

(11) Outline a comprehensive plan for the deliberate and orderly development of continuing education in Virginia.

In conducting its study, the Council may utilize the services of specialists in higher education, continuing education, educational economics, management and other professional fields as it deems necessary. Consideration shall be given to the views of the Council of Higher Education; the Boards, faculty, and administrators of State and privately supported institutions of higher education; the Community College system; and experts in continuing education. The experience of other states and jurisdictions also shall be reviewed.

The Council shall make its study and submit a report to the Governor and the General Assembly not later than December fifteen, nineteen hundred seventy-one. All agencies shall assist the Council upon request.

Pursuant to this directive, the Council appointed a Committee to conduct a study and report to it. Senator Robert C. Fitzgerald, Chairman of the Council, was designated Chairman. Appointed to serve with him were: O. T. Bonner, Superintendent of the Danville Public Schools; Emory W. Chesley, Assistant Superintendent for Instructional Services, Fairfax County Public Schools; Melvin E. Fuller, Director of Continuing Education, Roanoke College; Charles R. Greever, Editor and General Manager of the Richlands Press and the Clinch Valley Times and Chairman of the Board, Southwest Virginia Community College, Richlands; George J. Kostel, member of the House of Delegates, Clifton Forge; Paul W. Manns, State Senator, Bowling Green; Theodore V. Morrison, member of the House of Delegates, Newport News; Walker H. Quarles, Jr., Vice President, Virginia State College, Petersburg; Yvonne Rappaport, President of the Adult Education Association of Virginia; and Henry W. Tulloch, Manager-Relations, General Electric Company and member of the State Board for Community Colleges, Waynesboro. Senator Manns was unanimously elected Vice-Chairman.

The staff of the Virginia Advisory Legislative Council and the Division of Statutory Research and Drafting, represented by Sally T. Warthen, provided support and assistance. In addition, the Council received assistance from the State Council of Higher Education, the Department of Community Colleges, the Department of Education, and the institutions, both public and private, who are offering continuing education. In particular, the Council is grateful to Mrs. Rappaport, who undertook the task of drafting a questionnaire and compiling statistics, attached herewith as an appendix, to inform the Council as to the current status of continuing education in the State. Two hearings were

conducted by the Committee, one of which was open to the public and the other not open to the public, the latter being designed so that the Committee could hear in private from representatives of the institutions interested in continuing education.

After considerable study and deliberation, the Committee made its report to the Council. The Council commends the Committee for its work, and makes the following report:

RECOMMENDATIONS

I. STATE SUPPORTED INSTITUTIONS OF HIGHER LEARNING SHOULD DIRECT MORE ATTENTION, EFFORT AND EMPHASIS TO CONTINUING EDUCATION PROGRAMS, TO THE EXTENT THAT CONTINUING EDUCATION IS AFFORDED SUPPORT AND PRESTIGE EQUAL TO THAT OF CONVENTIONAL EDUCATIONAL PROGRAMS. IN PARTICULAR, ATTENTION SHOULD BE GIVEN TO THE FOLLOWING:

- A. CONTINUING EDUCATION EFFORTS SHOULD BE CLOSELY COORDINATED WITH REGULAR DEGREE PROGRAMS, TO THE END THAT STANDARDS OF QUALITY FOR BOTH ARE COMPARABLE.
- B. CONSTANT EFFORT SHOULD BE EXERTED TO REPLACE EXTENSION OFFERINGS WITH DEGREE PROGRAMS REQUIRING LITTLE OR NO RESIDENCY.
- C. EFFORT SHOULD BE MADE TO OFFER PROGRAMS WHICH ANSWER THE SPECIFIC NEEDS OF THE COMMUNITIES IN WHICH THEY ARE TO BE OFFERED.

THE GENERAL ASSEMBLY SHOULD EXAMINE CLOSELY PROGRESS IN THESE AREAS DURING CONSIDERATION OF THE BUDGETS OF THE INSTITUTIONS.

II. THE STATE COUNCIL OF HIGHER EDUCATION SHOULD BE DIRECTED TO SET UP REGIONAL COORDINATION COMMITTEES, WHICH SHOULD BE CHARGED WITH THE RESPONSIBILITY OF COORDINATING CONTINUING EDUCATIONAL EFFORTS IN EACH REGION. THE REGION SHOULD BE DESIGNATED BY THE STATE COUNCIL, BUT EACH SHOULD INCLUDE ONE OR MORE COMMUNITY COLLEGES AND HAVE AT LEAST ONE STATE SUPPORTED INSTITUTION OF HIGHER LEARNING OPERATING THEREIN. MEMBERSHIP OF THE COORDINATING COMMITTEE SHOULD CONSIST OF ONE REPRESENTATIVE FROM EACH PUBLIC SCHOOL DIVISION, WHO TOGETHER WOULD HAVE ONE VOTE DIVIDED BETWEEN THEM, AND ONE REPRESENTATIVE FROM EACH STATE-SUPPORTED INSTITUTION OF HIGHER LEARNING OFFERING CONTINUING EDUCATION IN THE AREA. PRIVATE INSTITUTIONS SHOULD BE INVITED TO PARTICIPATE. A STAFF MEMBER FROM THE STATE COUNCIL SHOULD BE NONVOTING CHAIRMAN OF EACH COMMITTEE.

THE COMMITTEE SHOULD HAVE THE FOLLOWING SPECIFIC CHARGES:

- A. INSURING THAT THE NEEDS OF THE COMMUNITIES IN CONTINUING EDUCATION ARE MET. THE INSTITUTIONS WOULD BE DIRECTED TO POOL THEIR RESOURCES IN FINDING THE NEEDS OF THE COMMUNITIES.
- B. INSURING THAT OPERATION OF A CONTINUING EDUCATION PROGRAM IS AS ECONOMICAL AS POSSIBLE, CONSISTENT WITH QUALITY, WITH NO DUPLICATION OF PROGRAMS AND FULL UTILIZATION OF EXISTING FACILITIES, AND ATTENTION TO COOPERATIVE PROGRAMS, WITH CREDIT FROM ONE INSTITUTION TRANSFERABLE TO OTHERS.

THE COORDINATING COMMITTEE WOULD BE DIRECTED TO PRESENT ANNUALLY AN OVERALL PROGRAM FOR THE REGION, AND ANY CHANGES WHICH OCCUR DURING THE YEAR, TO THE STATE COUNCIL OF HIGHER EDUCATION. THIS PROGRAM WOULD BE ADOPTED BY THE STATE COUNCIL UNLESS IT VIOLATED THE LAW, OR UNLESS A PARTICIPATING INSTITUTION OBJECTED.

III. OUT-OF-STATE AND PRIVATE INSTITUTIONS OFFERING CONTINUING EDUCATION SHOULD BE REQUIRED TO REGISTER WITH THE STATE COUNCIL AND SUBMIT COURSE AND PROGRAM INFORMATION.

IV. A GOVERNOR'S COMMISSION SHOULD BE ESTABLISHED TO CONSIDER PROGRESS AND CHANGES IN THE FIELD OF CONTINUING EDUCATION, AND MAKE RECOMMENDATIONS TO THE STATE COUNCIL AND THE GENERAL ASSEMBLY.

GENERAL OBSERVATIONS

Part-time educational programs are necessary not only to the cultural development of our country, but also to maximum employment and industrial growth in a changing economy and environment. The development of new skills and knowledge and the updating of old are of utmost importance for those who are beyond school age, and for the society which must make use of their services. In addition, proper development of continuing education may be a partial cure for the many problems and pressures on our educational systems. For a significant number of people, the combination of work and part-time education is a more effective and desirable method of education than the traditional route. Many full-time students would be benefited from a year or two of other activity but are hesitant to interrupt their education lest intervening circumstances deprive them of the opportunity altogether. To any community the availability of a fully developed continuing education program is of great value, since continuing education, with its inherent flexibility, is designed to serve many varied needs. Moreover, continuing education has great potential as a method of expanding educational opportunity with a minimal capital outlay. Regular educational institutions have costly libraries, laboratories, classrooms and equipment, some of which lie idle at night and during vacation periods. Churches, civic groups and even business enterprises are often willing to supply facilities at very low cost. In some communities, highly qualified part-time instructors whose major fields of endeavor and means of support are not teaching often are willing and eager to offer their services. Due to these factors the Council believes that many educational programs can be nearly self-supporting and yet be offered at moderate cost to the student.

For purposes of its study, the Council has defined "continuing education" as that educational process pursued by adults who are beyond high school age and not enrolled in a full time educational program as a primary endeavor. Although this definition includes both credit and non-credit enrollment, and courses offered by museums, professional groups and clubs as well as those offered by educational institutions, the Council has been forced by limited time and resources to direct its study primarily to continuing education offered for high school, college or graduate credit by educational institutions, particularly state supported institutions. In so doing, it does not wish to imply that non-credit educational opportunity is unimportant. On the contrary, non-credit offerings are of tremendous significance in the overall cultural and educational effort, and those organizations and institutions which have provided opportunities in this area should be commended and encouraged to continue to do so.

One point of difficulty in dealing with continuing education is that its definition is dependent more on the student than the type of course offering. Each institution has a different method of designating its courses. For example, to a housewife or full time employee who takes a single course in the daytime program of a college, that course is continuing education, whereas to the college it is part of its regular resident program. Institutions such as Virginia Commonwealth University and Old Dominion University and the community colleges offer night courses which are largely interchangeable with day courses for full time students in degree programs, but which have a high percentage of part-time enrollment. At some institutions there are different entrance requirements for a night student than a day student; at others, entrance requirements are identical. As a contrast, the University of Virginia's School of General Studies is a continuing education institution only. With rare exception, credit courses are offered for extension credit¹ only, even though they may be taught on the grounds of the University. Thus generalization is difficult and statistics not always comparable. For purposes of this report, however, the Council is addressing its recommendations not only to the activities designated by the institutions as continuing education, but also to those activities which accept and in fact have considerable enrollment of part-time students, regardless of their designation by the institution.

Although much progress has been made in increasing continuing educational opportunities over the past two decades, by the creation of the Community College System and the efforts of the colleges, universities and public school systems, much more needs to be done. In general, the Council has found that continuing education in the State has yet to realize its full potential because efforts in the field have been piecemeal and often inadequate. *The presence of many out-of-state institutions offering basic programs at a cost to the student from two to ten times as great as that asked by State institutions vividly illustrates that the State's educational deficit is being used to advantage and profit at the expense of Virginia residents. Progress made by State institutions is dissipated by a lack of coordination which leads to duplication, unnecessary expense to the institutions, and frustration of the student who has credits disallowed when he must transfer from one program to another, or is forced to travel two or three hundred miles several times a week to obtain the resident credit required for his degree. Military installations, governmental agencies and industries are continually forced to turn to out-of-state institutions as far away as California, Colorado or Oklahoma to satisfy their educational needs.*

The Council has found two basic causes for this inadequacy: the lack of energy, interest and support given to continuing education by the parent institutions, and the lack of coordination of effort among the different institutions offering continuing education.

I. INSTITUTIONAL EFFORT IN CONTINUING EDUCATION

The Council has found increasing interest in continuing education within the public school systems, colleges and universities, but this interest is often confined to a relatively small group. In all too many institutions, the evening school and other facets of a continuing education program are considered by the bulk of the administration and faculty as a poor relation whose very existence lowers the prestige of the institution. *We have found those engaged in operating*

¹ "Extension credit", for purposes of this report, is defined as credit earned by a student which can only be used as a portion of the degree requirement, the rest of which must be "resident" degree credit offered in the institution's regular program.

the continuing education programs to be dedicated, enthusiastic and energetic individuals, but they are often thwarted in their efforts by an institutional administration which is primarily dedicated to its regular day programs and is under pressure from its faculty to continue to place overwhelming emphasis on these programs. Continuing education, instead of being an integral part of the educational plan, is an adjunct, entirely separate, and neglected activity.

A most deplorable result of this polarization and neglect is the resort to extension credit by many institutions of higher education who are unwilling or unable to give regular degree credit for their part-time programs, leaving the student with the necessity of commuting or moving to the parent institutions for a period of residency. In many situations, it is impossible or impractical for a student to go to the parent institution for the required resident credits for his degree. Military personnel and others who are constantly transferred are often unable either to have their extension credits transferred to another institution or to fulfill a residence requirement.

Women, who often and traditionally have their educational careers interrupted, are particularly hampered, as residence at a college may be virtually impossible for them. Students are willing to pay far more and go longer distances for courses for which they will obtain full degree credit; extension courses simply do not meet their needs.

On the other hand, the Council fully understands the reluctance of the institutions to give full credit in a part-time program. It may be difficult for a dean or department head to supervise and assure standards of quality for on-campus courses given during regular hours by a full-time colleague to a student body whose qualifications and general ability are easily ascertained. When the courses are given at night by an instructor who is seldom in communication with the other school personnel, to students with highly variant and to some extent unknown backgrounds, supervision is more difficult. If the course is given two hundred miles away, it is understandable that the institution is reluctant to give full credit for it, as a course interchangeable with the regular resident courses. The colleges and universities have sought to protect their reputations by distinguishing between the types of credit offered. In the past, they have been under pressure from accrediting associations to do so; however, the accrediting associations have been in the process of modifying their standards in recognition of the importance of continuing education.

There is no evidence that extension or part-time programs are necessarily inferior in quality; indeed, some studies have shown that due to the maturity and genuine interest of those participating, courses offered in extension by part-time instructors may be superior to those offered in the regular degree programs. The reason for lesser treatment of such courses, when reduced to its essentials, lies in the lack of resources allocated to them and the lack of effort expended in supervision and organization. Indeed, the common practice of conducting a completely separate school of continuing education unrelated to the institution's regular educational program makes supervision virtually impossible, and jealousy and rivalry between the two programs almost inevitable.

The Council believes that if an appropriate amount of interest, study and resources is allocated to the problem, considering the great advance in communication and transportation, proper and adequate means of supervision can be found. Virginia Polytechnic Institute and State University has made great strides in this direction; in order to offer a full credit program in Reston it airlifts its regular faculty to the site. The Council believes that an effective means of supervision can be devised without so much expense if the off-campus or night programs are administered in close cooperation with, or even in

conjunction with, the regular faculty and department heads of the institution, with periodic inspection or examination of curriculum if necessary.

Another result of the lack of resources and interest expended in continuing education is the frequent failure to offer an organized program which answers the needs of the community. Most typically, a course is offered because it has been offered successfully (that is, has been fully subscribed) in the past, or because there is someone who has volunteered to teach it. There is often too little effort made to put together meaningful programs, and little research done to discover what programs are especially needed or desired in the specific community where courses are offered. Because of limited resources, experimental or pilot programs are rare. Where the decisions on course offerings are made at a parent institution or by a board many miles away from the area in question the problem is aggravated. In vocational education this problem is particularly noticeable. Industrial or business groups, companies and the chamber of commerce in a community are often in a position to know what skills and specialties are in demand, but they are seldom consulted.

We therefore recommend that additional resources be expended in developing programs which answer the communities' needs. The local coordinating committees (see discussion below) can be responsible for pooling resources and directing a cooperative effort.

In general, the Council is of the feeling that great advances can be made in continuing education, and therefore in education as a whole, if all of the state supported educational institutions, including public school divisions, give attention, resources and interest to continuing education comparable to that expended in their regular programs. Continuing education should no longer be permitted to be the awkward stepchild of the institution, but should be afforded the same prestige and respect as other programs. Progress in this area should be considered by the budget and appropriations committees and the General Assembly when the budgets for State institutions are scrutinized.

II. COORDINATION AMONG INSTITUTIONS

The problem of coordination among institutions is a greater and even more vital one to the future contribution of continuing education. Overlap of programs, lack of interchangeability of credits, duplication of administration and to some extent of courses are the rule rather than the exception. For example, in Norfolk, the following State supported institutions of higher education offer separate (and to some extent similar) programs in continuing education: Norfolk State, Old Dominion, Tidewater Community College, William and Mary, and the University of Virginia. In addition, George Washington University, San Diego College and the public school system are offering courses. Until recently, there has been little or no coordination of effort. Some of the programs are duplicative, yet transfer from one to another is difficult or impossible. Since a large portion of the effort is in similar basic programs, variety is impossible. The failure to coordinate also results in the duplication of administration and equipment and inefficient utilization of facilities. These problems exist in varying degrees in every area of the State where continuing education is offered. As evidence that cooperative effort can be successful, the Virginia Association Research Campus of William and Mary at Newport News is jointly used by William and Mary and Old Dominion College for graduate study and by Virginia Polytechnic Institute and State University, the University of Virginia and Virginia Commonwealth University for research purposes.

The Council is cognizant that courses which appear on the surface to be duplicative may not be so on closer examination. An English program may

appear similar, in the first two years, to a community college program of similar name and description, but be substantially different in approach, partly because one is oriented toward the adolescent full time student and the other towards the otherwise occupied, mature adult; and one is designed to last two years, the other four years. A course may be integrated into a certain program and thus not be truly duplicative of a similar course in an entirely different program. In such cases, if the courses or programs are fully subscribed, it is better to resolve any doubt by allowing both of them to continue. On the other hand, truly duplicative programs should be eliminated, and credits be made transferable wherever possible to avoid course duplication.

To effect this cooperation and to avoid removing the control of courses so far from the community as to discourage local participation in the choice of course offerings, the Council recommends that the State Council of Higher Education, in fulfilling its existing responsibility for coordination, divide the State into districts of reasonable size, each district to include one or more community colleges and at least one state-supported four-year college, university or center. Within each of these districts there should be a coordinating committee, to consist of a representative, chosen by the chief executive officer subject to approval of the board, of each public school division and each State supported institution offering continuing education in the area. As the representatives from public school divisions will in most cases outnumber those from the institutions of higher education, the public schools would together have only one vote in any decisions of the committees. Each other institution would have one vote. A staff member from the State Council of Higher Education should be appointed to assist the committee, act as nonvoting chairman, and be the liaison with the State Council. Private institutions would be encouraged to participate, but would not be bound by decisions of the committee.

The coordinating committee would be responsible for creating an overall program of continuing education for the area and submitting it annually to the State Council of Higher Education. Any changes or additions during the ensuing year would also be submitted during that year. Unless some members of the committee were not in agreement with the plan, or unless the plan was in violation of the law, the Council would be required to approve it, and it would be binding on all the institutions participating.

In providing the program, the local committee would have the responsibility for the following: (1) Seeing that the needs of the community are met. In so doing, the member institutions would be required to pool their resources in conducting research, to consult industrial and other groups in the community, and to hold public hearings; (2) To insure that the program is offered with utmost economy and efficiency. True duplication should be avoided; interchangeability of credit should be promoted; all available facilities and equipment should be utilized before more are requested; administration should be cooperative to the degree feasible. Where more than one institution is desirous of offering a program, the local institutions should be given preference for economic reasons if all other factors are equal. The offerings of private institutions should be taken into account in the decisions of the committees.

The program would be subject to change by the State Council of Higher Education only if it is clearly in violation of the committee's charges under law, or if one or more institutions represented on the committee objects. In such a case, the Council should closely examine the facts, and decide against the majority of the local committee only if its result is clearly not desirable under the facts and the law. If no appeal or violation occurs, the program would go into effect as presented to the Council. The Council would be charged with continual analysis of the operation, to discover whether the local coordinating

committees are performing their functions adequately and effectively solving the problems of overlap and duplication.

In interpreting the law, the Council and the coordinating committees should be cautioned to allow the greatest flexibility possible. One area in which attention should be focused is the interpretation of § 23-221 of the Code, in the Community College Act. That section reads in part as follows:

In any area served by a comprehensive community college, no institution of higher education which conducts extension programs shall, after July one, nineteen hundred sixty-six, offer courses of study similar to those offered by a comprehensive community college, except as authorized by the State Council of Higher Education.

This section puts the responsibility of supervising extension offerings on the State Council of Higher Education wherever there is any chance of duplication. The Council believes that the State Council, and the regional committees operating under it, should not hesitate to exercise this responsibility. In some cases, a community college is the best institution to offer a given program or course of study; in other cases, another institution would be preferable. In some situations, programs may be similar but not duplicative, and the State Council's prerogative should be used so that both should be offered. The Council wishes to insure that utmost flexibility is preserved in the continuing education system, to preserve the integrity of every educational institution, and to insure that the needs of the communities are met wherever possible.

Where no appeal is made, the responsibility for interpretation of this statute will fall on the coordinating committees, as their decisions are to be approved by the Council if not in violation of law. Where dispute exists, the State Council should, in resolving the problem, insure that flexibility is maintained.

III. OUT OF STATE INSTITUTIONS

In its research, the Council has found that several out-of-state institutions are offering courses in Virginia. In general, they are doing so because they realize a profit from their activities. As they typically charge fees much higher than those asked by State institutions, and yet fill their classes, it is evident that they are profitable because they are filling an otherwise unsatisfied need.

The Council believes that, as the State's continuing education program develops, the necessity and the profitability of these programs will decrease. We do not favor any attempt to regulate them, as regulation would tend to encourage dependence upon them to satisfy certain needs. However, so that local coordinating committees will have the benefit of knowing what courses will be offered by out-of-state institutions in their areas, we recommend legislation requiring that these institutions register with the State Council and supply course information annually in advance. The local committees, and the parent institutions, will have the option of offering courses to fill the same needs or, especially in cases where courses have lower standards or requirements than State institutions are willing to compete with, leave the field to the out-of-state institutions. For instance, if the Navy asks that a professor be assigned to a submarine and give a full course in one week, and no Virginia institution wishes to give credit for such a course, it would be proper for the coordinating committee to leave that need to be filled by an out-of-state institution. On the other hand, the committees and institutions should make every effort to fill the reasonable needs of the military installations as well as the other interests in their communities so that Virginia citizens are not used for the profit of out-of-state institutions.

IV. GOVERNOR'S COMMISSION ON CONTINUING EDUCATION

The field of continuing education, like other educational fields, is changing rapidly. Experiments with new methods of coordination, new methods of teaching and course structures and new methods of administration and accreditation are being announced every day. New York State's experiment with a "university without walls" is an example of many innovative approaches, some of which may prove effective and desirable. Teaching by television and other new instructional approaches may be refined to the extent that they reach their potential as powerful educational tools.

The Council has found that the very existence of a study committee has led to heightened interest in continuing education, to the extent that existing institutions have made improvements on their own motions.

This report recommends very minor changes in the law and operation of our educational system. The Council has carefully considered more sweeping changes, such as a central accrediting university, but feels that they are not warranted at this time, at least until less disruptive measures are tried. It may be that more drastic changes will be necessary. For these reasons, we strongly advise the Governor to appoint a permanent commission for further study of continuing education, to make periodic reports and recommendations to the State Council of Higher Education and other agencies connected with education as well as to the Governor and the General Assembly. The Commission should be made up of experts from the field of education and other citizens interested in education. The existence of the commission, as well as its reports, will help to insure that the system works smoothly and that changes are made as needed. In addition, the Commission can keep abreast of changes and innovations in the field of continuing education and make recommendations as to their adoption.

Respectfully submitted,

ROBERT C. FITZGERALD, *Chairman*

*ARTHUR H. RICHARDSON, *Vice-Chairman*

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* Mr. Richardson, because of ill health, was unable to participate in the decision on this report.

** Mr. Howell withdrew from the Council on becoming Lieutenant Governor before final decision on this report was made.

APPENDIX A
SENATE JOINT RESOLUTION NO.

Urging the State supported institutions of higher education to give fuller and more meaningful support to continuing education.

Whereas, continuing education provides, for many people, important and necessary educational opportunities not available through more conventional programs; and

Whereas, programs in continuing education will be increasingly necessary as the continual need for sophisticated training increases with economic and social development; and

Whereas, improvement of continuing education is an important method of increasing the capacity of our educational system; and

Whereas, effort expended in continuing education by State-supported institutions of higher education has been piecemeal and often inadequate; now, therefore, be it

Resolved by the Senate, the House of Delegates concurring, That the State Council of Higher Education and the State-supported institutions of higher education are urged and encouraged to increase their attention to and efforts in continuing education, and work towards the end that the quality and prestige of continuing education be comparable to that of regular degree programs, that full degree credit be given in place of extension credit, that meaningful programs be devised, answerable to the needs of the communities in which they are offered, and that facilities and resources be used fully and economically.

Be it further resolved, That the State Council of Higher Education is urged to coordinate activities in continuing education in a flexible manner, in order to prevent the duplication of effort, but preserving variety where courses are similar in general description but significantly different in direction; to seek to insure that each course or program is offered by the appropriate institution on the basis of quality and economy; and to encourage institutions to work toward interchangeability of credit; and be it

Resolved further, That the General Assembly shall, in approving the budgets of the various educational institutions, give due consideration to the efforts of each institution in continuing education.

A BILL

amend and reenact § 23-9.10, as amended, of the Code of Virginia, and to amend the Code of Virginia by adding a section numbered 23-8.2, relating to the duties of the State Council of Higher Education in coordinating off-campus and extension programs.

Be it enacted by the General Assembly of Virginia:

1. That § 23-9.10, as amended, of the Code of Virginia, be amended and reenacted, and the Code of Virginia be amended by adding a section numbered 23-8.2, as follows:

§ 23-8.2 (a) *Any college, university or other educational institution, the major campus of which is not located in this state, which offers or intends to offer any course for degree credit, whether extension or otherwise, within this State, shall register with the State Council of Higher Education on July one of each year. Such registration shall be in accordance with the regulations of the Council, shall include the full name and address of such institution, and shall also include a full description of each degree program and the title, description, location, and the full name and address of the teacher, of each course to be offered within the State in the ensuing year. Any additions or other changes made in the course offerings of any institution shall be registered with the Council in accordance with its regulations.*

(b) *Any private institution of higher education located within the State which offers or intends to offer courses or programs in continuing education within the State shall register such courses and programs for the ensuing year with the State Council of Higher Education on July one of each year. The institution shall notify the Council of changes in any such course or program in accordance with regulations of the Council. For purposes of this subsection (b), any course or program designed for part-time students, or more than thirty percent of whose students are in fact part-time students, shall be deemed a course or program in continuing education.*

§ 23-9.10. (a) *The Council shall coordinate the continuing education, off campus extension and public service offerings of all state-controlled institutions of higher education including public school divisions, and including all credit and noncredit academic courses and programs. The Council shall divide the State into continuing education regions of reasonable size, each region to include at least one community college and have at least one four-year State-supported institution of higher education offering courses therein. In each region a coordinating committee, to consist of the superintendent, president or other chief executive officer, or his designee, subject to approval of his board, of each public school division or state-supported institution of higher learning offering courses within the region, shall prepare a program of continuing education annually for submission to the Council. In any decisions of a Committee, the representatives from public school divisions shall together have a single vote. Such program shall include all courses, both credit and noncredit, and all credit programs, offered in continuing education by the participating institutions. Changes or additions to such program shall also be submitted to the Council prior to implementation. The Committee's program shall be adopted by the Council, and be the continuing education program of such region, unless such program is in violation of the provisions of this section; or unless the Council, on appeal by any one institution or school division participating on such committee, and for good cause shown, amends such program.*

In addition to the foregoing, each coordinating committee shall have the following duties:

- (1.) Under regulations of the Council, formulate a cooperative plan for ascertaining the continuing educational needs and interests of the region. Such plan shall take the place of separate efforts of the participating institutions, and shall include at least one public hearing each year as well as consultation with local business, public interest and other groups;*
- (2.) Insure that the continuing education program of the region, to the degree feasible, meets the needs and interests of the region;*
- (3.) Insure that the continuing education program of the region is as economical as is feasible consistent with quality. In so doing, the committee shall direct its attention to nonduplication of courses and programs, nonduplication and cooperative use of facilities and equipment, transferability of credits among programs and among institutions, and the replacement of extension offerings with full resident credit offerings wherever possible. In determining which institution should offer any course or program, the committee shall consider the suitability and resources of each institution, but shall give due preference to that institution which is able to provide the needed quality at the lowest cost to the State and its citizens.*

Private institutions of higher education within the region shall participate on such committees at their option, but shall have no official vote and shall not be bound by the decisions thereof. Members of the staff of the Council shall be designated by the Council as non-voting chairmen of the committees.

*(b) The Council shall establish and maintain a continuing education ~~an extension and public service~~ advisory committee, composed of college and university representatives and such other members as the Council may select, to advise the Council and the local coordinating committees on the annual collection and analysis of data regarding existing extension and public service offerings and in the development of a rational pattern for extension and public services throughout the State. The Council shall seek the advice of the continuing education advisory committee in *formulating regulations for the operation of local coordinating committees and formulating standards for coordinating continuing education under this section.* ~~the establishment of policies whereby Council approval must be obtained for an institution to increase the scope of its extension offerings at any off campus location.~~ In addition, the Council shall seek the advice of the ~~extension and public service~~ advisory committee in the establishment of guidelines to be followed by any institution, agency or locality seeking to establish any new off-campus branch, division or center.*

(c) For purposes of this section, the term "continuing education" shall include all courses and programs designed for, or in fact containing thirty percent or more of, adult part-time students.

APPENDIX B

Tables and Comments on Data Collected
by the Continuing Education Committee

*Courses Offered In Virginia
By Out-Of-State Institutions*

Table 1:

A large number of off-campus courses are offered in the Commonwealth of Virginia by out-of-state educational institutions, and there is every indication that these institutions will continue to be effective in meeting the needs of Virginia residents. In the spring of 1971, George Washington University offered 155 courses in the Northern Virginia area alone (41 at undergraduate level). In addition, George Washington offers many courses in the Tidewater area of Virginia at Norfolk and Hampton. American University offered 89 courses in the Spring (34 at undergraduate level) and the University of Maryland offered 48 courses (42 at undergraduate level). Other out-of-state institutions offering extension courses in Virginia include the University of Oklahoma, University of Southern California, University of Tulsa, and San Diego State.

The tuition cost to the students in taking courses from out-of-state institutions is considerably greater than for taking similar courses at Virginia institutions. Costs per credit hour are from 3 to 10 times greater. Course offerings are typically in fields of study such as Business Administration, Economics, Management, English, History, Mathematics, Education, Psychology and Political Science. These are all areas of study taught by Virginia Colleges and Universities. While these out-of-state institutions may be commended for their initiative, the inescapable question to be raised is how are they able to compete so effectively even though their tuition and fees are greater? The other inescapable conclusion is that there is a large potential market of continuing education within Virginia that has not been tapped by our own institutions. All of the foregoing is duly noted in detail in S. J. R. No. 29 which goes on to state, "it appears probable the out-of-state institutions conduct their Virginia operations at a profit." Many of the courses are offered at military installations. This, however, does not alter the situation, for the Continuing Education Committee recommends that Virginia institutions "should make every effort to fill the reasonable needs of the military installations as well as the other interests in their communities."

TABLE 1

COURSES OFFERED IN VIRGINIA
BY OUT-OF-STATE INSTITUTIONS
(Spring 1971)

George Washington University

<u>Location</u>	<u>Dept</u>	<u>Under- Graduate Level</u>	<u>Graduate Level</u>	<u>Total</u>
Alexandria (Burke Branch Library)	Geography	1	-	1
Alexandria (Episcopal Church of the Resurrection)	Education	-	1	1
Alexandria (Hoffman Bldg)	Economics	-	1	1
Alexandria (Hoffman Bldg)	Management	-	2	2
Annandale (Methodist Church)	Bus Administration	1	-	1
Alexandria (Cameron Station)	Management	-	1	1
Baileys Crossroads (Nassif Bldg)	Economics	1	-	1
Baileys Crossroads (Nassif Bldg)	Bus Administration	-	1	1
Baileys Crossroads (Nassif Bldg)	Management	-	3	3
National Airport Education Center (Bldg T-7)	Bus Administration	-	1	1
National Airport Education Center (Bldg T-7)	Management	-	3	3
Bureau of Naval Personnel Educ Center	Economics	-	1	1
Bureau of Naval Personnel Educ Center	Management	-	6	6
Crystal City (CAPSO-Navy Educ Centers)	Bus Administration	1	5	6
Crystal City (CAPSO-Navy Educ Centers)	Economics	-	1	1
Crystal City (CAPSO-Navy Educ Centers)	Education	-	1	1
Crystal City (CAPSO-Navy Educ Centers)	Management	-	6	6
Crystal City (CAPSO-Navy Educ Centers)	Public Administration	-	-	-
Parkington (CAPSO-Navy Educ Center)	Accounting	1	1	2
Parkington (CAPSO-Navy Educ Center)	Economics	-	1	1
Parkington (CAPSO-Navy Educ Center)	Management	-	4	4

TABLE 1

<u>Location</u>	<u>Dept</u>	<u>Under- Graduate Level</u>	<u>Graduate Level</u>	<u>Total</u>
Falls Church (Knox Presbyterian Church)	Speech & Drama	1	-	1
Falls Church (Melpar Inc)	Management	-	1	1
Falls Church (St. Pauls Lutheran Church)	History	1	-	1
Fort Belvoir	Accounting	1	-	1
Fort Belvoir	Bus Administration	2	5	7
Fort Belvoir	Statistics	1	-	1
Fort Belvoir	Economics	1	-	1
Fort Belyoir	Management		11	11
Fort Myer	Accounting	2	-	2
Fort Myer	Bus Administration	7	-	7
Fort Myer	Economics	2	-	2
Fort Myer	English	2	-	2
Fort Myer	Geology	1	-	1
Fort Myer	History	3	-	3
Fort Myer	Humanities	1	-	1
Fort Myer	Mathematics	1	-	1
Fort Myer	Political Science	3	-	3
Fort Myer	Psychology	4	-	4
Fort Myer	Speech and Drama	1	-	1
Langley (Langley H.S.)	Education	-	1	1
Langley (Langley H.S.)	Management	-	4	4
Langley (Langley H.S.)	Pharmacy	-	1	1
McLean (Lewisville Presbyterian Church)	Art	1	-	1
Manassas (Osborn H.S.)	Economics	-	1	1
Manassas (Osborn H.S.)	Education	-	1	1
Manassas, (Osborn H.S.)	Management	-	3	3
Pentagon Education Center	Accounting	-	1	1
Pentagon Education Center	Bus Administration	-	7	7
Pentagon Education Center	Economics	-	1	1
Pentagon Education Center	Management	-	24	24

TABLE 1

<u>Location</u>	<u>Dept</u>	<u>Under- Graduate Level</u>	<u>Graduate Level</u>	<u>Total</u>
Pentagon Education Center	Public Adm	-	3	3
Reston (Lake School & (Redeemer United Metho- dist Church)	Bus Administration	-	1	1
" "	Economics	-	1	1
" "	Management	-	2	2
Reston (Washington Plaza Baptish Church)	Art	1	-	1
Rosslyn (Commonwealth Bldg)	Management	-	2	2
Quantico (U.S. Marine Corps)	Management	-	4	4
		<u>41</u>	<u>114</u>	<u>155</u>

This totals 155 course offerings by George Washington in Virginia. In addition, George Washington offers courses at Hampton, Va.; Oceana Naval Air Station; Langley AFB; Norfolk Naval Station; Fort Monroe; Dahlgren and Fort Eustis.

UNIVERSITY OF MARYLAND

<u>Location</u>	<u>Dept</u>	<u>Under- Graduate Level</u>	<u>Graduate Level</u>	<u>Total</u>
Pentagon	Art	1	-	1
Pentagon	Bus Administration	8	-	8
Pentagon	Economics	3	-	3
Pentagon	Education	1	-	1
Pentagon	English	5	-	5
Pentagon	Entomology	1	-	1
Pentagon	Geography	2	-	2
Pentagon	Govt & Politics	7	6	13
Pentagon	History	5	-	5
Pentagon	Mathematics	1	-	1
Pentagon	Journalism	1	-	1
Pentagon	Philosophy	1	-	1
Pentagon	Psychology	2	-	2
Pentagon	Sociology	1	-	1
Pentagon	Spanish	2	-	2
Pentagon	Speech	<u>1</u>	<u>-</u>	<u>1</u>
		<u>42</u>	<u>6</u>	<u>48</u>

AMERICAN UNIVERSITY

<u>Location</u>	<u>Dept</u>	<u>Under- Graduate Level</u>	<u>Graduate Level</u>	<u>Total</u>
Pentagon	Bus Administration	2	-	2
Pentagon	Education	1	4	5
Pentagon	Math & Statistics	1	-	1
Pentagon	Technology & Adm	3	10	13
Rosslyn (RCA Educ Center)	Technology & Adm	1	3	4
Fort Myer	Technology & Adm	-	2	2
Arlington (CAPSO-Navy)	Bus Administration	1	-	1
Arlington (CAPSO-Navy)	Math & Statistics	2	1	3
Arlington (CAPSO-Navy)	Technology & Adm	3	9	12
Arlington (Arlington Hall)	Communications	-	1	1
Arlington (Arlington Hall)	Technology & Adm	2	5	7
Arlington (Arlington Hall)	Math & Statistics	2	-	2
Fort Belvoir	Education	-	6	6
Fort Belvoir	Physics	-	2	2
Fort Belvoir	Technology & Adm	1	3	4
Dahlgren (Naval Weapons Lab)	Math & Statistics	-	4	4
" "	Physics	-	4	4
" "	Technology & Adm	-	1	1
Alexandria	Center for Adminis- tration of Justice	6	-	6
Arlington	" "	3	-	3
Fairfax	" "	4	-	4
Vienna	" "	2	-	2
		<u>34</u>	<u>55</u>	<u>89</u>

Other Out-of-State institutions which conduct courses in Virginia include:

Univ of Oklahoma	at Dahlgren and Northern Virginia
La Verne College	at Fairfax County
Univ of Tulsa	at Northern Virginia
Univ of Southern Ill	at Northern Virginia and Dahlgren
San Diego St	at Norfolk Naval Base

Forecast of Requirements

Tables 2A, 2B and 2C:

The committee prepared an extensive survey questionnaire which was submitted to all institutions in the state with a continuing education program. For the most part the response to the questionnaire was excellent, although there are some gaps in the data, and in some cases there was an inability to respond. There are a few duplications also, e.g., Danville Community College is listed twice, because they diligently responded with the four year colleges and were tabulated at that time and then responded again with the community colleges in a later group response.

The forecast of course requirements submitted in reply to the VALC Committee questionnaire indicated extensive increases in continuing education programs for the next five years. For example, all of the community colleges project substantial increases in course requirements with five of the schools forecasting increases over 50% in course requirements. The smallest increase was still an impressive 15% gain in course offerings. Other institutions which forecast large increases in continuing education offerings include V.P.I. and State University, Norfolk State College, University of Richmond, the Central Virginia Center of the University of Virginia and selected school systems such as Arlington County and Stafford County. Continued and substantial growth in continuing educational requirements is forecast in all parts of the state.

TABLE 2A

VALC

Forecast of Requirements

One of the survey questions was an attempt to quantify the future continuing education requirements of the individual institutions. It is recognized that these forecasts are based on conditions subject to change and must be continually modified. Nevertheless we requested the best "educated" guess possible with the following results:

Colleges/Univ.	Forecast of Course Requirements		Forecast of Public Service and Non-credit Offerings	
	July 71-June 72 (% Increase or Decrease)	July 75-June 76 (% Increase or Decrease)	July 71-June 72 (% Increase or Decrease)	July 75-June 76 (% Increase or Decrease)
Clinch Valley College		No immediate plans for extensive continuing education program. (No program within 20 miles of Wise, Virginia.)		
Danville Community College	+25%	+40%	Same	+50%
		Population and industrial growth are expected to be about average. However, development of an evening college is expected to result in significant increase in course offerings.		
Lynchburg College	Same	Not Available	Same	Not Available
Norfolk St. College	+7%	+44%	+169%	+260%
		In 5 years more upper level courses as well as basic courses should be scheduled. Forecast 106 course offerings in 71-72 and 143 in 75-76.		Present public service offerings are limited due to efforts to strengthen regular college program. Major attention will be given to programming to meet the needs of the adult population.
Old Dominion University		Forecast 400 course offerings in 71-72 and 497 in 75-76.		+100%

<i>Colleges/Univ.</i>	<i>Forecast of Course Requirements</i>		<i>Forecast of Public Service and Non-credit Offerings</i>	
	<i>July 71-June 72</i>	<i>July 75-June 76</i>	<i>July 72-June 72</i>	<i>July 75-June 76</i>
	<i>(% Increase or Decrease)</i>		<i>(% Increase or Decrease)</i>	
University of Richmond	+3% to 7%	+15% to 35%	—	+38%
	Forecast is based on expectation of population growth and development of continuing education program.		Forecast is based on increase in staff.	
<i>Univ of Virginia</i> Central Va. Center	Forecast 155 course offerings in 71-72 and 208 in 75-76.		Increases for 71-72 range from 2% to 90%.*	
Hampton Road Center	+5%	+9%	Increases for 75-76 range from 4% to 27% *	
Lynchburg Ctr	+2%	+6%	* This refers to range at all centers.	
Madison Center	Same	+11%		
Northern Virginia Center	+3%	+6%		
	Forecast is difficult at present time. "About a third of our offerings are undergraduate, lower-level courses. There is some possibility that this Center will be required by the State Council of Higher Education to stop offering lower level courses. If this happens, we will decline quite sharply If the lower level courses are eliminated, this flow of students into upper level courses will diminish. The future of all our undergraduate work, both lower division and upper division, is thus in question. For purposes of this report we have assumed that we would go on offering lower division courses but that we would hold them to the number offered in 1970-71. Thus, there will be very little growth in lower division and in upper division courses."			
Roanoke Center	+5%	+5 to 10%		

TABLE 2A

<i>Colleges/Univ.</i>	<i>Forecast of Course Requirements</i>		<i>Forecast of Public Service and Non-credit Offerings</i>	
	<i>July 71-June 72</i>	<i>July 75-June 76</i>	<i>July 71-June 72</i>	<i>July 75-June 76</i>
	<i>(% Increase or Decrease)</i>		<i>(% Increase or Decrease)</i>	
Southwest Va Ctr	+10%	+17%		
Home Study	+ 5%	+ 5%		
	(No forecasts received from Centers located at Eastern Shore, Martinsville or Richmond.)			
Virginia Commonwealth Univ.	Not determinable under continuing education definition utilized by VCU		No reliable forecast can be made. "However, the demand is greater than we can meet . . . A very significant increase is expected both in Dentistry and Pharmacy."	
Va. Military Inst.	Same	Same	+10%	Same
VPI & State Univ.	+181%	+404%	+10%	+65%
	The large rate of increase is "attributed to the fact that the University has only recently entered into a full program of off-campus credit courses." Projections are made on small-base figure for 1969-70; there is a heavy need for such programs which is only beginning to be tapped; selected departments have made a heavy commitment to off-		"Based on our three years of operation, it is not unrealistic to expect a continued 10%-12% increase annually until the full programming and physical capacities of the Center are reached."	

TABLE 2A

Colleges/Univ.	Forecast of Course Requirements		Forecast of Public Service and Non-credit Offerings	
	July 71-June 72 (% Increase or Decrease)	July 75-June 76 (% Increase or Decrease)	July 71-June 72 (% Increase or Decrease)	July 75-June 76 (% Increase or Decrease)
VPI & State Univ.	<p>campus credit programs. It is expected that the growth rate will level off near the end of the decade. (Note: "Where possible, graduate degree programs will be established in cooperation with the Community College System and will draw on the facilities and local administrative support. An exception to the pattern is the Reston location established in an area where the Community College, NVCC, is already crowded and heavily committed administratively and spacewise to a very large evening program.")</p>			
Virginia State College	+3%	+25% (Evening) +10% (Extension)	+10%	+10%
William & Mary	<p>There are too many factors involved to make a reasonable prediction. To a large extent it depends on the approval of a proposed Continuing Education Center.</p>			

TABLE 2B
VALC
FORECAST OF REQUIREMENTS

<i>School Systems</i>	<i>Forecast of Course Requirements</i>		<i>Forecast of Public Service and Non-credit Offerings</i>	
	<i>July 71-June 72</i> <i>(% Increase or Decrease)</i>	<i>July 75-June 76</i> <i>(% Increase or Decrease)</i>	<i>July 71-June 72</i> <i>(% Increase or Decrease)</i>	<i>July 75-June 76</i> <i>(% Increase or Decrease)</i>
Arlington County	+10%	+50%	+2%	+5%
	Increase forecast because of needed vocational skill training and the influx of foreign born people needing training in English and other skills. Also avocational and vocational training for senior citizens.			
Clark County	Same	Same	Same	Same
Dinwiddie County	Same	Same	Same	Same
Franklin County			+10%	+25%
Fairfax County	No reply to this question			
Harrisonburg City Schools	+36%	+50%		

“When the Rockingham-Harrisonburg Technical School is completed, Many of our people now taking Machine Shop and Industrial Arts will find a greater selection of offerings at the Technical School.” In other departments, however, there will be a continued expansion of offerings and a growth of program.

TABLE 2B

School Systems	Forecast of Course Requirements		Forecast of Public Service and Non-credit Offerings	
	July 71-June 72	July 75-June 76	July 71-June 72	July 75-June 76
	(% Increase or Decrease)		(% Increase or Decrease)	
King William County	Same	Same	—	—
Montgomery County	Same	Same	+20%	-100% *
Northampton Public Schools	—	—	* "If our vocational wing materializes we expect to double our Public Service offerings!"	
Page County	—	—	Same	Same
Piedmont Vocational School	—	—	Same	Same
Stafford County	+33%	+100%	—	—
	Large increase in population expected.			
Tazewell County	+10%	+30%	+10%	+30%
	"More concentrated effort to meet the needs of adults."			

TABLE 2B

	<i>Forecast of Course Requirements</i>		<i>Forecast of Public Service and Non-credit Offerings</i>	
	<i>July 71-June 72</i> <i>(% Increase or Decrease)</i>	<i>July 15-June 76</i> <i>(% Increase or Decrease)</i>	<i>July 71-June 72</i> <i>(% Increase or Decrease)</i>	<i>July 75-June 76</i> <i>(% Increase or Decrease)</i>
<i>School Systems</i>				
Williamsburg— James City	+20%	+20%	+20%	+20%

TABLE 2C
VALC
FORECAST OF REQUIREMENTS

Community Colleges	Forecast of Course Requirements (% Increase or Decrease)		Forecast of Public Service and Non-Credit Offerings (% Increase or Decrease)	
	July 71-June 72	July 75-June 76	July 71-June 72	July 75-June 76
Blue Ridge	+6½%	+18%	+5%	+13%
Central Virginia	+16%	+34%	+10%	+17%
Danville	+25%	+40%	0	+50%
Dabney S. Lancaster	+37%	+80%	+10%	+400%
John Tyler	+10%	+53%	+43%	+23%
New River	+15%	+30%	+100%	+100%
Northern Virginia	+12½%	+86%	+24%	+63%
Southwest Virginia	+9%	+21%	+5%	+19%
Thomas Nelson	+10%	+15%	+10%	+25%
Tidewater	+25%	+60%	+5%	+50%
Virginia Western	+46%	+77%	Forecast 85 offerings in 71-72 and 170 in 75-76	
Wytheville	+9%	+20%	Same	+75%

Plant Facilities

Tables: 3A, 3B, 3C:

The physical capability of the Virginia education systems as a whole to meet adequately the increases forecast in continuing education requirements remains suspect and requires further intensive investigation. The institutions submitted their own estimates of the status of their physical plants for continuing education programs. While the locations were generally rated "good" to "excellent" many problems were noted as to the size and condition of the physical plants. "Unsatisfactory" conditions or "inadequate" size was the reply from William and Mary, Norfolk State College, the Madison Center of the University of Virginia, five of the community colleges and the Montgomery County school system. Many other institutions indicated that the size of the continuing education facilities was less than good. This included V.P.I. and State University, four of the University of Virginia regional centers, five additional community colleges and the Arlington County, Stafford County and Piedmont Vocational School systems.

The degree of confidence to be placed on the institutions' own ratings of plant facilities might be questioned by some analysts. The replies, however, do not seem to be self-serving. For example, when eleven of twelve community colleges note their plant condition as either "excellent" or "good" there is reason to believe that the rating of "unsatisfactory" for Tidewater Community College is an objective appraisal. In any case, the replies do serve as a useful measure of the states' immediate needs in plant facilities for continuing education.

TABLE 3A

VALC

Survey of Continuing Education Plant Facilities

Colleges and Universities	Institution's Own Estimate of Present Status of Physical Plant For Continuing Education Program		
	Location	Condition	Size
Clinch Valley College of University of Virginia	Excellent	Excellent	Excellent
Danville Community College	Good	Good	Fair
Lynchburg College	Excellent	Excellent	Excellent
Norfolk State College	Excellent	Good	UNSATISFACTORY
Old Dominion University	Excellent	Fair	Good
Richard Bland College	Good	Excellent	Good
University of Richmond	Excellent	Excellent	Excellent
University of Virginia (10 Regional Centers)	Excellent (5) Good (3) Fair (2)	Excellent (5) Good (3) Fair (1) UNSATISFACTORY (1)*	Excellent (2) Good (4) Fair (4)
Virginia Commonwealth Univ.	Did not grade present status but noted many specific needs.		
VMI	Excellent	Excellent	Excellent
VPI and State University (On Campus)	Good	Good	Fair
(Off Campus)	Good	Fair	Fair
Virginia State College	Good	Good	Good
William and Mary	Did not grade present status but noted many specific needs. Remarks indicate that present facilities are inadequate.		

*Madison Center

TABLE 3B

VALC

Survey of Continuing Education Plant Facilities

Public Schools	Institution's Own Estimate of Present Status of Physical Plant For Continuing Education Program		
	Location	Condition	Size
Arlington County	Fair	Fair	Fair
Bath County	Good	Good	Good
Clarke County	Good	Good	Good
Dinwiddie County	Excellent	Excellent	Excellent
Franklin County	Excellent	Excellent	Excellent
Fairfax County	Excellent	Excellent	Excellent
Hanover County	Excellent	Good	Excellent
Harrisonburg City	Excellent	Excellent	Excellent
King William County	Good	Good	Good
Montgomery County	Good	Good	UNSATISFACTORY
Northhampton Public Schools	Good	Good	Good
Page County	Good	Fair	Good
Piedmont Vocational School	Good	Good	Fair
Pittsylvania County	Excellent	Excellent	Excellent
Portsmouth City	Good	Good	Excellent
Richmond Public Schools	Excellent	Excellent	Excellent
Stafford County	Good	Fair	Fair
Tazewell County	Excellent	Excellent	Excellent
Virginia Beach City	Good	Good	Good
Williamsburg-James City	Excellent	Excellent	Excellent

TABLE 3C

VALC

SURVEY OF CONTINUING EDUCATION PLANT FACILITIES

Institutions' Own Estimate of Present Status of
Physical Plant for Continuing Education Program

<u>Community Colleges</u>	<u>Location</u>	<u>Condition</u>	<u>Size</u>
Blue Ridge	Excellent	Good	Unsatisfactory
Central Virginia	Good	Good	Good
Danville	Good	Good	Fair
Dabney S. Lancaster	Excellent	Good	Unsatisfactory
John Tyler	Excellent	Excellent	Fair
New River	Good	Good	Fair
Northern Virginia	Excellent	Excellent	Fair
Southwest Virginia	Excellent	Excellent	Unsatisfactory
Thomas Nelson	Excellent	Excellent	Unsatisfactory
Tidewater	Good	Unsatisfactory	Fair
Virginia Western	Good	Good	Good
Wytheville	Excellent	Excellent	Fair

TABLE 3C (continued)
VALC

SURVEY OF CONTINUING EDUCATION PLANT FACILITIES

<i>Community Colleges</i>	<i>Physical Plant Improvements Required 1971-72</i>	<i>Physical Plant Improvements Required 1975-76</i>
Blue Ridge	Shop; Library/Student Center; Classroom—60,300 sq. ft.	General Classroom/Service Bldg.—30,000 sq. ft.
Central Virginia	Student Lounge—Started in March 1971	Additional 102,034 sq. ft. being requested
Danville	Bldg 47,000 sq. ft. planned for development	Administration Bldg.; Textile Bldg.; Business Service Bldg.; Physical Education Bldg.; Student Center
Dabney S. Lancaster	Conference Room; Laboratories, Library; Office Space	Student Lounge; Learning Center; Laboratories; Office Space
John Tyler	None	Additional 140,044 sq. ft.—Includes Learning Resources Center; Laboratories; Student Center
New River	None	Additional 40,000 sq. ft.
Northern Virginia	None for 1971/72. Health Science Facility to be completed for 1972/73.	Additional 1,039,200 sq. ft. recommended capital outlay program
Southwest Virginia	Blgds. with 41,384 sq. ft. including Library and Classrooms	Additional 62,500 sq. ft. required.
Thomas Nelson	Learning Resources Bldg.; Student Lounge	Engineering Occupational Technical Science Bldg.

TABLE 3C (continued)
VALC
SURVEY OF CONTINUING EDUCATION PLANT FACILITIES

<i>Community Colleges</i>	<i>Physical Plant Improvements Required 1971-72</i>	<i>Physical Plant Improvements Required 1975-76</i>
Tidewater	Need to construct modern educational buildings.	Additional 283,767 sq. ft. in capital outlay request.
Virginia Western	123,495 sq. ft. needed	Additional 165,672 sq. ft.
Wytheville	None anticipated	Additional 107,177 sq. ft.

Inventory of Major Capital Equipment

Tables 4A, 4B and 4C

An inventory of major capital equipment in continuing education institutions indicates a wide disparity in the allocation of capital equipment; a substantial dollar investment when measured by the estimated replacement value; and probably a need for some guidance on maintaining uniform accounting procedures. There appears to be an insignificant inventory of audio-visual equipment and reproduction equipment at Norfolk State College, Virginia State College and Old Dominion. Dollar expenditures for laboratory facilities and equipment is low at Thomas Nelson Community College, University of Richmond, V. P. I. and State University, as well as the schools noted above. Also to be noted is that the School for Continuing Studies at William and Mary owns virtually no capital equipment at all.

TABLE 6A

VPI & S
 Inventory of Major Capital Equipment in Continuing Education Institutions
 (Estimated Dollar Replacement Value)

NOTE: Many continuing education institutions utilize equipment owned by parent organizations or other educational institutions. The request for data was to obtain information on major capital equipment owned and utilized by continuing education programs.

Colleges/Universities	<u>Auto</u>	<u>Audio/ Visual</u>	<u>Repro. Equip.</u>	<u>Office Equip.</u>	<u>Lab Facilities and Equipment</u>	<u>Library</u>	<u>Other</u>
Danville Community College	\$7,400	\$84,592	\$ 8,273	\$73,911	\$ 1,241,636	\$286,235	\$ 12,150
Norfolk State College	-	100	400	1,500	-	-	-
Old Dominion Univ.	-	-	-	2,300	-	-	-
Richard Bland College	-	3,000	15,000	70,000	100,000	150,000	-
Univ. of Richmond	-	27,400	-	32,745	53,660	103,200	47,585
69 Univ. of Virginia (all centers)	2,000	230,986	38,876	148,739	112,637	264,121	2,200
Virginia Commonwealth	No equipment bought or used exclusively for Continuing Education Program. All items bought primarily for general academic program and doubles where necessary and possible for use in Continuing Education Program.						
VPI and State Univ.	64,660*	176,463	54,496	664,931	35,007	3,100**	10,451
	*All of the vehicles (23) are excess property granted to the Cooperative Extension Service and governed by Federal regulations. In addition, the Extension Division makes full use of the University Motor Pool on a reimbursement basis.				**All books, periodicals, etc. are purchased with Univ. library funds and <u>not</u> Extension Division funds. Dollars include library furniture at one off-campus site.		
	NOTE: VPI and State Univ. has already entered into arrangements with several community colleges to jointly use library facilities and equipment for the housing and use of off-campus acquisitions. It is expected that this practice will be continued.						
Virginia State			50	600			
William and Mary	"Aside from the usual office equipment and the limited library holdings, the School of Continuing Studies owns no capital equipment."						

TABLE 4B

VALC

Inventory of Major Capital Equipment in Continuing Education Institutions

(Estimated Dollar Replacement Value)

<u>School Systems</u>	<u>Auto</u>	<u>Audio/ Visual</u>	<u>Repro. Equip.</u>	<u>Office Equip.</u>	<u>Lab. Facilities and Equipment</u>	<u>Library</u>	<u>Other</u>
Arlington County	----	\$29,569	\$2,818	\$117,187	\$ 2,000	\$ 7,000	\$ 5,674
Bath County	----	1,620	900	----	----	----	----
Clarke County	----	2,000	----	----	----	1,500	----
Dinwiddie County	----	----	----	3,000	----	----	----
Franklin County	----	800	----	----	6,000	----	----
Fairfax County	2,000	----	----	Itemized with- out dollar value. Includes 9 desks, 5 typewriters, 3 copying machines and 12 file cabinets		----	----
King William County	----	15,000	3,000	10,000	30,000	50,000	----
Northampton Public Schools	----	5,000	2,500	1,500	----	25,000	10,000
Piedmont Vocational	1,000	3,000	2,000	10,000	200,000	10,000	----
Pittsylvania County	----	8,200	----	----	----	----	----
Tazewell County	4,000	3,000	600	300	500,000 (vocational school-10 shops)	----	----

TABLE 4C

VALC

INVENTORY OF MAJOR CAPITAL EQUIPMENT IN CONTINUING EDUCATION PROGRAM
(Estimated Dollar Replacement Value)

<u>Community Colleges</u>	<u>Auto</u>	<u>Audio/Visual</u>	<u>Reprod. Equip.</u>	<u>Office Equip.</u>	<u>Lab Facilities and Equipment</u>	<u>Library</u>	<u>Other</u>
Blue Ridge	\$11,200	\$ 12,642	\$ 4,214	\$29,498	\$160,130	\$ 176,986	\$ 26,726
Central Virginia	8,400	21,460	7,153	55,981	271,830	300,443	50,074
Danville	7,400	84,592	8,273	73,911	1,241,636	286,235	12,150
Dabney S. Lancaster	8,000	20,000	2,500	24,000	70,000	245,000	23,000
John Tyler	6,843	17,861	8,025	44,940	242,946	180,820	1,452
New River	2,800	8,500	2,500	27,250	318,350	120,000	-
Northern Virginia	24,244	75,454	33,837	184,745	955,746	1,056,351	184,745
Southwest Virginia	8,100	5,600	9,760	59,965	202,915	193,820	8,173
Thomas Nelson	6,700	31,450	9,435	73,075	20,200	215,270	266,077
Tidewater	17,139	11,574	3,858	27,007	143,468	159,901	22,867
Virginia Western	9,216	18,495	11,180	61,500	320,000	351,910	179,961
Wytheville	Two Autos	2,000	500	12,000	70,000	150,000	25,000

Budget and Income for Continuing Education

Tables 5A, 5B and 5C:

Income derived from continuing education does not approach the total budgeted figures for expenditures. At the twelve community colleges income derived from continuing education was less than 20% of the budgetary dollars. At other institutions the percentage of income derived from continuing education was higher, but still below the budget.

The Arlington Public School system, which has one of the largest continuing education programs outside of the colleges, had a derived income that was about 25% of the \$615,000 budgeted in the year ending June 1970.

TABLE 5A

VALC

Budget and Income for Continuing Education

Colleges/Universities	Total Budget Figure For Continuing Education (Year Ending Jun 70)	Total Income Derived From Continuing Education (Year Ending Jun 70)
Clinch Valley College	\$5,300	\$7,950
Danville Community College	1,185,701	182,010
Norfolk State College	102,000	73,000
Old Dominion University	210,000	294,000
Richard Bland College	610,267	252,889
University of Richmond	646,827	650,627
University of Virginia (10 Centers plus Charlottesville)	2,360,190	1,830,535
Virginia Commonwealth Univ.	Not determinable under	Present Methods.
Virginia Military Institute	11,881	9,870
Virginia Polytechnical Institute and State Univ.	9,844,186	3,984,178
Virginia State College	104,150	45,778
College of William and Mary	639,735	631,877

TABLE 5B

VALC

Budget and Income for Continuing Education

School Systems	Total Budget Figure For Continuing Education (Year Ending Jun 70)	Total Income Derived From Continuing Education (Year Ending Jun 70)
Arlington Public Schools	\$614,809	\$150,000
Bath County Schools	800	120
Clarke County	8,000	250
Dinwiddie County Senior High School	800	0
Franklin County	6,000	0
Fairfax County	No reply to	this question
Hanover County (Lee Davis High School) (Patrick Henry High School)	545 1,175	627 1,020
Harrisonburg City Schools	11,920	182
King William County	1,500	Not applicable
Montgomery County	29,759	No answer
Page County	2,484	2,318
Piedmont Vocational School	13,000	14,000
Pittsylvania County	50,130	1,000
Richmond Public Schools	46,908	7,263
	Distributive Education	Distributive Education
Stafford County	9,301	3,531
Tazewell County	12,000	0
Virginia Beach City Schools	118,300	3,000
Williamsburg-James City	10,121	7,019

TABLE 5C

VALC

Budget and Income for Continuing Education

<u>Community College</u>	<u>Total Budget Figure for Continuing Education (Year Ending June '70)</u>	<u>Total Income Derived from Continuing Education (Year ending June '70)</u>
Blue Ridge	\$ 976,275	\$ 114,750
Central Virginia	1,112,613	149,090
Danville	1,185,701	182,010
Dabney S. Lancaster	555,506	63,931
John Tyler	1,326,720	180,343
New River	469,262	39,320
Northern Virginia	5,496,264	1,009,075
Southwest Virginia	761,094	112,577
Thomas Nelson	1,196,515	198,311
Tidewater	1,667,860	164,801
Virginia Western	2,072,725	266,065
Wytheville	821,199	112,392

Printing Requirements and Costs

Tables 6A, 6B and 6C

The total printing and distribution costs for continuing education is not extensive. For example, total printing costs for all community colleges is less than \$95,000 and the Northern Virginia Community College accounts for about 44% of that. At some institutions, notably V. P. I. and State University there is extensive printing done in-house rather than by commercial contract.

TABLE 6A

VALC

PRINTING REQUIREMENTS AND COSTS

<u>Colleges/Univ.</u>	Nr Publica- tions Con- tracted For (1969-70)	<u>Total Printing Cost</u>	<u>Distri- bution Costs</u>	Nr Publi- cations Printed <u>In-house</u>	<u>Estimated Commer- cial Cost</u>	<u>Comment on Printing Reqts.</u>
Danville Commu- nity College	1	\$4,266	\$400	3	\$600	Anticipate increase due to expansion of public service offerings
Lynchburg College	-	-	-	-	- - -	Two small publica- tions printed with other participating schools. \$220 cost applicable to con- tinuing education.
Norfolk St College	2	840	200	3	307	The Division of Con- tinuing Education plan "to develop teaching materials in social studies, English and reading geared to the needs of the predom- inantly black and low socio-economic popu- lation which it ser- vices."
Old Dominion Univ	3	5,800	-	-	-	"Expand for more se- lected coverage and better quality"
Richard Bland Coll.	6	3,000	1,500	-	-	

TABLE 6A

VALC

PRINTING REQUIREMENTS AND COSTS

<u>Colleges/Univ.</u>	<u>Nr Publica- tions Con- tracted For (1969-70)</u>	<u>Total Printing Cost</u>	<u>Distri- bution Costs</u>	<u>Nr Publi- cations Printed In-house</u>	<u>Estimated Commer- cial Cost</u>	<u>Comment on Printing Repts.</u>
Univ of Richmond	55	\$20,038	\$7,242	-	\$	
Univ of Virginia	48	20,255	9,684	6	3,764	"Plan to increase our Brochure distribution from 40,000 to 70,000.
Va Commonwealth Univ.	10	4,642	1,620	4	825	Study is in process to determine economic justification for in-house vs commercial printing.
Virginia Military Institute	5	773	92			
VPI and State Univ.	25	27,914	8,700	200	125,403	
Virginia St. College	13	914	88	5	120	"There is the need to develop and to make available more adequate catalogues of the evening college and extension class offerings."
William & Mary	9	8,658	1,200			

TABLE 6B

VALC

PRINTING REQUIREMENTS AND COSTS

<u>School Systems</u>	<u>Nr Publica- tions Con- tracted For (1969-70)</u>	<u>Total Printing Cost</u>	<u>Distri- bution Costs</u>	<u>Nr Publi- cations Printed In-house</u>	<u>Estimated Commer- cial Cost</u>	<u>Comment on Printing Reqts.</u>
Arlington County	4	\$ 6,900	\$6,000	-	\$ -	-
Fairfax County	3	30,000	3,250	Numerous	8,000	Brochure which is dis- tributed 3 times a year covers Adult Ser- vices and Recreation. About 1/2 the costs are applicable to con- tinuing education.
Harrisonburg City Public Schools	2	200	-	-	-	-
Montgomery County	-	-	-	3	55	-
Pittsylvania County	1	250	60	1	200	Pittsylvania County has initiated a publi- cation featuring Adult and Continuing Educa- tion. Four issues are planned, 10,000 copies each at cost of \$400 per issue.
Richmond Public Schools	1	854	120	1	150	

TABLE 6C

VALC

PRINTING REQUIREMENTS AND COSTS

<u>Community Colleges</u>	<u>No. of Publications Contracted for 1969-70</u>	<u>Total Printing Cost</u>	<u>Distribution Cost</u>	<u>No. of Publications Printed In-House</u>	<u>Estimated Commercial Cost</u>
Blue Ridge	2	\$2,956	\$425	0	0
Central Virginia	4	6,989	240	1	\$2,000
Danville	2	4,227	400	1	600
Dabney S. Lancaster	1	1,861	280	0	0
John Tyler	3	14,090	Included in printing cost	0	0
New River	1	200	60	0	0
Northern Virginia	14	42,424	13,064	3	8,900
Southwest Virginia	(?)	4,729	840	0	0
Thomas Nelson	1	3,266	850	0	0
Tidewater	1	5,000	500	0	0
Virginia Western	6	5,037	500	10	3,600
Wytheville	1	2,500	500	1	700

Administrative Staffing

Tables 7A, 7B, and 7C:

Data on the professional and supporting staffs of continuing education institutions are shown in Tables 7A, 7B, and 7C. Information is also provided on the size of part-time staff employment and the total dollars expended for administrative salaries.

Administrative salary schedules are generally low. If the part-time staff is not taken into account at all, and the full-time administrative employees are divided into the total dollars, the results indicate a low average salary. For example, seven full-time staff at Norfolk St. College earned a total of \$58,000; and 95 full-time staff at the University of Virginia earned \$532,000 (an average of \$5600 a year per person). Other institutions have lower average salaries than this

Table 7A

VALC

Administrative Staffing of Continuing Education Institutions

Colleges/Universities	Professional Staff			Supporting Staff			Total Administrative Salaries (1969-70)	Selected Salary Schedule
	Full-Time	Part-Time <i>Over</i> 20 hours	Part-Time <i>Under</i> 20 hours	Full-Time	Part-Time <i>Over</i> 20 hours	Part-Time <i>Under</i> 20 hours		
Clinch Valley	—	—	1	—	—	—	500	—
Danville Community College	11	1	—	32	5	—	288,826	—
Norfolk State College	3	1	1	4	—	—	58,000	Salary schedule is the same as instructional scale.
Old Dominion University	4	—	1	4	—	5	52,000	
Richard Bland College	10	—	—	25	—	—	190,877	Professional Salary Schedule determined by Board of Visitors, Wm. and Mary
University of Richmond	11	—	—	12	—	9	56,085	—
University of Virginia	34	—	4	61	7	—	532,082	Dean and Asst. Dean are same as faculty. Extension Center Director (range) \$10,032-\$13,128
Virginia Commonwealth Univ.	* V.C.U. is studying the possibility of centralizing the administration of Continuing Education Activities.							

Table 7A
VALC
Administrative Staffing of Continuing Education Institutions

Colleges/Universities	Professional Staff			Supporting Staff			Total Administrative Salaries (1969-70)	Selected Salary Schedule
	Full-Time	Part-Time <i>Over</i> 20 hours	Part-Time <i>Under</i>	Full-Time	Part-Time <i>Over</i> 20 hours	Part-Time <i>Under</i>		
Virginia Military Institute	—	—	1	—	—	4	2,856	—
V.P.I. and State Univ.	16	—	—	17	—	—	441,696	—
Virginia State College	2	—	—	2	—	—	53,769	Director—Professor (range) \$14,040-19,800
William and Mary	4	—	2	5	—	—	99,460	—

[NOTE: There is little unpaid volunteer work other than advisory assistance provided by committees and groups]

TABLE 7B

VALC

Administrative Staffing of Continuing Education Institutions

School Systems	Professional Staff			Supporting Staff			Total Administrative Salaries (1969-70)	Selected Salary Schedules
	Full Time	Part-Time Over 20 Hours	Under 20 Hours	Full Time	Part-Time Over 20 hours	Under 20 hours		
Arlington County	3	—	—	3	7	11	\$37,000 Director Base Salary \$19,556 Asst. Director Salary \$15,694	—
Clarke County	—	—	3	—	—	4	2,718 Director of Adult Basic Education \$50 per month	—
Franklin County	—	—	1	—	—	—	300	—
Fairfax County	10	—	10	7	—	—	?	—
Harrisonburg City	—	—	1	—	—	1	1,150	Administrator = \$5 per hour
Page County	—	—	1	—	—	—	200	—
Piedmont Vocational School	2	—	—	1	—	1	?	—
Pittsylvania County	1	—	—	—	1	1	?	—

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TABLE 7B

VALC

Administrative Staffing of Continuing Education Institutions

School Systems	Professional Staff			Supporting Staff			Total Administrative Salaries (1969-70)	Selected Salary Schedules
	Full Time	Part-Time Over 20 Hours	Under	Full Time	Part-Time Over 20 hours	Under		
Portsmouth Public Schools	2	—	—	3	—	—	?	—
Richmond Public Schools	8	1	8	3	—	8	88,782	Asst. Supt. Voc & Cmt. Education = \$21,346 Supervisor, Adult Education = \$15,204
Tazewell County	—	—	1	—	—	—	Continuing Education is part of duties of Administrative Assistant. No fixed salary.	

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TABLE 7C

VALC

Administrative Staffing of Continuing Education Institutions

Community Colleges	Professional Staff		Supporting Staff			Total Administrative Salaries (1969-70)	Remarks	
	Full-time	Part-time	Full-time	Part-time				
		20 Hours		20 Hours				
	Over	Under	Over	Under				
Blue Ridge	6	—	—	6	—	1	\$ 290,261	Data appears to exclude classified workers from supporting staff
Central Virginia	11	1	—	19	—	—	230,677	—
Dabney S. Lancaster	6	1	—	10	—	—	118,940	Unpaid volunteer work includes Coordinator of Library Services
Danville	11	1	—	32	5	—	288,826	—
John Tyler	18	—	—	30	—	—	357,444	—
New River	6	—	—	9	—	—	103,000	Added 4 more to professional staff and 4 more to supporting staff in 1970-71
Northern Virginia	From the computer print out it is difficult to differentiate the professional administrative staff from faculty positions.			176	—	—	1,892,110 (FY 70-71)	—

TABLE 7C
VALC
Administrative Staffing of Continuing Education Institutions

<i>Community Colleges</i>	<i>Professional Staff</i>		<i>Supporting Staff</i>			Total Administrative Salaries (1969-70)	Remarks
	Full-time	Part-time	Full-time	Part-time			
	<i>Over</i>	<i>Under</i>	<i>Over</i>	<i>Under</i>			
Southwest Virginia	12	—	23	7	—	573,126	Some of the data—notably dollars expended for administrative salaries is suspect. Apparently it was interpreted by some institutions to include all faculty thus the Southwest Virginia total administrative salaries appears to be high in comparison with other schools.
Thomas Nelson	13	—	23	—	—	307,121	
Tidewater	17	—	50	—	—	162,785	
Virginia Western	22	—	44	21	44	512,136	
Wytheville	10	—	19	1	3	219,529	

Note: All Community Colleges use salary schedule approved by State Board of Community Colleges—Feb. 25, 1969.

Faculty of Continuing Education Institutions

Tables 8A and 8B:

Tables 8A and 8B provide data on the number of faculty teaching full-time and part-time in the continuing education program, the educational degree attainments of the faculty, and the total dollars utilized for salaries. Except for the community colleges, there are few full-time faculty teaching in the continuing education program. V.P.I. and State University does have a large full-time Extension Field Staff which represents nearly 60% of the faculty salaries of the V.P.I. continuing education program. Salary schedules vary considerably within institutions, based primarily on the faculty members' education and experience. At the University of Virginia, for example, faculty may be paid from \$550 to \$1500 for teaching a 3 credit course.

Educational background of faculty measured by highest degree attained is high except for the V.P.I. and State University Extension Field Staff and some community colleges. At Virginia State college 100% of the 37 part-time faculty have a Masters Degree or higher. At Norfolk State College the percentage is 74%; at the University of Virginia the percentage is 90%; at the University of Richmond it is 75% of 115 full-time and part-time faculty. At the community colleges this percentage varies from 82% at Northern Virginia Community College to 76% at Virginia Western to 61% at John Tyler to 43% at Danville and a low of 22% at New River. At New River, a significant number of the faculty has no Bachelors Degree. The differences in the educational attainment levels of the faculty is dependent to a great extent on the nature of the course being taught and the faculty recruitment prospects for the geographical area.

TABLE 8A

VALC

SURVEY OF FACULTY OF CONTINUING EDUCATION INSTITUTIONS

Colleges/Universities	Nr. Faculty Teaching in Continuing Educ. Program (1969-70)		Highest Degree Attained				Nr. Teaching More Than 2 courses 1969-70	Total Faculty Salaries	Comments on Schedules
	Full Time	Part Time	None	Bach.	Masters	Doctorate			
Clinch Valley	0	5	1	3	-	1	0	\$ 5,300	
Danville Community Col.	0	76	22	24	28	2	64	646,655	
Lynchburg College	0	5	-	-	3	2	0	No separate salaries for Continuing Education	
Norfolk State College	0	96	6	19	61	10	0	62,653	\$9-10 Bach. Deg. 10-13 Masters 13-15 Doctorate
Old Dominion	0	86	Not answered			1	1	50,000	\$200 per credit hour undergrad. course \$250 per credit hour grad. course
Richard Bland College	Not answered		Not answered			-	-	299,520	
Univ. of Richmond	36	79		29	64	22	25	385,523	
Univ. of Virginia	0	932	13	82	552	285	120	1,071,671	Credit course \$550 to 1500 for 3 semester hrs based on education and experience Non-credit course \$20 per hour with ceiling of \$50
Virginia Commonwealth	Because of the definition utilized - "The list of faculty available for continuing education would very realistically be our catalog listing of all faculty"								
Virginia Military Instit.	0	17	-	2	7	8	1	8,253	
VPI and State Univ.	1	52	-	5	15	33	9	2,157,494	(Extension Faculty)
Grad. Credit Courses Primarily in Support of Field Programs	94	61	-	13	64	78	Not identifiable	2,991,504	(Extension Field Staff)
Extension Field Staff	372	0	2	304	65	1	Not applicable	\$5,148,994	Total Avg. Exten. Field Staff Salary - \$10,000

TABLE 8A

VALC

SURVEY OF FACULTY OF CONTINUING EDUCATION INSTITUTIONS

<u>Colleges/Universities</u>	<u>Nr. Faculty Teaching in Continuing Educ. Program (1969-70)</u>		<u>Highest Degree Attained</u>				<u>Nr. Teaching More Than 2 courses 1969-70</u>	<u>Total Faculty Salaries</u>	<u>Comments on Schedules</u>
	<u>Full time</u>	<u>Part Time</u>	<u>None</u>	<u>Bach.</u>	<u>Masters</u>	<u>Doctorate</u>			
Virginia State College	0	37	-	-	26	11	5	54,302	
Virginia Wesleyan College	0	12	-	2	8	2	2	15,650	
William and Mary	Not answered		Not answered				-	258,825	<u>Extension & Evening Col.</u> Campus Instructor: \$750 for 3 credit hrs. Visiting Staff 600 for 3 credit hrs.

TABLE 8B

VALC

Survey of Faculty of Continuing Education Institutions

Community Colleges	Number Faculty Teaching in Continuing Education Programs (1969-70)		Highest Degree Attained				Number Teaching More than 2 Courses	Total Faculty Salaries
	Full-time	Part-time	None	Bachelors	Masters	Doctorate	1969-70	
			(Less than Bachelors)					
Blue Ridge	40	18	16	5	35	2	47	453,585
Central Virginia	58	32	5	17	61	7	76	656,213
Dabney S. Lancaster	22	13	2	8	24	2	25	238,754
Danville	55	19	20	22	30	2	63	646,655
John Tyler	58	36	9	28	53	4	65	668,046
New River	21	2	12	6	5	0	23	204,000
Northern Virginia	192	---	5	31	146	10	info. not available	2,151,601
	---	232	3	46	145	38	"	
	Note: Of part-time faculty, 113 devote less than 25% of their time to teaching and 20 spend more than 50% of their time in teaching							
Southwest Virginia (Community Services)	32	20	3	6	39	4	38	334,450
	---	76	21	50	4	1	17	
Thomas Nelson	72	19	0	21	66	4	75	602,730
Tidewater	53	13	2	15	48	1	info. not available	754,802
Virginia Western	111	34	8	27	95	15	119	1,101,468
Wytheville	46	25	1	16	49	5	51	404,677

Attached is salary schedule for faculty in Virginia Community College System for 1969-70.

SALARY SCHEDULE FOR FACULTY
IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM
FOR 1969-70

(NINE-MONTH APPOINTMENTS)

All teaching faculty and departmental chairmen in the Virginia Community College System shall be on nine-month appointments for the 1969-70 academic year. Appointments begin on September 16, 1969 and end on June 15, 1970. In accordance with the provisions of the State personnel policies for institutions of higher education in the Commonwealth of Virginia, the mean (average) salary standard for academic ranks in the Virginia Community College System is based upon the national mean salary for academic ranks for comparable type and size institutions as reported by the United States Office of Education. The standards are based upon the latest national salary average information, projected with consideration of the national average salary trend for the previous three years and such other pertinent data as may be appropriate.

Except for special circumstances wherein a candidate has additional qualifications above entrance minimums, salaries for newly appointed or promoted staff shall be at entrance rates established by the State Board for Community Colleges. Exceptional circumstances include, but are not limited to, (1) actions in recognition of exceptional qualifications, (2) exceptional performance, and (3) varied competitive requirements in diverse subject fields.

<i>Faculty Rank</i>	<i>Ratio</i>	Minimum <i>Salary</i>	<i>Ratio</i>	Maximum <i>Salary</i>
Professor	1.75	\$11,900	2.15	\$14,620
Associate Professor	1.50	10,200	1.90	12,920
Assistant Professor	1.25	8,500	1.65	11,220
Instructor	1.00	6,800	1.40	9,520
Maximum Average Salary for above Ranks for the Virginia Community College System				\$9,345
Assistant Instructor	0.75	\$ 5,100	1.10	\$ 7,480

SUMMER QUARTER EMPLOYMENT

Rates for full-time summer quarter employment, including teaching and approved curriculum development research, normally shall be the weekly equivalent (1/39th) of the full-time academic-year rate. However, the rate shall be altered if the summer quarter work load varies from the institution's requirement for the full-time academic-year work load. It is anticipated that staff (and only such staff) with continuing twelve-month responsibilities will be compensated on the basis of twelve-month standards.

RESIDENT STUDY

In accordance with State personnel policies, college personnel enrolling at a university for approved resident study may be paid up to one-half of their regular salary (plus registration, laboratory, and tuition fees) upon execution of a promissory note with three percent interest cancellable by return to State service for a period equal to at least twice that of the period of absence. A faculty member with at least one academic year of experience in the Virginia Community College System may become eligible to apply for this educational aid.

Approved by the State Board for Community Colleges
January 29, 1969

Course Offerings and Student Information

Tables 9A and 9B:

Tables 9A and 9B provide data on forecast of continuing education course offerings. In addition, the tables indicate information gleaned from the questionnaires on the distances students travel to school and the number of students who take more than one course per term. At many colleges a large number of students travel more than twenty miles to attend classes. At Blue Ridge and Southwest Community Colleges over 75% of the students travel twenty miles or more. Significant percentages of students travel over twenty miles at Wytheville Community College and at V.P.I. and State University. (Data was not provided in the same format by all respondents, thus making specific comparisons difficult.)

A majority of students take more than one course at V.P.I. and State University, Old Dominion University, and at all of the community colleges.

The forecasts of course offerings by department are of interest because of the variety revealed and because the data indicates the specialized requirements in certain geographical areas of the state. The Community College system is interesting in this regard. For example, at Danville Community College nearly 60% of 503 forecast offerings are in the six departments of Electronics, Air Conditioning, Mechanics, Auto Mechanics, Drafting and Printing. At Thomas Nelson Community College, on the other hand, not one of these six departments ranks in the top six course offerings. Of 961 forecast offerings, nearly 40% are in English, Math, Biology, Arts, Data Processing and Secretarial courses. At the four year colleges, one of the primary departments which attracts continuing education students is the field of Education. This appears to be true at V.P.I. and State University, at nearly all of the University of Virginia centers (over 40% at Northern Virginia), and at Old Dominion University and Virginia State College.

A sizeable number of the course offerings are for advanced degrees. This includes Virginia State College, where 98 of 144 courses (68%) are for advanced degrees. At V.P.I. and State University all forecast course offerings are at the graduate level. At the University of Virginia Center for Continuing Education, 40% of the course offerings are at graduate level, and an additional 24% are considered upper level undergraduate.

TABLE 9A

VALC

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
Lynchburg College	Not Answered	Not Answered	Total 5 Bus. Admin 3 Research 1 Physics 1	Sweet Briar College
64 Norfolk St. College	App. 17 per semester	App. 30 per semester	Total 106 (of these 84 are undergrad. lower level) Business 16 Vocational Trade 11 English 10 Sociology 8 17 other Depts. 61	Old Dominion Univ. Tidewater Comm. Coll. Hampton Institute Wm. & Mary—Norfolk Virginia Wesleyan—Norfolk Univ. of Virginia—Norfolk George Washington—Norfolk San Diego College—Norfolk
Old Dominion Univ.	25%	66%	Total 400 (of these 182 are undergrad. lower level 116 are Undergrad. upper level 102 are Grad. level).	Norfolk St. College San Diego State Univ. of Virginia George Washington Univ. William and Mary VPI and State Univ. Hampton Institute

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
			Education 63 English 41 Bus. Mgt. 32 History 25 Special Educ. 20 28 other Depts. 219	
65 Univer. of Richmond	124	740 (38%)	Total 255 (of these 88 are lower level under- grad.) Accounting 33 Economics 30 Banking 30 Management 25 Insurance 18	VCU John Tyler Comm. College U. Va.—Richmond Wm. & Mary—Richmond
VMI	Not answered	Not answered	Total 8 History 4 English 2 Modern Lang. 1 Philosophy 1	U. Va.—Buena Vista Dabney Lancaster Comm. College

TABLE 9A

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
Virginia St. College	90	180	Total 144 (of these 46 are undergrad. level) Math. 47 English 18 History 18 Commerce 18 3 other Depts. 25	Richard Bland College John Tyler Comm College Univ. of Richmond VPI and State Univ. Univ. of Virginia Wm. & Mary
William & Mary	Evening Coll. 80% Extension 20%	25% 15%	Data not provided	U. Va.—Ft. Eustis Hampton Inst.—Ft. Eustis George Wash.—Ft. Eustis
Univ. of Virginia	1949	2479	A. Central Virginia Center (62 undergrad. lower level) Education 42 Commerce 14 English 10 B. Hampton Roads Center Total 160	Blue Ridge Comm College Madison College Old Dominion Norfolk St. College

TABLE 9A

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
		(70 undergrad. lower level)		Tidewater Comm. College Virginia Wesleyan Hampton Institute Thomas Nelson Comm. College William & Mary George Washington—Langley A.F.B., Camp Elmore, Ft. Monroe, Norfolk
		Commerce	85	
		Education	50	
		Arts & Sciences	25	
		C. Lynchburg Region	Total 94	Lynchburg Coll Central Va. Comm Coll. Danville Comm. College VMI
		(all are upper level or Grad. courses)		VPI and State Univ.- Lynchburg & Danville
		Education	70	
		Math	10	
		D. Madison Center	Total 64	Germana Comm. College
		English	13	
		History	8	
		Math	8	
		15 other Depts.	35	

TABLE 9A

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
			E. Roanoke Region Office Total 115 (All are upper level or Grad. level)	VPI and State Univ. Virginia Western Comm. Coll Roanoke College Hollins College
			Education 60 General Studies 30	
			F. Richmond Center (no data supplied)	VCU Univ. of Richmond John Tyler Comin. College American Univ.—Ft. Belvoir, Dahlgren George Washington—Ft. Belvoir, Dahlgren VPI and State Univ. Univ. of Oklahoma— Dahlgren Wm & Mary—Fort Lee
			G. Southwest Virginia Region Office Total 129 (14 undergrad. lower level)	East Tennessee St.— Kingsport and Bristol Univ. of Tennessee

TABLE 9A

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
			Education 70	
			Arts & Sciences 35	
			H. Center for Continuing Education (Northern Virginia)	George Washington—D.C., Fairfax, Arlington, Alexandria, Pentagon, Ft. Belvoir
			(207 undergrad. lower level 133 undergrad. upper level 222 grad. level)	American University—D.C., Arlington, Ft. Belvoir
			Education 240	University of Maryland—Pentagon, Alexandria
			Commerce 52	D.C. Teachers College—D.C., Fairfax
			English & Lit. 41	Northern Virginia Comm. College
			History 41	Southwestern Univ.—D.C., Alexandria
			Economics 33	Catholic Univ.
				Georgetown Univ.
				VPI and State Univ.
				Univ. of Oklahoma
				Univ. of Southern Illinois
				Univ. of Colorado
				Univ. of Tulsa
				Univ. of So. California

TABLE 9A

Continuing Education Course Offering Information

<i>Colleges/Universities</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 Course a Term</i>	<i>Forecast Course Offerings by Dept. 1971-72</i>	<i>Other Institutions within 20 miles</i>
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I. Home Study Total 6

(3 are undergrad. level)

VPI and State University 45%(credit classes) 75%

Total	239
(all Graduate Level)	56
Education	24
Voc. & Industrial Engr.	24
Urban & Regional Studies	18
Electrical Engr.	18
Bus. Adm.	12
Agriculture	

Due to the complete network of Extension Division field offices located in all counties and eight cities throughout the state, Virginia Tech is within 20 miles of every educational institution (in-state and out-of-state) offering continuing education programs.

TABLE 9B

Continuing Education Course Offering Information (Community Colleges)

<i>Community College</i>	<i>No. of Students Traveling 20 miles or more</i>	<i>No. of Students Taking more than 1 course a term</i>	<i>Forecast Course offerings by Dept. 1971-72</i>	<i>Other Institutions Within 20 Miles</i>
Blue Ridge	899 (76%)	763 (58%)	Total 127 Polital Science 13 English 12 Accounting 10 Bus. Adm. 9 Drafting 9 Mech. Engineer 8 21 Other Depts. 66	University of Virginia— Waynesboro
71 Central Virginia	633 (15%)	2,603 (63%)	Total 588 Mathematics 56 Business 56 Secretarial 40 Accounting 35 Mech. Engineer 32 Electrical/ Electronics 32 Economics 30 34 Other Depts. 307	University of Virginia— Lynchburg
Danville	461	1,615	Total 503 Electronics 102 Air Conditioning 48 Mechanics 45 Auto Mechanics 40 Drafting 33	University of Virginia— Danville & Chatham VPI & State Univ.— Danville

TABLE 9B

Continuing Education Course Offering Information (Community Colleges)

Community College	No. of Students travelling 20 miles or more	No. of Students Taking more than 1 course a term	Forecast Course offerings by Dept. 1971-72	Other Institutions Within 20 Miles
			Printing 25 26 Other Depts. 210	
Dabney S. Lancaster	124	365	Total 361 Bus/Soc. Science 121 English and Humanities 90 Math & Science 86 Technologies 52 Nursing 12	University of Virginia— Clifton Forge, Allegheny Co. Bath Co.
John Tyler	605	Not Available	Total 1055 Communications & Sciences 401 (includes 202 sections in English) Division of Business 270 (includes 64 sections in Data Processing) Natural Sciences & Math. 266 (includes 123 sections in Math.) Engineering Technologies 118 (includes 24 sections in Mech. Eng.)	V.C.U. Virginia State College Richard Bland College Wm. & Mary—Ches- terfield Co. VPI & State Univ.— at John Tyler C.C. University of Virginia— at Fort Lee and John Tyler C.C.

TABLE 9B

Continuing Education Course Offering Information (Community Colleges)

<i>Community College</i>	<i>No. of Students travelling 20 miles or more</i>	<i>No. of Students Taking more than 1 course a term</i>	<i>Forecast Course offerings by Dept. 1971-72</i>	<i>Other Institutions Within 20 Miles</i>
New River	170	424	Total 241	VPI & State Univ.—
			Math 32	Blacksburg
			Secretarial 21	Radford College—
			English 18	Radford
			Accounting 15	
			Drafting 14	
			Nursing 13	
26 other Depts. 138				
Northern Virginia	35%	67%	Total 1429	Geo. Washington—Wash-
			English 230	ington, Arlington,
			Biology 88	Fairfax
			Secretarial 85	American Univ.—
			Bus. Adm. 75	Washington, Arlington
			History 70	Univ. of Maryland—
			Data Processing 57	Arlington
			Chemistry 57	Univ. of Oklahoma—
			36 other Depts. 767	Arlington
				George Mason Coll.—
	Fairfax			
	Univ. of Va.—Northern			
	Va. Center			
	VPI and State Univ.—			
	Reston			
	Wm. & Mary—Fairfax,			
	Prince William			

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TABLE 9B

Continuing Education Course Offering Information (Community Colleges)

Community College	No. of Students travelling 20 miles or more	No. of Students Taking more than 1 course a term	Forecast Course offerings by Dept. 1971-72	Other Institutions Within 20 Miles
Southwest Virginia	75-80%	80%	Total 170 Business 80 Vocational—Technical 60 Engineering 10 Social Science 10 English 5 Physical Education and Health 5	University of Virginia—Richlands, Va. SWCC Campus
Thomas Nelson	55	1575	Total 961 English 113 Math 82 Biology 55 Arts 44 Data Processing 43 Secretarial 37 33 other Depts. 587	Hampton Institute William & Mary Norfolk St. College Tidewater Community College Old Dominion Christopher Newport U. Va.—Hampton—Newport News George Washington—Hampton-Newport News Univ. of Colorado—Hampton-Newport News

TABLE 9B

Continuing Education Course Offering Information (Community Colleges)

Community College	No. of Students travelling 20 miles or more	No. of Students Taking more than 1 course a term	Forecast Course offerings by Dept. 1971-72	Other Institutions Within 20 Miles
Tidewater	725	1631	Total 487 Math 80 English 55 Drafting 30 Music 25 Secretarial 24 History 21 25 other Depts. 252	Old Dominion Norfolk St. College Virginia Wesleyan Chesapeake College
75 Virginia Western	861	2185	Total 668 Math 42 Music 37 Arts 34 Secretarial 28 Biology 27 Electronics 26 39 other Depts. 474	Roanoke College Univ. of Va.—Roanoke & VWCC Campus
Wytheville	600-700 (50-60%)	900	Total 265 Math 27 Bus. Adm. 21 Secretarial 20 English 18 Engineering 14 28 other Depts. 165	No continuing education programs within 20 miles

