

students to make choices about matters that can effect their futures. It imparts a responsibility for making well-thought-out decisions with regard to the management of personal time. This is a learning experience which is not necessarily possible to grade, but which should be an integral part of the learning process.

The fact that it helps to remove the professor from his sometimes role as a surrogate parent and establish him as an advocate and mentor is a strong advantage. When the system is presented at the beginning of each term, the reasons why a student should take as many tests as possible are presented, discussed, and advocated. But the final section is given to the student, which should contribute to his maturation and self-dependency.

The system can probably be applied best when students are sufficiently mature to make decisions concerning their futures. College sophomores, and

higher, should be able to handle the responsibilities. Freshmen are frequently under too many stresses of adjustment and may not be able to make rational choices.

The fact that students like to have freedom to make a choice about their readiness to take tests is evident. Statistics were hardly necessary for affirmation.

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Community Involvement in Technical Education

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How can a two-year college for agriculture effectively involve itself with and relate to the community? How does the college work with the community?

The University of Minnesota Technical College, Waseca, located in southern Minnesota started in the fall of 1971 with specific objectives and principles in mind. One principle to be stressed was that it accept all adults and integrate students of all ages into the same courses. This practice has been successfully carried out to date.

Goals, Objectives and Priorities

The college empathizes with the community and area residents by having specific goals, objectives, and priorities. One goal is to continue close liaison with the agricultural industry and provide life long learning opportunities.

Based on background studies and resultant philosophy, the single mission college for agriculture has stressed a close working relationship with the community. UMW faculty members worked with the Chamber of Commerce in planning the college.

A list of civic organizations was developed in Waseca, (a city of approximately 8,000 population) and the surrounding area. Each year faculty and staff members are asked to volunteer to be liaison members between the college and the organizations to which they belong. One hundred fifty one organizations were identified and all but a handful had active UMW contact persons. A sample of these groups include 14 churches, 13 agricultural organizations and activities,

14 educational groups, 12 governmental bodies, and 10 recreational groups.

The Philosophy of Community Involvement

The college courses are open to adults, including agricultural industry personnel, farmers, veterans and anyone who can profit from them. Special courses for adults have not been developed since it is felt that the regular courses offered at the Technical College should have value for all people working in the agricultural industry. A Cooperative Farm Management Program for Veterans was started in the fall of 1973 and enrolled more than 30 veterans in the following five years.

The University of Minnesota, Waseca, the Waseca Park and Recreation Department, the Waseca County Extension Service, the LeSueur-Waseca Regional Library, and the Waseca Public Schools cooperatively sponsor a community and area education and recreation program. A wide variety of courses are offered in this area-wide program.

The Technical College, Waseca, operates on the philosophy of making its facilities available for the good of the people of the area. College open houses, FFA judging contests, 4-H and Extension groups, and a wide selection of organizations and activities are furnished rooms, teaching aids, and other meeting resources. Accommodations for meals and banquets are made upon request.

College Courses Available to the Community

Off-campus courses have been taught in a number of communities in southern Minnesota. As one part of this, regular UMW courses are taught during fall, winter and spring quarters in an Agricultural Transfer

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Advisory committee input is highly regarded at UMW. Students Senate president is shown here addressing members of the Overall Advisory Committee at their August meeting.

Program at the Rochester Community College which is approximately 50 miles from the Technical College.

The Rural Family Life Center is a service and resource effort of UMW. The campus functions as the Center. The intention is to reach rural women and families by offering college courses on campus and in communities where sufficient interest is indicated. The Kellogg Foundation is providing support for the Center thus helping to increase educational opportunities for rural women. It provides the means for them to take one or more courses with other women who experience similar needs and life styles.

For the convenience of students, particularly those holding fulltime jobs, courses are offered on a block and minicourse basis. Some courses are blocked and meet once a week in the evenings. Others are offered fulltime for a week or for several days at a time. The minicourse concept offers segments of regular courses designed to allow students to develop competencies in a specific topic. Minicourses may be scheduled for two or more days or evenings, or as single-day sessions.

The Farmers-in-Residence Program has been in existence since 1976. For one quarter each year, usually the winter quarter, several farmers and farmwives are invited to the campus. They participate in classes, hold informal seminars, serve as resource persons for both students and faculty, set up field trips, and serve as a "sounding board" for students and faculty to test ideas.

A Horticulturist-in-Residence Program was instituted in winter quarter, 1984 with two resource persons.

For seven years, UMW has been offering a one-credit course entitled "Getting Started in Farming or Agribusiness." The course is designed to provide practical concepts and procedures in getting started in

farming as well as in beginning agricultural and horticultural businesses. Goal setting, acquisition, control, and management of resources needed to conduct a successful agricultural enterprise are highlighted in the course.

Organizations Made Up Of Community Members

More than ten advisory committees with approximately 130 members operated at the University of Minnesota, Waseca, in 1983-84. Members of the industry-related advisory committees are from varied backgrounds and areas of interest. They have had first hand experience in their specific phases of agriculture and agribusiness. The advisory committees meet on a regular basis to evaluate the college and its programs. They make recommendations and suggestions for improvements, and verify educational needs in technical agriculture.

All parents of UMW students belong to the Parents' Association. The Parents' Council is composed of parents who each represent 24 other parents. The Council is the executive body of the Parents' Association and meets at least twice each year. The Council is small enough to discuss in depth the topics that are vital to student welfare.

All parents are invited to the annual Parents' Day, which is held during the fall quarter. The primary purpose of the parents' group, as stated in the constitution, is to "provide parents of students an opportunity to know more about the educational program of UMW, to be informed of the policies under which it operates and to have the opportunity to make recommendations to further improve upon the educational services rendered by the college." Interest, participation, and support among members of the parents' group has been strong.

Instructional Procedures Involving Community Members

To give students the broadest educational experience possible, guest lecturers are invited to the campus to share their expertise with students and staff. Because of their close tie with the agricultural industry, these people give students an excellent insight into the world of work.

The University of Minnesota Technical College, Waseca, uses the resources of agricultural business and industry to help meet students needs. Many area agricultural businessmen, farmers, and others involved in the agricultural industry have opened their doors to UMW students. This allows the students to learn by observing. These off-campus industry-related laboratories provide excellent learning experiences for students.

The Pre-Occupational Preparation Program (POP) is a vital and significant part of each student's college experience. All students are required to take the twelve week on-the-job training program as a prerequisite for graduation. Employers and supervisors work closely with the college to provide a meaningful work experience for the students. More than 200 agricultural industries, businesses, and home farms served as POP stations in 1982-83.

Other Community Relationships

There are many other examples of community support and involvement in addition to these previously outlined in this paper. Some of these are financial support such as scholarships, loans and development funds; some are instructional materials; and some are athletic team support groups. The overall support body is the South Central Education Association. This organization promotes, supports and assists in the development and advancement of technical agricultural education through UMW.

Conclusion

The University of Minnesota Technical College, Waseca is primarily a teaching institution. Good relationship with the people of the community and area has facilitated this teaching function to effectively carry out the single mission in agriculture.

With the strong area and community support there has been no hint of a "town-gown" complex in relationship to the Waseca post-secondary institution. Furthermore, it has been found that individuals working with the college in an instructional or advisory capacity become familiar with the school and its programs, and they develop a feeling of loyalty to the Technical College at Waseca. In addition, the monetary and non-monetary contributions of time and talent by community and area people become a significant factor in developing an excellent college.

The importance of bringing the college into the community and the community into the college is shown by the examples in this paper.

Case Study

Recent Ag Program Graduates Provide Valid Data Base For Programmatic Decisions

Herbert Schumann and James Casey

Introduction

In this era of high technology, it is imperative that universities continually evaluate programs and curricula so that students will have access to education of the highest quality. There has been considerable disagreement among various authorities regarding programs in the university. Some (2, 3, and 4) have cited the critical shortage of professionally trained agricultural scientists. Others (1) have been less positive regarding the employment outlook for agricultural graduates.

The Department of Agriculture and Natural Resources at Sam Houston State University (SHSU) has experienced relatively stable enrollment over the past ten years. Recently, there have been commitments for new and expanded facilities to enhance departmental programs. However, these commitments are in part contingent upon recommendations regarding the future of the agricultural program at SHSU being developed by an external study team. It was imperative, therefore, that a follow-up study be conducted of recent agricultural graduates to obtain a more valid data base for programmatic decisions.

Purpose and Objectives

The two-fold purpose of this study was to survey the employment status of recent graduates of the Department and to identify their perceptions regarding strengths and weaknesses of educational programs in the Department of Agriculture and Natural Resources at Sam Houston State University. Specific objectives were to:

1. Identify pertinent background information of the graduates.
2. Identify current employment status of graduates.
3. Survey current income levels of the graduates.
4. Estimate the perceived need for different courses necessary for success in careers of graduates.
5. Survey perceptions of graduates regarding facilities and instructional areas.
6. Determine, based on their experiences since graduation, if graduates would again major in agriculture at SHSU.

Procedure

A complete list of all baccalaureate graduates in agriculture from 1975 to 1982 was obtained from the Registrar's office. These former students were con-

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