

March 25, 1974

SENATOR LUEDTKE: There is an amendment.

PRESIDENT: Senator Luedtke we will take the amendments after we finish the general discussion. Is that all right, Senator Marvel?

SENATOR MARVEL: Yes, that's true.

PRESIDENT: I understand, Senator Luedtke we have a number of amendments. Yes, we are going through the whole bill, then we will come back and take the individual amendments. Senator Marvel.

SENATOR MARVEL: We are now talking about the state colleges. I'd like to refer to certain highlights of this, and what I think I'll do is use Chadron as the example after we go through the office of the secretary, and then refer to the specific differences in the various colleges. We are on page 30, if you will refer to lines 10 and 11. One of the charges that we give to the office of secretary on the Board of Trustees is to bring the management information system up-to-date. Make it uniform throughout the state. The management information system. By this we mean an information system that can begin to spell out the kind of students you have, the kind of courses they are taking, the kind of changes in courses, and an attempt to understand what brings students to an institution or keeps them there. How they change their majors during their career. And some reasons why we are losing students in this area. Kearney has developed this system, or suggesting that the coordinating office see that this is done throughout the state colleges. Line 17 through 20, we also ask this same coordinating office to coordinate the 7576 budget preparation so that the document more clearly relates to the requirements as far as the specific role of these institutions. What are these institutions supposed to accomplish? When you answer that question, then you can tie dollars to it. Until that time you have difficulty determining exactly what ..what some of these institutions are supposed to do. On page 31, I would call your attention to lines 6 through 7 which indicate one of the things that we are trying to do is to keep the important courses in connection with these institutions, but to try to eliminate some of the courses that really aren't effective, or really don't promote improvement in education in these various colleges. Then I suggest you go down to page 31, at under Chadron. Now we will use Chadron as an example for all the other state colleges, and I would call your attention to at the bottom of page 31 starting with line 24. Chadron State College is direct to perform a thorough curriculum and program review which establishes

(End Belt #9A)