MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS 1963 A

ABSTRACT
                The model described in this paper, and the
accompanying bibliography, are designed for use by mid-level managers
who head small community service programs in community colleges or
who have decision-making authority over a sub-unit of large community
service programs. This guide is further restricted to managers
controlling services and non-credit courses. The developmental model
for community service programs presented in this paper serves as a
planning guide for new programs, and as a guide to improvement of
existing offerings. It is meant to be flexible, allowing continuous
evaluation and evolution of community service programs. Steps in the
model include: (1) setting program goals; (2) assessing needs; (3)
designing the program; (4) implementing the program; and (5)
evaluation. Each step of the model is detailed, in checklist fashion,
with specific recommendations. (JDS)

A GUIDE AND BIBLIOGRAPHY FOR MID-MANAGERS IN COMMUNITY COLLEGE

COMMUNITY SERVICE PROGRAMS

by

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I. Introduction

Since World War II, two-year colleges have increasingly recognized the need to serve the community of which the college is a part. This has transformed "junior colleges" into "community colleges" which emphasize community services. The Federal Higher Education Act of 1965, Title I, encouraged this development by making grants available to strengthen community service programs of colleges and universities. By 1973, the American Association of Community and Junior Colleges Board of Directors declared "The mission of the AACJC is to provide an organization for national leadership of community-based, performance-oriented postsecondary education."[1] A National Council of Community Services has been formed, and publishes the quarterly journal, Community Services Catalyst.

Yet there is no single definition of "community services". The best known include Ervin L. Harlacher's "the educational, cultural, and recreational services above and beyond regularly scheduled day and evening classes."[2] Gunder A. Myran distinguishes

> Those action programs of the community college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group and community needs.[3]
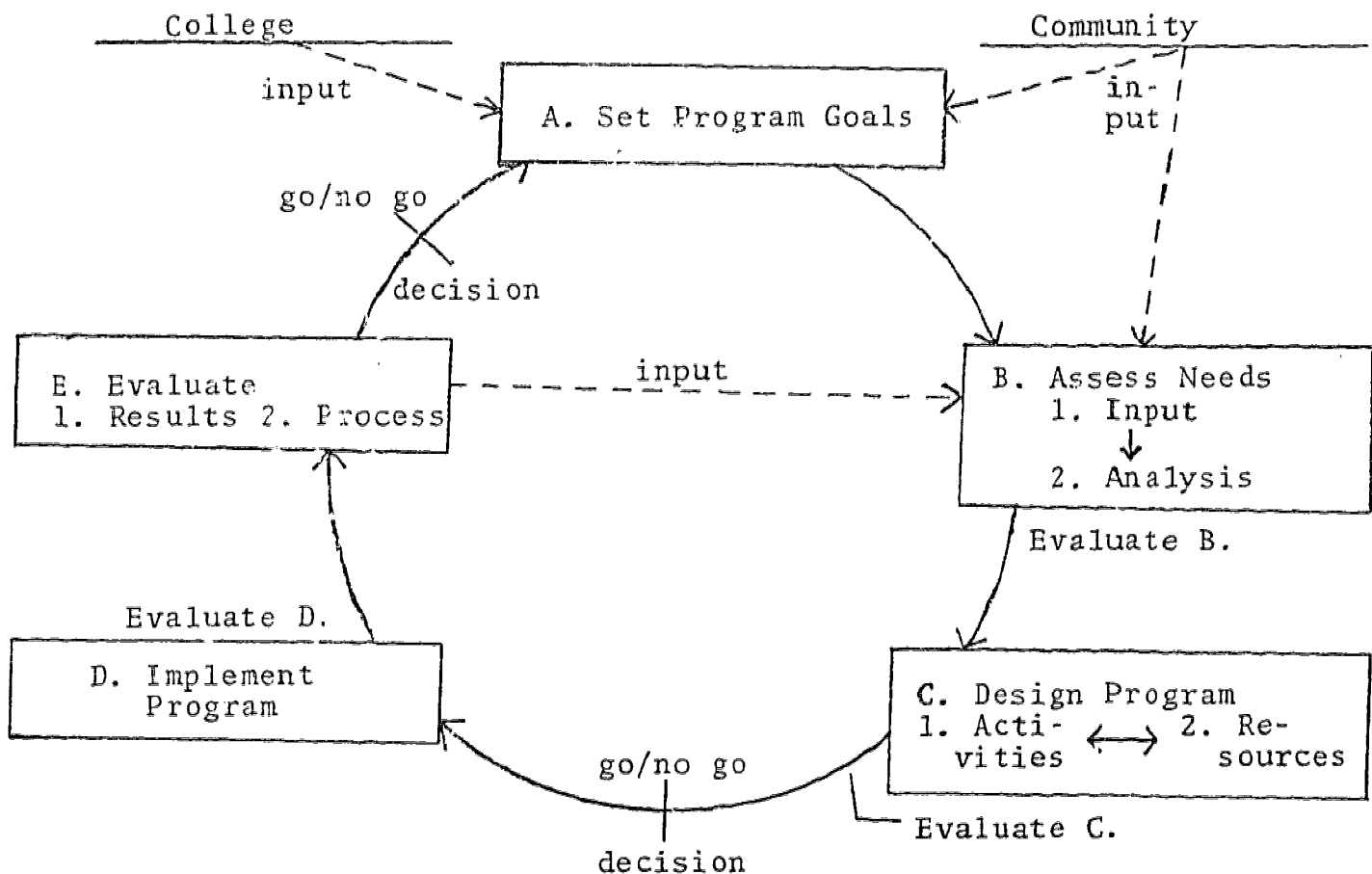
Difficulty in defining "community services" is due primarily to differences among colleges in placement of Community Services in the organizational structure. Community Services tends to be a separate administrative unit, but can be a part of each division of the college. As a separate unit, Community Services is headed by a dean, or

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by a director who reports to a dean. When a dean heads the
unit, he may have directors in charge of sub-areas such as
women's programs, senior citizen programs, or rural programs.

Further difficulty with Community Service programs arises
because they may be operating as "Continuing Education" or
"Adult Education" units, and may retain some of the traditional
duties of such units. Thus Community Services may control
only non-credit courses, or may be responsible for both non-
credit and some credit courses, Differences in funding these
two usually necessitates different planning approaches.

The following model and bibliography, then, are designed
for mid-level managers who head small Community Service pro-
grams, or who have decision-making authority over a sub-unit
of a large Community Service program. This guide is further
restricted to managers controlling services or non-credit
courses. The operating definition of "community services" is:
services and non-credit courses offered by the community col-
lege, in response to economic, social and cultural-recreational
needs of the community.

II. Developmental Model for Community Service Programs

College _____   Community _____

input   in- /
                                                 put /
    A. Set Program Goals

go/no go

    decision

E. Evaluate   input   B. Assess Needs
1. Results 2. Process   1. Input

                                              2. Analysis

                                              Evaluate B.

Evaluate D.

D. Implement   C. Design Program
   Program   1. Acti- ⟷ 2. Re-
                                  vities   sources

                  go/no go   Evaluate C.

                  decision

    This model serves both as a planning guide for new pro-

grams, and as a guide to improvement of existing offerings.

It is meant to be flexible, allowing continuous evaluation

and evolution of Community Service programs. To further

this continuous review, complete records, kept by the mid-

manager, are essential.

    Each step of the model is detailed, with specific recom-

mendations, on the following pages.

Model Breakdown

A. <u>Setting Program Goals</u> requires consideration of:

1. Forces affecting the college--
    Legislature
    Governing body
    Community
    Faculty

2. Operational goals of the college

3. Role given to Community Services by the college
    administration

4. Financial restrictions--
    Terms of grants
    "Earmarked" funds
    Self-supporting requirements

5. "Hidden" goals--
    To develop Community Services students into regular
    students of the college[4]
    To increase the number of taxpayers supportive of the
    college[5]

6. Target population of the program

7. Problems--
    Community Services cannot be all things to all people

Goals evolve as the program evolves.

B. Assessing Needs requires:

1. Input

   a. Information needed--
       What services and courses? When, where, how often?
       Community makeup--social strata, political struc-
       ture, values
       Availability of students, teachers, physical re-
       sources
       What services are offered by other community groups?
       Are co-sponsors available for courses and services?

   b. Methods--
       Marketing research internships for university stu-
       dents
       Telephone surveys--often not well received due to
       frequency of telephone solicitations
       Interviews--use student workers
       Mail surveys--high return may relate to high edu-
       cational background of population[6]
       Census data
       Advisory committees
       Get recommendations from community organizations
       Check businesses and employment services for
       vocational or in-service offerings
       Mid-manager's perception of needs, based on aware-
       ness of trends in Community Service offerings[7]

   c. Other considerations--
       Keep all questionnaires short, to improve cooper-
       ation
       Good survey techniques can create a favorable atmo-
       sphere for Community Service programs

   d. Problems--
       Many minorities are over-surveyed and under-serviced[8]
       Interest in a subject does not equal motivation to
       take a course[9]
       Interests change rapidly

2. Analysis

   a. Distill data into program objectives

   b. Set evaluation criteria

As program evolves, input occurs continuously.

Evaluate step B. in terms of A.

C. Designing the Program requires:

1. Setting Activities

    a. Set offerings--
        Courses, course requirements
        Workshops
        Services, including child care, transportation,
        counseling (offer internships)
        Cultural offerings
        Recreational offerings
        In-service
        Community use of college facilities

    b. Process offerings--
        Schedule time and place of all offerings
        Get academic approval for courses as required

    c. Problems--
        Scrutinize projects which arouse deep feelings in
        the community

2. Allocate Resources

    a. Human--
        Instructors, drawn from the college or the com-
        munity
        Support personnel

    b. Physical--
        Rooms--built, rented, or borrowed
        Supplies--A. V. equipment, special needs for cer-
        tain offerings

    c. Financial--
        Possible sources--college funds, local funds, state
        or federal funds, private foundations, student fees,
        rental fees [10]
        Co-sponsor with other agencies
        If program must be self-supporting, balance courses
        with expected high enrollment with courses with ex-
        pected low enrollment[11]
        Determine enrollment needed for self-support or
        other requirements

Revise design as program evolves--possibly mix 80% old offerings
with 20% new offerings[12]

Evaluate step C. in terms of A. and B.

MAKE GO/NO GO DECISION ON OFFERINGS

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D. <u>Implementing Program</u> requires:

1. Publicize offerings--
   Direct mail of listings
   List Community Service programs in hours schedule of
   the college
   Newspaper inserts
   Radio and T. V. public service spots
   Notify community agencies and organizations
   Post notices in stores which sell items which relate
   to course offerings, such as art supply stores for art
   classes, etc.

2. Enroll students--
   Pair up nursing home residents so they can attend
   courses offered at one location[13]
   Limit course cancellations, they upset potential stu-
   dents

3. Run courses and services

As program evolves, word-of-mouth advertising from students
becomes increasingly important

Evaluate step D. in terms of A., B. and C.

E.   Evaluation

1.   of Results requires:

a.   If course didn't fill, was it the content, title,
     time, place, advertising, or instructor's reputation?

b.   Users' evaluation--
     Pre and post questionnaires
     Students' evaluation--was course as advertised?
     was instructor prepared? was instructor fair, encouraging?[14]

c.   Post evaluation conference between mid-manager and
     instructor[15]

2.   of Process requires:

a.   Student comments about the program

b.   Did this offering expose a need for a prerequisite
     or a follow-up offering? Input to B.

c.   Evaluate each step in terms of the whole process

MAKE GO/NO GO DECISIONS ON OFFERINGS AND PROGRAMS

III. Footnotes

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