DOCUMENT RESUME

ED 158 787 JC 780 402

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TITLE Directions for the Future: An Analysis of the Community Services Dimension of Community Colleges. Community Colleges, Community Education Monograph #2.
INSTITUTION American Association of Community and Junior Colleges, Washington, D.C. National Center for Community Education.; Michigan Univ., Ann Arbor. Office of Community Education Research.
PUB DATE Apr 78
NOTE 70p.; Also issued as Community Education Series Cross Reference Volume 4, Number 2, by the Office of Community Education Research, University of Michigan.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Community Colleges; *Community Education; *Community Services; Financial Support; Governance; *Junior Colleges; *National Surveys; Private Colleges; *Program Administration; Questionnaires; Regional Characteristics; Rural Education; School District Autonomy; Small Colleges; Urban Education

ABSTRACT

In 1976 the American Association of Community and Junior Colleges Center for Community Education conducted a survey to investigate community education/services at community and junior colleges nationwide. Questionnaires were sent to 1,275 public and private two-year colleges; response rate was 61.7%. Results of the survey are divided into sections covering: an overview of community education; the identity of community education and the impact of different program names upon success; the effect of college size; the relevance of college location in a region of the nation and in urban or rural environments; the differences between public and private institutions; the control of public colleges by local, state/local or state offices. The final sections present a summary and conclusions, a list of general concerns, and models for the most and least successful community education programs. Results indicated that successful programs were generally linked to large (more than 8,000 students), public institutions located in the suburbs of major cities in the north central or western regions of the country, and controlled by state/local agencies. Other elements of success were a program administrator with no other institutional responsibilities, and diversified funding. The survey form is appended. (TP)

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DIRECTIONS FOR THE FUTURE: AN ANALYSIS OF THE COMMUNITY SERVICES DIMENSION OF COMMUNITY COLLEGES.

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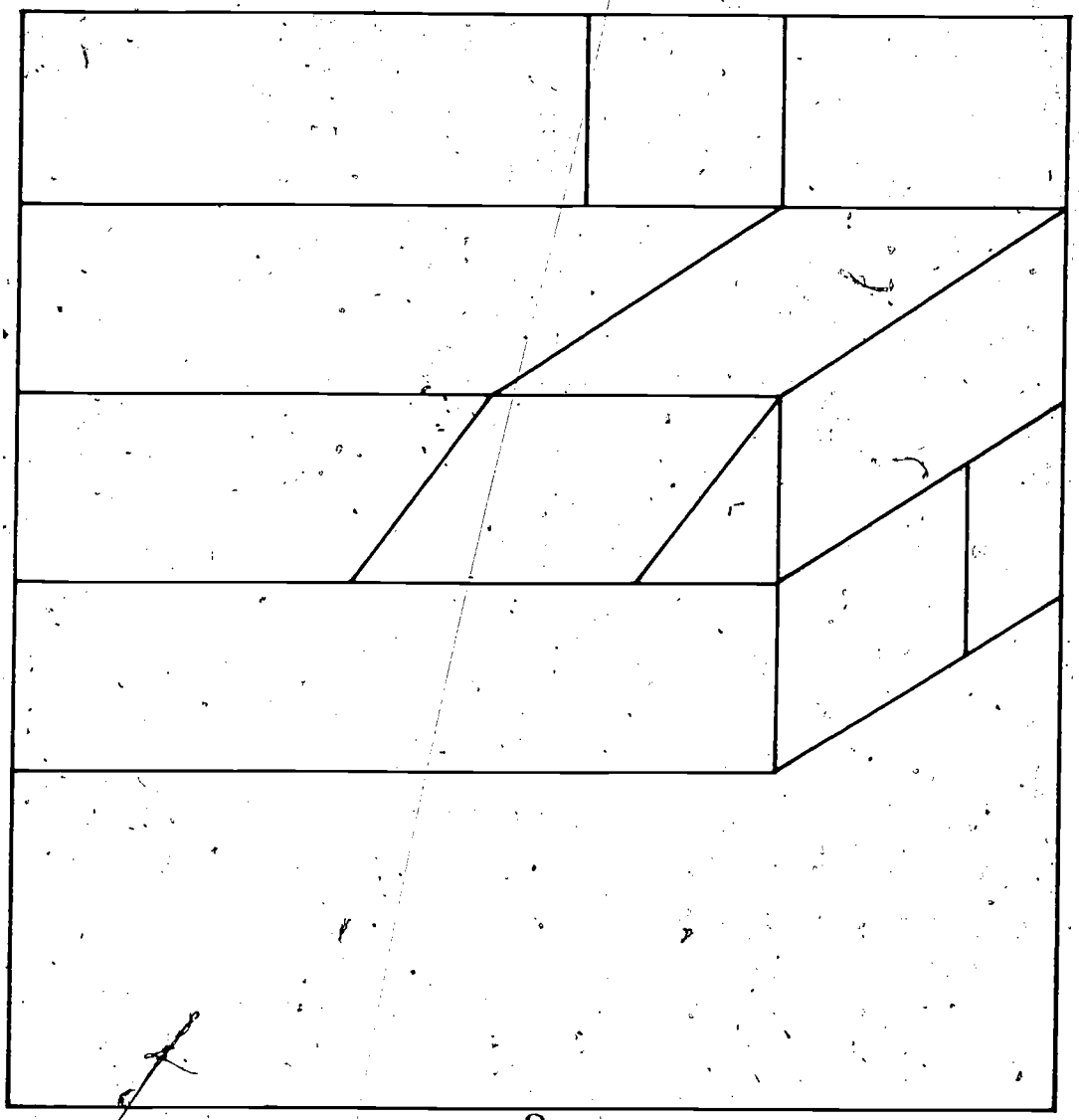

PUBLISHED BY

the Center for Community Education
American Association of Community &
Junior colleges, Washington, D.C.

in cooperation with

The Office of Community Education Research
University of Michigan, Ann Arbor.

April, 1978

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Community Education Series/Cross reference Volume 4, Number 2

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Introduction

> "Community education is an endeavor that deserves the best efforts of publicly supported community colleges, independent junior colleges, community schools, and other institutions and agencies. These endeavors should be made cooperatively whenever possible so that citizens will receive quality services that are well planned and efficiently organized."

These opening words of a resolution adopted by the Board of Directors of the American Association of Community and Junior Colleges on November 13, 1974, established the rationale for a Center for Community Education within the organization. The AACJC Center, located in Washington, D.C., was established in October, 1975, with a grant from the Charles Stewart Mott Foundation. As a national center, it is a unique link in the community education network that extends across the United States.

The primary purposes of the AACJC Center are: "--to develop an awareness and understanding of community education among the community/junior colleges of the country; "--to facilitate closer working relationships between community/junior colleges, community schools and other groups in the community education fields; "--to encourage other Centers to work with community/junior colleges in the development of community education."

Perhaps one of the most significant efforts during the first year (1976) of the AACJC Center for Community Education was the conducting of a survey of all community/junior colleges to measure community education/community service as it existed--and was planned for the future.

Questionnaires were sent to 1,275 public and private institutions, including multi-college district offices. Usable responses totaled 855 (67.1%) from the 50 states, the District of Columbia, Puerto Rico, American Samoa, and Canada. The largest number of returns came from states with large numbers of community/junior colleges. California, North Carolina, Texas, Illinois, New York and Virginia accounted for more than a third of the total responses (35.3%).

The median enrollment of the responding colleges fell between 1000 and 1999 full-time and part-time students. Modal size was less than 1000 students. The responses were divided into the following enrollment categories: 1-999 students (29.3%); 1000-1999 (22.3); 2000-3999 (20.1); 4000-5999 (8.9); 6000-7999 (6.5); 8000-999 (4.2); 10,000 or more students (8.6).

From a sample of 750 colleges, more than half of the responding personnel held the title of Director (34.7%) or Dean (20.5%) of the community education functions of their colleges. Nine per cent of the respondents were deans of instruction or similar officers at their institutions (9.2%). Six presidents completed the questionnaire (.8%).

This document presents the results of the survey. It is divided into eight sections, each dealing with different factors which affect community education in community/junior colleges. The first section, "Ideas and Realities," presents an overview of community education based on total responses to the survey. The second section, "An Identity Crisis?," concerns the identity of community education and the impact of different names upon the success of programs. The impact of college size is discussed in the third section, "The Bigger the College, the Better the Program." The next two sections, "Is the West the Best?," and "The Community and the Program," concern the relevance of location of the college--in a region of the nation and in urban or rural environments to community service developments. The final topics of analysis concern the types of colleges which answered the survey. "Public and Private College Programs" are discussed, and then "Mission: Control" examines the public colleges on the basis of their control: local, state/local, and state. The eighth section of the document presents a

"Summary and Conclusion" from the results--what is known, what is surmised, and what should be explored.

In each section of this document, the exact percentages of answers to the topics of the analysis are indicated parenthetically. This should help the reader to interpret the data more precisely. Also, important points of the analysis are underlined in the body of each chapter and presented at the end of each chapter.

Ideas and Realities

The first analysis of the data covered the 855 college responses. Three topics emerged from that analysis: support for the offering of community education in community/junior colleges; cooperation among community colleges and other agencies within the community; and the staffing of community education in community/junior colleges. The analysis revealed strong support for the ideas and ideals of community education in all three topics. In some topics, that support for the idea was matched by the reality of the practices of the responding colleges.

THE COMMITMENT TO COMMUNITY

The respondents indicated that there was strong support for both the idea and the practice of community education in their colleges. One of the first questions in the survey concerned the commitment of the colleges to community education. Community education was defined as:

> courses and activities for credit or noncredit, formal classroom or nontraditional programs, cultural, recreational offerings specifically designed to meet the needs of the surrounding community and utilizing school, college, and other facilities. Programming is determined with input from the community being served.

The positive response was overwhelming. A total of 819 institutions (95.7) affirmed their commitment to community education as defined above. In another question, the survey

asked about the commitment of colleges to the idea, rather than the types of programs, of community education/community services. The respondents reaffirmed the strong commitment of their colleges to this idea (84.6). Some practical indications of the support of the colleges were found in the response that the boards of trustees on most campuses (90.9) had not developed policy which inhibited the development of community education activities. In fact, most of the boards (60.9) of the responding colleges had formally encouraged the development of community education programs and services.

More evidence of college support was found in the responses to questions about the types of community education offerings in community/junior colleges. The survey distinguished 23 offerings that might be provided through community services or the regular, continuing or adult education programs of the colleges. Table I shows the percentages of colleges which provide each of the offerings. (See table I page 6).

Only five offerings appear in less than half of the responding institutions: an outreach counseling center, courses through the media, job placement services for adults, the use of computer or technical facilities, and the development of performing arts groups. Though not explicit, there is probably a correlation between the cost of these offerings and the provision of them. Only one of the offerings, the provision of courses through the media, is a capital producing service. The other services require extensive outlays of capital or labor without concomitant returns to the college. However, these five exceptions do not mar the general perception that community/junior colleges are providing many services and programs to community residents. In general, the breadth and depth of the community education offerings is most encouraging in these days of restricted budgets and programs for many community/junior colleges.

The scope of offerings affirms the support of community/junior colleges for community education programs and services. Community participation in the programs and services justifies that support. Although the modal size of the responding colleges is less than 1000 full-time and part-time

TABLE 1

PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT OF 855 COMMUNITY/JUNIOR COLLEGES

Community Education Offering	N of Colleges Providing Offering	Percent of Colleges Providing Offering
Guest lecturers or speakers bureau	587	68.6
College library facilities	681	79.6
Help business/industry identify educational needs	680	79.5
Outreach counseling center	345	40.4
Public forums on local, state, national problems	521	60.8
Assistance in conference or workshop planning	671	78.5
Courses through television or other media	371	43.4
Orient college staff to community education	569	66.5
Dual enrollment and early admission programs	613	71.7
Experts in testing, reading, etc.	491	57.4
Cultural events	695	81.3
Computer/technical facilities	219	25.6
In-plant training programs for business/industry	610	71.3
Recreational facilities at no charge	492	57.5
Job placement services for adults	423	49.5
Credit outreach courses in prisons, etc.	428	50
Develop local performing arts groups	411	48.1
Programs for minorities and other interest groups	653	76.4
Programs to upgrade job skills	755	88.3
Programs in consumer training	599	70
Adult basic education programs	573	67
Courses/services in health care	671	78.5
Programs in family life planning	504	58.9

students, the modal size of community education participation is between 1000 and 9999 community members (49.1). While only nine percent of the responding colleges have enrollments of 10,000 or more students, more than 20 percent serve more than 10,000 community residents through community education (20.3).

The responding colleges provide an abundance of services to a lot of people. This provision is in keeping with their general belief that "community colleges should offer or make arrangements to offer all appropriate activities requested by the community" (67.8). Unfortunately, the numbers of participants in community education are still lower than they perhaps should be. Nineteen percent of the colleges estimate that they serve less than one percent of their area residents through community service/community education programs. Only 13 percent state that they are serving more than one-tenth of their district, city or county residents.

Finally, it should be noted that most of the respondents (78) indicate that the American Association of Community and Junior Colleges and its Community Education Center should play a major role in the encouragement of greater community education activity in community colleges. Part of this role might focus on service to larger proportions of local populations. Part of it might also focus on a belief among half of the respondents that "changes in the attitudes of educators are necessary before community education services can be offered." Part might be devoted to the needs of the colleges that did not respond to this survey. The size of their community education programs and problems is unknown at present. Still another role of AACJC might include recognition for the responding colleges in view of the progress that they are making toward meeting the needs of their communities.

COOPERATION: A GOOD IDEA

The affirmative nature of the responses extended to cooperation with other agencies that offer community education services or programs in the local area. On this point, however, the support for the idea of cooperation surpassed the realities of cooperation among the responding colleges.

Most of the respondents (60.5) opposed open competition between their colleges and other agencies. Even more (87.9) did not believe that community colleges would lose responsibility for community education programs if they cooperated with other agencies. Instead, over two-thirds of the respondents (67.9) felt that cooperation was necessary for the survival of the community education programs in community colleges. Money was not a deterrent to cooperation. More than two-thirds of the respondents (67.5) believed that competition for tax dollars should not impede cooperation between community colleges and community schools. In fact, over half (54.6) of the respondents said that community colleges should provide some personnel and financial support so that community schools could initiate community education programs. Interestingly, this latter percentage was somewhat similar to the percentage of respondents who reported the presence of community schools within their college districts (46.3).

Despite high support, not many examples of cooperation were listed between the colleges and other agencies within their districts. This could have been due to a feeling among the respondents that they were not competing with other agencies in community education. Over three-fourths of the respondents (77.3) disagreed with the statement that community colleges were taking on too many functions that should be performed by other community agencies.

Regardless of the reason, only 419 colleges (48.9) reported that they had completed formal agreements with other agencies. A relatively high percentage of these colleges were engaged in cooperative arrangements with: community schools (74.5); business and industry (89.2); senior citizens programs (84.7); parks and recreation programs (62.8); public health agencies (59.4); public libraries (51.1); civic and fraternal organizations (50.1); and religious institutions (44.8). The numbers of agreements with community schools indicate that these colleges include most of the colleges which reported the presence of community schools within their districts. Thus, cooperative agreements might be stimulated by the presence of a community school in the district.

The respondents suggest an interesting role for state agencies with regard to the coordination of community education efforts. Although a hugh percentage (85.4) favors the receipt of state funds for community college and community school programs, very few colleges (17.8) agree that state boards should coordinate community education/community service programs. These opinions are understandable, but they do not honor the historical correlation between state funds and state power. Traditionally, an increase in funds has been accompanied by an increase in the efforts of the state to coordinate the programs of colleges with those of other agencies.

STAFFING THE PROGRAM: WHO DOES? WHO SHOULD?

Over two-thirds of the responding colleges (67.8) have assigned administrators to manage the community education program. Salaries for community educators are usually paid separately by community colleges, community schools or other agencies (76.2). Only forty-four percent of the respondents indicate that regular faculty are usually employed as community educators. Almost all of the colleges (88.3) use faculty from the community or other agencies to teach community education offerings, and it is likely that some of these faculty are volunteers instead of paid staff. Sixty-four percent of the colleges report the use of community educators on a volunteer basis.

The qualifications and training of community educators could be a problem in community/junior colleges. A large minority of the respondents (38) believe that there are no formal qualifications for community educators in the community/junior college. Many more (58.1) report that their community education staffs do not receive in-service training which would orient their teaching to the needs of community college students. Seven of ten colleges (70.6) do not provide pre-service training for prospective community educators. While most of the respondents (54.8) feel that community educators should meet different standards than regular college faculty, the absence of training programs suggests that the colleges are not helping their community educators to meet those standards. Given the size of community education programs in

community/junior colleges, this becomes a prime area for staff development.

IMPORTANT POINTS

*The responding colleges support the idea that community education programs and services should be provided by community/junior colleges.

*Community/junior colleges provide diverse community education offerings to large numbers of community residents. However, they do not serve large percentages of their local populations.

*Community/junior colleges support the idea of cooperation with other community agencies. However, most of the responding colleges do not have any formalized cooperative agreements with other agencies in their communities.

*The responding colleges believe that community education faculty should differ from the regular faculty in their colleges. They are not providing to any great extent pre-service or in-service training which would foster this difference.

An Identity Crisis?

The survey responses indicate that community/junior colleges are committed to both the idea and the reality of community education programs. The results also indicate that the identity of such programs suffers from some confusion. In the sample of 750 colleges, ten titles of community education functions accounted for 79 percent of the total. The dominant title of these functions was not "community services" (20.5) or "community education" (2.3). Instead it was "continuing education" (25.3).

The identity confusion concerned more than the title of the programs. There was virtually an even split in responses to the statement, "The community education/community service function is really no different from the concept of adult/continuing education programs." More than 41 percent of the respondents (41.3) disagreed with the statement, eight percent were undecided (8.3), and most agreed with the statement (47.7). Agreement possibly had to do with the job title of the responding personnel, i.e. director of continuing education. At the least, the agreement encouraged a further examination of the rhetoric and practices of the directors of continuing education, community services, and community education in these colleges.

The basic question for this analysis was established: What were the differences in the programs operated under these different titles? For comparison, other questions were added for example: What differences exist between the responses of the directors of these functions and the deans of instruction who, as

directors of community education, responded to the survey? Does the absence of a name and of a specific director affect the community education programs of community colleges? Such questions served as the basis for the comparison of the roles and functions of thirty-one directors of community education, fifty-four deans of instruction, 163 directors of community services, and 208 directors of continuing education in community/junior colleges. For clarity, combination titles, such as "community services and adult education," were omitted from the sample groups.

The comparison of differences began with the demographic characteristics of the colleges. In later pages, the demographics of colleges will be shown to be related to the size and characteristics of community education programs. The larger the college, the larger and better the program. Colleges in the North Central and Western regions often have the best programs in community education.

The demographic data distinguished the deans of instruction from the other directors. As expected, the deans of instruction directed the community education programs of the smallest colleges. Two-thirds directed programs in colleges with a maximum of 999 students. Their colleges were evenly divided among the regions of the nation. The directors of community service were located throughout the nation, but 23 percent represented one state, California, and this must have influenced the answers of these directors. Still, 43.6 percent of their colleges enrolled fewer than 2000 students, and this could have negated the influence of the regional locale. Two-thirds of the directors of community education represented North Central and Western states. The size of their colleges was evenly spread throughout the enrollment categories. Finally, continuing education programs were found most often in Southeastern states (46.7) and in small to medium-sized colleges (77.4% enrolled fewer than 4000 students). These demographic statistics indicated that the titles of continuing education, community services, and community education reflect regional biases which, in turn, influence program differences. Deans of instruction who responded were in smaller colleges, suggesting programs of community education were smaller. Directors of

community education would probably direct the biggest and best programs.

As with the size of the college, the duties of the directors were indicated by their titles. (Deans of instruction differed from the other directors, obviously, because almost 2 of them (96.3) had other duties than the administration of community education). Also, almost all of the deans reported directly to the presidents of their colleges (88.9). The directors of community services and continuing education had more additional duties than the directors of community education. More of the directors of community education reported that they operated from an identifiable administrative unit than did the directors of community services or continuing education. The specificity of administrative duties undoubtedly has had a positive impact on the functions and practices of these community education programs.

Indeed, the positive impact of a director with specific functions appears evident in the size and numbers of community education offerings. In the comparison of all four programs, the community education programs had the highest percentages of offerings for 14 of the twenty-three service or educational activities. In marked contrast, the programs of the deans of instruction showed the lowest percentages for 20 of the 23 offerings. In 12 of the offerings, the deans' programs fell approximately ten percentage points below any other programs.

The continuing education and the community services programs usually ranked second or third in the percentages, with the community services programs often slightly ahead of continuing education. Community services scored the highest percentages on seven offerings and second highest on 11 offerings. This placement, coupled with the eminent percentages of the community education programs, indicates that the title, "community", has a positive impact on the provision of community education courses and services. (See table 2.1 page 14)

In terms of offerings, however, the specificity of the "community" title also becomes interesting. To the layman, "community service programs" might emphasize the provision of services, while community education programs

TABLE 2.1 PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT, BY ADMINISTRATIVE TITLE

Offering	Dean of Instruction (N = 54)	Continuing Education (N = 208)	Community Services (N = 163)	Community Education (N = 31)	National Percentages (N = 855)
Speakers bureau	61.1	67.3	75.5	70.9	68.6
Library facilities	72.2	82.3	83.4	83.9	79.6
Help business identify needs	57.4	85.1	83.4	83.9	79.5
Outreach counseling center	37	36.6	41.1	61.3	40.4
Public forums	40.7	62	73.7	77.4	60.9
Help in workshop planning	55.6	79.3	87.8	87.1	78.5
Courses through media	18.5	44.7	51.5	42	43.4
Orient staff	57.4	64.5	71.8	77.4	66.5
Special enrollment/admissions	68.5	67.8	76.7	77.5	71.7
Experts in testing	51.9	54.8	63.2	64.5	57.4
Cultural events	79.6	80.8	86.5	93.6	81.3
Technical facilities	18.5	24	28.2	19.4	25.6
In-plant training	40.8	76.9	73	70.9	71.3
Recreational facilities	59.2	52	63.8	51.6	57.5
Job placement for adults	40.7	52.8	48.5	54.8	49.5
Credit outreach courses	40.8	49.1	55.9	67.8	50
Develop local arts groups	44.5	49.5	61.4	48.4	48.1
Programs for interest groups	61.1	80.8	81.6	77.4	76.4
Upgrade job skills	68.5	90.9	90.8	96.8	88.3
Consumer training programs	48.2	70.2	77.3	80.7	70
Adult basic education	57.4	66.9	66.2	74.2	67
Health care courses/services	55.6	85.1	82.2	87.1	78.5
Family life planning programs	35.2	60.6	65.5	74.2	58.9

suggest the provision of courses. The titles of the programs should indicate programmatic emphases on service or educational activities. However, there is no clear indication that this distinction has any impact on the types of offerings which are provided in these programs. The use of "education" or "services" in the title has little bearing on the offering of different types of experiences. This is just as well, for it would be unfortunate if community education programs lacked the services which made them whole or community services programs lacked the educational activities which gave them meaning.

One of the major differences between the "community" programs and the other programs is that of the provision of offerings through community service divisions or regular, continuing or adult education divisions of the college. As expected, the community education and community service programs provide most of their offerings through community service divisions of the college, while the continuing education programs offer most of their courses and activities through regular or continuing education divisions. Deans of instruction join the directors of continuing education in the provision of most offerings through regular or continuing education division. However, as noted before, they also offer fewer courses or activities than any of the other administrators of community education.

Deans of instruction are interested in providing more offerings in community education, but their interest is not matched by plans to do so. To fulfill their interest, the deans should consider the revamping of administrative practices and the acquisition of increased funding for community education. Their programs are marked by conservative attitudes, a hesitancy to change, and more limited budgets than the programs of the other directors, In essence, their attitudes, practices and funds corroborate the need for a specific director of the community education programs in the colleges of these deans.

To illustrate, the attitudes of the deans are more conservative about community education than the attitudes of the other directors. Almost quarter (24.1) of the deans believe

that community colleges should not offer all appropriate activities which are requested by the community and almost as many (22.2) are unsure about the provision of such offerings. Fewer of the deans support unique qualifications for community educators than the other directors. They tend to favor formal qualifications and they use regular faculty for commun education more than do the other directors. Some (11.4) cannot estimate the size of their community education programs and fewer of them utilize evaluations or surveys or funding policies which might help them to increase the size of their programs. In the examination of five sources of funds for community education, the programs of these deans ranked the lowest in the use of tuition money, state taxes and federal funds of all the programs. They ranked just above continuing education programs in the lowest use of local taxes for community education. (See table 2.2 page 17)

In contrast to the deans of instruction, the community education directors distinguished themselves in practices and funding. Their programs were also larger in size than the programs of the other directors, both in terms of total enrollment and in the quantitative impact on the local population. Thus, enrollment could be a function of the practices and funding of these programs.

More of the community education directors used community and volunteer faculty for their programs than did the other directors. They used evaluation more than the others, and they utilized specific funding policies more than the others. When they ranked below their colleagues, these directors usually had plans to surpass those colleagues in 1977. For example, they ranked second to community services directors in the use of advisory committees (58.1 to 58.9), but their planned additions of such committees would help them to surpass the community services directors in 1977 (19.4 to 11.7).

In fiscal support for community education, the community education directors stood above their peers (see table 2.2). They ranked significantly higher than the other directors in the use of local taxes and state taxes. They were slightly higher than the others in the use of federal funds for community education, and they ranked second in the use of tuition funds, and "other" funds

TABLE 2.2

FUNDS FOR COMMUNITY EDUCATION
PERCENT, BY ADMINISTRATIVE TITLE

Source of Funds	Dean of Instruction (N = 54)	Continuing Education (N = 208)	Community Services (N = 163)	Community Education (N = 31)	National Percentages (N = 855)
Tuition	64.8	80.8	73.6	74.2	74.8
Local tax funds	35.2	34.1	51.5	67.7	43
State tax funds	48.1	65.4	57.1	74.2	59.7
Federal funds	37	46.6	42.3	48.4	42.1
Other funds	14.8	9.6	11.7	12.9	10.7

for community education. These differences in funding could reflect regional differences, but they also indicate that the directors of community education have some personal incentive or political advantage in the gathering of resources to fund their programs.

WHAT'S IN A NAME?

The identity of community education is blurred by many euphemisims in community/junior colleges: continuing education, community services, community education, and others. If a modern-day Romeo were to ask, "What's in a name?" the appropriate response might be, "Community education by any other name is not quite so sweet." Many of the differences among community education, community services, and continuing education programs are small, as is the sample of community education programs. Therefore, the conclusions are limited. Still, the name, community education, indicates slightly larger and slightly better programs, and thus a better identity for these programs than any other name.

The differences are much clearer between the programs of the deans of instruction and the programs of the other directors of community education functions. A specific program by any name seems better than an anonymous one. Deans of instruction simply have too many other duties to be able to create and direct comparable community education programs. In-service education might help the deans to change some of their attitudes about community education, but the absence of a special director means that any changed attitudes might not get converted into effective practice. Formalized surveys, advice, and evaluation might not be established. Increased funding might not be obtained.

If the deans wish to improve their programs, then they should hire directors who would be responsible for those programs only. They should also consider the title, community education, to identify those programs. It is still a relatively new name, and therefore, it might be attractive to funding sources. and newness in itself can help to spur the accomplishment of the directors. Community education provides a broader focus of effort--for the entire population of a region--than does

continuing education. This focus might account for the slightly greater percentages of offerings in community services and community education programs than in continuing education programs. Community education is also seen by many to be a more purposeful name than community services. This educational purpose might help the directors of community education to feel that they are part of an important mission of the community college, instruction, and not just agents who buttress that mission. This feeling could facilitate the slight superiority of community education programs over community services programs in the samples of colleges. Thus, "community education," through its purposeful involvement with the entire population of a region can add something to both the programs and the mission of the community college.

IMPORTANT POINTS

*The most popular title of community education programs is "continuing education." Then comes "community services."

*The most effective title is "community education," as revealed by the administrative practices, offerings, and funding of these programs.

*The least effective programs are administered directly by deans of instruction, as revealed by the practices, attitudes, offerings, and funding of these programs.

The Bigger The College, The Better The Program

The responding colleges were grouped by enrollments as follows: 0-999 students (29.4); 1000-1999 (22.3); 2000-3999 (20); 4000-7999 (15.4); and 8000 or more students (12.9). All of these enrollment groups shared a strong commitment to the idea of community education. A minimum of 90 percent of the respondents in each group believed that their colleges were committed to community education. This commitment extended to both the "idea of community education" and to the provision of community education offerings. Respective minimum percentages were 81.8 and 86.1 for these two types of commitment.

Additional agreement concerned the direction of community education in the responding colleges. Few distinctions were evident in attitudes that: community colleges should cooperate with other public agencies; the state should provide funds for community education; AACJC and its Community Education Center should encourage community education activities; community colleges should offer any programs that are requested by the community; and community educators should be different from other community college educators.

Unfortunately, these shared ideas of "should" were not matched by equal realities in the community education programs of the responding colleges. Several trends of difference were evident which related to the size of community/junior colleges. The actual practices of community education programs reclassified the enrollment groups into three categories: the

largest colleges, the middle colleges, and the smallest colleges.

The largest colleges are the giants of community education. They have more students than any other group of colleges (over 8000) and more of everything in community education. They offer more courses and services in community education than other colleges. The largest colleges provide 18 of the 23 community education offerings more often than any other group. Significantly high percentages of these colleges offer: programs in family life planning; public forums on social problems; courses through the media; experts on testing and for people with disabilities recreational facilities at no cost; job placement services for adults; and performing arts groups (See table 3:1). These offerings also reach significantly high percentages of community residents. Over half of the largest colleges (54.5) serve more than 10,000 community residents through community education programs. The nearest similar service is half that amount. A total of 27.3 percent of the colleges with 4000-7999 students serve more than 10,000 community residents.

As would be expected, the largest colleges are organized to deliver large numbers of community education offerings to large numbers of students. More of their community education programs are administered through distinct units of the college than in any of the other enrollment groups. More of their administrators of community education are concerned only with the supervision of those programs. The largest colleges have clearer funding policies for community education than the others. They use advisory committees from the community more than does any other group and more of their boards of trustees formally encourage community education than the boards of any other group of colleges.

The formalization of community education practices extends to the cooperation of these colleges with other community agencies. Higher percentages of the largest colleges report formal agreements with community agencies than does any other group of colleges. Their cooperation also extends to more types of agencies than that of any other group.

The final distinction of these colleges concerns their sources of funds for community education. Relatively few of the

largest colleges receive funds for community education through tuition and significantly greater numbers of them receive local tax funds than does any other group of colleges. This latter distinction reflects the fact that 40 percent of these colleges are located in the state of California. It also seems to reflect the idea that local communities are willing to support programs that meet local needs. (See table 3.1 page 23)

The smallest colleges are dwarfed by comparisons with the largest institutions. The smallest colleges enroll 1-999 students. They also comprise the largest group of respondents to the survey (29.4). They offer significantly fewer courses and services than any does other group of colleges. They also have fewer plans to expand their offerings than does any other group. The smallest colleges have the least effective administrative policies, procedures and responsibilities of any of the groups of colleges. They use special community education faculty less often than do other colleges, although they try to provide in-service education for their instructors as much as the other colleges. They have fewer cooperative agreements with community agencies and fewer sources of funds for community education. (See table 3.2 page 24)

The middle colleges include three groups of colleges with more than 1000 but less than 8000 students. These colleges are generally closer to the largest colleges than to the smallest. Their plans indicate that they will maintain or extend this distance from the smallest colleges in the future, especially in course offerings, administrative practices and the use of special community education faculty. More than any other colleges, these middle institutions use tuition and federal funds for community education programs. Their use of state funds is not very different from that of the largest colleges, but they use far less local funds than do the largest institutions.

The differences between the smallest and larger colleges provide a cause for alarm. Equally alarming is the possibility that these differences will increase in the future. However, the gap between the larger colleges and the smallest is based on the provision of services not on basic principles. If the small colleges truly believe in their commitment to community education, then perhaps their top administrators should examine the policy and

TABLE 3.1

PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT OF COLLEGES WITH DIFFERENT TOTAL STUDENT ENROLLMENTS

Offering	0-999 (N = 251)	1000-1999 (N = 191)	2000-3999 (N = 171)	4000-7999 (N = 132)	8000+ (N = 110)	National Percentages (N = 855)
Speakers bureau	54.6	72.7	74.2	71.2	82.7	68.6
Library facilities	75.3	87.4	81.3	75	80	79.6
Help business identify needs	63.8	82.8	89.4	86.4	86.4	79.5
Outreach counseling center	28.6	36.6	40.9	54.5	55.4	40.4
Public forums	48.6	62.3	62.5	66.6	77.3	60.9
Help in workshop planning	62.2	84.3	84.2	85.6	89.1	78.5
Courses through media	25.5	41.9	42.7	52.3	77.3	43.4
Orient staff	63	69.1	67.8	62.1	74.5	66.5
Special enrollment/admissions	62.9	69.1	77.2	76.5	82.7	71.7
Experts in testing	45.8	55.5	62	59.8	77.3	57.4
Cultural events	72.2	82.7	85.4	84.9	90	81.3
Technical facilities	14.8	29.3	35.7	28	25.4	25.6
In-plant training	53	76.4	81.9	81.1	87.3	71.3
Recreational facilities	47.8	57.6	56.7	63.6	73.6	57.5
Job placement for adults	37.8	47.7	50.9	56	70	49.5
Credit outreach courses	33.5	45.5	57.9	62.9	68.1	50
Develop local arts groups	35.8	50.8	49.7	50	67.2	48.1
Programs for interest groups	62.1	77.5	80.7	84.8	90.9	76.4
Upgrade job skills	76.1	92.2	91.8	95.4	96.4	88.3
Consumer training programs	51.8	72.7	78.4	78.8	84.6	70
Adult basic education	64.1	69.1	69	65.2	69.1	67
Health care courses/services	62.9	77.5	88.3	86.3	91.8	78.5
Family life planning programs	43.4	53.4	65.5	67.4	84.5	58.9

TABLE 3.2

FUNDS FOR COMMUNITY EDUCATION: PERCENT OF COLLEGES WITH DIFFERENT TOTAL STUDENT ENROLLMENTS

Source of funds	0-999 (N = 251)	1000-1999 (N = 191)	2000-3999 (N = 171)	4000-7999 (N = 132)	8000+ (N = 110)	National Percentages (N = 855)
Tuition	70.1	81.7	81.9	81.1	54.5	74.8
Local tax funds	30.3	39.3	42.1	48.5	72.7	43
State tax funds	48.2	63.9	64.3	62.1	68.2	59.7
Federal funds	36.7	46.6	44.4	45.5	39.1	42.1
Other funds	12.4	8.4	9.4	12.9	10.9	10.7

finances which support that commitment. Other groups should also lend a hand to these colleges. The larger institutions can help the smaller colleges to organize and deliver stronger community education programs. AACJC and the Community Education Center can focus some of their efforts on those colleges which have not for various reasons found it possible to engage in community education to any great extent. Support from within and outside these colleges seems necessary if community education is to fulfill its promise in community colleges.

However, the development of the programs of large colleges should not be ignored because of any attempts to boost small college programs. Only 18 percent of the largest colleges serve more than one-tenth of their local populations through community education. All community/junior colleges can improve the development of programs to meet the lifelong learning needs of the residents of their communities. Such development is the core of community education. It is also the heart beat of the promise of the "people's college."

IMPORTANT POINTS

*Regardless of their size, community/junior colleges are in general agreement about the ideals of community education.

*The largest colleges (over 8000 students) provide more offerings in community education. Their community education programs are better administered and better funded than the programs at smaller colleges. These colleges also have more cooperative agreements with local agencies than smaller colleges.

*The smallest colleges (under 1000 students) are less successful in their provision of community education. They offer fewer courses and services than larger colleges. They also have fewer funds and less effective administrative practices than larger colleges.

*In between the largest and smallest colleges are others with 1000-7999 students. These colleges resemble the largest colleges more than the smallest colleges.

Is The West The Best?

The respondents were grouped into five regions:

Northeast:	Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont;
Southeast:	Alabama, Delaware, District of Columbia, Florida, Georgia, Kentucky, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia;
North Central:	Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin;
South Central:	Arkansas, Kansas, Louisiana, Missouri, Oklahoma, Texas;
West:	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, Wyoming.

The percentages of respondents in each region were: Northeast (14.3); Southeast (28.7); North Central (21.2); South Central (12.5); and West (21.8).

Geographic differences are related to differences in the size of programs. While the modal community education enrollment of all regions in the country is between 1000 and 9999 students, the North Central region has the most colleges which serve

between 10,000 and 19,999 residents and the West has the most which serve 20,000 or more residents. However, even these two regions might have larger enrollments in their community education programs. Only 18.3 percent of the Western colleges and 14.4 percent of the North Central colleges serve more than ten percent of their local populations. Thus, the potential for growth in community education is evident for these two regions as well as for the entire nation.

Whether regional differences determine or result from the size of programs, the programs of the Western and North Central colleges exemplify the biggest and the best in two-year college community education. The West provides the most courses and services in community education. The North Central region reveals the best cooperation, staff, administration and funding of any regions in the nation.

The West surpassed the other regions in its provision of 19 courses and services. The western colleges also provided more of their community education offerings through distinct community service divisions of their institutions. This prolific and professional offering of community education was not matched by any other region, but the other regions were not too far behind the West. Most of the colleges in all of the regions provide a multitude of community education courses and services; the western colleges simply provide more. (See table 4.1 page 28)

The western colleges also stand out in their vocal support of cooperative efforts between community colleges and other agencies which provide community services. However, the North Central colleges show more evidence of real cooperation than do the Western colleges. The North Central region has the highest percentage of colleges with formal agreements with other community agencies (54.1). These colleges also share community education administrators and salaries with community schools more than do other colleges. When this evidence of cooperation is correlated with the size of North Central community education programs, it supports the premise that real cooperation with community schools does not discourage enrollment in community college programs.

The North Central colleges are also exemplary in their

TABLE 4.1

PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT, BY REGIONS OF THE UNITED STATES

Offering	West (N = 186)	South-east (N = 245)	South Central (N = 107)	North-east (N = 122)	North Central (N = 181)	National Percentages (N = 855)
Speakers bureau	77.4	66.9	65.4	68	68.5	68.6
Library facilities	83.8	83.7	79.4	76.2	73.5	79.6
Help business identify needs	76.3	82.5	81.3	77	79	79.5
Outreach counseling center	48.4	28.2	33.7	54	43.6	40.4
Public forums	67.7	60.4	49.5	60.6	63	60.9
Help in workshop planning	85	77.1	75.7	69.7	81.8	78.5
Courses through media	56.9	38.8	36.5	42.6	40.9	43.4
Orient staff	71	65.7	71	58.2	67.9	66.5
Special enrollment/admissions	86.1	61.7	74.8	69.6	72.4	71.7
Experts in testing	66.2	51.9	57	52.5	61.4	57.4
Cultural events	89.3	81.2	81.3	82.1	80.1	81.3
Technical facilities	27.5	21.7	25.2	14.7	31	25.6
In-plant training	63.5	76.7	64.4	75.4	74	71.3
Recreational facilities	73.7	55.9	55.1	52.4	57.5	57.5
Job placement for adults	59.7	44.1	50.5	50	48	49.5
Credit outreach courses	57	42.8	42	53.2	54.7	50
Develop local arts groups	65	49.4	46.8	31.2	42	48.1
Programs for interest groups	88.8	68.5	73.8	73.8	79.6	76.4
Upgrade job skills	95.1	86.2	90.7	88.5	83.4	88.3
Consumer training programs	82.3	69.8	61.7	63.9	69.1	70
Adult basic education	75.8	62.8	72.9	60.7	64.6	67
Health care courses/services	82.2	77.5	80.4	72.1	80.1	78.5
Family life planning programs	71.5	53.9	53.3	43.4	69	58.9

development of community education staff. They provide more pre-service and in-service training for these staff. They also employ more specific community education faculty than do the colleges of other regions. Surprisingly, the western colleges provide less training for their present or prospective community education faculty than do the colleges of any other region. This could result from their use of regular faculty to teach community education courses.

The North Central colleges also seem to top the nation in the administration and funding of community education. They use community advisory committees more than do other colleges. They evaluate their programs more than do the others. Their administrative organizations and funding policies seem more distinct than in other regions. In funding community education, the North Central colleges use more diverse sources than do other colleges. They rank second only in the use of one source of funds, local tax funds, which are used by Western colleges more than by the colleges in any other region. (See table 4.2 page 30)

The use of local tax funds is likely to be an important key to the provision of community education courses and services. The West and the North Central regions dominate the use of local tax funds in the same manner that they dominate the provision of community education in the nation. The use of local tax support can stimulate the colleges of these regions to provide more programs to meet the needs of their local communities.

SUMMARY AND CONCLUSION:

Horace Greeley needs some revision. "Go West young man" is inadequate advice for people who wish to find the best in community education in community/junior colleges. Go West and to the North Central states to find the biggest and best in community education. Find large colleges in these regions; there is apt to be community education gold in them.

Community education gold should be detectable through the veins of local tax support. The Western and North Central colleges are distinguished by their sources of funds as much as by their other characteristics. Local dollars encourage greater attention to local needs. This attention should result in programs that attract increased local participation.

TABLE 4.2

FUNDS FOR COMMUNITY EDUCATION: PERCENT, BY REGIONS OF THE UNITED STATES

Source of funds	West (N = 186)	South-east (N = 245)	South Central (N = 107)	North-east (N = 122)	North Central (N = 181)	National Percentages (N = 855)
Tuition	52.2	69.8	85	86.9	89	74.8
Local tax funds	62.9	22.9	37.4	39.3	56.4	43
State tax funds	58.1	65.3	47.7	50.8	67.4	59.7
Federal funds	31.7	42.9	38.3	48.4	49.7	42.1
Other funds	9.1	11	7.5	9.8	14.4	10.7

Another issue concerns the correlation of quality and quantity in community education. The West has bigger programs, but the North Central region might have better ones. The North Central colleges invest more in the preparation of staff and the evaluation of programs than do other colleges. Are they able to do this because their programs are not too large? Can community education suffer from an excess of bigness as well as the deprivation of smallness?

A previous section declares that bigger is better. In general that is true: the bigger the college, the better the community education program. However, the biggest community education programs might not be the best. This regional analysis suggests that community education programs have an optimal size which fosters qualitative as well as quantitative excellence.

IMPORTANT POINTS

*Geographic differences are related to differences in the size of colleges. North Central and Western colleges are generally larger than the colleges of other regions.

*Western colleges provide more courses and services to more students than do the colleges of any other region.

*North Central colleges seem to have better staff development, administrative practices, funding, and local cooperation than do the colleges of other regions.

*Local tax funds can stimulate the development of community education programs.

*Community education programs might have an optimal size which maximizes good service to large numbers of community residents.

The Community And The Program

"Community education" means different things to different people. To some, it means career education at the factory where they work. To others, it means cultural events at the college. Still others view community education as, "Avocational" courses. One of the factors which affects these perceptions is the nature of the community in which the college resides. Since rural colleges reside in different types of communities than urban colleges, their offerings in community education should differ from those of the urban colleges. Thus, some of the character of community education in community/junior colleges should reflect the locale of the colleges.

This premise was tested in an analysis of five different locales. Twenty colleges were chosen from large urban settings, such as Chicago and Los Angeles, middle urban setting, such as Syracuse and Birmingham, suburban settings, such as the suburbs of St. Louis and Dallas, small city or town settings, such as Danville and Jamestown, and rural settings, such as central Oregon and southwest Mississippi. The sample size precluded strong statements about the differences among these types of colleges. However, tentative statements are made about the differences in the attitudes and practices of community education in these different types of locale.

Few discernible trends were traceable to the urbanity of the colleges. The attitudes and practices of the different types of colleges were relatively similar. However, some interesting results emerged from the analysis of the community education

offerings of the different colleges. Suburban colleges generally offered more types of community education programs than the other groups of colleges. Middle urban colleges generally offered less than the other groups.

The suburban colleges scored or shared the highest percentages among institutions which provided 15 of the 23 offerings in community education. They scored at least ten percent above any other group in the offering of: outreach counseling services; public forums on social problems; assistance to local groups in the planning of conferences and workshops; and adult basic education programs. The suburban colleges did not rank lower than third among the five groups of colleges in the offering of any of the educational services or programs.

In marked contrast, the middle urban colleges ranked among the top three groups for only four offerings. They scored or shared the highest percentages in the provision of family life planning programs and courses through the media. They ranked next-to-last on twelve of the offerings and last among the colleges on seven. While more than half of the suburban colleges offered all but one community education function, the middle urban colleges scored below half on four functions: outreach counseling; computer and technical facilities; job placement; and the provision of performing arts groups. (See table 5 page 34)

The large urban colleges, town colleges, and rural colleges ranked between the suburban and middle urban colleges, with the town colleges slightly higher than the other groups. The town colleges ranked fourth among the groups in the provision of only three functions, and fifth only in the provision of job placement services. The town colleges scored or shared the highest percentages among the colleges in the provision of speakers bureaus, helping business and industry to assess their needs, and in providing in-plant training programs for workers.

The large urban colleges and the rural colleges skewed percentages at the top and the bottom of the groups of colleges. The most interesting score of the large urban colleges was in the provision of computer or technical assistance to the community. Only one college of the 20 provided such assistance. The highest

TABLE 5

PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT OF TWENTY COLLEGES IN EACH OF FIVE TYPES OF COMMUNITIES

Offering	Large Urban	Suburban	Middle Urban	Town	Rural	National Percentages (N = 855)
Speakers bureau	45	85	65	85	75	68.6
Library facilities	65	90	60	90	90	79.6
Help business identify needs	80	90	90	95	65	79.5
Outreach counseling center	55	65	45	55	40	40.4
Public forums	65	80	55	70	45	60.9
Help in workshop planning	80	90	75	80	75	78.5
Courses through media	65	65	70	65	35	43.4
Orient staff	70	65	50	60	70	66.5
Special enrollment/admissions	70	85	70	85	90	71.7
Experts in testing	85	85	60	75	60	57.4
Cultural events	85	85	70	75	75	81.3
Technical facilities	5	45	20	25	50	25.6
In-plant training	85	80	70	85	75	71.3
Recreational facilities	45	70	55	65	55	57.5
Job placement for adults	50	55	40	35	45	49.5
Credit outreach courses	60	70	50	50	65	50
Develop local arts groups	45	55	40	50	55	48.1
Programs for interest groups	95	80	70	85	75	76.4
Upgrade job skills	100	100	90	95	90	88.3
Consumer training programs	75	80	75	80	85	70
Adult basic education	80	90	60	70	75	67
Health care courses/services	90	95	85	90	75	78.5
Family life planning programs	65	90	70	70	70	58.9

scores of the large urban colleges were in the provision of staff orientation, experts on testing, cultural events at the college, programs for special interest groups, and programs which upgraded job skills.

Some definite urban characteristics were evident in the programs of the large urban colleges. They provided more programs for special interest groups such as women and minorities than the other groups of colleges. (Surprisingly, the middle urban colleges ranked the lowest in the provision of these programs, but still at a respectable seventy percent). The large urban colleges deemphasized services which were probably available elsewhere in their communities. Their minimal provision of computer facilities has been mentioned already. They also ranked fourth or fifth among the groups in the provision of library facilities, recreational facilities, and speakers' bureaus.

The rural colleges scored highest in several areas which could reflect their community needs. These colleges seemed to identify themselves as a source of facilities and expertise which was not available elsewhere in the community. For example, they ranked highest or shared that position in the provision of the college library for community use, dual enrollment for high school students, computer and technical facilities, and performing arts groups for the community. The rural colleges provided fewer services or programs for business and industry, for special interest groups, or on social problems than their urban counterparts.

IMPORTANT POINTS

*The type of community does not seem to affect the attitudes or practices of community education in community/junior colleges.

*Community education programs seem to reflect perceptions of the needs of different types of communities. Colleges in large urban areas do not duplicate services which are likely to be found elsewhere in the community. Rural colleges appear to serve as cultural/educational centers for their communities.

*Further study needs to be done with larger samples from each of these different types of communities.

Public And Private College Programs

The responding colleges were separated into three basic types: public (90.1), non-affiliated (4.9) and church-related (5). To aid the reader, this analysis includes the percentages of the college responses in the following order: (public, non-affiliated, church-related). Non-affiliated college percentages always precede church-related percentages when both are presented in parentheses.

The type of college made a significant impact on the responses to 73 questions in the survey (Chi-squares at .05 level of significance). Thus, strong differences exist among the community education programs of these different types of community and junior colleges. Surprisingly, the differences do not appear in the commitment to community education as strongly as in the sizes and types of community education programs in public and private colleges.

Public colleges declare a tremendous commitment to community education (97.3), but private colleges are not far behind. Eight-six percent of the church-related colleges and 76.2 percent of the non-affiliated colleges avow a commitment to:

> courses and activities for credit or noncredit, formal classroom or nontraditional programs, cultural, recreational offerings specifically designed to meet the needs of the surrounding community, and utilizing school, college and other facilities. Programming is determined with input from the community being served.

This commitment is reaffirmed in the answers to a question as to whether the responding institutions strongly subscribe to the

"idea of community education." Almost all of the public colleges declare a commitment to this idea (86.6), and so do two-thirds of the private colleges (66.6, 65.2).

Support for the idea of community education might be easier to provide than actual programs and services. Strong differences exist in the sizes and types of community education programs in public and private colleges. To illustrate, more than half (52.6) of the public colleges serve 1000-9999 community residents through community education offerings, while most of the private colleges serve less than 1000 community residents through community education (54.8, 60.5).

These disparate numbers of enrollees are matched by disparate numbers of programs. Public colleges outstrip private colleges in the numbers and types of community education offerings that they provide. Public colleges provide all but one of the offerings more often than private colleges. The single exception is the provision of recreational facilities at no cost to the public.

The strength of public college offerings is especially apparent among: costlier programs, such as the provision of computer and technical services; "public mission" offerings, such as outreach courses in prisons, nursing homes and elsewhere, and nontraditional programs, such as consumer training. Some private college differences seem related to the missions of the colleges. For example, more church-related colleges offer family-life planning programs than do non-affiliated colleges, while non-affiliated institutions provide more job placement services to adults than their church-related counterparts. (See table 6.1 page 38)

In matters of administration, public colleges appear to be more efficient than private colleges. This administrative efficiency helps them to provide more programs for more people than do the private colleges. Public colleges have more distinct administrative units for community education than do private institutions (73.8, 45.2, 34.9). Fewer of their community education administrators have additional responsibilities (60, 69, 86). These administrators also know where their funds for community education are coming from. Sixty-two percent of the public colleges have a specific policy for funding community

TABLE 6.1 PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT OF PUBLIC AND PRIVATE COLLEGES

Offering	Public (N = 770)	Non-Affiliated (N = 42)	Church-Related (N = 43)	National Percentages (N = 855)
Speakers bureau	70.9	47.6	51.2	68.6
Library facilities	80.9	59.5	79	79.6
Help business identify needs	84.4	42.9	27.9	79.5
Outreach counseling center	42.7	26.2	11.7	40.4
Public forums	63.4	42.9	34.9	60.9
Help in workshop planning	83	40.5	37.2	78.5
Courses through media	47.1	9.5	9.3	43.4
Orient staff	68.8	47.6	46.5	66.5
Special enrollment/admissions	73.3	54.7	60.5	71.7
Experts in testing	59.7	33.3	39.6	57.4
Cultural events	82.2	71.4	76.8	81.3
Technical facilities	28	9.5	0	25.6
In-plant training	76	33.4	27.9	71.3
Recreational facilities	57.9	47.6	60.5	57.5
Job placement for adults	51.8	45.2	14	49.5
Credit outreach courses	53.9	9.5	20.9	50
Develop local arts groups	50.7	23.8	27.9	48.1
Programs for interest groups	80	54.8	44.9	76.4
Upgrade job skills	91.8	57.2	58.2	88.3
Consumer training programs	75	28.6	18.7	70
Adult basic education	68.5	59.5	46.5	67
Health care courses/services	83.9	23.8	37.3	78.5
Family life planning programs	63.1	16.7	27.9	58.9

education, while only a third of the non-affiliated colleges have such a policy (33.3, 20.9).

The answers about a funding policy indicate that one of the greatest reasons for the disparity between public and private college programs is financial support. True, more programs might attract more patrons, and better administrative practices might also help. But neither programs or administrative support can be provided without financial support, and public colleges, because of their public nature, have more diverse funds available for community education than do private colleges. (See table 6.2 page 40)

Similar percentages of public and private institutions use tuition revenues for community education, but public colleges are able to use local tax funds and state tax funds as well. In competition for federal dollars, public colleges score higher than do their private counterparts. Clearly, community education is supported with more diverse funds at public colleges than at private colleges.

SUMMARY AND CONCLUSION

The results of the survey confirm the expected. Public colleges offer more community education courses and services than do private colleges. They are better organized and they have better financial support to provide community education offerings. Perhaps as a result of these facts, public colleges also respond to questions about community education with more authority than private colleges. They agree or disagree with statements more strongly and they respond as "unsure" less often than private institutions.

The results of the survey also bring out the unexpected. Private college administrators say that their colleges are committed to community education. They sense no conflict between the provision of community education programs and the missions of their colleges (64.3, 79.1). Their major frustration seems to be that they can't provide more programs. They have few funds for community education--probably because no money is available, and perhaps because some financial support is withheld at higher administrative levels. A third or fewer of the private colleges report the existence of a

TABLE 6.2

FUNDS FOR COMMUNITY EDUCATION: PERCENT OF PUBLIC AND PRIVATE COLLEGES

Source of Funds	Public (N = 770)	Non-Affiliated (N = 42)	Church-Related (N = 43)	National Percentages (N = 855)
Tuition	75.6	71.4	62.8	74.8
Local tax funds	46.9	4.8	9.3	43
State tax funds	65.1	9.5	11.6	59.7
Federal funds	43.9	19	32.6	42.1
Other funds	10.1	14.3	18.6	10.7

board of trustees policy which encourages community education (33.3, 20.9). If these administrators of community education received more financial and administrative support, then their programs might be able to move toward parity with the public colleges.

IMPORTANT POINTS

*Public and private colleges share similar commitments to the idea and provision of community education in their colleges.

*Public colleges serve larger numbers of students with more community education offerings than private colleges.

*Private college programs are handicapped by funding limitations which do not affect public college programs.

Mission: Control

Public community/junior colleges are controlled in three primary ways: through central state departments of education or community colleges; through a combination of state offices; and local boards or governing authority (counties, districts); and through local governing units only. The advocates for state control tout the ability of the state to overcome inequities in the funding from poor or rich local districts. Other advocates describe a sense of ownership which comes from the local control of the operations of the college. Between these advocacies are the state/local arrangements, presumably garnering the best of both forms of control--broad funding and local pride.

The impact of control on community education was studied through samples of 50 colleges which were locally, state, or state/local controlled. If the advocates were correct, then state controlled colleges would have positive attitudes toward the involvement of state offices in community education. Cooperation with local agencies would be a hallmark of locally controlled colleges. The state/local colleges would be near their peers in attitude, and perhaps, they would exhibit unique qualities.

The support of state intervention is less an affirmation than a non-denial by the state controlled colleges. These colleges have the least disagreement of the three groups with the idea that "state governing boards should coordinate" community education programs, but few of them (26) actually approve of this coordination. Eight of ten local colleges disapprove of state

coordination (82), and two-thirds of the state/local colleges echo this disapproval (66). The idea of state control is disliked by many colleges, but the provision of state money for local community education programs is strongly affirmed. Half or more of all the groups "strongly agree" that "state legislatures should provide state funds to support community education/community school programs." Only one college in each group disagreed with the idea. However, as stated earlier, it seems unlikely that states will provide funds for community education without also exhibiting an interest in the coordination of that education.

The local colleges indicate their approval of the idea and practice of cooperation with other local agencies. More so than the other colleges, the local colleges believe that community education "depends on cooperation between community colleges, community schools, and other agencies" (72 to 66 state/local, and 64 state). They back up this belief by pointing to more agreements with diverse local agencies than any does other group of colleges. However, with regard to cooperation with community schools, state/local colleges have a slight edge over the locally controlled institutions. More of the state/local colleges use joint administrative staff and pay joint salaries with community schools than do the locally controlled colleges (24 to 14, and 16 to 6, respectively). The state/local colleges also aver that community colleges should provide personnel and dollars to help initiate community school programs. In the latter concern, 30 percent of the local colleges actively disapprove of the provision of resources for community school programs, while only 14 percent of the state/local colleges disapprove of this provision. (See table 7.1 page 44)

The funding of community education in these types of colleges is split in interesting ways. Virtually all of the colleges use tuition funds to finance community education. As expected, only a few of the state controlled colleges claim the use of local tax funds for community education compared with two-thirds of the state/local colleges. However, only sixty-two percent of locally governed colleges report that they use local tax funds for community education. (In the same vein, only 52 percent of the state led colleges report the use of state tax funds for community

TABLE 7.1

FUNDS FOR COMMUNITY EDUCATION:
PERCENT OF FIFTY COLLEGES UNDER EACH TYPE OF PUBLIC CONTROL

Source of Funds	Local	State/Local	State	NATIONAL Percentages (N = 855)
Tuition	90	76	84	74.8
Local tax funds	62	66	8	43
State tax funds	72	82	52	59.7
Federal funds	56	46	42	42.1
Other funds	8	6	10	10.7

education, which is lower than either of the other two groups of colleges). These statistics indicate that the sources of community education funds differ from the sources of general support for college programs. This limits some of the conclusions about the financial impact of control on the community education operations of these colleges. Also, the statistics indicate that local colleges and state/local colleges have more funds available for community education than do many colleges which are state controlled--especially local tax funds which seem so important to the provision of good-community education programs. The supply of funds undoubtedly influences the practices and offerings of these colleges.

In the areas of offerings and practices, the analysis revealed a striking superiority of state/local programs over their counterparts. In at least these two areas, the theoretical advantage of state/local control seemed to be a reality in community education. (See table 7.2 page 46)

The state/local colleges provided seventeen of the programs and services more often than do either of the other groups of colleges. The state/local colleges ranked second for the remaining offerings; thus, they never placed below both the state and locally controlled colleges in the provision of any offering. The state/local colleges fell below the national averages for community education offerings in only the provision of library and recreational facilities. They ranked at least ten percent above the national averages in the provision of 15 service or educational activities.

The locally controlled colleges ranked above the national norms for 16 offerings and the state colleges surpassed those norms for 13 offerings. These figures indicate that the samples provided more courses and services than was expected from a normal distribution. However, even with this skewed distribution, the state/local colleges were markedly superior to their peer institutions. Thus, their superiority should be evident in the general population of community/junior colleges as well as in these samples.

The state/local colleges were also superior to the locally controlled and state controlled colleges in their practices of administration. Eight-eight percent of the state/local colleges

TABLE 7.2

PROVISION OF COMMUNITY EDUCATION OFFERINGS: PERCENT OF FIFTY COLLEGES UNDER EACH TYPE OF PUBLIC CONTROL

Offering	Local	State/Local	State	National Percentages (N = 855)
Speakers bureau	70	83	70	68.6
Library facilities	70	78	90	79.7
Help business identify needs	86	88	92	79.5
Outreach counseling center	48	46	34	40.3
Public forums	52	76	58	60.9
Help in workshop planning	84	88	84	78.5
Courses through media	58	58	48	43.4
Orient staff	62	74	66	66.6
Special enrollment/admissions	82	72	64	71.7
Experts in testing	60	68	56	57.4
Cultural events	84	92	72	81.3
Technical facilities	32	34	34	25.6
In-plant training	76	84	88	71.4
Recreational facilities	52	54	56	57.5
Job placement for adults	42	50	50	49.5
Credit outreach courses	52	66	60	50
Develop local arts groups	58	62	44	48.1
Programs for interest groups	82	90	76	76.4
Upgrade job skills	94	98	98	88.3
Consumer training programs	70	88	76	70.1
Adult basic education	64	84	68	67
Health care courses/services	86	94	80	78.5
Family life planning programs	68	84	56	59

stated that they had a distinct unit at the college which was responsible for the administration of community education (74 local, 68 state). Also, at least ten percent more of the state/local colleges used surveys (52), evaluation procedures (80), and advisory committees (68) for programming than did the other groups of colleges. These good practices encourage the creation and success of diverse programs. They also help to explain the comparative excellence of state/local colleges in their community education enrollments and in the proportions of local populations which they serve through community education. Forty-four percent of the state/local colleges serve more than 10,000 students through community education programs (22 local, 16 state). The same percentage also serve more than five percent of the local populace through community education (40 local, 40 state).

Many of the best state systems of community college education are typified by state/local control patterns--for example, the California, New York and Illinois systems. There is little doubt that these states would support community/junior colleges or community education regardless of their form of control of that education. Thus, an interesting question arises: Does any state, regardless of its system of control, tend to have good community education programs? The answer is probably affirmative, as suggested by the regional analysis of community education. The north central and western states include several strong state systems of community college education. These systems utilize different means of control for their colleges. Still, the north central and western regions exhibit the best in community education in the nation. Thus, the impact of control is possibly less important than the general support for community/junior colleges or community education which is found in particular states of the nation.

A future analysis should examine the community education programs of states which are strong or weak in their support of community/junior college education. That analysis would provide additional information to this analysis of control. At this time, it is simply interesting to note that several states such as California and Illinois, bastions of community college education

in general, have chosen a form of control--state/local control--which seems to foster good community education in particular.

IMPORTANT POINTS.

*Community/junior colleges want state money for community education. However, most colleges do not want the state to coordinate their community education programs.

*Locally controlled colleges tend to cooperate with local agencies more than do other colleges. State/locally controlled colleges cooperate with community schools in more ways than other colleges.

*The funding of community education differs from the general funding of regular community/junior college programs. Local and state/local colleges use more tax funds to support their community education programs than the state colleges.

*State/local colleges offer more community education courses and services than the state or locally controlled colleges.

*The general support of a state for community/junior college education might be as important to community education programs as the form of control of community/junior college education which the state has chosen.

Summary and Conclusions

The survey has produced a wealth of information about community education programs in community/junior colleges. Each section of this monograph has attempted to describe different aspects of that information. The following aspects are especially important:

1. Community education programs provide diverse offerings to large numbers of people. While other facts illuminate the differences in the responding colleges, the general outlook is very bright. Most community colleges provide many programs and services for the residents of their communities.

2. Most community/junior colleges have similar ideas about the provision of community education offerings, administrative and staffing practices, and cooperation with local agencies. However, their actual practices do not always match their ideas, for example, in staff development and cooperation with local agencies.

3. "Community education" is the title of some of the best programs. "Community services" and "continuing education" are more popular titles, but their programs do not match the general effectiveness of "community education" programs.

4. Any specific title indicates a specific community education office at a community/junior college. The presence of a specific office for community education generally means a better program than one which is administered directly through the office of the dean of instruction.

5. All colleges share a commitment to community education, but the smallest colleges, middle colleges, and largest community/junior colleges are separated by gaps in their provision of community education programs. The largest colleges have better organization, more offerings, and more funds for community education than any other group of colleges. The smallest colleges have less to offer in community education than any other group.

6. The largest community education programs are generally found in the western region of the nation. Programs in the north central region are almost as large and more exemplary in many of their practices. The findings indicate that there might be an optimal size of community education programs which combines the best administrative practices with service to large numbers of community residents.

7. The relative urbanity of a college can affect the types of community education offerings which are provided by a college. It does not seem to affect the attitudes toward community education or the practices of community education in a college.

8. The suspected is proven. Public colleges have bigger and better community education programs than do non-affiliated or church-related colleges. This may not be due to different interests in community education among private and public colleges. Instead, it is due to a lack of adequate funds and staff for the community education programs of private colleges.

9. State/locally controlled colleges provide more offerings than do either state controlled or locally controlled institutions. The specific impact of control upon community education programs is clouded by the nature of the states which use state/local control. Also, the funds which support community education do not seem to match the funds for regular college programs which are generated by these forms of control.

10. Diverse funds and specific administrative units are two factors which can improve community education programs. The survey suggests that the use of local tax funds is an important characteristic of successful community education programs.

TWO MODELS OF COMMUNITY/JUNIOR COLLEGES

Some of these results can be represented in two models of the colleges which provide the most successful and the least successful community education programs in community/junior colleges. Although both models are unreal, they help to illuminate the differences which affect the delivery of community education programs.

The model for successful community education is a public institution which is controlled by state/local offices. This college serves more than 8000 students and it is located in the suburbs of a major city in the north central or western regions of the nation. The college has appointed an administrator to run just this program for the benefit of community residents. This administrator has named his program, a "community education" program, to show all of the residents of the community that the program has something of educational merit for them. The administrator has also sought diverse funds for the development of his program, especially local tax funds which reflect community ownership and support of the program.

In marked contrast, the successful college for community education lets the dean of instruction direct an untitled conglomeration of services and courses as its community education "program." This college might be a small private college. If it is a small public institution, then it might be controlled through state offices only. The college is located in a middle urban environment with more than 100,000 but less than 1,000,000 residents. This city is located somewhere in the eastern or south-central states. The college receives little financial support for community education, probably because the dean is too overworked to look for them. His primary concerns are for the "regular" programs and the "regular" faculty of the college . . . then come the needs of the community education programs.

Of these two models, the best college for community education seems slightly more identifiable in reality than the successful college structure. Some people could speculate that this college is the College of DuPage or William Rainey Harper College in Illinois. Others could guess that it is DeAnza College or Cerritos College in California. However, these people would be just as wrong as any who thought that they could identify one

of the worst colleges for community education. Neither model exists in reality. Each is a mighty abstraction which has only the purpose of illuminating the changeable and unchangeable characteristics which affect community education programs in community/junior colleges.

THE POSSIBILITIES OF CHANGE

It is obvious that a college cannot change its regional or urban location in order to provide superior community education. A college can only understand how its regional or urban characteristics affect the delivery of community education programs. Even if such changes were remotely possible, they would not be desirable. No region or community in the nation should be deprived of excellent community education programs.

Changing the type of control for public community/junior college education is a possibility, but it would require collective and extensive effort. It might be more prudent to examine the possibilities of different types of support for community education programs, especially if those programs do not have to be restricted to the regular sources of college funds.

Changing the size of the college is also a possibility. But this is more likely to be a change which results from other changes in the community education program than a stimulus to those changes.

The simplest change for a college is probably the title of its community education program. The results of this survey suggest that "community education" is a title which reflects or stimulates good community education. "Community education" might attract new funds, new students, and a new sense of purpose to the program. But other titles might also do those things. "Lifelong learning" might be one of those titles. So might "community-based education." Whatever title is chosen, the college should examine the implications of that title in a society which will need more education for more citizens than ever before.

It also seems possible to change the directorship of the community education functions at a college. A director should be chosen who has no other duties at the college. This director should be capable of diversifying the funding for community

education at the college. He or she should also support the use of evaluation procedures, advisory committees, and other resources which will improve the quality and quantity of community education at the college. A dean of instruction should be able to justify the hiring of any such individual who can stimulate the offerings, enrollments, funds, and good practices of community education.

The changes of title and directorship are relatively easy for colleges to do by themselves. Other changes are more subtle, more difficult, and require assistance from other sources. In this latter regard, the models reveal several sources of aid for colleges which want to improve their community education programs.

Staff from small colleges can call on very large colleges for help. Administrators from middle urban colleges can trek to the suburbs. Private college personnel can call on their public counterparts. Deans of instruction can write to the directors of "community education" programs. In all of these contacts, the Community Education Center can serve as a coordinating agency as well as a source of information for colleges which want to improve their practices and programs.

It is fairly easy to identify resources which can help the programs of the smallest colleges. These community/junior colleges can find help from larger, state/local, north central or western colleges which have directors of specific programs. The smallest colleges need help quickly so that they can contribute to the generally rosy picture of community education in community/junior colleges. Otherwise they will suffer more and more in comparison with other institutions.

Several Concerns

The general picture of community education is rosy, but its hues could be deepened considerably. Most of the colleges provide a lot of offerings for a lot of people in their districts, but these colleges could do more--even the best and the brightest of them. The size of community education programs is impressive, but community/junior colleges should serve greater percentages of their populations through community education. Even the largest colleges serve only a small fraction of their local populations through community education. While it is interesting to ponder the possibility of an optimal, limited size of community education programs, it it more important to muse over the possibilities of better service to larger percentages of local populations. The largest and the smallest community/junior colleges should consider ways in which their programs can meet the needs of more and different residents of their communities.

Another concern is that of the cooperation of community/junior colleges with local agencies. The responding colleges say that they favor cooperation with local agencies. Why don't they do more of it? The attitudes about cooperation need to be examined more closely. The benefits of cooperation need to become more clear. In this regard, locally controlled colleges should be able to provide information for other community/junior colleges. The question remains whether this information will provide adequate incentives for the development of cooperative and coordinated community education programs in local communities.

Still another concern is the staffing of community education programs. Community/junior colleges utilize diverse personnel as community educators. They should also recognize their responsibility to train these educators so that they teach in accordance with the mission of the community college.

In the final analysis, the commitment to excellent community education exceeds its fulfillment in community/junior colleges. The ideas of community education are slightly ahead of the realities. Perhaps that is the way that it should be. Community education needs goals and ideas which stimulate new accomplishments.

Community education also needs a solid foundation of accomplishment if it is to succeed in community/junior colleges. And that foundation seems to be provided by a majority of the community/junior colleges in the nation. Some colleges need help and they need it quickly. Help for these colleges can come from other institutions and from the AACJC Center for Community Education. But most community/junior colleges are doing well, and they deserve congratulations, support, and incentives for doing better. The provision of support and incentives should be a major role of the Community Education Center.

FOR OFFICE USE ONLY

CENTER FOR COMMUNITY EDUCATION

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Survey of
Community Education/Community Service Programs

PLEASE PRINT OR TYPE

LEAVE BLANK

CLIENT CODE		CARD/ TYPE
A A J C		0 1 C
1 4 5 9		11 13

If the above label contains incorrect data please fill in the following as applicable:

Official Name of Institution _____

Chief Executive Officer _____

Title of Chief Executive Officer _____

Street Address _____

City, State and Zip _____

_____

CARD
1 0
11 12

NAME OF PERSON RESPONSIBLE FOR SUPERVISING COMMUNITY EDUCATION
13 42

TITLE OF PERSON RESPONSIBLE FOR SUPERVISING COMMUNITY EDUCATION
43 72

1. Does the person named above have other duties in addition to supervising the community education/community service program?

YES ☐ (Y) NO ☐ (N) (73)

IF YES, please list these other duties: _____

2. Does the person named above as responsible for community education programs report directly to the president of the college?

YES ☐ (Y) NO ☐ (N) (74)

IF NO, to whom does he/she report? _____

DEFINITIONS

Community College - as used here, a public or private two-year institution which usually offers educational programs and services in a) transfer, arts and sciences or general studies programs, b) vocational/occupational programs, c) student personnel services, d) noncredit educational, cultural, and recreational programs.

Community School - the neighborhood K-12 school which serves as a center where children and adults have optimum opportunity for educational, cultural, recreational and civic activities. Programming is determined with the advice of a citizens advisory committee.

Community Educator - staff from the college, school, or community actively involved in either teaching, planning, or supervising the community education program.

Community Education - includes courses and activities for credit or noncredit formal classroom or nontraditional programs, cultural, recreational, or academic offering specifically designed to meet the needs of the surrounding community and utilizing school, college and other facilities. Programming is determined with input from the community being served.

---

1. As defined above, does your college have a commitment to the community education dimension?

YES ☐ (Y) NO ☐ (N) (75)

2. As defined above, is there a community school in the colleger area?

YES ☐ (Y) NO ☐ (N) (76)

Section I. Community Education Offerings

Listed below are various programs and services sometimes offered by community colleges in response to community needs. For each of these community education functions please circle one response to indicate whether your college:

(1) offers the program through a community service division
(2) offers the program through a regular continuing or adult education division
(3) is planning to offer the program
(4) is interested in offering such a program
(5) does not plan to offer such a program

---

1. Provide a guest lecturers or speakers bureau
(77) 1 2 3 4 5

2. Make available college library facilities to community members
(78) 1 2 3 4 5

3. Assist business and industry to identify their educational needs
(79) 1 2 3 4 5

4. Provide an outreach counseling center
(80) 1 2 3 4 5

CARD
1 1
11 12

5. Provide public forums on local, state, or national problems
(13) 1 2 3 4 5

6. Assist the community in planning needed conferences and workshops
(14) 1 2 3 4 5

7. Offer courses through TV, newspaper, and other media
(15) 1 2 3 4 5

8. Orient college faculty and staff to community education functions
(16) 1 2 3 4 5

9. Provide dual enrollment (high school and college) and early admission programs
(17) 1 2 3 4 5

10. Provide experts to aid in testing psychological services, reading, and learning disabilities
(18) 1 2 3 4 5

11. Sponsor cultural events as a contribution to the community
(19) 1 2 3 4 5

12. Provide computer and other technical facilities to community for its use
(20) 1 2 3 4 5

13. Develop and offer in-plant training programs for business industry
(21) 1 2 3 4 5

14. Make recreational facilities available to community on a no-charge basis
(22) 1 2 3 4 5

15. Provide job placement services for adults
(23) 1 2 3 4 5

16. Provide college credit outreach courses in prisons, nursing homes, Indian reservations, etc.
(24) 1 2 3 4 5

17. Develop community performing arts groups
(25) 1 2 3 4 5

18. Offer programs for minorities, women, handicapped and other special interest groups
(26) 1 2 3 4 5

19. Provide programs designed to upgrade job skills
(27) 1 2 3 4 5

20. Provide programs in consumer training
(28) 1 2 3 4 5

21. Offer adult basic education programs
(29) 1 2 3 4 5

22. Provide courses or services in health care
(30) 1 2 3 4 5

23. Provide programs in family life planning
(31) 1 2 3 4 5

Section II. Community Education Administration

The following statements describe some common situations encountered in planning community education programs. Please respond to each item by choosing one response indicating whether you agree or disagree with the item.

Indicate whether you: (1) Disagree strongly (2) Disagree
(3) Uncertain (4) Agree (5) Agree strongly

1. Changes in the attitudes of educators are necessary before community education services can be offered

(32) 1 2 3 4 5

2. Offering such programs and services as those listed in Section I does not fall within the mission of my particular college

(33) 1 2 3 4 5

3. State governing boards should coordinate the types of programs listed in Section I

(34) 1 2 3 4 5

4. It is educationally beneficial to the community if there is open competition between community colleges and other agencies in offering community education programs such as those listed in Section I

(35) 1 2 3 4 5

5. Community colleges should offer only those courses considered to be "adult education" credit courses

(36) 1 2 3 4 5

6. The community college would lose its supervision and administration of adult education or community education programs if there were cooperation with other agencies

(37) 1 2 3 4 5

7. Community colleges should offer or make arrangements to offer all appropriate activities requested by the community

(38) 1 2 3 4 5

8. The laws in the state do not provide for cooperation and coordination with other agencies

(39) 1 2 3 4 5

9. Community educators should have the same qualifications and meet the same standards as community college instructors

(4) 1 2 3 4 5

10. Community colleges should help initiate community school programs in their area by providing some personnel and some money

(41) 1 2 3 4 5

11. State legislatures should provide state funds to support community college/community school programs

(42) 1 2 3 4 5

12. Because community colleges and community schools are competing for the same tax dollar, they will not cooperate in offering community education programs

(43) 1 2 3 4 5

13. The AACJC and its Community Education Center should play a major role in encouraging community colleges to become more active in the community service area

(44) 1 2 3 4 5

14. In emphasizing community education and community service the community colleges are taking on too many functions that should be performed by other community agencies

(45) 1 2 3 4 5

15. The idea of community education/community service is strongly subscribed to by this institution

(46) 1 2 3 4 5

16. The community education/community service function is really no different from the concept of adult/continuing education programs

(47) 1 2 3 4 5

Section III. Characteristics of Community Education

For each characteristic listed, choose one response, either:

(1) YES
(2) NO
(3) Planned for 1976-77 year

---

1. The community college and community school use the same administrator to plan and administer the community education program

(48) 1 2 3

2. There are no formal qualifications for community educators

(49) 1 2 3

3. Salaries for community educators are paid jointly by community colleges, community schools, or other agencies

(50) 1 2 3

4. The community college offers a training program for prospective community educators

(51) 1 2 3

5. Community educators are usually regular faculty from the community college or the community school

(52) 1 2 3

6. All community education staff participate in an in-service training program

(53) 1 2 3

7. Community educators include faculty from the community or from other agencies

(54) 1 2 3

8. Community education programs use volunteer instructors as well as paid instructors

(55) 1 2 3

9. Evaluation procedures have been developed and used for community education services

(56) 1 2 3

10. A community advisory committee has been formed to describe needs, develop programs, and evaluate offerings

(57) 1 2 3

11. There is a clearly identifiable administrative unit for coordination of community education programs

(58) 1 2 3

12. A specific policy has been developed for funding the community education program

(59) 1 2 3

13. The community college's community education programs depend on cooperation between community colleges, community schools and other agencies

(60) 1 2 3

14. A community needs survey or community characteristics survey is routinely done in conjunction with the community education program

(61) 1 2 3

15. Community education programs are estimated to involve how many community members in the calendar year 1975-76:

fewer than 1,000	☐	(1)
1,000 - 9,999	☐	(2)
10,000 - 19,999	☐	(3)
20,000 - 29,999	☐	(4)
over 30,000	☐	(5)

(62)

16. The above number of participants represent approximately what percentage of the population within the local area served by the college (district, city, county)?

less than 1.0 percent	☐	(1)
from 1.0 to 5.0 percent	☐	(2)
from 6.0 to 10.0 percent	☐	(3)
over 10 percent	☐	(4)
	(63)	

Section IV. Types of Cooperation

Please respond to the following items by choosing the appropriate response.

1. Off campus facilities are used to offer community education programs

YES☐(Y) NO☐(N) (64)

2. if YES, is a fee charged for use of facilities

YES☐(Y) NO☐(N) (65)

3. If a fee is charged, is the fee based on

number enrolled	☐ (66)	(1)
flat rental fee	☐ (67)	(1)
maintenance costs	☐ (68)	(1)

4. Is there a formal agreement between the community college and any of the following agencies concerning cooperation in offering community education programs?

community school (K-12) YES☐(Y) NO☐(N) (69)
parks and recreation agency
senior citizen programs
public libraries
public health agencies
business and industry
religious institutions
civic and fraternal organizations

5. If YES, with which agencies does the college cooperate?

community school (K-12) ☐ (70) (1)

parks and recreation programs (71) (1)

senior citizen programs ☐ (72) (1)

public libraries ☐ (73) (1)

public health agencies ☐ (74) (1)

(Identify)_____

business and industry ☐ (75) (1)

religious institutions ☐ (76) (1)

civic and fraternal organizations ☐ (77) (1)

If YES, please enclose a copy of the policy statement.

Section V., Funding and Policy in Community Education

Please respond to the following items by choosing the appropriate response

CARD

1. Are state funds for adult education administered through:

a) K-12 school districts ☐ (13) (1)

b) two-year colleges ☐ (14) (B)

c) other ☐ (15) (C)

(please specify _____

2. From what sources are funds obtained for financing community education programs?

a) tuition ☐ (16) (A)

b) local tax funds ☐ (17) (B)

c) state tax funds ☐ (18) (C)

d) federal funds ☐ (19) (D)

e) other ☐ (20) (E).

(please specify)_____

3. Does the college board of trustees have any policy statement that encourages community education activities?

YES ☐ (Y) NO ☐ (N) (21)

4. Does the college board of trustees have any policy that inhibits community education activities?

YES ☐ (Y) NO (N) (22)

If YES, please enclose a copy of the policy statement

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 6 1973

CLEARINGHOUSE FOR
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