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ABSTRACT

A study of cooperation between community colleges and public libraries relative to community education in the humanities utilized a three-phase data collection plan. Phase I surveyed 198 colleges that had responded to an earlier community education survey and indicated they cooperated with public libraries; 169 responded. In Phase II, a revised questionnaire was sent to all remaining community colleges; 528 of 1,043 responded. Both Phase I and II explored various cooperative community education service arrangements, such as one library serving both the college and the community, the public library operating the college library under contract, the library making space available for college classes or programs, and joint public programs planned by the library and the college. Cooperative program subject matter was also examined. Phase III involved close examination of six selected college/public library cooperative pairs in terms of program initiation, continuation, change, evaluation, advice, funding, success and problems. A unique arrangement between Flathead Valley Community College and the Flathead County Free Library in Kalispell, Montana was included in the Phase III, matched-pair investigation. A bibliography and copies of the survey instruments are appended. (TR)

COMMUNITY COLLEGES, PUBLIC LIBRARIES, AND THE HUMANITIES:

A STUDY OF COOPERATIVE PROGRAMS

Final Report

April 30, 1978

Prepared by the American Association of Community and Junior Colleges in cooperation with the Public Library Association, a division of the American Library Association. Funded by a grant from the National Endowment for the Humanities.

PREFACE

In an article concerning the library service provided to Shelby State Community College by the Memphis Public Library, Joseph Lindenfeld describes some reasons why this kind of arrangement makes sense:

> There are many similarities in the people who use both institutions. In fact the community college student is often the public library patron. Public libraries try to find books and audio-visual materials which can be used by that mythical informed layperson when he or she wants to build on knowledge previously acquired. Community colleges have many courses which aim at this same informed layperson; courses which develop skills, expand the mind, teach a new trade or help a person enjoy leisure or recreational experiences.
>
> Community colleges also aim at the person who for one reason or another has not learned basic coping skills such as reading, mathematics, consumer awareness or writing. Libraries too have long had programs aimed at the adult new reader.... Why not combine them? (Lindenfeld, 1977, p.1)

This rationale not only supports the unique arrangement in Memphis where a branch of the public library and the community college library are one and the same, but also provides an argument in favor of many other cooperative arrangements which exist between public libraries and community colleges. This report describes what is happening nationally in that regard and provides a closer look at seven pairs of cooperating institutions.

Our thanks go to the National Endowment for the Humanities (NEH) for supporting the study, to Dr. Roger Yarrington of the American Association of Community and Junior Colleges (AACJC) for initiating the study, to Dr. Stanley Turesky at the National Endowment for the Humanities for his many helpful suggestions, and to Diane Eisenberg, Project Director, Community College Courses by Newspaper (CbN) Forums, for her insights and information. We also thank the many practitioners of community-based humanities education --librarians and two-year college administrators-- for their willingness to discuss their programs, review questionnaires and answer questions.

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I.

INTRODUCTION

Background

In May 1976 the American Association of Community and Junior Colleges (AACJC) Center for Community Education, supported by the Mott Foundation, surveyed all two-year institutions in the United States and Canada to determine the present status and planned future of their community education/community service activities. (Fletcher, 1977) Several survey questions were related to cooperation with other agencies that offer community education services or programs in a local area. Close to half of the respondents who cooperated with local community agencies indicated that they had cooperative programs with public libraries.

This finding caught the interest of officials at the National Endowment for the Humanities (NEH) who suggested that AACJC investigate the cooperation between community colleges and public libraries as it is related to community education in the humanities. AACJC sought consultant assistance from the Public Library Association (PLA), a division of the American Library Association (ALA), and received funds from NEH to conduct an exploratory study.

A three-phase data collection plan was designed to obtain additional information about cooperation between public libraries and community colleges for community education in the humanities. First, approximately 200 colleges were surveyed. These were the colleges that responded to the original community education survey and indicated they cooperated with public libraries. In phase two a revised questionnaire was sent to the remaining two-year colleges in the AACJC population, approximately 1,000 institutions. After preliminary results of these first two phases were tabulated, ten colleges and their cooperating libraries were selected for closer examination in phase three.

Difficulties

Before the results of this study can be interpreted, it is essential to understand some of the difficulties involved. A major conceptual problem involved the need to differentiate between cooperation that involved the community college as an institution working with the public library and cooperation that involved a part of the community college -- the library — working with the public library.

Cooperation between libraries of all types is an established fact. Usually, it is related to sharing of resources, both personnel and materials. Cooperation between public libraries and other institutions or agencies in a community is also traditional through perhaps not as prevalent. Such cooperation is often related to services to the community beyond the provision of library materials (e.g., discussion groups, calendar of community events). The total relationship between a particular public library and a particular community college might involve cooperation on both levels. This study attempted to distinguish among these types of cooperation.

In both phase one and phase two, we requested that the questionnaire be answered by whichever college administrator was most familiar with cooperative college/public library programs. However, responses to both the phase one and phase two surveys came from college librarians (See Table 1).

In one case the study team is certain that the college librarian who responded was not aware of all forms of cooperation. While we were selecting pairs of cooperating institutions for closer study, we noticed that the community college located close to a public library with a national reputation for community involvement was not on the list. The college had returned a phase I questionnaire which indicated that it did not cooperate with the public library in any of the arrangements for community education services listed on the survey instrument.

A phone call to the public library revealed that this information was not complete and the library later sent us a description of several different cooperative arrangements. One comment from the public library director may explain the situation: "I talk to the college librarian about once a year; I talk to the college president once a week."

The case of this particular library illustrates another difficulty with the present study. The public library was involved in cooperative arrangements with two different community colleges. One had returned a questionnaire reporting no cooperation but the second did not respond in any way. When the library was contacted, however, several cooperative arrengements were reported. This case is evidence that to compile a complete inventory of cooperative arrangements between community colleges and public libraries, the investigator would need to send a survey instrument to all public libraries in areas served by two-year colleges as well as to the colleges themselves.

Another response problem was discovered only when telephone interviews were conducted with a small number of respondents in phase III: the persons responsible for a cooperative arrangement in the college and the person responsible in the public library did not always agree on what was happening. For example, the college might have indicated that "The community college and the public library jointly plan and offer public programs for the community," but the library might say that it was not involved in the planning but simple made space available.

Because of these difficulties we know we are not providing an exact map of the territory surveyed. As the following chapters will indicate, however, we can describe this territory in a general way and indicate what might be learned in future studies. One thing is sure: many community colleges and public libraries are now cooperating in a number of ways to provide community education services to the people they serve. But the possibilities for more and better cooperation in the future are much richer than the reality of the present.

II.

ANALYSIS OF THE DATA

Methods Summary

The study of community college and public library cooperation began by surveying 198 of the colleges that responded to the AACJC community education survey. These colleges indicated on the survey form that they had an agreement with the public library for cooperative programs. A questionnaire was developed, pilot-tested, revised, and sent to this population of colleges (see Appendix A).

After a follow-up mailing to nonrespondents, results were tabulated and reviewed. A second questionnaire was then developed and mailed to 1,043 colleges (see Appendix B). Again, a follow-up mailing was sent to nonrespondents and the results were tabulated.

A total of 1,241 two-year colleges was surveyed in both phases one and two. It should be noted here that in phase two, questionnaires were sent to the entire AACJC data base which includes both individual units and administrative centers of colleges. This explains the difference between the 1,233 individual units listed in the Community, Junior, and Technical College Directory (1977) and the 1,241 colleges and campuses that received questionnaires in this study.

After studying responses to the phase I instrument and discussing the matter under investigation with practitioners, several changes were made in the survey instrument. For example, all cooperative programs in the phase I survey were listed in a single section, whereas in the phase II form these arrangements were listed in two separate sections ("Cooperative Arrangements for Community Education Services" and "Cooperative Arrangements for Library Services"). Slight changes were also made in the wording of several examples of cooperation listed in each section. The phase I survey form separated learning

Respondents

A total of 169 colleges out of the 198 surveyed responded to phase I. In phase II, 528 colleges out of 1,043 returned replies, for the combined response rate of 56.2 percent. No attempt was made to investigate the characteristics of nonrespondents. From the total of 697 responses, 562 respondents said their college and the local public library cooperated either for library services, community education services, or both. The remaining 135 colleges had no cooperative agreements with local public libraries.

The cover letter sent to college presidents as part of phase I suggested: "If you believe that some other officer of your institution is in a better position to respond (e.g., Dean of Community Service, Dean of Instruction, Dean of Learning Resources), please forward this material to that person." Returns indicated that most presidents sent the instruments to the college librarian.* The distribution of respondents' titles is shown in Table 1.

TABLE 1

Title of Respondent	Number	Percent
Librarian; director, learning resources center; director of instructional resources	406	72.2
President, chancellor, other chief executive officer	23	4.1
Dean or director of community services or continuing education	10	1.8
Dean or vice president for academic affairs or instruction	17	3.0
Other (administrative assistant, director of research, director of public relations)	32	5.7
Combination of respondents, e.g., librarian and director of community services	32	5.7
No title given	42	7.5
	(N=562)	

*In community colleges the person with the function of a librarian may be known by such titles as "Director, Learning Resource Center," or "Director of Instructional Resources." This report will use the word "Librarian" to cover all such titles.

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Cooperative Arrangements for Library Services

We expected that a larger proportion of two-year colleges would report cooperation with local public libraries to provide library services than cooperation to provide community education services. Table 2 illustrates that cooperation for library services is fairly common.

TABLE 2

Type of Cooperation: Library Services	Number	Percent
One library serves as the community college library and the public library	41	7.3
The public library operates the community college library under contract	6	1.1
The community college library and the public library have a union catalog of monographs or a union list of serials or both	208	37.0
Community college students may borrow from the public library by presenting a college card or a special borrowers card	359	63.9
Members of the public not enrolled in the college may borrow from the college library by presenting a public library card or a special borrowers card	459	81.7
The community college library and public library have an interlibrary loan agreement	392	69.8
The community college library and the public library hold joint staff development workshops	94	16.7
	(N=562)	

Cooperative Arrangements for Community Education Services

A major purpose of the survey was to obtain an idea of the extent to which two community-based institutions cooperated to provide educational services to their communities. We expected that two types of cooperation

would be fairly common: providing space at the library for college classes and maintaining a file at the library about the college. We also expected that public libraries would provide library materials in connection with special college programs for the public. Less common would be cooperative planning of public programs, operation of a learning laboratory in the public library, and community counseling services. Table 3 presents our findings.

TABLE 3

Type of Cooperation: Community Education Services	Number	Percent
The public library makes space available for community college classes, programs, or forums	161	28.7
The community college and the public library jointly plan and offer public programs	126	22.4
The public library develops displays, reading lists, and/or other materials to complement the college's community cultural programs	77	13.7
The community college provides materials and staff for a learning laboratory in the public library	38	6.8
The community college and the public library have a cooperative counseling service located in the public library	12	2.1
The public library maintains a file on the local community college for interested patrons	161	28.7
	(N=562)	

Content of Cooperative Programs

Because we were interested in community education in the humanities, we asked respondents to indicate the program areas included in four types of cooperation which could be said to focus on one or more subject areas: providing space for classes, planning public programs, developing displays

and reading lists, and staffing learning laboratories. A total of 237 colleges indicated cooperation of one or more of these types. If one or more of these were chosen, the respondent was asked to specify the subject matter of the programs. Four choices were given: humanities,* occupational/career, adult basic education or GED, science/technical. From the total of 237, 201 specified the subject matter of the programs: 163 programs included the humanities. The second most common area included was adult basic education or GED preparation, with 98 programs including these skills. A total of 91 programs cover occupational or career content. Scientific [redacted]chnical fields were included in only 64 programs.

TABLE 4

Subject Matter of Program	Number of Programs That Include Specified Subject Matter
Humanities	163
Adult Basic Education or GED Preparation	98
Occupational/Career	91
Science/Technical	64
	(N=201)

These findings indicate that when public libraries and community colleges do cooperate, the cooperative arrangement most commonly involves traditional library services. In those areas where libraries and colleges together provide community education services, the most common arrangements are utilization of space and dissemination of college information. Cooperative counseling services

* For the purposes of this survey please consider the definition of the humanities which has been formulated by the National Endowment for the Humanities: "The term 'humanities' includes but is not limited to the study of the following: language, both modern and classical; linguistics; literature; history; jurisprudence; philosophy; archeology; comparative religion; ethics; the history, criticism, theory, and practice of the arts; those aspects of the social sciences which have humanistic content and employ humanistic methods; and the study and application of the humanities to the current conditions of national life."

and community learning laboratories are quite rare. When libraries and colleges jointly offer community education services the content of programs often includes the humanities.

Other Cooperative Arrangements

Colleges also cooperate with other community cultural agencies such as museums, local historical associations, private libraries, and four-year college libraries. According to our data these arrangements were made with the frequency listed in Table 5.

TABLE 5

Type of Cultural Institution	Number of Colleges With Cooperative Agreements
Four-year college libraries	173
Local historical associations	104
Local museums	83
Private libraries	63

(N=562)

III.

SEVEN PAIRS OF COOPERATING INSTITUTIONS

The purpose of phase III was to examine several pairs of institutions in order to describe in some detail the operation of cooperative arrangements between public libraries and community colleges which were related to community education in the humanities. A questionnaire was developed for this purpose (see Appendix C). In December 1977 both the community college and the public library received a packet of these questionnaires, one for each of the cooperative arrangements for community education services identified in phases I and II. Cooperative arrangements for library services were not examined in phase III of this study.

The original plan was to examine ten pairs of institutions. However, questionnaires were returned by partners in only six pairs. A seventh pair--Flathead Valley Community College and Flathead Valley County Library in Kalispell, Montana--turned out to be such a unique arrangement that it will be described separately after the six others have been discussed.

The six pairs involved more than 12 institutions since one community college had arrangements with both a city and a county library. Another complication was that one community college had one cooperative arrangement with the central library in a city and a different one with a branch. But these complexities were minor compared with the myriad of different patterns observed in the questionnaires returned and the material which accompanied them. Often the community college and the public library gave different answers to the same question about the same arrangement. In many cases telephone interviews had to be conducted before we knew what was really going on. This confusion might be expected in an exploratory study of arrangements which are almost always informal and almost never evaluated in a formal way.

The six "pairs" examined are listed below:

Community College	Public Library
Blackhawk College Moline, Illinois	Riverbend Library System
El Centro College Dallas, Texas (one of six colleges in the Dallas County Community College District)	Dallas Public Library - Central Dallas Public Library - Walnut Hill Branch
Forsyth Technical Institute Winston-Salem, North Carolina	Forsyth County Public Library
Mattatuck Community College Waterbury, Connecticut	Silas Bronson Library
Nebraska Western College Scottsbluff, Nebraska	Scottsbluff Public Library
Tacoma Community College Tacoma, Washington	Tacoma Public Library Pierce County Public Library

Information about the colleges in this list may be obtained from the annual Community, Junior & Technical College Directory (1978) published by AACJC. Information about the libraries will be found in the biannual American Library Directory (1977) published by the R. R. Bowker Company.

Initiation

Most of the cooperative arrangements in the six pairs began in the mid-1970's though one public library reported that it "had always made catelogs and information on course offerings available to the public." In that same pair the community college respondent told us in a phone interview that the preparation of displays and reading lists by the public library had been going on for at least 12 years. The question concerning date of initiation was not always answered by both members of a pair and when it was, there were some discrepancies. In one pair, for example, the public library said it began to

make space available in 1972 whereas the community college reported that this cooperation began in 1967. In general, it seems that most cooperative arrangements between public libraries and community colleges began after 1973.

The initiating force behind cooperation is not so clear. Some returns indicated simply "library" or "college;" others specified titles such as: Associate Director for Public Services (library), Library Director, Assistant to the President (college), Chairman of Social Sciences (college), Coordinator of AudioVisual Services (library). No clear pattern could be discerned here. In several cases the college reported that someone in the college started the cooperation whereas the library named someone on the library staff.

The questionnaire listed four factors that might have led to cooperation: a) community survey; b) request from the public; c) staff discussion; d) administrative decision. The first factor, community survey, was never mentioned. Request from the public was mentioned eight times, all but once by the library respondent in a pair. Staff discussion was mentioned nine times, but the most frequently mentioned factor was administrative decision, which was noted twenty-two times. Four miscellaneous "other" factors were noted.

Except for one case, none of the pairs had entered into a formal agreement. That one case involved a community college entering into a contractual agreement with the central library in a large city regarding a learning laboratory. One of the public librarians noted that the lack of formality was what made the cooperative arrangement successful: "Because it is so loosely structured it's possible to do whatever the immediate situation requires." In a different pair the community college respondent noted that a major success of the arrangement was that "there was no 'legal' agreement to stymie the program".

Continuation and Change

All of the pairs intend to continue the cooperative arrangements. As for changes, the community colleges did not suggest any. The public libraries did,

however. In the case of a learning laboratory, one library noted that it would appreciate a stronger commitment of fiscal and personnel support from the community college. A second librarian had a change to suggest in each cooperative arrangement to which her library was a party. She wanted more space to make available, she would like instructors to meet with library staff regarding displays and reading lists prior to the start of classes, and she wanted to add "human resources" to the library's file on the local community college. A third librarian wanted to make more space available, expand the number of programs jointly planned, and publicize the library's file on the community college. A fourth librarian would like more frequent meetings between administrators at the college and at the library in the interest of better planning and a clarification of the differences in approach between the public library and the community college.

Evaluation, Advice, Funding

None of the cooperative arrangements has been formally evaluated and none is assisted by a community advisory group. The only exception to that statement is an advisory group formed in one community to assist the community forums on popular culture, some of which were held in the public library. (This college was a participant in the Community College Courses by Newspaper (CbN) Forum program sponsored by AACJC with funds from NEH.) Two pairs mentioned NEH as the source of funding for their joint public programs--one through a state humanities council, the other through the AACJC program just mentioned.

Successes and Problems

A number of major successes were mentioned. Community colleges noted that they were reaching new groups and forming closer relationships with the community. One noted that the joint program offerings reached persons who

would ordinarily have no contact with either the community college or the public library.

One librarian noted that the learning laboratory brought new users to the library and listed its special appeals to these users: "successful reentry into educational pursuits, nonstructured learning appeal, completion of CLEP examinations, acquisition of college level credit, completion of high school through GED examinations."

Another librarian in an agency with a learning laboratory noted that people moved easily from the laboratory to the regular library collection and vice versa. A third librarian noted that classes in the library had a subtle psychological effect on people:

> When ABE and GED students have classes regularly or even irregularly at the public library, they no longer feel threatened by what previously may have seemed alien to them; they feel more at ease with staff at the library.

The same librarian was pleased that the displays and reading lists developed to complement the college's community cultural programs led to better use of library resources. The file maintained on the local community college was a way of expanding the information services of her library.

A variety of different problems were named. One public library with a learning laboratory noted that finding and keeping personnel was a problem. In another case where the community college provided a learning laboratory in the public library, the community college respondent noted that he had trouble convincing persons not directly involved that the programs of the two organizations were complementary, not competitive. The library in this pair reported that the difference in hours maintained by the public library and the community college was a problem.

Another community college complained that the public library would not make space available for programs that required fees. The public library in another pair complained that instructors needed to give notice well in advance when they wanted a display or a reading list. In another pair the community college noted that it is difficult to maintain momentum regarding public programs. The library in that pair cited a similar difficulty and noted that it was difficult to select programs that would meet the goals of both institutions.

Despite these problems the overall effectiveness of the cooperative arrangements was highly rated. Most were rated "Moderately Successful" or "Extremely Successful" with only two "Uncertain" and two "Only Partially Successful."

A Unique Arrangement

The cooperative arrangement between Flathead Valley Community College and the Flathead County Free Library in Kalispell, Montana, is different from any of the six pairs just described. The response to our phase III questionnaire indicated that all six forms of cooperation for community education services included in the instrument were in operation. Every two years, since 1967, the college has contracted with the county library for library service; this contract covers all forms of cooperation and will probably be continued. The college has a librarian who is on the staff of the county library and works in the county library building. Michael J. Ober, the college librarian, explained the situation in a letter to AACJC:

> The college collection is housed with the public library's non-fiction collection, each with a separate catalog and classification scheme. This means that all of the community education services offered by the public library are shared by the college library and vice versa. All library services to the community are based in one building

> but with the support of both libraries. This, we feel, is the ultimate in library cooperation. In this way, our community, instead of supporting two small libraries, had the opportunity to have one medium-sized library with a more diversified collection (academic and public) and with a wider range of community services.

The Flathead Valley situation is similar in some respects to Shelby State College in Memphis where the public library operates the college library which also serves as a public library branch. At Shelby State, however, there is one collection, not two, and the contract is for an indefinite period rather than for two years.

The case studies confirmed our belief that it would be useful to supplement general information obtained by surveying all community colleges with specific information obtained by questioning further a small sample of the colleges involved in cooperative arrangements with public libraries and asking the same questions of their public library partners. We discovered, however, the limitations of a mail questionnaire in gathering data about a subject as amorphous as cooperation between community colleges and public libraries.

IV. CONCERNS AND COMMENTS

The survey instruments asked respondents to comment on needed improvements in cooperative arrangements and to suggest additional arrangements which could be tried.

Improving Community Education Services

Two responses were most common. First, arrangements for community service programs could be improved by increasing staff, funding, and space. Second, many respondents noted the need for improvement through better communication. Communication could be improved if the two institutions knew more about each other's capabilities, interests, and resources. Several methods for improving this communication were cited:

- Hold joint monthly meetings for planning
- Establish a committee of college and library personnel
- Appoint a liaison between the college and public library
- Publicize college and library offerings
- Exchange mailing lists and calendars of events

Specific programs were also suggested for improving joint community education services. Since some of the respondents currently had no cooperative arrangements for these services, the suggestions included several forms of cooperation listed on the questionnaire such as using the library for classes, offering a counseling service, or planning public programs. Other programs suggested were:

- Providing speakers from the college for a library lecture series
- Developing a CLEP (College Level Examination Program) study and testing center
- Increasing materials available for career exploration
- Providing a list of community resource people for special programs

- Identifying learning experiences needed by public library patrons
- Planning programs for special groups
- Providing for expanded hours of operation at the public library
- Using a mobile library van to assist part-time students
- Developing a cooperative A.A. degree program in library services

One or two comments indicated that competition rather than cooperation existed in the area of community services; a few respondents felt that present cooperative arrangements were already sufficient; others felt the need to formalize the occasional cooperative arrangements that now exist. Most comments, however, seemed to indicate that the area of cooperative community education services was in need of further exploration.

Improving Cooperative Library Services

Some respondents reported that little cooperation for library services currently exists, and then suggested types of cooperation similar to those listed on the questionnaire. Suggestions for arrangements other than those listed on the questionnaire included:

- Cooperative purchasing of expensive materials
- Sharing lists of recent acquisitions
- Computerized listings of holdings
- On-line information and reference services
- Pick-up and delivery for interlibrary loan

Several respondents suggested that the college library and the public library cooperate in their purchasing. Since the two libraries already have strengths in particular areas, this cooperation would result in more specialized collections. Cooperative library services could also be improved by

sharing staff and facilities, increasing holdings, expanding existing arrangements and scheduling more flexible hours. As in comments made concerning community education services, respondents cited better communication between the college and the public library and less parochialism as two basic improvements.

Mutual Cooperation

Respondents also suggested that the public library could assist the college in several ways. Many of the responses were similar to those made in the section describing improvements in cooperative services; other ways in which the public library could assist the community college are summarized below:

- Provide space for college recruitment and registration
- Disseminate a calendar of community events
- Provide reserve book service for college courses
- Maintain and monitor self-instructional materials
- Inform the college about volume of public library use by students
- Appoint staff to college library advisory committee
- Assist in eliminating duplication of effort
- Increase participation and exchange of personnel and faculty

To the question regarding ways in which the college could assist the public library, the following responses were received:

- Plan cooperative promotional programs
- Sponsor a joint community information and referral service
- Produce media and related materials and provide equipment
- Provide tutors for CLEP and other programs
- Hold in-service workshops.

- Exchange special collections
- Support the library in discussions with local funding agencies

Throughout all of the comments, several related attitudes were apparent. In some cases, respondents felt that the college library had a more specialized, technical collection which should be utilized by the entire community, while the public library should serve community needs for leisure reading. Others felt that each institution served different types of patrons. Most were in favor of linkages between the two institutions. One respondent summarized this feeling by commenting, "Any cooperation would be a plus."

Community Cultural Programs

The final question asked the respondent to "Comment on any major issues, opportunities, and problems for your college in providing cultural activities and education for the community you serve." The problems mentioned most often were those of scarce space, staff, and funding. Some respondents pointed out that, for example, the public library and the community college are usually funded from different tax bases, making joint community cultural programs more difficult.

Instead of commenting on problems and issues, a number of college respondents mentioned cultural activities presently being offered and reinforced their commitment to community-based cultural activities. Among the programs cited were:

- A community open-air summer cultural series
- A "Great Books" discussion group
- Film, lecture, drama, and music series
- Community service courses in the arts and crafts
- Genealogical and community history lectures

A major issue mentioned was the geographic location of the college. Distances between the college and the town or the lack of public transportation can limit the popularity of college cultural offerings. A few respondents also cited lack of interest in cultural offerings by community residents or commuting students. Colleges located in urban centers also have problems. In such cases, competition with more sophisticated, ambitious programs may reduce the visibility of the college. In a few cases, respondents cited problems of maintaining their autonomy when a number of cultural programs are offered by many types of area institutions.

Several respondents mentioned a basic issue in cooperative community programming --the need for improved planning through community advisory committees and an assessment of community cultural needs.

V.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Analysis of the returns from all three phases of the study led to the following conclusions.

It would be a mistake to think of cooperative arrangements between public libraries and community colleges as involving simply one public library and one community college. Three of the cases examined involved something more complex.

Blackhawk College, for example, cooperates with Riverbend Library System which includes six different public libraries. The one problem with those arrangements mentioned by the respondents is a political one. Since the community college districts in Illinois do not correspond geographically with the library service areas, only those libraries in the system which are located within the boundaries of the Blackhawk College district are utilized in cooperative programs with the college.

El Centro College has different relations with different units of the Dallas Public Library. It is also one of six colleges in the Dallas Community College District that sponsors district-wide activities involving various branches of the Dallas Public Library.

The Tacoma Community College cooperates with both the Tacoma Public Library and the Pierce County Public Library. Two other community colleges -- Fort Steilacoom and Green River -- also cooperate with the two public libraries in a program of community forums related to Courses by Newspaper topics.

Another case of a single public library cooperating with more than one community college has already been mentioned in Chapter Two. These four cases lead us to believe that many similar situations may exist.

It would be a mistake to conclude that the list of cooperative arrangements for community education services given in the Phase II questionnaire provides a complete inventory of what is possible. It was not our intent to provide an exhaustive and mutually exclusive list of possibilities. In fact, the instructions on both the Phase I and the Phase II instruments told the respondent: "Even if your program differs slightly from the statement, please circle the answer code." Based on what we know now, however, we suggest that the following typology might have been more useful:

1. The public library makes space available for community college classes.
2. The public library makes space available for community college public programs (lectures, public forums, etc.)
3. The public library makes space available for testing provided by the community college.
4. The community college and the public library jointly plan and offer public programs (e.g., lectures, public forums, film series) for the community.
5. The public library develops displays, reading lists, and other materials to complement the college's cultural programs for the community.
6. The public library develops displays, reading lists, and other materials to complement the college's classes.
7. The community college provides materials for a learning laboratory (individual learning programs involving video tapes, audio cassettes, computer assisted instruction, etc.) in the public library.

8. The community college provides materials and staff for a learning laboratory (individual learning programs involving video tapes, audio cassettes, computer assisted instruction, etc.) in the public library.
9. The community college and the public library have a cooperative counseling service located in the public library to provide advice regarding educational opportunities.
10. The public library distributes information about community college programs.
11. Other (please specify).

The "other" category at the end of this list would still be necessary since individual public library/community college pairs find unique ways to cooperate.

In the cases examined here, for example, one pair reported that the public library and the community college were involved annually in a joint fund-raiding project which was usually quite successful. Another pair reported that the community college was assisting the public library system's production of cable television programs by supplying a studio, art work, an engineer and technical advice. Another public library reported that staff from the children's department offered a course on "Sharing Literature with Children" at the community college.

It is not possible to describe cooperative arrangements for community education services between public libraries and community colleges accurately without interviewing responsible parties at both institutions. A mail questionnaire is not sensitive enough to explore the nuances of these subtle forms of cooperation. The problem was introduced in Chapter One. It surfaced again when we studied questionnaires returned in Phase III and found that telephone interviews were necessary to resolve inconsistencies. In one pair, for

example, the college respondent mentioned only that space was made available for public programs by the college, whereas the public library respondent noted that space was also made available for ABE and GED classes. In another pair the college reported that "The community college and the public library have a cooperative counseling service located in the public library to provide expert advice regarding educational opportunities." The public library told us that although the college had a representative on the board of advisors for the public library's educational counseling service, the service itself was really offered by the public library without any special additional help from the community college. In another case, the college indicated that "The community college and the public library jointly plan and offer public programs for the community" but the library said it was not involved in the planning but simple made space available.

We do not recommend that any study try to determine exactly which member of a cooperating pair is "telling the truth." It is important to recognize, however, that cooperation is sometimes perceived differently by the two parties.

Future Areas of Study

Because the major focus of this study was cooperation for community education services, the analysis of information from the questionnaires is concentrated on these particular arrangements (Table 3). Information was gathered, however, about how community college libaries work with public libraries to improve library services (Table 2). This information could be used in a study that would determine the extent of such cooperation at specific libraries and college, the factors which led to the cooperation, and the quality of these arrangements. We also learned of situations in which one library serves both college and community or in which the public library operates a separate college library under contract. Case studies of these

arrangements would have been useful but were not within the scope of this investigation.

Since our primary goal was to examine the cooperative community education arrangements that included the humanities, cooperating colleges and libraries offering programs that did not emphasize humanities were not closely analyzed. Some of the information gathered concerning these arrangements could be useful in another study.

Two-year colleges that cooperate with museums, historical associations, private libraries and four-year college libraries have been identified. Cooperative arrangements between community colleges, and business and industry have received attention elsewhere, but cooperation with cultural institutions needs to be explored. An examination of these relationships would be especially fruitful because of their potential for community-based humanities education.

A number of other areas need future exploration and study. For example, although information received from the seven colleges and libraries indicates that large numbers of new users were reached, little is known about the characteristics of these people. Data about participants and their previous and subsequent college and library experiences are needed.

Further research could also determine the extent to which college and library administrators become involved in community cultural planning, the amount of influence citizens have in planning cultural programs, sources of funding for cooperative cultural programs, and regional and institutional differences in the occurrence of cooperation.

Finally, although the colleges and libraries responding to our questionnaires provided invaluable information about cooperation between two important community institutions, we believe that site visits and interviews with

administrators, participants, faculty and staff involved could enrich this data with insights useful to persons who wish to replicate such programs... The study summarized here represents a beginning effort at describing cooperation which is of great interest to community colleges and to public libraries and could be of great benefit to the communities they serve.

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APPENDIX A

American Association of Community and Junior Colleges

July 20, 1977

Dear President:

Community colleges and public libraries cooperate in a number of different ways to serve the public. In one community the public library may simply provide space for courses offered by the community college; in another place, the community college may provide materials and staff support for a learning laboratory located in the public library; in yet another, the community college library may serve as a public library for the entire community.

AACJC and the Public Library Association, a division of the American Library Association, are conducting a survey to determine what cooperative arrangements currently exist between community colleges and public libraries. We are especially interested in cooperative arrangements which support education, both formal and informal, in the humanities.

The humanities constitute an important part of the community college program. They are also an important part of every public library's service. We ask you to be especially mindful of this fruitful area of community college-public library cooperation as you review your programs and fill out the enclosed questionnaire, which is part of the first phase of our study.

In an earlier survey conducted by the AACJC Center for Community Education, your college was identified as one of 200 which cooperates with local public libraries to offer community education services. As part of the first phase of the present study we now want to obtain from you information about the specific kinds of community college-public library arrangements which exist at your college. We also want to determine whether we have included on the attached questionnaire adequate descriptions of these arrangements. Therefore, it is important that you describe any programs we may have overlooked. After receiving this information from you, we will be able to refine the questionnaire and send it to the 1,000 remaining two-year colleges which will form the second phase of the study.

We hope that you will participate in this important first phase of the study by taking a few minutes to complete the enclosed questionnaire. If you believe that some other officer of your institution is in a better position to respond (e.g. Dean of Community Service, Dean of Instruction, Dean of Learning Resources), please forward this material to that person. We hope you will review the completed questionnaire before it is returned to us. The form should be returned in the enclosed envelope no later than August 12. We will share with you the information from this study when it is completed.

Thank you for your cooperation.

Sincerely,

Roger Yarrington

Roger Yarrington
Vice President

One Dupont Circle N.W. Suite 410 Washington D.C. 20036 202-234-7050

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APPENDIX B

American Association of Community and Junior Colleges

Public Library Association
A Division of the American Library Association

Part I. COOPERATIVE ARRANGEMENTS FOR COMMUNITY EDUCATION SERVICES

A. If your college cooperates with public libraries to offer community education opportunities, which of the following statements describes these cooperative arrangements? (Circle as many answer codes as apply. Even if your program differs slightly from the statement, please circle the answer code).

The public library makes space available for community college* classes, programs, or forums..... 1

The community college and the public library jointly plan and offer public programs (e.g., lecture series, public forums, film series) for the community..... 2

The public library, in cooperation with the community college, develops displays, reading lists, and/or other materials to complement the college's community cultural programs..... 3

The community college provides materials and staff for a learning laboratory (e.g., computer-assisted tutorial or individual learning programs) in the public library..... 4

The community college and the public library have a cooperative counseling service located in the public library to provide expert advice regarding educational opportunities..... 5

The public library displays or maintains a file on the local community college for interested patrons..... 6

Other cooperative programs (please specify): _____

_____ 7

_____ 8

PLEASE ENCLOSE DESCRIPTIVE MATERIALS CONCERNING THE COOPERATIVE ARRANGEMENTS LISTED ABOVE.

B. If your college and the public library offer any of the community education programs described above in statements 1, 2, 3, or 4, which of the following program areas are included in these cooperative arrangements? (Circle all answers that apply).

Humanities**.....1	Occupational/Career.....3
Science/Technical.....2	Adult Basic Education or GED preparation.....4

* "Community college" is used in this survey to mean all two-year colleges, including public two-year colleges, private two-year colleges, technical institutes, and two-year branches.

** For the purposes of this survey, please consider the definition of the humanities which has been formulated by the National Endowment for the Humanities. 'The term 'humanities' includes, but is not limited to, the study of the following: language, both modern and classical; linguistics; literature; history, jurisprudence, philosophy, archeology, comparative religion; ethics, the history, criticism, theory, and practice of the arts, those aspects of the social sciences which have humanistic content and

C. In your opinion, how could the cooperative arrangements described above be improved?

Please provide the name(s) and address(es) of the public library(ies) with which your college has the cooperative arrangements described above.

Name of Library: _____

Address: _____
Street

_____
City State Zip

Name of the contact person at the library listed above: _____

Title: _____

(Attach additional sheets if your college has a cooperative arrangement with more than one library, excluding arrangements for inter-library loans).

D. Does your college cooperate with any other community cultural institution to offer community education programs or services? (Circle all answers that apply).

Local Museums 1
Local History Associations 2
Private Libraries 3
Four-Year College or University Libraries 4
Other (specify): _____ .. 5

Briefly describe the arrangements your college has with any of the above instructions: _____

rt II. COOPERATIVE ARRANGEMENTS FOR LIBRARY SERVICES

A. If your college cooperates with public libraries for library service activities, which of the following statements describes these cooperative arrangements? (Circle as many answer codes as apply. Even if your program differs slightly from the statement, please circle the answer code).

One library in the community serves as both the community college library* and the public library 1

The public library operates the community college library under contract 2

*In many community colleges, the library is often known as the "learning resource center" or the "instructional materials center". The term "library" is used here to cover all such

art II (Cont'd)

The community college library and the public library have a union catalog of monographs or a union list of serials or both.. 3

Community college students may borrow from the public library by presenting a college card or a special borrower's card 4

Members of the public not enrolled in the college may borrow from the college library by presenting a public library card or a special borrower's card 5

The community college library and the public library have an inter-library loan agreement 6

The community college library and the public library hold joint staff development workshops 7

Other (specify:) _____ 8

_____

_____ 9

_____

B. In your opinion, how could the cooperative arrangements as described above be improved? _____

_____

_____

Please provide the name(s) and address(es) of the public library(ies) with which your college has the cooperative arrangements described above.

Name of Library: _____

Address: _____
Street

_____
City State Zip

Name of the contact person at the library listed above: _____

Title: _____

(Attach additional sheets if your college has a cooperative arrangement with more than one library, excluding arrangements for inter-library loans).

Please complete the questions on the reverse side

rt III. ADDITIONAL COMMENTS

A. What could the local public library do to assist your college and/or what types of cooperative arrangements would you recommend?

B. What could your college do to assist the local public library and/or what types of cooperative arrangements would you recommend?

C. Comment on any major issues, opportunities and problems for your college in providing cultural activities and education for the community you serve.

Thank you for your assistance. Please return this form by September 20, 1977 to:

AACJC Data Office
One Dupont Circle
Washington, D. C. 20036

Name(s) and title(s) of respondents:

APPENDIX C

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APPENDIX D

The Joint Study of Community College - Public Library Education in the Humanities was funded by the National Endowment for the Humanities (NEH) and carried out by the American Association of Community and Junior Colleges (AACJC), in cooperation with the Public Library Association (PLA), a division of the American Library Association (ALA).

Three phases of data collection were involved, including a survey of all two-year institutions in the AACJC data base and a more detailed survey of a sample of cooperating community colleges and public libraries. The study found that:

- Cooperative arrangements most commonly involve traditional library services such as interlibrary loans.
- Joint community education services most commonly include holding community college classes in the public library and maintaining a public library file about college programs.
- Cooperative arrangements for community counseling services or community learning laboratories are quite rare.
- When public libraries and community colleges jointly offer community education services the content of these programs often includes the humanities.
- Community colleges also cooperate with four-year college libraries, museums, historical associations, and private libraries to offer community education programs or services.

In phase three, involving a closer examination of seven pairs of cooperating colleges and libraries, the study shows that the cooperative arrangements between these institutions have the following characteristics:

- Most were initiated in the mid-1970's as a result of an administrative decision.
- Most of the arrangements studied were rated as moderately or extremely successful.
- None of the cooperative arrangements has been formally evaluated and none is assisted by a community advisory group.
- Funding does not generally come from any external sources, although two arrangements received assistance from NEH.

Several respondents provided suggestions for improving or initiating cooperative arrangements. The study also summarizes comments concerning the issues and problems of providing cultural activities and education for the community. Many of the respondents also cited major successes of their cooperative programs. The advantage mentioned most often was the ability of such programs to reach persons who would ordinarily have no contact with either the community college or the public library.

Suggestions for further study in related areas include research about the outcomes of cooperative arrangements for humanities education, the participants in these cooperative programs, and the influence of citizens in planning community cultural programs.

APPENDIX E

Contributions of the Study

In recent years two significant trends have begun to affect community life--the increasing emphasis on cooperation among community institutions and agencies, and the increased level of interest in education experiences which occur outside of the traditional classroom. The Study of Community College - Public Library Education in the Humanities describes the relationship between these two significant trends and suggests the impact these trends may have on strengthening the humanities. In addition to describing the types of cooperative arrangements presently existing between community colleges and public libraries, the study also provides a closer look at seven pairs of cooperating colleges and public libraries. This detailed examination is designed to encourage other colleges and libraries to replicate joint arrangements that bring the humanities to the community through forums, lectures, classes, reading lists, displays, and other community programs. According to those at colleges and libraries that jointly offer such community-based humanities programs, these cooperative arrangements can reach people who would ordinarily have no contact with either the community college or the public library, and can thereby encourage familiarity with the humanities.