ABSTRACT
                 An introductory overview of community education in
the community college provides a definition, and reviews the
participants, activities, facilities, cooperative aspects, needs
assessment and evaluation, funding, and organization and
administration of such programs. The annotated bibliography of
significant literature since 1965 which follows contains 40
references drawn from both published and unpublished materials,
including the journal literature and the ERIC document collection.
The bibliography is divided into five sections: Comprehensive
Sources, Community Education, Community Services, Community Service
Programs, and Community Surveys. (EB)

# ERIC

## CLEARINGHOUSE FOR JUNIOR COLLEGES

ABOUT COMMUNITY COLLEGE COMMUNITY EDUCATION
AND COMMUNITY SERVICES

A Brief highlighting important literature since 1965
about community education and community services in the community
college.

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This Brief focuses on community education and community services in the two-year college. It consists of five sections: Comprehensive Sources; Community Education; Community Services; Community Services Programs; Community Surveys. This literature review is based on references to both published and unpublished materials from a variety of sources, including the ERIC files and journal articles.

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The latest movement to attract the attention of community college educators is community education, an expansion of community services, an older function of the community college as well as of other segments of education.

## Definition

In its broadest interpretation community education incorporates all "learning" activities and services needed by the community. It also reflects the concept that the community is used as the base, that the college looks outward toward the learner and the community.

The activities of outreach programs and noncampus colleges represent community education in its broadest interpretation. Credit and noncredit activities are included in the educational programs.

In the most commonly accepted connotation community education consists of that part of the educational program, which traditionally has been concerned with noncredit activities. A large part of community education involves noncredit or less-than-college courses conducted under continuing and adult education.

The 1976 Community, Junior, and Technical College Directory defines community education enrollment "as the total number of people participating in noncredit activities sponsored by a college."

## Participants

The term participants is used by some colleges to differentiate persons served in community education activities from students served in regular credit curriculum courses.

Participants in community education programs may include: infants to senior citizens; residents of inner city, rural or suburban areas; inmates or patients of institutions.

Emphasis is on:

1. attracting people who for economic or physical or residential reasons do not or cannot attend campus-based activities;

2. creating a lifelong learning pattern among all participants;

3. improving the quality of life for the constitutents.

The number of participants in noncredit community education for 1975-76 was approximately three and one-quarter million. In the Fall of 1975 the number of students enrolled in credit courses was slightly under four million.

-1-

## Activities

Community education activities include:

1. noncredit instructional programs--adult education, institutes, seminars, workshops, short courses;

2. cultural programs--lectures, concerts, films, art exhibits;

3. services--use of library, auditorium, athletic facilities, museum, planetarium, and other facilities for individual or group use;

4. counseling clinics--drugs, alcohol, gambling, marital, etc.

Inventories of activities appropriate for community colleges based on surveys are available.

## Facilities

Community education activities are conducted on campuses, in storefronts, homes, offices, churches, hospitals, prisons, factories, retirement complexes. Educational activities may be conducted through television, radio, newspapers, cassettes and other media.

## Cooperation - Duplication

Role of community education to provide educational, recreational, cultural and other related services in accordance with the needs, interests and concerns of the public is shared with community schools and senior colleges, vocational-technical institutions, and other sponsors of community education including park and recreation departments, YWCA's, YMCA's, etc.

Since community education is performed by many agencies the methods of achieving cooperation and preventing duplication receive a great deal of attention. Interinstitutional cooperation is necessary in order to make possible better use of tax dollars and better service to the community. One suggestion for achieving this objective suggests that the community college:

1. support and encourage the community school;

2. work closely with the coordinators in the various communities and offer assistance to them;

3. offer college classes in the local school districts where there are no community schools;

4. help coordinate a needs assessment in a community where there is no community school program;

5.  set up a curriculum for training community school coordinators or directors;

6.  offer counseling facilities to high schools and the community at large.

— Another suggestion is for community education institutions to engage in cooperative activities involving program funding, program/ activity development, program supervision, use of resources, joint community needs surveys, development of information banks.

## Needs Assessment and Evaluation

A needs assessment survey to determine the educational and public service needs of the colleges' service area is considered a prerequisite to the development of a sound community education program.

Procedures have been developed for sampling community input through community advisory committee, community coordinating council, community study--usually a random sampling of people from the area. These methods are not mutually exclusive. Less common are joint studies by a group of colleges, a county or a state.

A profile of participants is a simple method of evaluating the kind of people attracted to the program. More sophisticated evaluation procedures are deemed necessary to determine the effectiveness of community education.

The needs assessment survey and the evaluation procedures may also help community colleges overcome restraints and barriers inhibiting the development of community education.

## Funding

Funding is a problem. Public acceptance as evidenced by large enrollments has not been enough to convince legislators and taxpayers that community education should receive the kind of financial support given to credit education, i.e. by formula based on enrollment. Because of this reluctance community education activities that do not offer credit are financed through special funding patterns (Illinois), by a local tax (California) or by fees and tuition. Federal and foundation funding in some colleges has been more important in the development of community education than state or local funding. Some activities, for example, those relating to senior citizens, handicapped, disadvantaged, are more likely to receive public funding than others, especially so-called hobby and recreation courses.

## Organization and Administration

Stress is placed on adequate organization and administration of community education. Colleges with large outreach programs and noncampus colleges tend to combine under one administrative organization community education community services and student activities functions. Internal and external communication is deemed essential to the success of a community education program.

COMPREHENSIVE SOURCES

Gleazer, Edmund J., Jr. Responding to the New Spirit of Learning.
Washington, D.C.: American Association of Community and Junior
Colleges, 1976. 20pp. (ED 129 381)*

Wholesome and promising change is occurring in american education,
with interest in adult educational opportunities expanding in impressive
proportions. Yet a kind or riptide exists between the interest in
lifelong learning and the apparently limited financial resources
available for conventional education for transitional students. On
what basis should priorities be set? How should public resources be
deployed? Agreement is needed on a sense of direction for education.
The goal that every individual should have the opportunity for appropriate
education up to the limits of his or her potential should be re-examined
to determine whether it should be amended or modified. Assessments
of community educational needs, with broad involvement of the citizenry,
would aid in the goal clarification process. Studies are needed that
would result in: (1) a better and wider understanding of the rapidly
changing characteristics of educational consumers; (2) an awareness of
the diversity of institutions; (3) a statement of goals and perspectives;
(4) a proposed policy framework to encourage desirable diversity and
institutional initiative and adaptability; (5) alternative ways of
demonstrating accountability; (6) encouragement of voluntary cooperation
among institutions with common interests. America has unusual oppor-
tunities to build an education system more and more interfused with life's
other meaningful activities.

Harlacher, Ervin L. The Community Dimension of the Community College.
Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

Offering community services--educational, cultural, and
recreational services above and beyond regularly scheduled day and
evening classes--is now widely recognized as a major function of the
community college. This study, funded by the Sloan Foundation in
cooperation with the American Association of Junior Colleges, explored
the role of two-year colleges nationwide with regard to community
services. Major trends in this area are described, and recommendations
made for community services planning. Program descriptions and a list
of references are provided.

Holcomb, Hope M. (Ed.) "Reaching Out Through Community Service."
New Directions for Community Colleges, 4 (2), Summer 1976.

The concept of community services has become one of the newest
and most exciting dimensions of the community college. However,
the concept presents problems of definition, delineation, financing,
management and intervention. The articles in this sourcebook discuss

the definition and objectives of community services; ways of developing
better funding for the institution through community services; needs
assessments of consumers and institutional suppliers; the procedures
for recruitment of special target groups, counseling and guidance,
and staff development; the management of community services in multi-
college districts; the role of college as deliverer, convener, planner,
coordinator, and collaborator; the accountability and evaluation of
colleges involved in community problem-solving; and the problems
facing community-based institutions. Profiles of community service
programs in California and Florida are presented. A review of additional
pertinent literature and a bibliography are also provided.

Schenkman, Carolyn R. (Ed.) A Policy Primer for Community-Based
Community Colleges: Report of the 1974 Assembly of the American
Association of Community and Junior Colleges (Warrenton, Virginia,
November 14-16, 1974.) Washington, D.C.: American Association of
Community and Junior Colleges, 1975. 42pp. (ED 104 457)*

The 1974 Assembly of the American Association of Community
and Junior Colleges (AACJC) started with the assumption that the basic
mission of the community college is inseparably tied to the interests
and needs of its community. Assembly members focused their attention
on how community colleges can overcome restraints and barriers inhibiting
the development and provision of performance-oriented community-based
postsecondary education. In this report, Hans Spiegel presents an
analytical framework for community needs assessment; Benjamin Wygal
analyzes where community colleges are now and suggests how they can
translate community perceptions into their objectives; and James Farmer
and Tallman Trask describe the current uses of outcomes measurement
by community colleges, discuss the three major forces affecting institutional
funding in the future, and present a series of short survey questionnaires
which can be used to measure student attitudes, characteristics, and
motivations. Following these reports, William Shannon reviews the
problems highlighted by the Assembly and presents the policy recommen-
dations they made. These problems and policies are concerned with
mission-commitment, college-community relations, new delivery systems,
students-clients-learners, staff-instruction, special programs, financial
aid-support, problem identification, assessment-evaluation, flexibility-
adaptability, relationships with other agencies, and the role of the
AACJC.

COMMUNITY EDUCATION

American Association of Community and Junior Colleges. 1976 Community,
Junior, and Technical College Directory. Washington, D.C., 1976.

Contains statistics on enrollment, faculty, chief executive
officer, tuition, and location of American two-year colleges. Also
provides enrollment figures for the community education program in each

two-year college.

Beaudoin, Adrien P.  A Survey of the Community Service Function in
    Selected Junior Colleges.  Unpublished paper, 1968.  8pp.
    (ED 025 254)*

    Returns from 53 of 88 junior colleges surveyed concerning their
community service programs showed the following:  (1) community service
functions are typically the responsibility of an executive officer who
reports to the president or other college administrator; (2) categories
of community service programs are instructional (adult education, non-
credit programs, institutes, seminars, workshops, and other short
courses), cultural (lectures, concerts, and films), informational
(exhibitions, speakers, and public events), and other; (3) the nature
of these programs is service to a population not directly served by
university-parallel or occupational degree programs.  Community
services appear to be an emerging educational function in the junior
college.  They are flexible and permit the institution to move in
any direction with informal, often short-term offerings.  The establishment
of community service programs broadens the educational services available
to citizens of the area.  This survey is intended to assist junior college
administrators who are beginning or expanding their offerings in
this growing area.


Community Education:  Final Report.  A Position Paper Presented to the
    State Board for Community College Education.  Olympia:  Washington
    State Board for Community College Education, Advisory Council on
    Community College Planning, 1976.  18pp.  (ED 131 893)*

    A conceptual basis within which all sponsors of community and
continuing education can cooperate is proposed in this paper.  Such
cooperative agencies would include community colleges, school districts,
community park and recreation departments, YWCA's, YMCA's, public and
private four-year institutions, vocational-technical institutes, and
all other sponsors of community education.  Definitions of such terms as
community education, continuing education, extension, community service
courses, and community schools are included.  The historical perspective
and contemporary demand for community education are discussed.  The
roles of the various sponsors of community education are outlined with
gaps and overlaps in service delivery identified.  Funding practices
are also reviewed.  The final section of this document includes numerous
recommendations as to the role of the community college in the delivery
of community education programs.  The need for cooperative effort
with other community education related agencies is particularly stressed.


DuBois, Eugene E.  "Community Education:  A Realistic Role for the
    Community College."  Community and Junior College Journal, 45 (7):
    18-19; April 1975.

    This article reviews research conducted by Marvin W. Weiss on the
cooperation of community colleges and community schools and lists the

potential areas of cooperation he identified.  In light of the present
economic situation, it is essential that these two significant educational
enterprises work together to improve the quality of life for their
constituents.


DuBois, Eugene E., and Drake, Sandra.  "The State of Cooperation
    Between Community Colleges and Community Schools."  Community
    Education Journal., 5 (1): 9-10; January-February 1975.

        Proposes a list of actions proper to community colleges and
community schools which, if taken together, will provide total community
education.  Also includes responses to a survey of approximately 900
two-year colleges conducted to evaluate the current status of cooperation.


Gollattscheck, James F.  Community-Based Educational Experiences for
    Community Colleges.  Address presented at the 3rd New Horizons
    in Community College Occupational-Technical Education Conference
    (Blacksburg, Virginia, April 20-22, 1975).  23pp.  (ED 104 477)*

        The following descriptive characteristics form the groundwork
for a working definition of the concept of community-based education:
(1) access to all; (2) continuous service to the learner throughout
his life; (3) values and priorities based on the needs of the people;
(4) recognition of the market; (5) flexibility; and (6) performance
orientation.  Several prominent authorities' views of community-based
education are noted; the idea of the college and the community as
partners in the educational endeavor is the common emphasis of all their
views.  Extrapolating from other definitions, the author defines community-
based education as an educational system which uses the community as its
base--its organizational center, its creative source, its chief constituent,
its underlying concept, and its supporting foundation.  The community-
based college must look outward toward the learner and the community as
it develops goals and objectives, hence there must be room for innovation,
flexibility in governance, and a faculty with a commitment to serving
the community.  Since the ability to analyze the community and its
needs are central to this entire concept, several different approaches
to needs assessment are noted.  A checklist is provided to determine
to what extent a particular college or program is community-based.


Lombardi, John.  Noncampus Colleges:  New Governance Patterns for Out-
    reach Programs.  Topical Paper No. 60.  Los Angeles:  ERIC
    Clearinghouse for Junior Colleges, 1977.  80pp.  (ED 136 880)*

        This paper examines the characteristics of an emerging new
type of postsecondary institution, the noncampus college--its facilities,
learning activities, organization, financing, students, faculty, and
special problems.  While maintaining traditional curricular offerings
and classroom instructional patterns, noncampus colleges dispense with
the fixed campus in favor of rented and donated facilities in many
locations.  The eight existing noncampus colleges vary in their re-

sponsibilities; some provide a full range of academic and occupational programs within a geographically large service area, while others are limited to special types of programs or consolidate all off-campus instruction within a multi-campus district. All maintain a headquarters for administrative and support services. Noncampus colleges exist to serve nontraditional students, particularly adult part-time students, and thus may emphasize alternative learning experiences and instructional methods such as televised instruction or contract learning. However, they remain classroom oriented, and appear unlikely to embrace the external degree or college without walls format. Despite some problems, noncampus colleges provide an efficient and flexible organizational pattern for postsecondary outreach efforts.


Purdy, Leslie. "Serving the Community: Community Colleges and Community Schools--A Literature Review." Community Education Journal, 5 (1): 12-15; January-February 1975.

　　　　Reviews the literature relating to community education, pointing to the differences and similarities in the roles of two-year colleges and community schools. Particular attention is given to areas of competition and cooperation.


Seay, Maurice F. "The Role of the Community College in Community Education." Community Education Journal, 5 (1): 33-34; January-February 1975.

　　　　Effective community education depends upon designated leadership placed high in the administrative hierarchy of an existing educational agency. This article lists the three major functions of the organizational and administrative structure in community education and six roles for community colleges.


Sole, Pat, and Wilkins, Arthur. "John Knox Village: Community Education and Retired Persons." Community College Frontiers, 5 (1): 13-14, Fall 1976.

　　　　Describes a successful cooperative venture between a community college and a retirement complex. Classes are held at the retirement center and teachers are drawn from the retirement complex as well as from the retired community at large.


Weiss, Marvin W. A Challenge for the Future. Address presented at the Higher Education Workshop (Idaho State University, December 9-10, 1976). 11pp. (ED 132 991)*

　　　　From no action to co-action through cooperation should become a maxim for community educators in community colleges, local school districts, universities, and all agencies concerned with adult and/or

community education. Barriers to interinstitutional cooperation should be eliminated through delineation of the roles of community colleges and community schools relative to community education, development of a better awareness among educators of these institutional roles, and cessation of "empire building". Some specific activities that institutions involved in community education might engage in are: (1) cooperative program funding; (2) cooperative program supervision; (3) cooperative program/activity development; (4) use of volunteer teachers; (5) cooperative use of resources; (6) development and conduct of joint community needs surveys; (7) establishment of information banks to be shared; and (8) expansion of efforts in the area of community development. The outcomes which can be expected from interinstitutional cooperation include better use of tax dollars and better service to the community.

Weiss, Marvin W. A New Role for Community Education in the Community College Through Cooperation with Community Schools. Speech presented to the Adult Education Association Commission on Adult Basic Education (Louisville, Kentucky, April 1974). 20pp. (ED 111 486)*

The role of community education is to provide educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the public. Cooperation between community schools and community colleges in community education efforts should result in less duplication of effort, expanded use of facilities, better use of tax dollars, improved instruction, expanded programs, and better services. The community college's role in this cooperative effort is: (1) to support and encourage the community school; (2) to work closely with the coordinators in the various communities and offer assistance to them; (3) to offer college classes in the local school districts where there are no community schools; (4) to help coordinate a needs assessment in a community where there is no community school program; (5) to set up a curriculum for training community school coordinators or directors; and (6) to offer counseling facilities to high schools and the community at large. During the 1974-75 academic year, Clackamas Community College (Oregon) found such a cooperative program economically and educationally sound. The 1973 program proposal is appended, along with a statement of policies and procedures which should be of use as a prototype for the implementation of similar programs.


COMMUNITY SERVICES


Connick, George P. A Cooperative Approach to Post-Secondary Education in Maine: York County Community College Services. Unpublished paper, 1974. 8pp. (ED 093 418)*

A planning committee of educators in Maine made three recommendations for extending educational opportunities below the baccalaureate level to more people: (1) the development of a comprehensive community college

structure for the state; (2) the use of existing public and private facilities instead of constructing new building; and (3) the creation of a counseling center for each community college, using leased facilities near the center of the community. The model was tested in York County because of the low income level, the lack of any public postsecondary institution, and the availability of the facilities and services of two private colleges. To date, seven educational institutions are involved in the project. York County Community College Services began classes on Sept. 5, 1973, with 38 courses and 315 students. In its second semester, enrollment is nearly double, at a cost to the state significantly lower than that of existing publicly supported campuses. Student surveys indicate that 90 percent of the students are attending college for the first time and that they would not be attending except for the college's proximity and low cost. A second phase now being developed in an open-entry, open-exit instructional system.


Fischer, Olin R., Jr., and Others. Providing Community Services for a Valencia Community College Downtown Center. Unpublished paper, 1973. 57pp. (ED 097 078)*

To determine what types of services Valencia Community College's Downtown Multipurpose Center should provide for the community, a questionnaire was either mailed or administered to members of community youth groups, black community leaders, women leaders, and senior citizens. The responses were key punched, tabulated, and calculated. The results of the survey indicated that although there was a demand among all of the target groups for services through a downtown center, the services demanded were significantly different. The services listed as greatly beneficial were in the areas of continuing education--customized workshops, refresher or short courses, noncredit personal improvement courses, and cultural activities and programs. As a result of this study, the emphasis for the Downtown Center planning shifted from activities of primarily a testing, guidance, and counseling nature to plans for a broad-based community services center emphasizing continuing education. (Tables provide the survey data.)


Gianopulos, John W. "Evaluating Community Service Programs." Community College Frontiers, 5 (1): 28-30; Fall 1976.

Although the Planning-Programming-Budgeting System (PPBS) has its limitations, it should be used in evaluating community service programs.


Griffith, Ronald L. Community College Community Services: The Question of Accountability. Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (Washington, D.C., March 17-19, 1976). 6pp. (ED 124 235)*

Exemplary community service programs are isolated and relatively few in number. Furthermore, the motivating stimulus for most exceptional community service activities has not been the concern of community college

governing boards, administrators, or state politicians, but instead has been the availability of federal or foundation funding sources. Excluding programs funded from external sources, community colleges have not generally been accountable to the broad heterogenous community that they are designed to serve. Although community colleges offer some of the services of an area university, and some of the services of an area vocational school, many have been unable to identify and clarify the community college's one truly unique mission--community services. To be accountable, community colleges must conduct frequent community needs assessments, and take appropriate follow-up action. At present, community colleges have very little community services accountability, and unless we can interrupt the traditional credit-hour fixation, influence funding patterns, and design new yardsticks for measuring community college productivity, there is little hope for improvement.

Knotek, Dale H.  Community Services.  Paper presented at the special summer course for two-year colleges (University of Minnesota, Minneapolis, Minnesota, 1969).  5pp.  (ED 039-872)*

A basic program of community services and the basic procedures for its effective administration and supervision are presented in checklist form.  This checklist is offered as a guide for public and private junior colleges interested in establishing or strengthening a program of community services, and includes suggestions for community colleges to make available their facilities for community use, thereby involving community members with faculty and students in planning and developing community service programs.  An effective system of both internal and external communication is also needed to facilitate community service programs, in establishing program goals, and in coordinating and administering college and community activities.

Myran, Gunder A., and MacLeod, Dean.  "Planning for Community Services in Rural Community Colleges."  Community Services Catalyst, 3 (2): 17-28; Fall 1972.

Article describes one approach to planning based on management by objectives.  The program used for illustration is project rite (reach, involve, teach, evaluate), a rural Michigan Community College consortium involving Michigan State University and five rural Michigan community colleges.

Welch, Timothy."  Value Systems and Participation Accounting."  Community Services Catalyst, 2 (1): 19-21; Fall 1971.

The author argues for development of community profiles to serve as the basis for value decisions and a system of participation accounting to evaluate the progress of the community services program.

Goodrich, Andrew L.  A Survey of Selected Community Services Programs
.for the Disadvantaged at Inner-City Community Colleges.  Doctoral
dissertation, 1969. (Available from University Microfilms,
300 North Zeeb Road, Ann Arbor, Michigan  48106, Order No. 70-20,462.)

This study investigates community 'service programs for the
disadvantaged at inner-city community colleges to construct a descriptive
history of the various programs' origins, development, and essential
components.  Additional information was collected on (1) current program
descriptions, (2) the programs' financial and physical resources,
(3) their origin and development, and (4) special problems involving the
hiring of minority staff members and encouraging the involvement of
white staff members.  The sample included programs at six inner-city
community-junior colleges in five states.  Data were collected through
taped field interviews, observations of selected programs, questionnaires,
and a content analysis of school catalogs and brochures.  An analysis
of the data led to the following major conclusions:  (1) the institutions
involved in this study have implemented specific programs to improve
the quality of life for the disadvantaged; (2) the efforts of these
programs to meet the educational and economic needs of the inner-city
disadvantaged citizens, though currently less than comprehensive, are
paving the way for more intensive involvement in the near future; and
(3) the programs included in this study are responding to the need
for intensified recruitment of and supportive services for disadvantaged
citizens.  It is recommended that both more stable sources of program
funding and more concerned faculty members be continually sought.


Harlacher, Ervin L.  Critical Requirements for the Establishment of
Effective Junior College Programs of Community Services.  Doctoral
dissertation, University of California at Los Angeles, 1965.
(Available from University Microfilms, 300 North Zeeb Road, Ann Arbor,
Michigan  48106, Order No. 65-12,702.)

Questionnaire responses from administrators and staff supervisors
at 99 junior colleges were analyzed to identify community services
program objectives, critical incidents which were effective or in-
effective in achieving the objectives, and critical requirements for
effective programs of community services.  Respondents identified
objectives in four areas--(1) community use of college facilities,
(2) community educational services, (3) cultural and recreational activ-
ities, and (4) institutional development.  Analysis of critical
incidents and behaviors led to a list of characteristics of effective
programs--(1) community, faculty, and student involvement in planning,
(2) effective internal and external communication, (3) coordination
with other community groups, (4) college staff participation in community
affairs, (5) faculty and staff orientation to the community service
program, (6) effective planning and research, (7) high performance
standards, (8) meeting of specific needs and interests, (9) definition

of purposes and objectives, (10) effective administration, (11) board,
faculty, and administrative support, (12) written policies and procedures,
and (13) adequate facilities, equipment, and financing.

Parsons, Michael H. Operation Enable: Delivery of Services to the
    New Client. Paper presented at the 55th Annual Meeting of the
    American Association of Community and Junior Colleges (Seattle,
    Washington, April 13-16, 1975). 11pp. (ED 103 081)*

   Hagerstown Community College (HCC) in Maryland has developed
a number of new programs to serve clientele in the surrounding area
who in most cases cannot or would not attend classes on the main campus.
One such client group is the inmate population of two State prisons
in the area. Programs for the inmates are selected on the basis of
available associate degree job placement opportunities or ease of transfer.
Evaluation of the program, based on approximately 200 participants,
produces guarded optimism. The most notable finding is the positive
impact of the program on the tendency of the prisoners to become re-
cidivists. An Administration of Justice curriculum has been established
at three satellite centers to serve officers from the five law enforcement
jurisdictions in the HCC area. HCC is also involved in a unique
relationship with a local proprietary business college. The proprietary
school has contracted HCC to provide instructional services in the areas
of arts, sciences, and social sciences. A satellite center which as
or Spring, 1975, had 161 enrollees is located at Fort Richie, a local
military installation. HCC also participates in the Maryland College
of the Air television network as a means of serving another population
of non-traditional learners. The two objectives HCC hopes to reach
through these programs are access and efficiency.

Project Renewal. Final Report. Springfield: Illinois Community
    College Board, 1973. 134pp. (ED 111 473)*

   Project renewal assessed the needs of persons aged 60 and over
in the districts served by Highland Community College, Kishwaukee College,
and Rock Valley College (Illinois), with special focus on the role
of educational institutions in meeting those needs. Through inter-
institutional cooperation by the three community colleges and Northern
Illinois University, a study was conducted using the Delphi technique,
interviews, questionnaires for older adults, and surveys of present
services available to older adults and the in-service training needs
of those delivering such services. Transportation emerged as the
greatest need. Because information clearinghouses would maximize
coordination of services, their development was also given high priority.
Other priorities established were provision of informal learning
experiences relevant to daily living for older adults, including pre-
retirement planning, leisure time activities, and the involvement of
older adults in volunteer roles. The need for in-service training of
persons serving older adults in these areas was also recognized. A
model of interinstitutional cooperation developed by the project is

-14-

recommended as a basis for cooperative delivery of services, maps, Delphi materials, forms, and data are appended.


Richards, Lillian S.  Meeting the Needs of Educationally Disadvantaged Women: A Program for Re-entry. Unpublished paper, 1974. 88pp.  (ED 104 495)*

       In order to assess the needs of women at Fresno City College (FCC), a questionnaire was distributed to 133 female day students during regular class sessions.  Results showed that:  (1) 87.2 percent 18-24 years old; (2) 57.2 percent were White; (3) 77.8 percent were single; (4) over 60 percent needed information on careers, graduation requirements, and work experiences available at FCC; (5) 64.8 percent had yearly incomes of less than $3,000; (6) only 33.8 percent planned to transfer to a four-year college after graduation; (7) 72.5 percent were unemployed; (8) 22.6 percent were mothers; (9) 10.5 percent were mothers of preschool children; (10) 78.6 percent of the mothers of preschoolers would use an on-campus child care facility if one existed; (11) 64.3 percent of the mothers were single, widowed, divorced, or separated; (12) 50 percent of the mothers had yearly incomes under $3,000; and (13) 64.4 percent of the mothers were non-White.  Results of a practice questionnaire given to welfare recipients are also noted.  The author recommends the establishment of a child care center at FCC, discusses the steps being taken locally and nationally to improve the status of women, reviews literature on functions of the community college and on existing re-entry programs for women, and makes recommendations for expanding and improving the present services of the FCC Women's Center, and for implementing special services to facilitate the re-entry of female students.  The questionnaire with response data is appended.


Roed, William.  A Guide and Bibliography for Mid-Managers in Community College Community Service Programs.  Unpublished paper, 1976.  14pp. (ED 128 023)*

       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.

Sixth Annual Report of the Hawaii State Senior Center, July 1, 1974-
    June 30, 1975. Honolulu: Hawaii State Senior Center, 1975.
    122pp. (ED 112 998)*.

        The Hawaii State Senior Center, which is sponsored by Honolulu
Community College, provides health services, counseling, adult education,
community services, and recreation and leisure activities. Enrolled
membership is 2,080. The sixth fiscal year marked the first year that
the Center was wholly supported by State General Funds. The status
of the project is discussed in relation to its individualized services
component and group activities component. Statistics are presented
to assess the attainment of four project objectives: the establishment
of the concept of a central meeting place; the increase of opportunities
for older persons; the provision of opportunities for agencies to deliver
integrated and coordinated services; and the opportunity to individualize
services to older persons. The six appendices present a competency-based
taxonomy of objectives for individualized services, group activities,
and community development domains; discuss the objectives and accomplish-
ments of Center social groups; present the proceedings of a leadership
workshop; evaluate instruction in group activities; present the findings of a
Center evaluation study; and discuss needs assessment and accountability.


Vitale, John C. "Community Music Programs: A Cultural Contribution."
    Community and Junior College Journal, 45 (6): 21-23; March 1975.

        Outlines steps usually taken by community colleges to establish
cooperative cultural activities with existing organizations and describes
community music programs sponsored by four community colleges. Also
describes the three basic kinds of operational modes used by community
colleges to expose students and community to musical excellence.

West, Phyllis, and Others. Report on a Needs Assessment and Evaluation
    of a Drug Education Program. Van Nuys, Ca.: Los Angeles Valley
    College, 1976. 22pp. (ED 122 905)*

        The Los Angeles Valley College Drug Education Program was
established in 1970 as a central community resource agency specializing in
narcotic and drug abuse prevention and education. The program included
two components: a training component (short courses, seminars, speakers
bureau) and a resource center (library, publications program). Because
of declining use of the program's services, a questionnaire was designed
and mailed to 574 schools and other institutions which were identified
as potential users of the program's facilities. Of the 105 valid responses,
53 or 50.5 percent had never used any of the available services.
Over 60 percent of these were not even aware that the services existed.
Of those who had made use of the services, the greatest number had made
use of the speakers bureau. The next most popular services, in decending
order, were the film library, the newsletter, publications, the reference
library, the referral service, and exhibits. For the most part, users'
evaluations of the services were in the very good to good range.
On the basis of these findings, recommendations for future operations
are made, primarily concentrating on advertisement of the services.

COMMUNITY SURVEYS

Ferguson, L.G., and Others. The Assessment of Adult Needs; Phase I
    of Multi-County Assessment of Adult Needs Project (MAP). Waco,
    Tex.: McLennan Community College, 1975. 204pp. (ED 112 989)*

        In order to assess the felt needs and interests of the local
population and business community relative to education and training,
a survey was designed and implemented in the four-county area surrounding
Waco, Texas. This volume, part one of a three part series documents
the work done in developing and conducting the community needs assessment
survey; and provides a data base to be used by adult education planners.
Primary sampling units of approximately equal population size were
developed based on census tract data. Respondents were limited to
persons 15 years of age or older, present in the residence, and agreeing
to participate in the survey. In order to realize a total of 145
potential clients among the respondents, 750 interviews were planned.
Interviewers were trained using the manual appended to this report,
and participated in a two-day training workshop. The 89 survey questions
generated responses concerning the extent of knowledge about the avail-
ability, cost, and entrance requirements of adult education programs,
obstacles and inducements to enrollment, interest in specific program
types, attitudes toward instruction and classroom practices, effective
advertising methods, and attitudes toward adult education and vocational
education. The survey instrument is appended, along with tabulated
responses by demographic sub-groups.


Galvin, Kevin, and Others. Educational and Retraining Needs of Older
    Adults. Final Project Report. Los Angeles: Los Angeles Community
    College District and Southern California Community College
    Institutional Research Association, 1975. 38pp. (ED 110 132)*

        This project, conducted by the Southern California Community
College Institutional Research Association, was designed to provide
a needs assessment of aging and retired persons in Southern California
in the area of vocational education and to provide training for researchers
and occupational education coordinators in survey research methodologies.
More specifically, the project was an attempt to discover which areas
of occupational retraining older adults would be interested in pursuing;
what auxiliary services would have to be provided; and the nature and
extent of curriculum modification necessary to provide these potential
students with a satisfactory educational experience. More than 18
institutions participated in the research; seven are represented in
results reported in this document. Workshops were held and a questionnaire
devised to determine the unique needs of participating colleges. Data
from this survey indicated that older adults had a wide variety of needs
and interests which should be taken into account in program planning;
that the community college has an important role to play in meeting the
educational and retraining needs of the elderly, particularly in pre-
retirement assistance programs and post-retirement employment opportunities.
The needs assessment questionnaire with resultant data and a project
evaluation with relevant tables are appended.

-17-

Hutchins, Elbert C. Learning Needs of Adults in Bourbon, Linn, and
    Crawford Counties, Kansas. Fort Scott, Kans.: Fort Scott Community
    College, 1975. 54pp. (ED 108 732)*

        A modified version of the "Survey of Adult Learning," originally
developed by the Educational Testing Service, was distributed to a sample
of 800 of the 60,835 adults residing in the area surrounding Fort Scott
Community College to determine the learning needs of the community.
A response rate of 43 percent was obtained. Results identified 64.5
percent of the respondents as potential learners. Many of these were
willing to learn in traditional way (30 percent), in traditional schools
and colleges (43 percent), in the evenings (56 percent), and for at
least one full semester (66 percent). The remainder expressed interest
in new, nontraditional delivery systems not yet provided in the area.
Because 74 percent desired some kind of credit for their work, the delivery
system designed to serve them must provide a means for crediting non-
traditional types of learning. The major access barriers include time,
cost, full-time attendance requirements, and home and job responsibilities.
Most potential learners were interested in vocational subjects, hobbies
and recreational subjects, and personal development subjects. Although
most respondents held positive attitudes about the college, many felt
inadequately informed about its activities. Recommendations are made
for meeting the needs for nontraditional learning opportunities and
for improvements in information services. The questionnaire is appended.

Morton, John, and Warfel, George. Needs Assessment for Community
    Education. Honolulu, Hawaii: Leeward Community College, 1975.
    28pp. (ED 129 373)*

        This document discusses the unique features and philosophy
of the community college, and ways of maximizing community and college
interpenetration. The central section of the report deals with the
role of needs assessment in community education. The concept of needs
assessment espoused herein stresses continuation and community participation
as the basic organizing principles of needs assessment. Active involvement
of college personnel and community residents in the design, conduct,
and decision-making stages of the assessment is explained as being
essential to the assessment process. An eclectic approach to techniques
for assessing needs is urged. Among the data that should be obtained
from an assessment should be: population demographics, educational
achievements and needs inventory, a picture of institutions and groups
with power to affect the quantity and quality of the interaction between
the college and the community, and strategies for incorporating the
above into an on-going process of interaction. Specific techniques
in addition to survey research are listed for consideration in the per-
formance of a needs assessment. Common pitfalls associated with needs
assessments are presented as is a discussion of ways of avoiding such
pitfalls.

Nelson, Hershel H.  Why Does Polk County Have a Community College?
    - Unpublished paper, [1975].  33pp.  (ED 099 093)*

        This study was conducted to assess the community's awareness of
Polk Community College (PCC) and its function, using a random sampling
of people from Winter Haven, Florida and the surrounding area served
by the college. Approximately one-third of those interviewed were
students; the remaining were a rather even distribution of housewives,
skilled and semiskilled laborers, teachers, and other professionals.
Each person was asked to give personal data and his opinion of why
Polk Community College exists.  Of the 198 people surveyed, 149 had
either direct or indirect contact with the college.  While most people
did not understand the full function of PCC, its community services
function was mentioned most often.  The further people were removed·
from direct contact with the college or the field of education, the
less likely they were to understand the function.  The better educated
interviewees tended to identify transfer programs as the major function.
The study suggests that more should be spent on public relations and
public information to make the community aware of the services and
opportunities the college offers.  The college must be made more visible
in the press and through speaking engagements for community groups.
The survey instrument and tabulated results are appended.


Robin, Keith.  Community Participation in the Community College.
    Unpublished paper, 1971.  28pp.  (ED 053 722)*

        To be effective the community college must meet community needs.
Before these needs can be met, they must by sytematically identified.
Their identification, however, hinges on an appropriate definition of
community.  Prior to presenting methods for identifying community needs,
the problems surrounding the defining of "community" are explored.
The community constructs of Hendrix, Treloff, Sumption, Hallenbeck
and Verner, and Blackwell (portrayed in model form) serve as keys to
community definition.  Three methods (community advisory committee,
community coordinating council, and community study) of sampling
community input are then described.  It was not intended to present
these three methods as alternatives to be selected by any college
as it seeks to measure its community.  Rather, they were presented
as three procedures by which different kinds of information and service
would be made available to the community college with the recommendation
that each be applied as circumstances permitted.  Use of the community
survey technique remained the single most effective method of broadening
the college mission to help provide a more comprehensive base for developing
a community's human resources.


Seegmiller, Jesse F.  The C.E.U. Curriculum:  How Can It Fulfill the
    Needs of Students and Community?  Price:  College of Eastern Utah,
    1976.  13pp:  (ED 130 691)*

        This document reports the results of a study conducted by the
College of Eastern Utah (CEU) to determine the educational needs and
desires of persons within its service area.  Data used in this study were

obtained by surveying 175 CEU students, 112 area educators, 131 area
businesses, and 253 members of the general public. Results indicated
that: (1) more than 36% of the general public were interested in taking
courses or in a program of study; (2) nearly 40% of the public interested
in classes would prefer evening-offerings; (3) over 50% of the CEU
students were interested in evening classes; (4) over 50% of the businesses
interviewed were either involved in employee training or would like
their employees trained; (5) area businesses and educators were interested
primarily in evening classes; and (6) the greatest interest was in the
areas of the humanities and the applied sciences, while the least interest
was in the areas of physical education, science and math. Recommendations
include the planning and implementation of evening classes, initially
on a small level, and vigorous recruiting efforts to ensure appropriate
enrollments for evening programs.


Teraz, Carol E., and Ruth, Monty W.  KOCE-TV Needs-Assessment Surveys:
    Communications Patterns Survey.  Costa Mesa, Ca.:  Coast Community
    College District, 1975.  100pp.  (ED 104 509)*

        This is a report of a research project designed to determine
the educational and public service needs of the service area of KOCE,
a noncommercial public educational television station owned and operated
by the Coast Community College District. During its first year of
broadcasting (1972-73), KOCE received over 600 unsolicited postcards,
letters, and telephone calls; 549 of those who contacted KOCE provided
their home addresses.  In fall 1973, a questionnaire designed to elicit
information regarding the viewer's source of information about KOCE,
the amount of time he spent watching KOCE, his source of local news,
his program preferences, his attitudes toward televised college courses,
his household characteristics, and his perception regarding the role
of KOCE, was sent to those 549 persons; 202 (37 percent) of the questionnaires
were returned. This study was repeated in fall 1974. In the 12 months since
the first study, 3,000 persons had contacted KOCE.  A revised questionnaire,
asking for the same information as the first, plus information regarding
actual household television viewing habits, was sent to 2,950 persons;
500 (17 percent) of these questionnaires were returned.  This report
details the results of the 1974 survey and compares them with the
results of the 1973 study.  Both questionnaires, summaries of findings,
and other pertinent data are appended.