



Shaping Higher Education's Future: Demographic Realities and Opportunities, 1990-2000, by Arthur Levine et al. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, California 94104. (189 pages).

Arthur Levine, a 1990 visitor to the Kennesaw State College campus, does not mention this institution specifically in this little volume, but describes many of the phenomena we are experiencing, and likely will experience as the decade comes to a close. In nine chapters, Levine and his associates examine changing populations, changes in college attendance patterns, and the geographical locations of the five ma-

major groups of students: blacks, Hispanics, Asians, traditional age students and students over the traditional age.

It comes as no surprise to KSC that we may experience a declining percentage of 18-22-year-olds and that continued growth in our population of students over 25 is projected. According to Levine, most parts of the country will see some overall decline in college enrollment during the 1990's, with some being harder hit than others. Urban institutions will see the most dramatic shifts in racial balance. Many more blacks will be attending college in the south, while Hispanic enrollments will grow in the southwest and Asian enrollments will increase in the west.

The author admits that higher education demographic projection does not have a good track record. Still, he discourages institutions from sitting back and doing nothing about the changing needs of future students, even if those needs are presently unknown. A posture of alertness is called for as higher education faces what Levine believes to be the most challenging periods in recent history. 🍏

Assessing General Education Outcomes: A Resource Manual for the University System of Georgia, developed by the Task Force on the Assessment of General Education Outcomes. 1992 edition. (Loose leaf, 105 pages).

With the assessment issue on the minds of all units in the University System of Georgia, this document, if not a complete "how to" manual, is at least timely. The report is in five sections dealing with 1) Status and perspective of general educational assessment in the University System of Georgia; 2) Definition of categories of general education; 3) Implementing the general education assessment program; 4) Examples of assessment efforts from various units and 5) General conclusions regarding assessment.

The manual seems to be more of a chronicle of the inquiry into assessment feasibility than any form of mandate. It seems to allow flexibility in the approach taken by individual units, and would appear to welcome ideas which seem viable. An extensive appendix includes an overview of general education assessment programs from several other states and from a variety of institutions. This may prove to be the most useful part of the manual, in that it give us a glimpse of the struggles others are facing in coming to terms with the problem of assessment. 🍏

Editor's note: All materials reviewed on this page are available from the Center for Excellence in Teaching and Learning, in Rooms 472-473 of the Library.

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