

APPENDIX 2

Arrangements for the USA Visit

From: Mr L E Letsie <letsie@unigwa.ac.za>
To: bower@coe.fsu.edu <bower@coe.fsu.edu>
Date: 10 June 2001 02:33
Subject: Request for assistance

Dear Beverly

I am one of your former South African Masters students at South Carolina, I was in the 1993 group. I am presently a lecturer in Educational Management and Leadership at the University of the North (Qwaqwa campus). Lenka is my colleague. I am writing to you to request for your assistance in the manner detailed below:

I am a Ph.D. student of the University of Pretoria in South Africa. My research topic is on community colleges with the following objectives:

1. Evaluating community colleges in order to consider their contribution to continuing education in the vocational - technical sector.
2. Determining the need for the establishment of community colleges in the North Eastern Free State.
3. Providing a framework for the establishment of community colleges in the North Eastern Free State.

The methodology includes among others, case studies of a few community colleges in the U.S.A.. This is the area in which I need your assistance in the form of the identification of community colleges I could visit during a period of two to three weeks, as well as in making arrangements for me to do so.

I know that your schedule is quite tight and that this request will consume a lot of your time. I will however, appreciate it very much if you could assist me, since you are presently the only one of my former lecturers I still have contact with.

I am looking forward to your positive response.

Thank you for your time.

Yours Sincerely

Letsie L.E

Letsie

From: "Mr L E Letsie" <letsie@uniqwa.ac.za>
To: <letsie@xsinet.co.za>
Sent: 23 June 2001 11:31
Subject: Fw: Request for assistance

-----Original Message-----

From: Beverly Bower <bower@mail.coe.fsu.edu>
To: Mr L E Letsie <letsie@uniqwa.ac.za>
Date: Thursday, June 21, 2001 6:56 PM
Subject: Re: Request for assistance

>Letsie,

>

>I am sharing your email with the Executive Director of the Florida
 >Community College system, David Armstrong, and Assistant Executive
 >Director, Theresa Klebacha. David and I have known each other for many
 >years and I'm sure he will be able to put you in touch with the right
 >people.

>

>If you have not already done so you might want to take a look at the web
 >site of the Florida Community College system
 ><http://www.dcc.firn.edu/>. This site provides a lot of information about
 >the state system (the enacting legislation, policies, administrative
 >documents, etc.) and also connects to the web sites of the 28 Florida
 >Community Colleges. You can begin to get a feel for the system with this
 >information. I find the Site Map to be the most effective way to find what
 >I need at this web site.

>

>I'm not sure you are aware but I am writing the community college chapter
 >for the same book for which Lenka sent me a chapter. As I updated this
 >chapter I was not able to find very much information on what is happening
 >with the South African community college movement. I would appreciate very
 >much any information (online or print) you could point me to that discusses
 >what has been going on in the community college movement recently.

>

>It may be awhile before you hear from David, but I am sure that he will be
 >able to help. I feel very sure that we can make this happen, especially
 >since you are not in need of funding from our end. In the meantime you can
 >review the online information which can help you prepare your project.
 >Please feel free to contact me with questions that you might have. If you
 >have not heard from anyone by mid-July, please let me know.

>

>Best Wishes, Bev

>

>-----

>

>Beverly L. Bower, Ph.D.
 >Dept. of Educational Leadership <www.fsu.edu/~edleadr>
 >College of Education

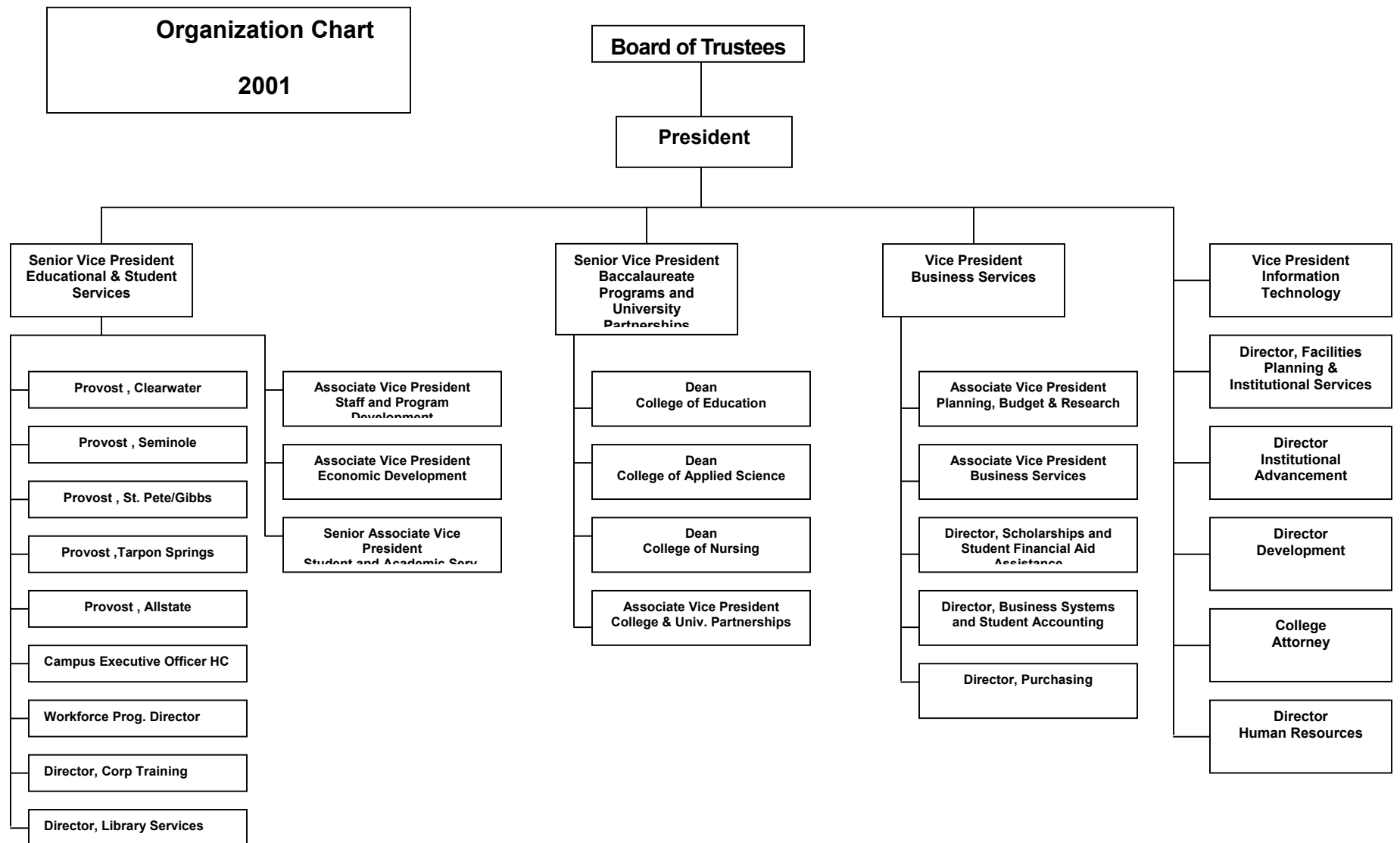
APPENDIX 3

Interview Schedule: SPC

Department	Name	Position	Date	Time	Place
Administration	Dr Carol Copenhaver	Snr Vice President: Educational & Student Services	5 Nov 2001	9:00	District Office
Administration	Dr Tom Furlong	Snr Vice President: Baccalaureate Programmes & University Partnership	5 Nov 2001	10:00	District Office
Equal Access / Equal opportunity	Ms Psalms Mack	EA / EO Officer	5 Nov 2001	10:30	District Office
Finances	Ms Theresa Furnas	Associate Vice President: Business Services	5 Nov 2001	13:00	District Office
Research Unit	Dr Susanne Fischer	Director	5 Nov 2001	15:00	District Office
Enrollment Management	Mr Kelvin Hoeffner	Coordinator	6 Nov 2001	9:30	Health Education Centre
Board of Trustees	Suzan Davis Jones	Member	6 Nov 2001	14.00	District Office
Student Services	Mr Willie Felton	Snr Associate Vice President: Educational & Student Services	7 Nov 2001	9:30	District Office
Human Resource / Personnel	Ms Cathy Ladewig	Director	7 Nov 2001	11:00	District Office
Students	Ms Judy Berger	International Students Officer	8 Nov 2001	11:00	St Petersburg / Gibbs Campus
Students	Ms Hazel Creveling	Coordinator: Studentt Activities	8 Nov 2001	12:00	St Petersburg / Gibbs Campus
Evening Classes Programme	Mr Jeff Davis	Associate Provost: Clearwater Campus	9 Nov 2001	9:00	Clearwater Campus
Business Technology	Ms Martha Adkins	Programme Director	9 Nov 2001	10:30	Clearwater Campus
Special Service	Ms Tonjua Williams	Associate Provost	14 Nov 2001	9:00	Health Education Centre

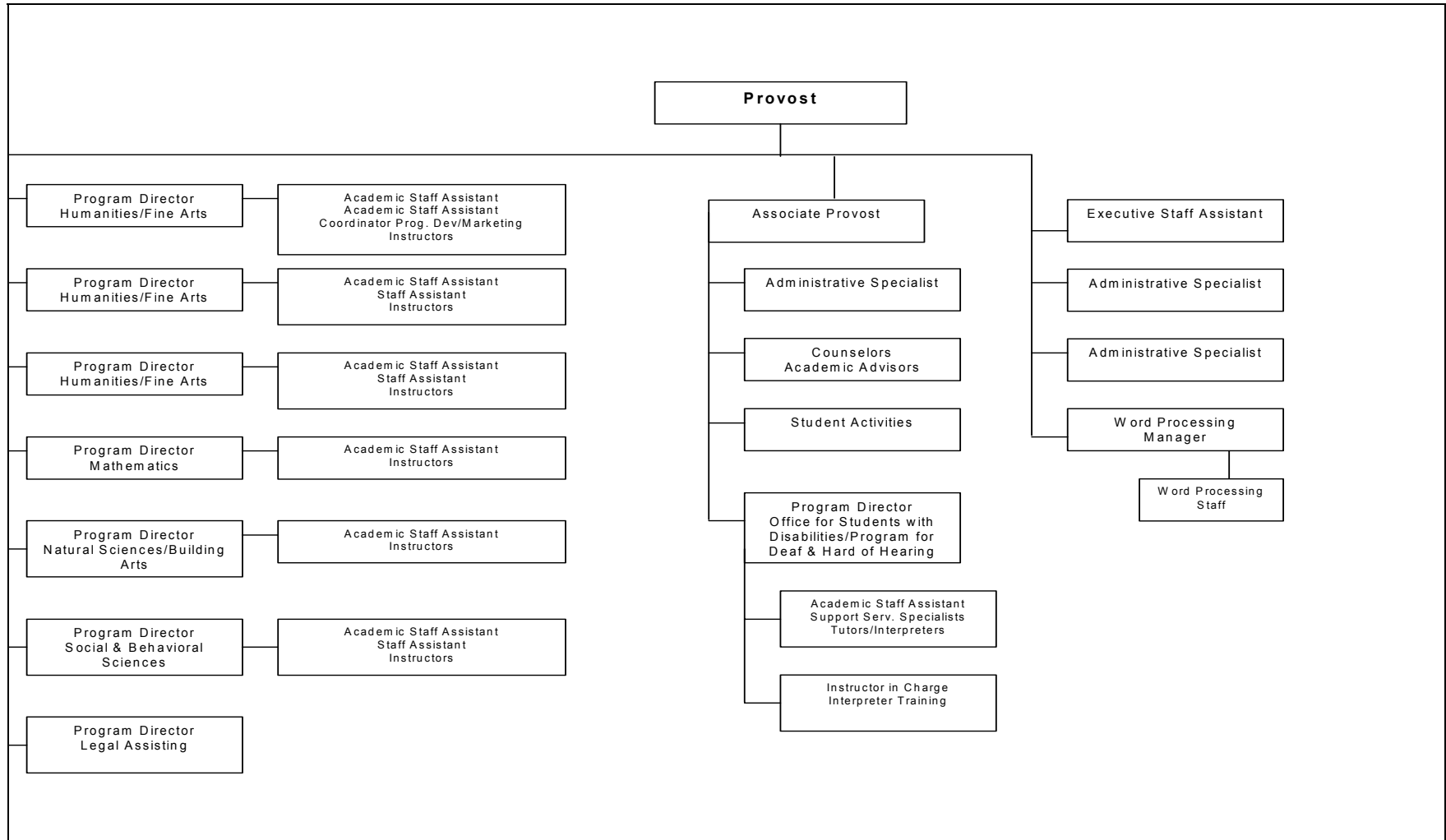
APPENDIX 4

Organisational Chart: SPC



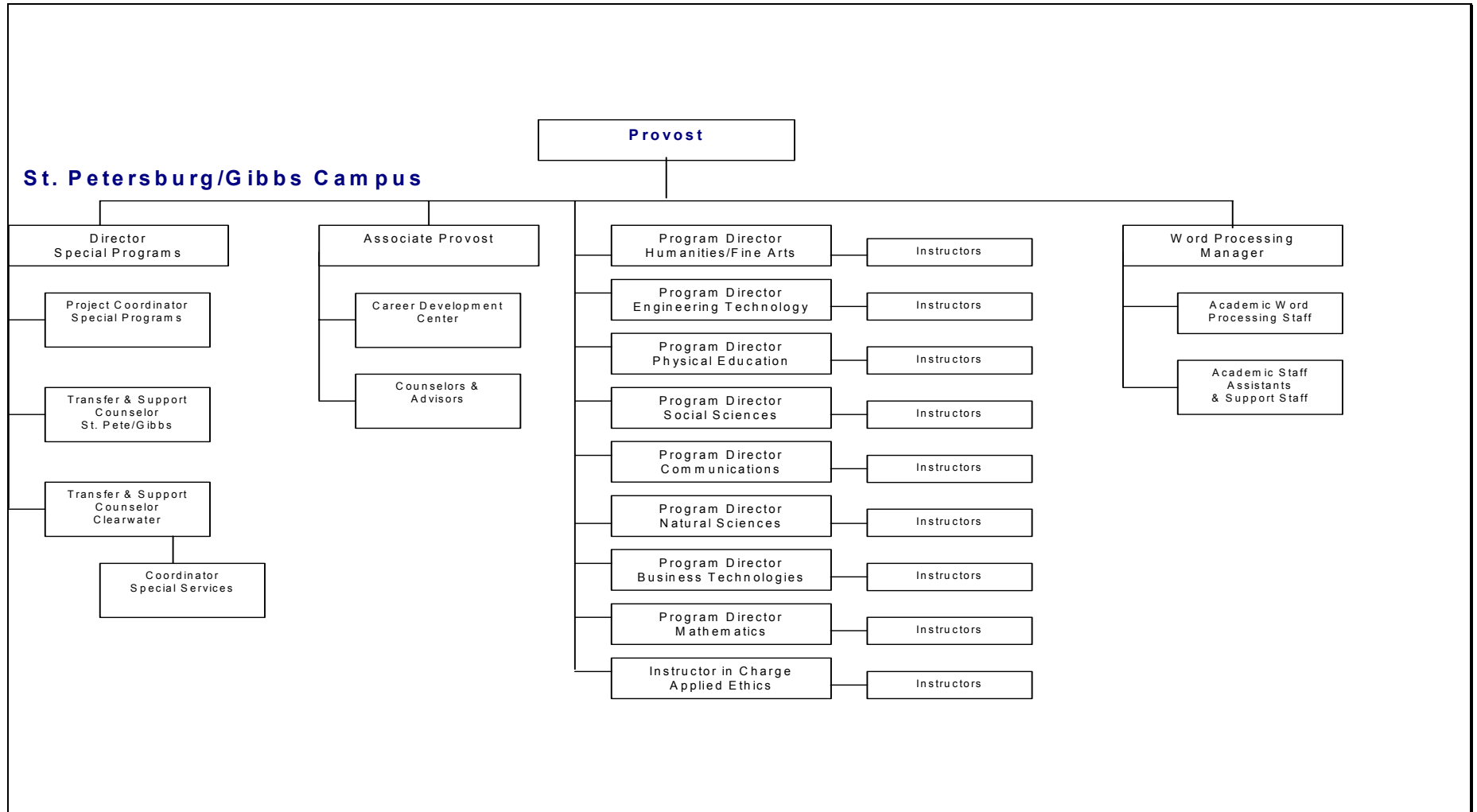
APPENDIX 5

Organisational Chart of Clearwater Campus: SPC



APPENDIX 6

Organisational Chart of St. Petersburg/Gibbs Campus



APPENDIX 7

Programme: Class on “Community Colleges in America”: 9 Nov 2001

AGENDA

Friday, November 09, 2001 Community Colleges in America

Instructor: Lynn Sullivan Taber

- 12:45 Students/Instructor gather to prepare.
- 1:00 Welcome visitor: Elias Letsie graduate from South Africa. Mr Letsie is interested in the American community college system and will be spending the entire class with us today.
- Announcements and overview. Make dinner and transportation arrangements.
Distribute graded work.
Brief self-introductions.
One student critique presentation on the topic of career/occupational programs in the United States. Greenawald, Koren, Goswami, Wright or Patterson.
Volunteer (the others get to go later!).
- 1:45 Break: Last chance at the *Hard Drive Cafe*
- 2:00 Team Project Presentation:
OCCUPATIONAL AND VOCATIONAL EDUCATION: Goswami, Koren, & Wright
Q & A
- 3:00 Break
- 3:05 Student article critiques on the topic of career/occupational programs.
- 4:00 Break
- 4:05 Continue Article Critique on the topic of career/occupational programs.
- 5:00 DINNER BREAK
- 5:30 Reconvene Class
- 5:45 Team Project Presentation:
WORKFORCE DEVELOPMENT: Patterson and McNamee
Q & A
- 6:45 Break
- 7:00 Student Article Critique on the topics of community development, workforce development, etc.: Gordin, Wright, Durnan, Wright (Max: 10 min each)
- 8:00 Discussion of American community college system, led by students. Please share the nature of your present role with a community college with Mr Letsie and provide him with some general information you think might be helpful to him. Remember that South Africa does not have a community college system.
- While you are doing this, I would like to meet (briefly!) individually with each of the students in this order: Durnan, Gordin, Goswami, Greenawald, Hughes, Patterson, Wright, Koren, Anderson, McNamee, and Wolosheniuk. Bring your brown envelope containing ALL of your graded work, the paper due tonight, and anything else regarding your progress in the course that you want. I just want to take a couple of minutes to make sure we are on track. We will aim for maximum of 3 minutes to touch base. If we need longer than that, perhaps we can talk on the phone.
- 9:00 ADJOURN

NEXT WEEK IS OUR LAST SESSION!!! See syllabus for review of assignments and topics.

APPENDIX 8

St. Petersburg Junior College
INSTRUCTOR EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN

Name of Instructor

Program/Campus/Site

Academic Year

If you wish, you may attach to this form a description of your activities and appropriate supporting materials related to this evaluation. The supporting materials will be returned to the instructor. As the first step of the annual evaluation process, the instructor will complete a self-assessment of each item and propose goals for the coming year. The supervisor will then evaluate the instructor, discuss the professional development of each item and propose goals for the coming year. The supervisor will then evaluate the instructor and discuss the professional development plan. Below are the evaluation scales.

INSTRUCTOR'S SCALE
ST = This is a real strength of mine.
P = I am proficient in this area.
NP = Not as proficient as I would like to be.
NA = Not applicable

SUPERVISOR'S SCALE	
EE = Exceeds Expectations	Performance which always meets and often exceeds the high standards of SPJC faculty.
ME= Meets Expectations	Performance which generally meets the high standards of SPJC faculty.
BE= Below Expectations	Performance in some area(s) is below what is normally expected of SPJC faculty. Improvement is required
U = Unsatisfactory	Performance does not meet the expectations of the SPJC faculty

A. Effectiveness as an Instructor	Self Assessment	Instructor Comments
1. Reviews and updates the content of courses and curricula within the discipline	ST P NP NA	
2. Develops organized course materials and presentations.	ST P NP NA	
3. Is available outside of class to help students.	ST P NP NA	
4. Uses current teaching techniques appropriate for meeting the course objectives	ST P NP NA	
5. Incorporates course materials/activities to promote listening, speaking, writing and higher order thinking skills	ST P NP NA	
6. Demonstrates enthusiasm for learning	ST P NP NA	
7. Demonstrates current knowledge of academic discipline.	ST P NP NA	
8. Demonstrates advanced planning and preparation for instruction	ST P NP NA	
9. Keeps accurate records (i.e., grades, attendance rosters, test scores, etc.)	ST P NP NA	
10. Demonstrates a respect for individual and socio-cultural differences	ST P NP NA	
11. Uses current, appropriate technology, materials and tools when available.	ST P NP NA	
12. Shows consideration for the needs of students.	ST P NP NA	
13. Contributes to the success of students at risk and to their retention in the college.	ST P NP NA	
14. Develops course syllabi, handouts, tests, etc. that reflect high quality, content and appearance.	ST P NP NA	
15. Encourages active learning.	ST P NP NA	
16. Maintains academic standards appropriate to the course.	ST P NP NA	
17. Maintains professional rapport with students.	ST P NP NA	
18. Encourages students to pursue appropriate college services (e.g., counseling, financial aid, learning support, etc.)	ST P NP NA	

Supervisor's Evaluation		
Comments:	Overall Rating	EE ME BE U
B. Contribution to College Effectiveness	Self Assessment	Instructor Comments
1. Shows consideration for the needs of others	ST P NP NA	
2. Is professional in working with faculty, staff, and administrators.	ST P NP NA	
3. Completes responsibilities and assignments effectively and on time.	ST P NP NA	
4. Is prompt in keeping appointments with colleagues and students, arriving to work, attending meetings, etc.	ST P NP NA	
5. Is flexible and adaptable in meeting program needs.	ST P NP NA	
6. Participates in program meetings, activities, committees and/or special projects.	ST P NP NA	
7. Follows current college and program policies and procedures.	ST P NP NA	
8. Participates in site and collegewide committees, activities, and/or special projects.	ST P NP NA	
9. Participates in Program Planning Assessment and achievement of outcomes and indicators.	ST P NP NA	
Supervisor's Evaluation		
Comments:	Overall Rating	EE ME BE U

C. Professional Development and Scholarship	Self Assessment	Instructor Comments
--	------------------------	----------------------------

<p>Describe your activities for each applicable category. Appropriate supporting materials may be particularly important for this area.</p>	<p>ST P NP NA</p>	
<p>Maintains and demonstrates currency and scholarship in teaching field(s) through participation in activities such as:</p>		
<p>1. Workshops, courses, conferences, summer institutes, and other formal activities.</p>	<p>ST P NP NA</p>	
<p>2. Professional organizations or advisory boards.</p>	<p>ST P NP NA</p>	
<p>3. Review of manuscripts, textbooks, software, etc.</p>	<p>ST P NP NA</p>	
<p>4. Scholarship which may include creative activities, classroom research, discipline-based research, travel study, recitals, exhibitions, professional presentations, curriculum development/revision, professional publications, etc.</p>	<p>ST P NP NA</p>	
<p>5. Business and industry exchanges, appropriate professional or vocational practices.</p>	<p>ST P NP NA</p>	
<p>6. Grants writing</p>	<p>ST P NP NA</p>	
<p>7. Other (specify): _____ _____ _____</p>	<p>ST P NP NA</p>	
<p>Supervisor's Evaluation</p>		
<p>Comments:</p>	<p>Overall Rating</p>	<p>EE ME BE U</p>

Goals from last year and degree to which each was met:	
Goals for next year:	
Supervisor's Comments:	
_____	_____
Signature of Supervisor	Date
Instructor's Comments:	
I <input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
_____	_____
Signature of Instructor	Date
Site Administrator's Comments:	
_____	_____
Signature of Site Administrator	Date

APPENDIX 9

St. Petersburg College

FRINGE BENEFITS

7/1/2001-06/30/02

Fringe benefits available to all budgeted, full-time or part-time employees.

AUTO AND PROPERTY/CASUALTY INSURANCE - Coverage is available through Liberty Mutual Insurance Group. Premiums are payroll deducted with no interest or service charge for this convenient payment plan.

COLLEGE EVENTS - employees are admitted free to college events.

CREDIT UNION - All employees are eligible to join the Pinellas County Teachers Credit Union. An initial deposit of \$50.00 and a completed membership application will open your share (savings) account and establish your membership. You may then participate in a regular savings plan by signing up for payroll deductions. Additional services include checking accounts, summer savings, IRA accounts, etc.

DENTAL COVERAGE - Two types of optional dental coverage available to employees through CompDent Dental Plan. The cost of this coverage is borne by the employee.

DIRECT DEPOSIT - Enables you to direct deposit your paycheck to up to three (3) financial institutions. Contact Human Resources for form.

DISCOUNT CARDS - are provided for numerous attractions such as Disney World, Busch Gardens, Sea World, Universal Studios and others. Contact Human Resources for additional information.

EMPLOYEE RECOGNITION PROGRAM - The College offers special recognition through service awards to its employees celebrating landmark anniversaries beginning with one year of service and every five years thereafter, up to 40 years of service. The Employee Service Award Ceremonies are held annually at individual sites.

EXEMPTION OF COURSE FEES - In order to be eligible for course fee exemptions, the employee must be full-time and working in a budgeted position at least six months prior to and at the time of commencement of classes. The employee's spouse and eligible children age 23 or younger are also eligible for a maximum of 18 credit hours per academic year. Part-time employees are eligible for fee exemptions for a maximum of 9 credit hours per academic year for the employee only.

FLEXIBLE BENEFIT PLAN - The amount you pay through payroll deductions for health, disability, supplemental life, dental, or vision coverage can be paid on a pre-tax basis through the College's flexible benefits plan. The dollars you contribute for these coverages will be deducted before federal income or social security taxes are assessed. Changes in coverage may only be made during the annual open enrollment period.

HEALTH COVERAGE - Group health and life coverage is effective on the first of the month following 15 days of employment. The College funds the entire cost for budgeted full-time employees and 1/2 the cost for budgeted part-time employees; the additional cost to purchase dependent coverage is paid by the employee through payroll deduction.

INCOME PROTECTION - This optional insurance is available through payroll deduction. Benefits are payable in addition to sick leave and medical coverage.

LIFE INSURANCE - The College provides employees with life insurance in the amount of their annualized salary rounded to the next higher thousand. Additional life insurance is available.

MEDICAL EXPENSE REIMBURSEMENT PLAN - Eligible expenses for inpatient hospital copayments not reimbursed from Aetna may be reimbursed through the Medical Expense Reimbursement Plan (MERP). This reimbursement shall only be payable for hospital copayments under the Aetna HMO Plan, Quality Point-of-Service (in-network only), or USAccess (in-network only). Also reimburses \$25.00 for vision refraction expenses per calendar year if employee is eligible for coverage under College's health plan or the employee/dependent is covered under the College's health plan or is enrolled in one of the optional vision plans available through the College.

NOTARY PUBLIC - Free notary service for college employees is available at Human Resources, DO; Student Records, SPG and CL; Administration, TS and HC.

PERSONAL LEAVE - Employees, with permission of supervisor, may take up to four days of personal leave with pay per fiscal year. These days are deducted from the employee's accrued sick leave.

RETIREMENT PLAN - All budgeted employees are automatically enrolled in the Florida Retirement System (a defined benefit plan). St. Petersburg College pays the full contribution for this plan. The cost to the college effective July 1, 2001 is 7.30%. Eligible employees may elect to participate in the Optional Retirement Program in lieu of participation in the Florida Retirement System. The Optional Retirement Program is a defined contribution pension plan. Each pay period, the College will contribute a percentage of your earnings to an annuity on your behalf.

SAVINGS BONDS - Employees may purchase U.S. Savings bonds through payroll deduction.

SICK LEAVE - Accrued at a rate of one day per month of service with no limit on accrual. Upon retirement or death, a percentage of the total accumulated sick leave days may be paid at the employee's current daily rate of pay. This lump sum payment is governed by Rule 6Hx23-2.07. Accumulated sick leave may be transferred from another Florida public education institution or state agency.

SICK LEAVE POOL - Full-time employees are eligible to participate; the annual enrollment period is September 1 - 15 after one year of employment, provided that you have then accrued at least nine days of sick leave. The initial contribution is four days of sick leave which entitles the participant to 40 days of personal sick leave following exhaustion of sick and vacation leave.

SOCIAL SECURITY - The College contributes an amount equal to 7.65% of your annual earnings into Social Security (FICA); the employee contribution rate is 7.65%.

TAX SHELTERED ANNUITIES - The retirement savings option known as a "403(b)" is available from a variety of companies. For information, contact Human Resources.

VACATION LEAVE (12 month employees only) - accrued at a rate of one day per month for first five years' service, 1-1/4 days per month for 6 through ten years service and 1-1/2 days per month for over ten years service in any Florida public community college. No employee shall transfer more than 44 days of vacation to the new calendar year. Vacation leave in excess of 44 days on December 31 shall be reduced to 44 days of January 1 each year.

VISION COVERAGE - - Two types of optional vision coverage available to employees through the Vision Care, Inc. The cost of this coverage is borne by the employee.

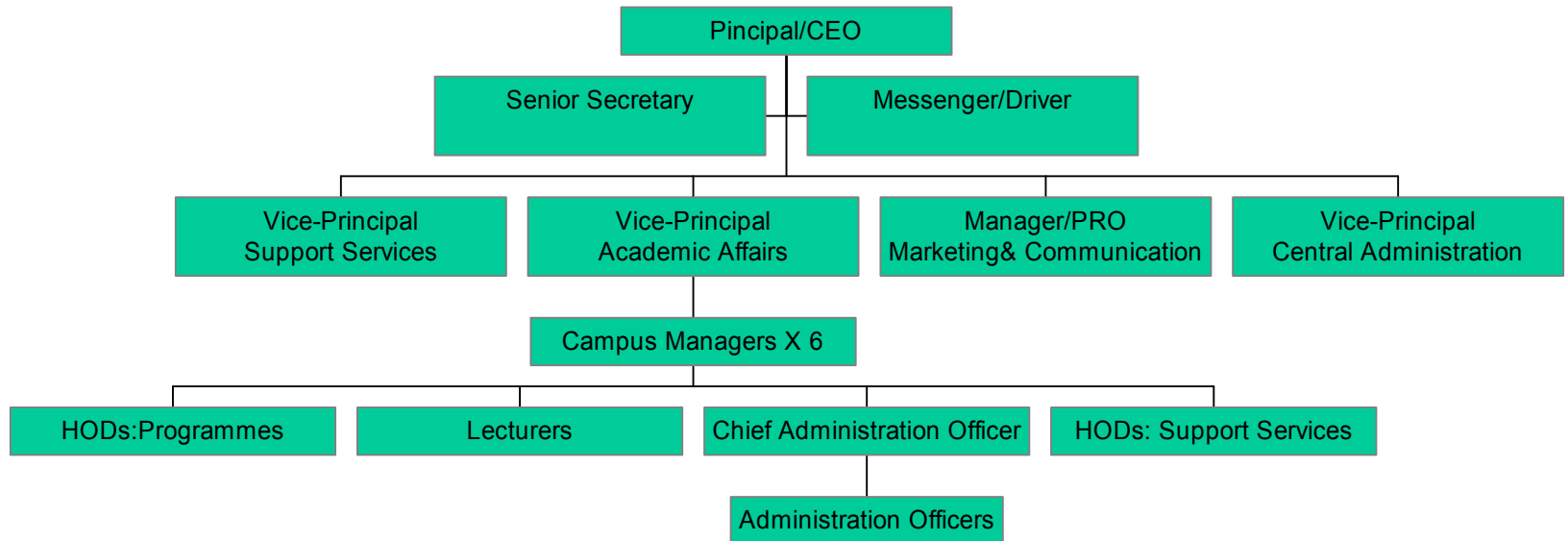
WORKERS' COMPENSATION - This coverage applies to all employees. You must report all accidents or incidents immediately to your supervisor.

2001-2002 Holiday Schedule

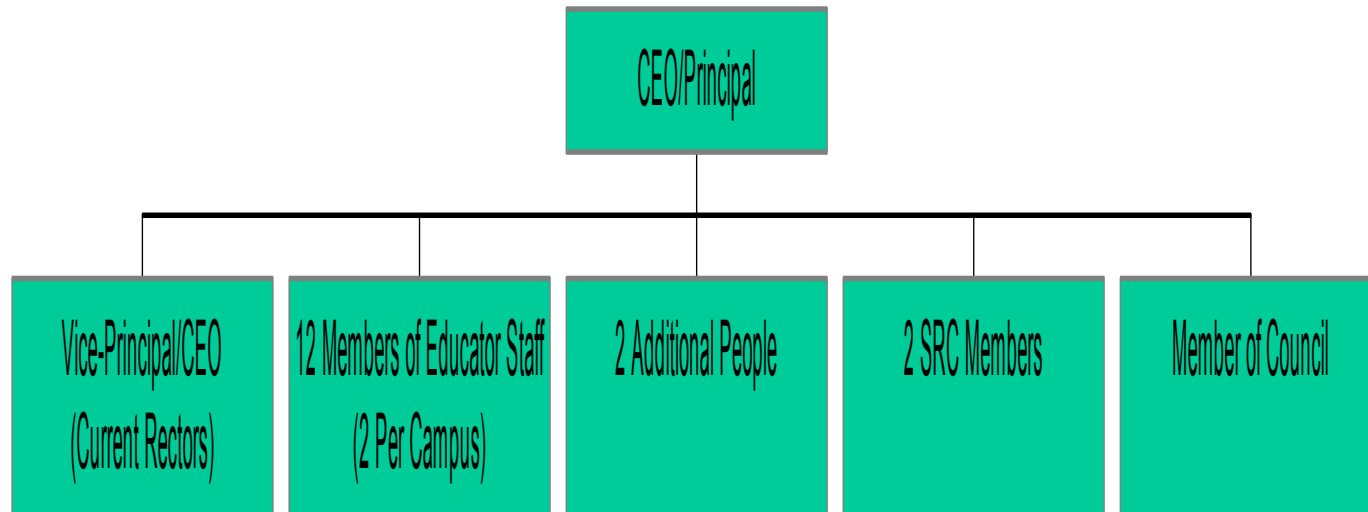
Independence Day	7/04/2001
Labor Day	9/03/2001
Thanksgiving	11/21/01-11/23/01
Winter Break	12/20/01-12/26/01
Floating Holidays	12/27/01-12/28/01
Winter Break	12/31/01
New Years Holidays	1/01/2002
Martin Luther King Jr. Day	1/21/2002
Spring Break	3/08/2002
Spring Break	3/29/2002
Memorial Day	5/27/2002

APPENDIX 10

Organisational Chart: Maluti FET College



APPENDIX 11



APPENDIX 12

PROGRAMMES: MALUTI FET COLLEGE

Delivery Site	Programme	NQF Level	SETA	Mode of Delivery
Bethlehem	Introductory Course	5	ETDP	Full-Time
	Public Management	5	ETDP	Full-Time
	Management Assistant	5	ETDP	Full-Time/ Part-Time
	Business Management	5	ETDP	Full-Time
	Marketing Management	5	ETDP	Full-Time/ Part-Time
	Human Resource Management	5	ETDP	Full-Time
	Business Studies	4	ETDP	Full-Time / Part-Time
	CPP	5		Full-Time / Part-Time
	Engineering	4		Full-Time /Part-Time
	Art	4		Full-Time / Part-Time
	Hair Care	4		Full-Time / Part-Time
	Modern Educ. Dance	4		Part-Time
	Child Art	4		Part-Time
Lere LA Tshepe	Business Studies	4	ETDP	Full-Time / Part-Time
	Hospitality and Catering	4	THETA	Full-Time
	Clothing Production	$\frac{3}{4}$	THETA	Full-Time
	Art and Design	5	THETA	Full-Time

University of Pretoria etd – Letsie, L E (2003)

	Resource Based Learning	5		Full-Time
	Matric Finishing	4		Full-Time
	Micro Enterprises	1		Part-Time
	Micro MBA	½		Part-Time
	Photography	2		Full-Time
	Tourism	5	THETA	Full-Time
	Food Service and Catering			Full-Time
	Needle Clothing Technology			Full-Time
	Flower Arrangement			Part-Time
Kwetlisong	Computer Practice and Typing Tech	4	ETDP	Full-Time
	Applied Accounting	4	ETDP	Full-Time
	Business Practice	4	ETDP	Full-Time
	Economic and Legal Environment	4	ETDP	Full-Time
	Business English	4	ETDP	Full-Time
	Sake Afrikaans	4	ETDP	Full-Time
	Office Practice	4	ETDP	Full-Time
	Public Practice	4	ETDP	Full-Time

University of Pretoria etd – Letsie, L E (2003)

	Public Administration	4	ETDP	Full-Time
	Small Business Management and Entrepreneurship	4	ETDP	Full-Time
	Information Process	4	ETDP	Full-Time
	Mechanical Engineering	$\frac{3}{4}$	MERSETA	Full-Time
	Electrical Engineering	4	MERSETA	Full-Time
	Civic Engineering	$\frac{3}{4}$	MERSETA	Full-Time
	Secretarial Course		ETDP	Full-Time
	Needlework-formal			Full-Time
	Cooking-formal and Non-formal			Full-Time
Itemoheleng	Metalwork	$\frac{3}{4}$	MERSETA	Full-Time
	Fitting and Machining	3	MERSETA	Full-Time
	Motor Vehicle Maintenance	$\frac{3}{4}$	MERSETA	Full-Time
	Civic Engineering	$\frac{3}{4}$	CETA	Full-Time
	Electrical and Electronic Field of study			Full-Time
Sefikeng	Grade 12 (Matric)	2/3	ETDP	Full-Time

	Finishing)			
Bonamelo	Grade 12 (Matric Finishing)	2/3	ETDP	Full-Time

APPENDIX 13
Research Questionnaire

**Community Colleges as Providers of
 Vocational - Technical Education**

Respondent number

V1

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 1

SECTION 1 BIOGRAPHICAL

INFORMATION

Please supply the information required below by **circling** the appropriate **number** in a shaded box or by writing your response on the shaded area. Please respond to all questions.

1.1. In which Town do you reside?

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V2

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 4

1.2. What is your gender?

Male	1
Female	2

V3

--

 6

1.3. Please supply your age (in **completed** years)

--	--

V4

--	--

 7

1.4. What racial group are you?

Black	1
Coloured	2
Indian	3
White	4

V5

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 9

1.5. What is your highest education qualification?

--	--

V6

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 10

1.6. Where did you obtain your highest education

qualification?

University	1
Technikon	2
College of Education	3
Technical College	4
Secondary School	5
Primary School	6
Other(Please specify)	7

v7 12

1.7. Which one of the following sectors do you represent?

Commerce / Industry	1
Education Department	2
FET Institution	3
Parent Body	4
School Educator	5
Technikon	6
University	7
Other (Please specify)	8

v8 14

SECTION 2 Your Views on Adult Education, Higher Education, Community Colleges and Vocational Education.

In this section you are kindly requested to express your views on adult education, higher education, community colleges and vocational education by indicating the degree to which you agree or disagree with the statements listed below. Please convey your views by **circling** the appropriate number in the shaded area according to the following scale:

- 5** = Strongly Agree (SA)
4 = Agree (A)
3 = Uncertain (U)
2 = Disagree (D)
1 = Strongly Disagree (SD)

There are no right or wrong answers. Please respond in accordance with your opinion.

	Statement	SA	A	U	D	SD			
2.1	There are insufficient opportunities for adults to gain higher education in the Eastern Free State.	5	4	3	2	1	V9	<input type="text"/>	16
2.2	There are presently inadequate education opportunities for out-of-school youth in the Eastern Free State.	5	4	3	2	1	V10	<input type="text"/>	17
2.3	The geographical location of universities and technikons prevents most individuals in the Eastern Free State from improving their education qualifications.	5	4	3	2	1	V11	<input type="text"/>	18
2.4	There are inadequate opportunities in the Eastern Free State for working adults to improve their work-related skills.	5	4	3	2	1	V12	<input type="text"/>	19
2.5	Fees at universities and technikons are not affordable to the majority of prospective students in the Eastern Free State.	5	4	3	2	1	V13	<input type="text"/>	20
2.6	There are no training opportunities for unemployed persons in the Eastern Free State.	5	4	3	2	1	V14	<input type="text"/>	21
2.7	Education institutions in the Eastern Free State do not cater for the citizens' personal interest needs such as cultural and recreational needs.	5	4	3	2	1	V15	<input type="text"/>	22
2.8	The admission policies of universities and technikons prevent large numbers of prospective students in the Eastern Free State from proceeding to Higher Education.	5	4	3	2	1	V16	<input type="text"/>	23
2.9	Universities and technikons in South Africa do not cater for the needs of educationally disadvantaged students.	5	4	3	2	1	V17	<input type="text"/>	24
2.10	Present university and technikon programmes in South Africa do not cater for the needs of communities in the Eastern Free State.	5	4	3	2	1	V18	<input type="text"/>	25

	Statement	SA	A	U	D	SD		
2.11	It would be advisable to introduce community colleges in the Eastern Free State.	5	4	3	2	1	V19	<input type="text"/> 26
2.12	Community colleges would be an appropriate strategy to broaden education opportunities in the Eastern Free State.	5	4	3	2	1	V20	<input type="text"/> 27
2.13	Some of the existing education institutions in the Eastern Free State should be converted into community colleges.	5	4	3	2	1	V21	<input type="text"/> 28
2.14	Community college programmes will help to keep over-age students out of ordinary secondary schools.	5	4	3	2	1	V22	<input type="text"/> 29
2.15	Community colleges will become second-class institutions keeping disadvantaged students away from universities and technikons.	5	4	3	2	1	V23	<input type="text"/> 30
2.16	The establishment of community colleges will only bring about insignificant changes in the education system of the Eastern Free State.	5	4	3	2	1	V24	<input type="text"/> 31
2.17	Community colleges could form the link between secondary schools and universities and technikons.	5	4	3	2	1	V25	<input type="text"/> 32
2.18	Community colleges would ease the pressure on universities and technikons by diverting ill-prepared students to cheaper intermediate programmes.	5	4	3	2	1	V26	<input type="text"/> 33
2.19	American community college models should be used in the Eastern Free State to enable us to respond to local needs.	5	4	3	2	1	V27	<input type="text"/> 34
2.20	It would be a good idea for you to encourage your relatives/friends to register at a community college should one be opened in your area.	5	4	3	2	1	V28	<input type="text"/> 35
2.21	Community colleges should be used by local communities as facilities that serve their personal interest needs.	5	4	3	2	1	V29	<input type="text"/> 36

	Statement	SA	A	U	D	SD			
2.22	Community colleges should cooperate with the government, commerce and industry in the training of personnel for these sectors.	5	4	3	2	1	V30	<input type="text"/>	37
2.23	Community colleges should offer courses that will enable students to obtain first-year credits at universities and technikons.	5	4	3	2	1	V31	<input type="text"/>	38
2.24	Community colleges should support students who are studying with distance education institutions.	5	4	3	2	1	V32	<input type="text"/>	39
2.25	Adult Basic Education and Training (ABET) programmes already offered in the Eastern Free State should be placed under the control of a local community college.	5	4	3	2	1	V33	<input type="text"/>	40
2.26	Community colleges should offer Further Education and Training (FET) programmes.	5	4	3	2	1	V34	<input type="text"/>	41
2.27	Community colleges should offer job - specific skills programmes to unemployed persons.	5	4	3	2	1	V35	<input type="text"/>	42
2.28	Community colleges should offer developmental education programmes to ill-prepared students who wish to pursue Higher Education.	5	4	3	2	1	V36	<input type="text"/>	43
2.29	Vocationally oriented education which caters for worker re-training and upgrading should be provided at community colleges.	5	4	3	2	1	V37	<input type="text"/>	44
2.30	Community colleges should offer special programmes for out-of-school youth which take into account reasons which led to their premature departure from school.	5	4	3	2	1	V38	<input type="text"/>	45
2.31	All individuals beyond the compulsory school-going age of 15 years should be offered admission at community colleges.	5	4	3	2	1	V39	<input type="text"/>	46
2.32	All individuals regardless of education qualifications should be offered admission at community colleges.	5	4	3	2	1	V40	<input type="text"/>	47

	Statement	SA	A	U	D	SD			
2.33	Prospective community college Students should be tested on admission to determine competences necessary for entry into programmes of their choice.	5	4	3	2	1	V41	<input type="text"/>	48
2.34	Developmental education programmes should be offered to prospective community college students who do not satisfy entry criteria to programmes of their choice.	5	4	3	2	1	V42	<input type="text"/>	49
2.35	Prior learning or experience at the workplace should be recognised for admission and placement into appropriate levels at community colleges.	5	4	3	2	1	V43	<input type="text"/>	50
2.36	Students should be allowed to transfer credits from community colleges to universities and technikons and <i>vice versa</i> .	5	4	3	2	1	V44	<input type="text"/>	51
2.37	Community colleges should be accredited by a recognised body to ensure maintenance of standards.	5	4	3	2	1	V45	<input type="text"/>	52
2.38	Community colleges should be governed by bodies consisting of local stakeholders, role players and interest groups.	5	4	3	2	1	V46	<input type="text"/>	53
2.39	Community colleges should provide evening and weekend programmes for working adults.	5	4	3	2	1	V47	<input type="text"/>	54
2.40	Through networks of Community Learning Centres (CLCs), community college programmes should be offered at a number of venues or sites such as church buildings, universities, community halls, etc.	5	4	3	2	1	V48	<input type="text"/>	55

Thank you for your time. Your contribution is appreciated.

APPENDIX 14

Glossary of Terms Used in the Questionnaire

Adult Basic Education and Training (ABET)

All learning and training programmes for adults, which lead to qualifications at level one on the National Qualifications Framework (NQF) as contemplated in the South African Qualifications Authority Act No.58 of 1995. It therefore includes learning and training programmes equivalent to grade 1 to 9 in the school system.

Community College

A post-secondary public or private institution offering courses usually offered during the first two years of a four-year degree at a university. These courses must be identical in scope and thoroughness with the corresponding courses of the standard university. The community college also develops a different type of curriculum suited to the larger and ever-changing educational, civic, social, religious and vocational needs of the entire community in which it is located.

Community Learning Centre (CLC)

Any site or venue where education and training programmes are offered by a community college. A single-purpose CLC is a venue where the community college offers a single programme, e.g. a literacy programme, while a multi-purpose CLC is a venue offering a number of separate programmes or activities.

Developmental Education Programmes

Education programmes that are built around the nucleus of basic skills courses. These include various strategies such as communication (reading, writing and speaking), quantification (calculation review) and a human development course emphasising the improvement of self- confidence, study skills, test taking, personal career planning, etc.

Eastern Free State

Part of the Free State Province constituting the Thabo Mofutsanyana Education District. It includes the following towns: Arlington, Bethlehem, Clarens, Clocolan, Ficksburg, Fouriesburg, Harrismith, Kestell, Lindley, Marquard, Memel, Paul Roux, Petrus Styn, Qwaqwa, Reitz, Senekal, Van Reenen, Vrede and Warden.

Further Education and Training (FET)

All teaching and training programmes leading to qualifications from level 2 to 4 on the National Qualifications Framework as determined in the South African Qualifications Authority (SAQA) Act No. 95 of 1995. Thus, FET includes learning programmes that correspond with grade 10 to 12 in the school system and N1 to N3 in the technical college system.

Higher Education (HE)

All learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the NQF as contemplated in the South African Qualifications Act, 1995 (Act 58 of 1995), and includes tertiary education as contemplated in Schedule 4 of the Constitution.

Out-Of-School Youth

Persons between the ages of 15 and 30 (inclusive), not currently being engaged in studies, having not studied as far as they wanted to in their education and expressing the desire to return to some form of education and training.

Unemployed Persons

Persons who are 15 years and older, who are not in paid employment or self-employed, are available for paid employment or self-employment and have the desire to work and to take up employment or self-employment.

Vocational Education

Specialised education, which is organised to prepare the learner for entrance into a particular occupation or family of occupations or to upgrade employed workers.

APPENDIX 15

FREE STATE PROVINCE



Enquiries : Mrs M V Wessels/
Reference no. : 16/4/1/39

Tel : (051) 404 8075
Fax : (051) 4048074

2002-10-07

Mr L E Letsie
P O Box 15109
WITSIESHOEK
9870

Dear Mr Letsie

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **THE ROLE OF COMMUNITY COLLEGES IN THE PROVISION OF VOCATIONAL-TECHNICAL EDUCATION WITH SPECIFIC REFERENCE TO THE EASTERN FREE STATE.**
3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Principals, educators, SMDs and Learning Facilitators participate voluntarily in the project.
 - 3.2 The names of the schools, principals, educators, SMDs and Learning Facilitators involved remain confidential.
 - 3.3 The interviews take place outside the normal tuition time of the school.
 - 3.4 You consider making the suggested changes to the questionnaires.
 - 3.5 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.
5. Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. Would you please write a letter **accepting the above conditions**? Address this letter to:

The Head: Education, for attention: CES: IRRISS
Room 1213, C R Swart Building
Private Bag X20565, BLOEMFONTEIN, 9301
7. We wish you every success with your research.

Yours sincerely

HEAD: EDUCATION

**APPENDIX 16
Covering Letter to School Principals**

Letsie L.E.

P O Box 15109
Witsieshoek
9870

Phone: 0587132681(H)
0587130211 (W)
Cell: 0845562127
Email letsie@xsinet.co.za

Dear Sir/Madam

28 October 2002

Request for Permission to Undertake Research in Your School

This letter serves as a humble request for you and nine other educators in your school (balanced, where possible, in terms of gender, race and grade taught) to participate in a research project on community colleges as providers of continuing education in the vocational - technical sector. The objectives of the research are:

- To evaluate community colleges in order to consider their contribution to continuing education for the vocational-technical sector.
- To determine the need for the establishment of community colleges in the Eastern Free State.
- To provide a framework for the establishment of community colleges in the Eastern Free State.

It would be highly appreciated if you and your selected colleagues could take time to complete the accompanying questionnaires at your earliest convenience and return them in the self addressed envelopes or hand them over to the contact person who brought them to you. Please be assured that the information you give will remain strictly confidential and will be used for research purposes only and that no attempt will be made to identify the respondents to the questionnaire.

Thank you for your attention,

Yours sincerely

.....
L.E. Letsie

APPENDIX 17

Covering Letter to the Respondents

Letsie L.E.

*University of The North (Qwaqwa Campus)
Faculty of Education
Private Bag X 13
Phuthaditjhaba
9866*

*Phone: 058 7130211 (W)
058 7132681 (H)
Cell: 0845562127
Fax: 058 7130180
E mail: letsie@xsinet.co.za*

Dear Colleague

20 November 2002

This letter serves as a humble request for you to participate in a research project on community colleges as providers of continuing education in the vocational-technical sector. The objectives of the research are:

- To evaluate community colleges in order to consider their contribution to continuing education for the vocational-technical sector.
- To determine the need for the establishment of community colleges in the Eastern Free State.
- To provide a framework for the establishment of community colleges in the Eastern Free State.

Your participation in this project will be extremely helpful in making it a success. Since community colleges are not such a familiar concept in South Africa, it is hoped that the information provided below about community colleges will assist you in responding to some of the items in the questionnaire.

1.A community college is a post-secondary public or private institution offering courses usually offered during the first two years of a four-year degree at a university. These courses must be identical in scope and thoroughness with the corresponding courses of the standard university. The community college also develops a different type of curriculum suited to the larger and ever-changing educational, civic, social, religious and vocational needs of the entire community in which it is located.

2. Community colleges are an American invention. The first one was established in Illinois in 1901 and they have since increased in number to such an extent that there are presently 1166 of them in the USA.

3. American community colleges were established with the purpose of broadening education opportunities to American citizens. They were also established as a result of a commitment to be different from traditional higher education. The emphasis is on access, and a convenient location of services.

4. The following are some of their distinguishing features:

- They have open-door policies, i.e. all students beyond the compulsory school-going age are admitted irrespective of their educational background.
- They respond to the needs of the communities they serve.
- They serve diverse student populations in terms of race, age, type of attendance (part-time/full-time), socio-economic background, gender and disabilities.
- They charge low fees compared to traditional higher education institutions.
- They are organised in such a way that there is one within commuting distance of every American citizen. As a result, most of them do not have boarding and lodging facilities.
- Programmes offered at community colleges include:
 - ☞ *General Education* which may be seen as a process of developing a framework on which to place knowledge stemming from various sources, of learning to think critically, develop values, understand traditions, respect diverse cultures and opinions and most important, put that knowledge to use.
 - ☞ *Vocational Education*, which is education, designed to develop skills, abilities, understandings, attitudes, work habits and appreciations needed by workers to enter and make progress in employment on a useful and productive basis.
 - ☞ *Transfer Education* through which the community college provides the student with general education that fulfils the requirements of the first two years of a four-year degree at a university, thus preparing them to transfer to a university after two years.

- ☛ *Developmental education*: May be construed as a sub-discipline of the field of education concerned with improving the performance of under-prepared students at tertiary institutions.
- ☛ *Community Service/Education* which consists of educational, cultural and recreational services which an educational institution may provide for its community in addition to its regularly scheduled day and evening classes.

5 Finally, a careful study of the development of American community colleges shows that these institutions have been especially important to people whose educational options have been limited by a variety of circumstances.

It would be highly appreciated if you could take time to complete the accompanying questionnaire at your earliest convenience and return it in the self addressed envelope or hand it over to the contact person who brought it to you. Please rest assured that the information you give will remain strictly confidential, that the information will be used for research purposes only and that no attempt will be made to identify any of the respondents to the questionnaire.

Thanking you in anticipation,

Yours sincerely

.....

L.E. Letsie