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ABSTRACT

Resource sharing among institutions as a method of supporting continuing education is surveyed. The following three trends are identified: the growth of continuing education, experimentation with consortial approaches to higher education, and continued emphasis on cost effectiveness. Among the objectives of the survey were to determine what cooperative projects existed and where they were located through review of the Educational Resources Information Center (ERIC) and from data provided by Title I administrators; to produce an inventory of the projects identified and divide the inventory into subgroups, and finally to determine ways in which the cooperative projects related to the goals of continuing education and cost effectiveness. Descriptions of projects in nine categories--planning and needs assessment, promotion and publicity, counseling, media, curriculum/instructional materials, special populations, community development, extension centers, and staff development--are presented. The cost benefits of consortia and continuing education are explored, including such areas as avoidance of unnecessary duplication, distribution of risk, and entry to funding agencies. An inventory of cooperative/continuing education programs and a brief bibliography are appended. (PHR)

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RESOURCE SHARING

IN SUPPORT OF CONTINUING EDUCATION:

AN EXPLORATORY SURVEY

conducted by

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RESOURCE SHARING IN SUPPORT OF CONTINUING EDUCATION: AN EXPLORATORY SURVEY

I. THREE TRENDS

A. Growth in Continuing Education

"Lifelong learners are lifelong tuition payers!" That not too inaccurate comment by a narrator for a public radio program, (Options), suggests one of the reasons why postsecondary education institutions have found new interest in the adult, part-time student.

Increasingly aware that students in the traditional age group are simply not present in the numbers needed to insure the continued growth of all postsecondary education institutions, colleges, and universities have begun to reformulate their positions on such basic questions as, "Who is to be educated?" "Where?" "In what manner?" "Taught by whom?" "Where is aid required?" "What can the learner contribute to the education process?"

It would be unfair to suggest that financial incentives are the only prods that move institutions toward reviewing, and, generally, toward changing their postures on these issues. Many, perhaps even most colleges and universities can cite major contributions they have made in the past to the education of adults through instruction, research, and public service. But the economics suggested by current population trends underscore the necessity for educational institutions to effectively serve adults. In a more educationally

conceived vein, many studies and reports echo the recommendation of the Carnegie Commission when it wrote, that as a general objective, "The states will make adequate provision, within the full spectrum of their postsecondary resources, for educational opportunities adequate to the divergent needs of all their citizens." (Toward A Learning Society, p. 69)

This report is not designed to either review in detail, or to propound new statistics on the overall growth of the adult learning group. There are many extensive and expert analyses of this nature already available. A few indicators will suffice.

Kurland (p. 4) cites the reductions in size of other age categories, and notes the growth in the 30 - 55-year age group by 39% in the next 10 years. He points out, too, that the people entering this category are coming with higher levels of prior education than was true of earlier generations. He assumes (p. 11) that the participation rate for adults will be at the 50% level. A Deputy Secretary for Planning, Evaluation and Education of the Department of Health, Education and Welfare, (O'Keefe, p. 1), cites Bureau of Census statistics that indicate a change in the median age for U. S. citizens from 28.8% in 1975 to 34.8% in the year 2,000. After reviewing the Bureau's projections, and those offered in various studies of the adult population and their interest in further education, (see Commission on Non-Traditional Education, and Johnstone, et al) O'Keefe concluded that:

> Despite the difficulties in relating the various data, the over-all figures leave no doubt that there is a substantial participation by adults in education, both formal and informal. (p. 6)

National Center for Educational Statistics data (pp. 11, 15) indicated that 13.2 million adults said that they had participated in formal educational studies. This represents 11% of the population.

Similarly, the National Advisory Council on Extension and Continuing Education (p. 11) citing a Massachusetts study, (Massachusetts Advisory Council) concluded that 80% of the adult population does not yet participate in formal continuing education activities. The Council projects an increase in part-time students at an average of 2.3 times that of full-time students, and at an average of 3.5 times in four-year colleges. Bureau of Census reports that there will be a growth in the "educationally active group" of 20-29-year olds from 30.9% in 1970, to 40.5% in 1980 (pp. 13,14).

Studies of a regional or statewide nature (Fleurant; Kurland) reflect the same potential for growth. As Kurland notes, there is little likelihood that the pressures for lifelong learning will lessen in the future. He cites four factors as supporting this belief: The democratic imperative; the educational imperative; the social imperative; and the equity imperative..

For institutions of postsecondary education, many questions arise. In this report, the programmatic implications of this growth will be explored as they relate to sets of colleges which seek ways in which they can function collectively to solve problems that are beyond the resources of any of the participants.

B. Experimentation with Consortial Approaches in Higher Education

Paralleling the rise of concern for the adult, part-time student, has been a generally independent and unrelated growth in the number of consortial arrangements in higher education

In what appears to be a classic S-curve typical of innovations in education, the employment of consortia in a variety of settings

has shown a relatively rapid growth pattern in recent years. Studies of consortia usually cite the formation of the Claremont Colleges in 1925 and the Atlanta University Center in 1929, as the beginnings of the contemporary consortium movement. (Grupe, Managing Interinstitutional Change, Chapter 1) Few additional consortia were begun until the 1960's when a broader base of support began to emerge for such organizations.

Using the criteria of the Council for Interinstitutional Leadership, the number of formally incorporated and staffed consortia is around 125. By broadening the definition to include less formal ventures, the number increases rapidly. A study by Moore (p. 1) located 1,100 cooperative arrangements, and a later study in only one state, New York, (Grupe, p.19*) identified 425 joint arrangements.

Again, the task of this report is not to unearth a new set of statistics to document this trend. Rather, the point to be made is simply this: Consortia are likely to remain an important element in the structure of postsecondary education. To be sure, there is a not unsurprising level of transiency among consortia: A fact that leads some observers to be critical of them. (See Patterson, F.) Some work well and thrive, but once a task has been accomplished, the need for the consortium passes. Some may not succeed and quickly disappear. The resiliency of the consortium movement emanates from a compelling logic that holds that individual institutions cannot, indeed, should not attempt to address all societal concerns on their own. Among the needs that undergird this logic are these:

*Interinstitutional Cooperation

* The need to make higher education more efficient in its use of its human, material and financial resources;

* The need to enrich and expand educational, research, and community service opportunities;

* The need for colleges to work together in the stimulation of improved uses of instructional techniques and other innovative practices;

* The need for institutions to avoid the unnecessary duplication of facilities, staffs, and services;

* The need for treating all institutions as parts of a single system of higher education in the development of state and federal educational policies;

* The need to articulate the movement of students among institutions;

* The need to avoid mandatory coordination.

(Grupe, p. 1)*

These needs will not be short-lived. Matrix management and networking skills must, therefore, become a rather permanent aspect of institutional leadership. Consortium development will, in all likelihood, be found not only in traditionally common areas such as media usage and academic affairs, but in new areas such as business affairs and continuing education. In continuing education, the value of resource-sharing would appear to have particular merit. Major projects are announced periodically, but it has been unclear at what points colleges can work together when dealing with the so-called "new clienteles." The development of strategies through which cooperation can be institutionalized around concerns of importance to continuing education will be the main concern of this study.

C. Continued Emphasis on Cost-Effectiveness

Several years ago, the Newman Commission, in its fresh and provocative review of the need for changes in postsecondary education, commented, "Considering what needs to be done, we can afford the high cost of education, but not the low productivity." (p. 28) At about

* Managing Interinstitutional Change

the same time, the Carnegie Commission suggested that a major goal for individual institutions should be the reduction of their anticipated projected expenditures by at least 20%. (Priorities, p. 64) Nothing in more recent economic statistical projections provides evidence that institutions can relax in their search for more efficient operations.

Backing up the call for efficiency are other trends that bear directly on the financial health of postsecondary education generally. It is clear that with continuing education excepted, growth is limited. Failing to identify patterns of development that elicit public support, revenues from tuition and governmental sources alike are beginning to plateau or decline. Even philanthropic agencies find their giving restricted by a depressed economy.

The virtually completed change-over in the states toward the creation of state-sponsored governing boards has been brought about because of a legislative concern for controlling expenditures in higher education. The presence of more sophisticated planning and management systems, though still far from perfect, seems to have generated a belief that cost controls can be implemented to contain costs at levels below those experienced in the past.

It is apparent that as the student population declines, a persuasive, inexorably real press for economy will be felt. Whether an institution finds its instructional budget based upon direct tuition income or upon full-time equivalency formulas, the bottom line for many institutions will reflect lower income at a time of spiraling costs.

Balderston (pp. 182-185) has portrayed five forms of financial stress which could be isolated. Although the models were suggested as means of understanding the present circumstances colleges find

themselves in, they are also useful in forecasting potential reasons for an eventual financially stressed climate surrounding continuing education activities.

Expanded aspirations being expressed by many colleges are leading to the rapid proliferation of new programs, additional staff, and facilities expansion.

Time passing is all that is required to anticipate the spiraling of costs due to such factors as inflation, salary increases, and energy consumption.

Stabilization after growth reflects a stress caused by the termination of the optimism that attends growth and expansion.

Conscientious over-commitment of resources in order to meet external needs for financial aid or for community support even in small amounts can create a continuing stress on other institutional units.

Finally, income tapering is a consequence of institutional inability to sustain earlier income growth as grants and philanthropic contributions terminate, as market resistance and competition are encountered, and as appropriate student populations are exhausted.

Financial implications of present continuing education programs have not been well examined. It may well be that the euphoric waves of optimism rippling out over the new-found field of continuing education are not warranted. Careful assessments will have to be made to insure that financial stress does not become a euphemism for financial crisis.

D. A Point of Juncture

This report was initiated and has been prepared for several reasons. First, it is part of a resource-sharing project administered by the

Hudson-Mohawk Association of Colleges and Universities, which was undertaken with Title I funding. In cooperation with the Associated Colleges of the St. Lawrence Valley and the Rochester Area Colleges, a statewide effort was begun with the goal of demonstrating on a large scale that colleges can work together in the improvement of continuing education. Through the mobilization of their resources, the institutions in these consortia are cooperating with educational television stations in the offering of television coursework in the most efficacious manner they can devise. The promise shown by this project encouraged the participants to seek other intersections of interest that affect continuing education, consortia, and cost-effectiveness.

In a more pragmatic vein, the need for cooperation has been urged in a number of studies that looked at the future of continuing education. For instance, the Carnegie Commission (Toward A Learning Society, p. 100) urged that interinstitutional contracts be created to deal with new clienteles. It specifically recommended that:

> Before taking on a new educational function, institutions will determine the relationship of that function to their educational mission, and will ascertain whether there are existing alternative resources to meet the particular need to be served. If such alternative resources do exist, the possibility of contractual agreements with other institutions to secure the services, or the possibility of joint enrollment of the learner will be explored before a new program is developed.

Kurland (p. 6), for instance, encouraged support of the delivery of regional information services, and specifically recommended that "the Regents should promote the development of regional bodies for the purposes of assessing adult needs and the coordinated planning of educational opportunities to meet them." The Massachusetts Advisory Council(83-91) in what is perhaps the most comprehensive

statewide planning study yet undertaken, urged, in considerable detail, how regional boards for continuing education might function. Similarly, Hesburgh, Miller and Wharton (pp. 22-24) elaborated on programmatic areas in which cooperation could occur. These, and other policymakers have proposed cooperation, but have generally failed to provide many persuasive examples that demonstrate that cooperation in a continuing education setting can work, or that it is worth attempting.

The latter authors, for example, provide no basis for their conclusion, "It is a sense of shared responsibility that should bring institutions together in the learning society." (p. 9)

Grabowski (p. 13) also considers the emergence of interagency linkages involving information dissemination and program delivery a foregone conclusion. He states, "All indicators point toward various linkage arrangements to expedite learning opportunities for adults." These are philosophical rather than proven, practical bases for action. One must wonder where the cooperative ventures are that offer substance to recommendations such as these.

Rosey projections for the expanding market for continuing studies must be tempered by reminders that undue competition or insulated action contain the seeds of errors that attended the expansion of traditional college programs in the 60's. O'Keefe suggests (pp. 20,21) that the dramatic rises in adult participation rates are already over, though increases at lower levels are still to come. Other persons question whether the responses of adults to questionnaires about their interest in continuing education accurately portray the impact that they will make felt in formal educational settings.

There are other considerations than simply avoiding competition that suggest a rationale of cooperation rather than of competition. It is not too hard to imagine that adults, no less than typical age undergraduates, will vacillate in the areas of study they wish to pursue. Glenny (pp. 24-28) found that between 1966 and 1972 enrollments within disciplines varied by as much as 58%. Assuming equal variability of interest choices among adults, any college will be hard-pressed to avoid commiting itself to programs for which the market may disappear in short order. By pooling the resources of several colleges, programs can be assembled that do not require significant outlays by any one institution. Although there will be times when independent and extensive commitments are desirable, there will be many other times when a need has been discovered but the risk involved is too great to warrant full commitment by a single college.

Two sources remind us that current experiments with networking arrangements are problematic, at best. Considerable interest has been shown by many funding agencies recently in community-based counseling projects and "free-standing" educational institutions that draw on the resources available in other agencies. Passage of the Educational Information Center legislation may augur contrary developments, but in the long-term, it is easier to accept Hesburgh, Miller and Wharton's assertion that, "In a nation which already has the world's most elaborate and extensive system of formal education, suggestions for building new systems are likely to fall on deaf ears, especially if they call for greatly increased expenditures of public funds." (p. ix)

In a Department of Health, Education and Welfare study, a survey

was made of possible strategies for federal investments in lifelong learning. Several scenarios were developed to examine the impact of federal support. The study concluded that further investment would not lead to radical institutional changes, and that so-called "free-standing" agencies that continue to function would become closely aligned with already existing institutions. (Green)

II. THE EXPLORATORY STUDY

An exploratory study was undertaken to obtain a broad look at the manner in which three theoretically separate but intersecting themes related to one another. As has been demonstrated, a substantial body of literature exists in each field: continuing education; consortia; and cost-effectiveness. Although there appeared to be an increasing interest in each of these three areas, no summary assessments have been reported on experiences to date. There have been some descriptions of individual projects, but these did not provide even a cursory overview of the range of activities underway. Consequently, the specific objectives of this project were:

A. To survey, (1) active consortia listed in the Directory of Consortia in Higher Education, and (2) Title I administrators in the 50 states to determine what cooperative projects existed and where they were located.

B. To review the ERIC system and other readily available sources of information to determine what other cooperative projects existed and where they were located.

C. To produce an inventory of the projects identified and to subdivide the inventory into categories that would reflect the primary functions of the projects.

D. To secure additional information about selected projects.

E. To review the information gathered with the intent of suggesting ways in which cooperative projects related to the goals of continuing education were showing cost-effective attributes.

It was clear from the outset that an intensive analysis and a complete inventorying of projects were beyond the resources available. The survey and the report could give a sense of the present state of the art but not a fully validated set of conclusions. A follow-up analysis might well be anticipated as a consequence of this report.

Despite the limitations that were imposed on the study by restricted funding, the review and analysis should not be considered superficial. First, the inventory of projects and programs does display rather well the diversity of approaches that are being undertaken. One suspects that further inventories are likely to increase the numbers of such activities, without providing substantially different information about them. Second, the study director has had extensive experience administering copperative and continuing education projects. He has prepared a number of studies and reports that deal with both topics. Third, the study director was assisted by the project director, Mr. Robert Briber, and by Dr. Alexander Cameron, Executive Directors respectively of the Hudson-Mohawk Assn of Colleges and Universities and the Rochester Area Colleges. Both of these men have also been involving in planning and programming that is characterized as consortial, as well as continuing education in nature.

In order to develop the initial inventory of projects, a survey form was sent to all Title I administrators in the country. The request made of them was to have returned to us abstracts and readily available information about projects funded in their states that were cooperative, and under Title I, necessarily related to continuing education. Information sufficient to contact a person for follow-up data was also requested. A similar request was sent to consortium directors. A computer search of the last three years of ERIC documents was conducted, and a variety of other documents were screened to identify appropriate projects.

Once the inventory was completed, telephone conversations were held with project directors working with selected projects, which were chosen for follow-up when they appeared to demonstrate an approach or an idea that would be instructive to the overall study, and when the initial data provided was inadequate to understand the approach taken.

In the descriptions that follow, it has been intended that the categorization of projects and the projects themselves have an instructional value. By classifying and describing the projects, the reader will be aware of the potential value these projects are reaching to achieve. The remainder of the report is specifically not intended to be evaluative of their progress toward these goals. Without considering the methodological difficulties involved, it is simply impossible in the present exploratory phase to provide the intensive and on-site data needed to evaluate individual projects. This is particularly necessary. A good idea that failed in one location might succeed admirably in another for any number of reasons. Consequently, the value of this report lies predominately in its instructional value; in its value as a guide to further understanding and action.

III. A SUMMARY OF THE SURVEY

A. Planning and Needs Assessments

Continuing education has often been cited as an entrepreneurial enterprise. Successful continuing educators reflect a sense of enthusiasm and a trained skill in helping their clients to express their needs in a manner by which the college can bring its resources to bear in the satisfaction of those needs. Many colleges have formalized their planning and needs assessment processes to improve their capabilities in this respect. Improvement is still needed.

The projected diversification of the background of the non-traditional student population is not easily dealt with. The make-up of the "adult learner" group is extremely varied. It includes older returning students, as well as young adults who may have not yet enrolled in college level programs. It includes a broad range of distinguishably different social and economic groups: the very advantaged to the very disadvantaged. It includes people from a multitude of vocational backgrounds: veterans, housewives, executives and classifications as numerous as an index of occupations. Some of these students are interested in pursuing traditional degree and discipline interests. Others seek an external or less traditionally constrained program. Some want short courses, while others want complete programs. And some people simply need help in defining what further education can do for them.

It is incumbent upon the institution that intends to make the enrollment of adults a priority to identify and respond to the

particular needs of those adult student populations for which it assumes responsibility.

The overall picture of student needs and demands will vary from one community or region to another, as will the resources available for responding to those needs. There is no authoritative "game-plan" for dealing with community needs and resources. The only approach which can be said to "work best" is the one which takes into account the facts of the situation at hand and responds directly to them.

Decisions to mount substantively new programs cannot be taken lightly. Even a relatively small and homogeneous community changes over time. Institutional response patterns must be flexible enough to keep pace. Neither can they afford to gear up for a new clientele that may not materialize as enrollees, or disappear after an initial flourish of interest is shown.

The increased emphasis now being placed upon the responsibility of the higher educational institution to the community-at-large raises many questions-- and fears-- about the cost of expanded institutional development in the context of a period characterized as often with retrenchment and financial exigency as with renewal and growth. Academic institutions seeking to meet community needs find themselves in the middle of an economic paradox. While on the one hand it is clear that they need to diversify and expand educational opportunities for the adult learning population, on the other they are aware of the economic danger of increasing either the size of existing, or the addition of new, programs. Often, those resources

which are present within the institution and which are needed externally, are already being heavily utilized. Underutilized resources seldom are of use off-campus either.

The efficient and effective implementation of continuing education requires, then, that attention be paid to comprehensive needs analysis to facilitate the diversification and the expansion of services without exhibiting unsupportable proliferation. As the trend toward meeting the needs of adult education continues, the role of the planner will become more crucial for the success of the higher education enterprise.

The advantages of interinstitutional cooperation in this context are readily apparent. Centralizing planning and assessment activities through a consortial structure would go a long way toward avoiding needless, and costly, duplications in both planning and implementation. A coordinated planning effort which takes into account an array of institutional resources and community needs is more likely to arrive at a coherent perspective on how best to integrate available resources to meet existing and emerging demands.

The curtailment of unnecessary duplication (and with it, of destructive competition among institutions) is one of the best arguments in favor of the consortium approach to adult education. In the areas of planning and needs analysis, the key factors for concern are cost-efficiency and effective resource-management. Colleges cannot stand to have programs lost to other institutions simply because of tuition differentials. The total costs to society are the same. Joint planning should help to create

maximum opportunities for educational variety with a minimum increase in cost. The addition of new programs should not be destructive of existing programs.

The consortium approach is an excellent way to insure optimum utilization of academic and non-academic resources in a given community or region. This might be accomplished in a variety of ways: the pooling of expensive or scarce equipment, the joint usage of costly technologies, the exchange of personnel and the facilitation of cross-registration to enhance degree and non-degree programs, the development of interinstitutional curriculums, the fostering of a cooperative relationship of resource-sharing between educational institutions and the community-at-large (de-emphasis on the "town-gown" distinction), and so on. These and like issues will be the subject of discussion in the sections which follow; they are mentioned here to indicate the range of strategies open to the planner who is seeking the most effective management of available resources.

The consortium structure also has benefits with regard to the planning and implementation of projects and programs involving the acquisition or development of new resources. Risk-sharing among institutions makes sound financial sense at a time when the costs involved in almost every phase of educational development seem to be sky-rocketing. Again, many options present themselves to the planner. Among them are the exploration of a regional as opposed to a local solution to a given problem, the mounting of experimental pilot programs to test the long-run feasibility of new programs on a cost-sharing basis, the planning of training workshops to serve

a number of institutions at the same time, and so forth. No institution these days can afford to have an expensive program fail, no matter how "innovative" or "socially significant" it is. The element of risk too often argues against the mounting of creative (and potentially important) new ventures. Not only does the consortium arrangement facilitate more efficient needs analysis and more effective planning, but the possibility of risk-sharing increases the likelihood of institutional willingness to upgrade traditional program offerings and to experiment with non-traditional approaches.

The New York State Education Department played a leadership role in this respect when, in 1972 it began to employ Title I, H.E.A. 1965 funding to initiate planning efforts in the eight regions of the state. The regions are used for a variety of other planning and programming functions. Grants were provided to single institutions serving as coordinators of data gathering and support personnel who were to serve all of the colleges in the region, or to formal consortia which were already in existence. Each of the regions reported out major compilations of data secured from the community through surveys, questionnaires and interviews, and through the re-examination of information from other sources. Inventories were also made of the resources available for continuing education. Publications highlighting the needs and the resources were broadly disseminated. For many institutions in each region, the planning process was the first major cooperative venture they had been involved in.

The State of Virginia in 1972 adopted legislation that mandated a degree of cooperation among the colleges in that state's six regions. The regional councils were expected to seek such operational goals as arranging for an interchange of credits, promoting of programs available, jointly planning library resources, and otherwise help in supportive ways. But the consortia were also expected to develop plans for adopting, at least within the public sector, areas of specialization for the member colleges. This eventually led, in some regions, to the transfer of courses of study from one school to another. In some locations public hearings were held to secure community input into the planning process. The focus on continuing education led to other forms of cooperation that had not been contemplated originally.

Planning and needs assessment for adult education must be on-going processes, not "once-and-for-all" efforts which are likely to be outdated within a year or two. Recognizing this, the Maine State Agency for Title I in 1977 supported a series of statewide, five-region needs analysis projects which were summarized to give a statewide profile. The projects involved Maine universities and colleges with the close cooperation of community agencies. This statewide effort to compile up-to-date information on regional needs and resources was the first of three phases. In addition to data-gathering, this first phase included a series of regional planning meetings and a final statewide dissemination meeting. A task force held two conferences on experiential learning and on counseling for adult learners. Phase two, currently drawing to a close, has consisted of a three-campus effort to compile an inventory of available continuing education resources, which will be published in a statewide educational

directory. The third phase of the Maine project will involve a shift in Title I-A priorities from community service to continuing education. Having laid a solid foundation both with regard to assessment of community needs and institutional resources, the cooperating institutions are in a good position to mount programs which are directly responsive to learner needs in their respective regions.

A somewhat different regional approach to planning was adopted by the Northwest Wisconsin Consortium, a group of seven schools, in the implementation of the Concept Applicability Program (CAP). This community development program serves sixteen counties in the northwestern part of the state, and stresses multi-institutional program planning as the most cost-effective way to meet community needs. CAP has generated a high level of institutional and community involvement. An effort is underway now to transfer the knowledge gained and the expertise developed under the project in the northwest to other areas of the state for demonstration and further development. The CAP approach varied from other needs analyses cited by basing its planning on the examination of specific community needs such as land use and water resources.

Sometimes the impetus for large-scale planning efforts arises less in concern for regional or community needs than in the recognition on the part of educational institutions that their resources are becoming more limited. They, therefore, are forced to be more selective in deciding which programs to invest in. The question of matching resources available with demonstrable community needs becomes

crucial: and the cooperative approach looks more attractive. A five-member consortium based at Cleveland State University in Ohio, for example, has found that the interinstitutional information-sharing facilitated by the consortium approach has turned out to be a great resource in itself. The goal of this Inter-University Consortium on External Degree Programs is greater public accessibility to their programs. While institutional autonomy is still respected by the member colleges, the idea of an interinstitutional degree program is being entertained, especially with regard to vocational fields. Of the five schools actively involved in the consortium, at present only Ohio University has a correspondence degree program. This is a goal for the others. The consortium is still young, and so far institutional response to the cooperative approach to resource and needs assessment has been very positive.

The Committee on Institutional Cooperation (CIC) is a longer established consortium devoted to the idea of non-duplicative interinstitutional cooperation. The experience of the eleven CIC universities has born out the early optimism. Founded upon a desire to foster coordination and cooperation among the member institutions (the Big Ten and the University of Chicago), a CIC note in a recent publication suggests a trend toward "increased trust and understanding among faculty and administrators." The CIC schools are involved in an on-going self-assessment with regard to service delivery to adult learners. The prognosis with regard to resource sharing is clearly very good. An operational follow-up to the extensive self-analysis of institutional policies guiding continuing

education, has been the creation of additional correspondence courses. Twenty-four courses are being prepared by faculty from throughout the consortium. The courses can be applied toward completion of a bachelor's degree, fully earned through off-campus study.

B. Promotion and Dissemination

Another important aspect of the marketing of continuing education is the structuring of an effective promotional strategy. As college personnel have acquired sharper insight into the nature of specific sub-groups within the overall adult population, it has become clearer that promotional efforts must be carefully designed to reach these groups. Even when broad-scale, general purpose promotional activities are undertaken, the quality of the promotion must be competitive with the conflicting demands shouted out by other activities and which submerge individuals with a constant flood of literature, radio, and television messages.

While it would no doubt be overstating the case to say that an adult education program stands or falls on the basis of its publicity effort, still the observation is not grossly in error. If the finest educational program available is not recognized as such by its intended students, it may as well not exist. Even traditional "daytime" degree programs which used to rely upon a ready and constant supply of 18-to-21-year-olds have had to reconcile themselves to the crucial role played by public relations in student recruitment. Not an insignificant number of these programs must bring in part-time students to remain viable. Administrators of these programs are learning what many directors of continuing education programs realized long ago: that, as educational costs rise for students and for institutions, the success of a program stands in a directly proportional relationship to the effectiveness of the promotional effort. Marketing is no longer simply something taught by the

business faculty to undergraduates anticipating a career on Madison Avenue. Thoughtful administrators and faculty must also be aware of the importance of "packaging" their services for presentation to a consumer-oriented society. The parlance of marketing will stay a part of academic decision-making. The public is not likely to buy a product that doesn't look appealing to them. This is less a matter of "crass commercialism" than it is of common sense.

As the strategic importance of promotion and dissemination has become a fact of institutional life in the '70's, so has another sobering reality. The successful collecting, collating, packaging and dispersing of information are enormously expensive propositions. While a consortium approach cannot promise a utopian resolution to the problems of promotion and dissemination, it certainly can represent a much more cost-efficient alternative than the "every-institution-for-itself" approach.

As is the case of planning and needs analysis, the primary advantage of the consortial structure lies in its unification of separate institutional purposes. While it is unlikely, and to some degree undesirable, that competition among rival institutions can be erased, at least the energies devoted to publicizing programs might be fruitfully rechanneled. The promotional emphasis could shift from competition to complementarity.

A consortium is in a better position than any individual institution to present a coherent picture of educational opportunities available to students. The consumer is much less liable to be confused by a welter of competing claims, or discouraged by a lack

of complete information, if dissemination and promotion are carried out through a cooperative effort among participating institutions. One publication or promotional package can do the work of several smaller ones more effectively. It may also be done at less cost.

Two good examples of similar cooperative publications are Night Life issued by the Associated Colleges of the St. Lawrence Valley, and the CALL Guide issued by the Hudson-Mohawk Association of Colleges and Universities. Both publications represent a compilation of all of the courses available in their respective regions. In the first case, over 100,000 of the 12-page tabloids are mailed to households at a cost of about six cents per copy. At a still lower cost, 40,000 copies of the CALL Guide are distributed in supermarkets, doctors offices, etc. In both publications information about courses is distributed for many colleges which could not afford to reach such a large audience in any other way.

The Rochester Area Colleges take a different tack. Six half-page advertisements are jointly sponsored by the member colleges to promote their summer session offerings. The ads appear in a regional Sunday newspaper. A coupon is returned which permits the reader to indicate which colleges should send information about their programs.

A number of consortia, particularly those engaged in a community-based counseling effort, have prepared and published inventories and directories of collegiate and non-collegiate educational programs in a region. The publications often highlight counseling services available. These source materials are sent to high school counselors, libraries, employing agencies, college offices and other locations.

These publications assist individuals in locating and understanding how they can enter the learning force. The designation of contact points is also useful.

Many cooperative extension centers, of course, actively promote the courses and programs being provided by their members. Provisions for such publicity are particularly well done by the Quad-Cities Graduate Study Center. The Center has a comprehensive set of literature and media approaches. This advertising has the beneficial effect of making visible institutions not physically located in the community. Consequently, the literature helps to bring people to the main campuses, as well as to the Center.

A Title I-funded project in New Jersey sponsors a telephone dial-in service to distribute information to callers. This state-wide information service has responded to 5,000 calls in one year. A similar venture was experimented with in New York City. In this case an initial inventory was widely distributed and interested counselors and students were invited to call in for detailed data on courses, entrance requirements, etc.

C. Counseling and Advisement

Advisement has been a perennial problem for the traditional undergraduate. As the adult and part-time student population has grown, this weakness came quickly to the foreground. These students need more information and personal support than has been offered by the frequently disinterested "academic advisor," or by admissions offices which viewed the "new learners" as a distraction from their perceived more important clienteles.

The complexity of the non-traditional student population creates a need for an array of special advisement mechanisms. Academic advisement services continue to be important aspects of these services. However, academic advisement is only one facet of the responsibility involved in adult counseling.

Many studies have shown that the educational objectives of large segments of the adult population are career-related. Adults are either seeking employment, or they wish to advance into higher job classifications. Career counseling and career-change guidance, then, are important elements in counseling.

Additional factors are important. Some students may need psychological support and encouragement in order to secure the confidence that they can succeed at academic pursuits. Other students may not have well developed goals for themselves. Thus, goal setting and value clarification procedures may be a necessary counseling framework.

Programs for special populations imply the need for equally

specific assistance with regard to counseling, as well as to program modification. Women seeking return to the work force, minorities with language problems, and factory workers with difficult work-time problems, for instance, call attention to problems that are not always capable of solution in each college.

External degrees and credit-for-life experience opportunities suggest other difficulties. These innovative programs are not easily or accurately understood by the non-educator. Counselors in direct contact with potential learners have to assist their clients to work their way through the choices that must be made in order to plan satisfactory academic pursuits. Often counseling is seen by an institution to be a form of marketing, not as a means of aiding the adult. Neutral evaluations and presentations of the options open to the adult may not be encouraged. As a result, a new concept, educational brokering, has taken hold. Brokering services attempt to provide neutral support for adults by addressing the students' needs first, and by providing for institutional interests second.

A further dimension of adult counseling has to do with service delivery. Adults may not wish to, or physically, cannot reach a campus. Outreach programs are significant means of accommodating the new learners in both urban and rural settings. Occupational and academic advisement services must be effectively brought to the public, rather than "waiting for the public to come to them." This is one of the areas of change in which the community-service role of American education is most evident today.

The consortial approach to the delivery of educational brokering,

or other counseling services is one of the major trends in higher education. Adults indicate that making an initial contact with an appropriate counselor is frequently the most difficult and discouraging aspect of their search for self-fulfillment. Too many potential students have been turned off by, or scared away by the prospect of confronting what appears to them to be unsympathetic, and bureaucratic red tape. Counselors sometimes find themselves just as much in the dark as their hapless clients regarding locally available educational opportunities. The coordination of counseling activities has obvious advantages, from the human as well as from the economic point of view.

One of the main problems for counseling professionals working with the community is that of maintaining current, accurate data on local resources. To function effectively they must keep abreast of developments in area employment opportunities. Centralization for data-pooling and information updating frequently proves to be an efficient arrangement. In addition, clients may be directed to specialized counseling services within the consortium that they might not otherwise be able to take advantage of. The existence of specialized services, career counseling for women, for example, within the large context of a coordinated advisement program allows for optimum resource usage without unnecessary duplication. And it makes for an efficient form of service delivery.

Interinstitutional cooperation also has the advantage of reinforcing a shared sense of purpose between academic and community organizations. Both the community and the academic institutions

have a stake in this consolidated effort made on the students' behalf. Not only does a cooperative structure bode well for public relations, but it paves the way toward the development of non-traditional programs suited to the special needs of students. In all of this, effective counseling, facilitating occupational as well as academic placement, is a key factor.

As was discussed under, "Promotion and Dissemination," consortia are clearly a most cost-effective way of bringing certain forms of information to a diverse public. The consortium can avail itself of several methods of service delivery to keep overall costs down, thereby freeing resources for other uses. For instance, community or regional advisement centers may be established at one or more locations within the consortium. Or outreach programs may be developed on a cost-sharing basis. Members of the community may be trained to perform on-site referral, through workshops conducted by consortium personnel. Whatever the preferred arrangement, a network of cooperating institutions stands a much better chance of being up to date and of directly responding to community needs than do a number of competing institutions. And benefits to participating institutions stand to increase in direct proportion to the effectiveness of their service to the community.

The counselor as "broker" is a neutral arbitor working in the best interests of his client, and without concern for the interests of any particular institution. The viability of such a third-party method of advisement has been demonstrated by the HEW-funded Educational Opportunity Centers, of which there are now eighteen

nationwide. One particularly successful such program is the "REOC" (Regional Educational Opportunity Center) program administered by the Worchester Consortium for Higher Education. REOC is a network of storefront advisement centers offering free counseling, aid application assistance, advocacy and other services. The goal of the program is to cut through administrative red tape, bringing continuing education to the population most in need of it.

A similar effort to bring counseling services directly to the people is the Area Occupational Information Center operated by Wadena (Minnesota) Vocational Technical Institute in conjunction with a regional cooperative education center. This is a mobile unit outfitted with up to date microfiche job bank listings, a radio-telephone system providing on-site communication with various higher education systems and a teletype communication hook-up to a central data bank at Wadena. The van keeps a regular schedule throughout rural Minnesota and has been accepted extremely well in both large and small population centers. Counselors administer interest and aptitude tests in the van, and provide guidance for people interested in career or career-change education. An additional function of the center has been facilitating job-placement for clients: a bonus for the community not originally envisioned by the project planners.

Another approach to adult learner counseling has been implemented by Reading Area Community College, along with seven other Pennsylvania two- and four-year schools. The project is called, "A Creative Approach to Providing Adults with Counseling and Career Planning Via an 'Educational Analysis' Course." Re-

ceiving monies from several external sources, the project has involved the design and implementation of a prior learning assessment program on the eight campuses. A seminar approach has been adopted in the course. Adult students put together portfolios, undertake goal determination and competency testing, and receive general career guidance. The same basic seminar format is used at all campuses, and there have been workshops for personnel from the member institutions. This has been the first consortial experience for all those involved, and there has been a high level of enthusiasm among those working in the program.

The Consortium for Urban Education (CUE) in Indianapolis, one of the more firmly established consortia, has been developing a group of programs designed to incorporate higher education into urban life. One means of realizing this objective is an adult education information center in the downtown area. Augmenting the course offerings typically available, the center is staffed to provide systemized information on training opportunities, vocational testing, and referral assistance. Periodic on-site advisement is given by institutional representatives.

A more distributed effort has been organized by the Cooperating Raleigh Colleges. Extending their services to other post-secondary educational institutions, CRC has attempted to overcome the fragmentation of information available in several ways. First, it organized program information for easier retrieval. Second, a central office in a large public library works with satellite libraries to disseminate this information. Librarians have been

given special training to enable them to work with adults more effectively.

A number of educational brokering systems which are similar to those operated by CUE and CRC are to be found which are sponsored by single institutions, but which of necessity find the counselors working with all of an area's colleges.

D. Media

Technological change is a hallmark of our times. Experimentation with new electronic means for delivering educational programs to adults have been undertaken by both individual colleges and universities, as well as through consortia. There is little doubt that experimentation with well known media; open air television, closed circuit television, radio, and newspapers will continue. Despite the relatively low level of success of many past efforts, the utilization of publicly accessible media for educational programs must continue. There are few alternatives to meeting the needs of people who cannot go to a college campus in the time schedules typically available. Despite numerous failures there have, in fact, been notable models that demonstrate that the use of electronic and other media can be employed in a cost-effective and an academically respectable manner.

There are a number of compelling reasons to look at consortia as the vehicles for organizing media-based educational services. An obvious reason is cost. The construction of transmitting towers, the assemblage of experienced personnel, the laying of cable, and the sending up of a satellite are examples of the costly ventures that must be tried and retried. By integrating their efforts, the combined physical and professional resources of several institutions can be brought to bear on significant technological developments. Agencies that provide financial support for these ventures, too, are interested in involving as many institutions as possible so an adequate threshold of personnel and expertise can be achieved,

and so that their investment can benefit several institutions.

A somewhat intangible benefit of cooperative action is the necessity for avoiding institution-specific weaknesses. The wide involvement of representatives and participants from a range of institutions ensures that social developments and technological standards have applicability in many settings. Indeed, some forms of networking could hardly be justified on the ability of one college to service the community.

Although primary attention in this report is being given to adult learners, it cannot be forgotten that there are still significant numbers of traditional-age, on-campus students. These students may benefit from computer networks, television programming, etc. in ways identical to that experienced by adults and their teachers. Cooperative projects for the community may have important pay-offs for these students as well.

Before the rise of the new technologies, physical distance was probably the most serious stumbling block in the way of efforts to share academic resources. Two examples may here by cited of how that problem has been overcome through consortial arrangements utilizing various media technologies. One was a short-term project, the Northeastern California Rural Outreach project administered through California State University at Chico. This 1976-77 project involved six colleges in service delivery to rural sites via established closed circuit TV hookups, with on-site learning facilitators. Each of the six colleges originating the programs within the 30,000 square mile area served adapted the course offerings to community needs. Rural residents participating in the project

as students also helped in course development. The success of this short-term consortial project is attested to by the fact that since the close of external funding, the colleges involved have continued the outreach program in their respective regions.

The Association of Graduate Education and Research (TAGER) is an outstanding example of an on-going arrangement. This is a ten-school consortium in North Texas, and like the California program outlined above, designed to use television technology to overcome the problem of distance. The TAGER network is an interactive, closed circuit television system. Students are provided with talk-back telephones which allow them to participate in classes which are transmitted live to industrial sites. Many courses, graduate and undergraduate, are offered for transferrable credit through the TAGER system. In addition, the network has occasioned innovations like the development of an interinstitutional core curriculum in undergraduate Classics, leading to the B.A. in Greek or Latin. Two institutions offer a coordinated Master of Liberal Arts degree program. Through its Professional Development Series, TAGER has begun providing continuing education for client industries.

Talkback telephones, in this case without video linkage, are the basis for the New Jersey Telecollege for Confined Adults. These adults dial-in to classes in process on the various campuses. Begun at Jersey City State College in 1975-76, this cooperative program has since expanded to include 16 state and community colleges throughout New Jersey, along with Rutgers and Seton Hall Universities. Currently, the Telecollege services 107 shut-ins, including 17

prisoners at Trenton State Penitentiary. In the past year, two community colleges received mini-grants to develop courses for home-bound people, which will be disseminated throughout the participating schools. Trial programs are also being experimented with at Jersey City State.

On a smaller scale, the Associated Colleges of the St. Lawrence Valley has been bringing together a number of training films and videotapes in a central site. This library provides skill-development materials to workers in health, industrial and social service settings.

A significant resource sharing project was initiated by the Hudson-Mohawk Association of Colleges in cooperation first with two other consortia, and then with institutions in every region of New York State. This project, still in-process, is bringing together representatives of public broadcasting stations and colleges with the intent of making optimal use of television as a medium of instruction. Given the costs of air time and course leasing, the incentives for cooperation are substantial. By coordinating the procedures for previewing and selecting courses, a maximum involvement of colleges can be secured to ensure that the courses meet both academically creditable standards and community interests. The project is increasing the number of colleges using ETV as a means of teaching adults. Coordination also permits an economy in leasing costs since the costs for a group of schools will generally be negotiated lower than individual leases.

The Tri-State Consortium is a membership organization that is

open to colleges in New York, New Jersey and Connecticut. Tri-State negotiates very low lease rates for a small number of television courses each year. The course acquisition process is supported by a previewing committee, a research and evaluation committee, and a promotion committee. Expansion to include additional states is being planned.

E. Curriculums and Instructional Materials

To be truly successful at providing appropriate educational opportunities for adults, colleges are forced to design and re-design their programs with the adults' needs and the community's interests in mind. Frequently, adult educators find that the best way to serve these new learners is through the development of non-traditional programs. Programs that reflect new means of delivery, new instructional contents, new audiences, new times and new teaching sites. The design of radically new curriculums is generally more easily accomplished in individual institutions than it is in a group of colleges working in concert. Change is often too difficult to bring about to expect several institutions to do so simultaneously. However, multi-institutional changes do transpire in some cases when a whole sequence of courses, or their equivalents, are involved.

By the same token that complete courses of study need to be adapted to new requirements, so too must new instructional materials be developed. The high dependence most colleges have on the lecture as a means of delivering education precludes many significant changes that would permit the participation of totally new clienteles. Major alterations in the format for educational programs suggest equally major efforts in research and development. A college does not casually decide to begin the formulation of university without walls program, to develop a sequence of courses via television, or to arrange a portfolio assessment process.

Determining ways by which the investments required to produce

either new curriculums, or innovative instructional materials is one of the more frustrating tasks facing continuing educators. They know that a substantial investment is essential to assembling a core of faculty whose expertise fits a new program concept. Whether re-trained, or employed afresh, the personnel needed to develop modified instructional patterns have to have distinctly different capabilities from a typical cross section of faculty.

Potentially, there are many ways in which a consortial approach can assist in the assemblage of the "critical mass" of staff and other resources needed for curriculum or materials development. One common approach is a joint degree structure through which specialized programs can be offered even though none of the colleges were able to package such a major on its own. The joint masters degree in educational administration from Tri-College University is one example. This was the first consortium to be accredited to offer a degree in its own name. The Quad Cities Graduate Center offers several degree programs in which courses from several cooperating colleges can be applied as non-transfer credit toward degree requirements.

Many bachelor of individualized studies degrees are being approved to permit adult students to design their own programs of study without regard to normal distribution and major requirements. George Mason University promotes the potential value of courses resident in other member colleges in the Northern Virginia Consortium and accepts these credits towards the degree on the same basis as its own courses.

A cooperative program is most visibly valuable when the joint effort brings about a learning opportunity clearly incapable of being offered by one college. In Watertown, New York, there was a strong demand for an upper division bachelor of nursing degree program. SUNY College of Technology at Utica-Rome agreed to offer the nursing courses and the degree authorization, while SUNY at Potsdam which was not able to provide these courses was able to offer the liberal studies component.

A consortium of five institutions in Utah developed over 100 self-instructional modules to provide in-service training in industries and other employing institutions. The modules were developed by faculty at all of the campuses. The modules consist of paper and pencil workbooks and, generally, accompanying slide/audiotape instructional materials. Although the materials are designated for off campus use, many of these materials have also been used on-campus for the resident undergraduates.

Reference has already been made to the correspondence course development project being administered by the Committee for Institutional Cooperation. This project again exemplifies the value of being able to select the most appropriate individual to design a course of study regardless of the institution he or she is employed at.

F. Special Populations

It is evident that the adult student group is not in fact a single group. Diversity as expressed by age, economic status, educational background, sex, employment status, ethnic heritage and other factors are quickly found that distinguish potential target populations. Their common desire for further education provides little guidance for program design. But one of continuing education's strongest assets is its ability to focus on, and respond directly to, the particular needs of a host of sub-groups. An appreciation for the diversity to be found in learner backgrounds is the key to offering programs that sell themselves.

Yet within the adult learning group, there are sub-groups that share some common interests, concerns, and disadvantages. There is a good deal of evidence that higher education has not ignored these groups. But while much has been done for these groups, most notably the elderly, the handicapped, women and ethnic minorities, more remains to be accomplished. Colleges and universities are under sufficient financial pressure to be limited in their ability to respond as energetically as they know they should. With the added assistance of outside funding, many good programs have been mounted.

The inventory of jointly sponsored programs appended displays a remarkable breadth of effort being made for many sub-groups. It is difficult to adequately summarize the outcomes of such unique activities. It appears, though, that cooperative efforts do serve many useful purposes. By integrating their staff and physical

resources, a number of projects occurred that probably could not have otherwise been contemplated. It is no doubt true of many of those special populations being served, that tuition and fees could not have sustained the program budgets involved. By using existing resources and by cost sharing, colleges can be especially effective in meeting special needs.

The widely publicized elderhostel movement has helped to bring higher education for senior citizens into the spotlight. Elderhostel programs have been established in several states, most of them involving consortial activity (see Appendix A). A good example of the efficacy of the elderhostel approach is the program administered through Shippensburg State College, with nine other Pennsylvania institutions. The ten schools offer their own elderhostel programs, utilizing materials developed and disseminated through the regional center at Shippensburg State. Personnel engage in cooperative planning and problem solving through workshops. Being a service program, the program is not a money maker: however, as a consequence of the high level of interinstitutional cooperation, the schools are breaking even. And the intangible gains realized by those participating are reported to be gratifying. This has transpired because of the success of the program with the students, and because of the mutual support structure afforded by faculty and staff workshops.

Service delivery to the elderly is not, of course, confined to the elderhostel movement. Various ways of bringing adult education to seniors are being explored. Housatonic Community

College, for example, is developing the Valley Video Forum (cable and closed circuit TV) and other topics of importance to the elderly poor of the lower Naugatuck Valley. This three college cooperative effort relies heavily upon resource sharing among the schools and between the colleges and the community.

Traveling Teachers and Keeping Current are two programs that have been launched by the University of Wisconsin Extension with five other institutions, to bring continuing education to the elderly. The Traveling Teachers program brings teachers to senior sites, where they offer courses of varying length on different topics of interest to the elder population. Keeping Current is similar, but that the teachers are themselves trained senior citizens.

The idea of involving senior citizens in the development and implementation of their educational programs is at the heart of the Metropolitan Chicago Older Adult Life Options Program, administered through the Chicago Community Trust. This is a Network designed to put seniors in touch with continuing education possibilities, to provide brokering and outreach services, and faculty development for courses for seniors. In all of these activities, the program administrators hope to involve seniors not only as students, but also as teachers and staff.

Networking and educational brokers also play an important part in continuing education programs for women that are being developed through consortial arrangements. Much effort in this area lies in the direction of career and career-change education, and prior

learning assessment. The upper Ohio Valley College Consortium, an association of four colleges working with the YWCA, is mounting a program to provide educational experiences for women and seniors. Training sessions in skill development and value clarification are offered through the newly founded Career Center for Women, and also at outreach sites.

A two college consortium in Hartford, Connecticut, has undertaken the task of finding ways by which more women can be trained for careers in technological fields: fields typically dominated by male employees. Job need forecasting, curriculum design and program promotion cause the participating colleges to unite their efforts. A number of other consortial projects focus on mid-career job change, or re-entry of women to the labor force through added education.

Cooperative activities that are directed at either ethnic sub-groups or the handicapped are less in evidence. Only two projects directed at minorities were identified and none that related to the handicapped. Doubtlessly, there are such projects which were not detected given the limited searching that was undertaken in this study. It is clear, however, that even if consortial projects for these groups do exist, they are not very visible, and they are not widespread.

G. Community Development

An ever present, central concern for continuing education has been direct intervention in community problems. The solution of pressing problems often required either the involvement of campus-

based individuals, or the retraining and re-education of persons in the community. Urban poverty, job development, energy conservation, staff needs identification, and support are but several of the complex problems which show up in this study as having been responded to by consortia.

Since the kinds of projects in this category tend to be highly varied and situation-specific, it is difficult to generalize about them. However, the projects do illustrate some of the reasons why a consortial approach makes sense. A Coal Research effort in Ohio makes it possible to combine the special research expertise of individuals throughout a state to participate in a general expansion of effort. This involvement permits the colleges' staff to assure the avoidance of costly replications of effort by failing to recognize the resources that already exist. It also improves decisions about priorities for the future. When this kind of recombination is effected it is often surprising how much talent and experience already exists.

A number of the projects cited display a benefit that emerges by having sponsoring agencies distributed throughout a region. By having a variety of institutions involved, each community is brought into the project in a manner that is comfortable to it. Multi-institution participation helps the colleges to find a means of locating a role for its staff in priority problems, and the communities these institutions are located in see visible evidence of the colleges' interest and intent to help. Again, since each college, in say, a regional training or research effort, has some local experience and expertise in most key problems, the project is strengthened through

their participation.

H. Extension Centers

In spite of the presence of over 2,500 institutions of higher education in the country, there are still many population centers that do not have ready access to a college campus. In order to eliminate the necessity for people to have to travel long distances to obtain college-level courses, or to have to do without a higher education, it has been natural for colleges to establish extension centers and branch campuses that provide most of the basic services needed. Indeed, it is not uncommon to find extension centers being established in locations where a college is already located because the center can offer courses of study not available from the local college. In some cases the extension courses are offered on the cooperating college's campus. With the prospect of fewer new campuses being started, and of fully operational campuses being reduced in the scope of educational opportunities they can offer, increased attention is being given to finding ways by which institutions can cooperate to deliver extension courses.

The Illinois Board of Higher Education administers a state supported grant program for strengthening interinstitutional cooperation. Among the projects funded, specific allocations have been directed at the creation of cooperative graduate studies centers. The Quad-Cities Graduate Study Center is the best known of these, but offices are located at Rockford and Millikan also. A report by Quad-Cities staff indicates that the state has realized economies in at least the following ways: 1) new construction was

avoided; 2) existing facilities were better utilized; 3) non-resident, part-time students require fewer support services; and 4) the commuting part-time student continues working and paying taxes while studying.

The appeal of cooperative extension centers has been stressed, and funded, by the State of Minnesota. These centers are not restricted to graduate studies however. They are located in Rochester, Wadena and Iron Range. One advantage realized is that a coordinator can be employed to coordinate many activities necessary for all of the institutions. The coordinator identifies community needs, recommends courses and programs of study to be offered, and promotes the availability of those courses which are offered.

Eagle University is a unique form of extension center serving 12 institutions in Tennessee and Kentucky that offer courses at a military base (Fort Campbell) solely for the military and related groups. Eagle University does not offer its own degrees but does provide systems to permit such procedures as registration, admissions, credit transferability, transcripting and publicity. A broad range of offerings are available including a doctoral degree in theology.

One of the earliest cooperative extension centers is the University Center at Harrisburg. Since 1958 it has been providing postsecondary education to a community that did not (at that time) have a college to serve its citizens. Five institutions cooperate in the provision of courses for associates, bachelors and masters degrees.

On a more limited scale, the College Center of the Finger Lakes sponsors the Corning Graduate Studies Center. The Center imports courses for masters degrees in business administration, education and ceramic engineering. Library services, classrooms and administrative support are provided.

I. Staff Development

Adult learners are not simply older than usual students. They are individuals who come to higher education with special requirements, and with varied backgrounds. They have significant demands placed on their time and talents, and they have expectations that are not comparable to those of students coming directly from high school. In order to match the variability in their backgrounds, faculty and administrative staff must re-examine their own attitudes, and behavioral styles, and organizational policies in order to make the campus conducive to adult learning. Sensitivity to changing role-demands does not come about without informed, positive staff involvement.

Effective staff development is a prerequisite to the improvement of counseling, instructional or support services. There are always some individuals at nearly every campus who have some capabilities with respect to teaching by television, to developing adult-oriented self-instructional materials, to evaluating experiential learning, or to teaching in an industrial setting. But individuals do not a program make. The examples are legion of good individual teaching efforts that have failed to survive because they did not generate sufficient support from enough other faculty to become academically acceptable. Failure may not reflect the true worth of such efforts, but only the inability of responsible faculty and staff to understand, or accept the new perspective taken.

Generally, staff development projects ought not to be undertaken as independent entities. There are ample occasions for

individuals to attend workshops or conferences simply because it will benefit them professionally because the institution needs to have staff who are knowledgable about innovations in the field. But the scheduling of a series of workshops or other staff development activities for a number of individuals generally implies that staff development is a means to an end. A pervasive in-service effort will reinforce the capability of the institution to reach a goal of importance. Installation of an external degree, the re-direction of a purely academic program into vocational areas, and the deployment of an on-going teaching-via-television unit, are likely to involve staff re-training as an essential first step toward the completion of these operations.

A variety of approaches exist for enhancing staff effectiveness. Curriculum development grants, travel funds, consultative assistance, workshops and conferences, and film and video-based training are but several common forms. These approaches are available for the benefit of both part-time and full-time faculty. In a consortial setting these basic forms are also employed as the basis for initiating and sustaining programs and projects. Occasionally too, there are faculty or administrative development efforts that do not aim toward a large operational end, but are seen as useful in themselves. Staff development through a consortium may also support changes that are consortium-wide in nature, say an interinstitutional degree; or they may support the achievement of commonly felt goals, separately administered by the several colleges.

Interinstitutional cooperation in staff development carries a number of beneficial attributes. Perhaps the most apparent benefit is in cost efficiency. The consortium can provide workshops and in-service training to the member colleges by drawing on personnel at the member colleges at reduced costs for travel and honorariums. When it is necessary to retain outside consultants, these individuals are made accessible to a larger number of persons in joint sessions or in a series of workshops given at several campuses. Also, the coordinated collection and dissemination of information regarding existing or planned professional improvement possibilities results in reduced duplications of effort. By combining efforts a large base of interest and support in some ventures can be fostered. One campus might not have enough justification to arrange a training effort for a small number of faculty interested in some limited topic. But there may be an adequate number among six campuses.

A case in point has been the, "Adult Learners - New Responses to New Needs," project initiated in 1977 by the University of Hartford. Connecticut educators had perceived a gap between community continuing educational needs and the services they were providing. They, therefore, mounted a project to update and train two hundred area instructional and administrative staff to provide more effective service delivery to the adult learner population. Following the workshops, brochures were developed highlighting cooperation among neighboring schools. The cooperating institutions are now in the process of developing additional methods of resource

and information sharing. What began as a personnel development project is becoming a farther-reaching effort to implement inter-institutional cooperation.

The East Central College Consortium, received a F.I.P.S.E. grant to upgrade the academic advisement capabilities through a series of four workshops on non-traditional studies for groups of faculty in cognate disciplines. The consortial approach enables the colleges to provide specific training for their faculty locally.

The Capital Consortium in Virginia has contracted with a private consulting firm to provide audio-visual materials for staff development. Recognizing that part-time adjunct faculty are important for the delivery of educational programs for adults, the consortium saw a need to orient the part-time faculty to this task. Slide-audiotape presentations were prepared that could be re-used as new staff was added. The training packages included topics such as characteristics of adult learners and appropriate teaching techniques.

Some training efforts reach into community organizations. As part of a planning and needs assessment process, the Associated Colleges of the St. Lawrence Valley offered workshops for educational advisors in libraries, hospitals and other organizations. The workshops gave the advisors background information and skills in counseling the adult learner, resources available in and out of the region, and job placement. Periodically, this consortium has held special conferences on policy issues such as the continuing education

unit, innovations in adult education, and contract for learning.

IV. CONSORTIA AND CONTINUING EDUCATION: THE COST BENEFITS

A. Introduction

As an exploratory study, no investigations, save for cursory reviews of very limited cost data, were undertaken. Rather, an effort was made to consider the perspectives which the projects identified might suggest for further study. The perspectives described below provide distinct, though not mutually self-exclusive, categories. The categories are instructive for understanding the economic consequences of cooperative action among colleges and universities with respect to continuing education.

The complexity of cost benefit analysis is well known. Applications of these analytic techniques in the field of continuing education are few. One review of such studies (Doughty) cited 15 common errors in such studies. Another (Knodle) subdivided the cost side of such analysis into these categories:

A. Developmental Costs
B. Delivery Costs
C. Instructional Costs
D. Administrative Costs
E. Institutional Costs
F. Student Support Costs
G. Academic Support Costs
H. Facility Costs.

Complete understanding of the economic consequences of particular courses of action would require information on these costs.

It would also involve the separation of two different orientations to look at costs and benefits identified in another context (Robinson, et al). One possibility is to compare the costs of different courses of action which result in comparable levels of volume of service. For instance, does a cooperative project that provides instruction in basic learning skills to a fixed number of adults cost more or less than the maintenance of a comparable level of services administered by an individual college? A second possibility is more dynamic and suggests holding the fixed and variable costs constant for delivering a type of service to determine whether different levels of volume of service result from alternative courses of action. For instance, given a fixed investment with which to mount a basic learning skills program, does a consortium program provide more or less service than that administered by a single college? One must quickly point out that there are not only two choices for institutional comparisons. "Consortia" are of many types, and so are institutions. Each organization is unique so the results of too limited a sampling could be misleading.

Despite the difficulties involved, increasing attention is likely to be given to cost studies. The following categories are offered as a means of clarifying the cost values that can be sought through joint action. The categories may also help the higher education community to discriminate among various economic consequences of consortial project implementation. A study in process (Patterson, L.) should aid considerably in this respect since it deals with a much larger set of joint activities than those in

continuing education alone. Some of the categories utilized below are explored further in another source (Grupe and Cameron, "Consortia and Financial Exigency").

B. Cost Effectiveness

In contrast to efficiency, effectiveness is defined by organizational theorists as doing the right thing, establishing the right goal, or setting the right objective. An organization, in this light, is deemed to be cost effective if it applies its support toward achievement of the best of various goals and objectives. Given the constraints on this study, it was not possible to determine whether any of the projects identified could be demonstrated as being the best of all alternatives. It is not difficult, however, to assume that many of the approaches selected for implementation have been consciously chosen by institutional decision-makers as the most appropriate of the options available. The obstacles that are immediately evident to anyone setting up a consortial arrangement can be a quick deterrent to joint action. Presumably, then, many of the projects identified have had characteristics that lead to their being given priority status in spite of the problems they will confront. Since many of the projects are externally funded, the agencies' own review processes validate the goals as being desirable ones.

Some projects simply cannot be undertaken without the participation of a number of colleges. Restricted participation would be ineffective. A regional counseling service that limited its advise and counsel to information about one or two schools would surely be

doing a disservice to its adult clients. It would be ineffective, from the point of view of potential learners, for a college to avoid offering a course of study solely because that institution would have to work with the facilities or staff of another college in order to assemble the resources needed.

Similarly, a needs assessment and planning effort for a region would be inadequate if the process did not consider the presence of all of the institutional resources resident in that region. In Northern Virginia where a regional plan, with legislative approval and encouragement, clearly delimited roles and missions of the region's college both effectiveness and efficiency were probably realized. Certainly a less aggressive air of competition was created that prevents open conflicts over students. There would also be fewer instances of unnecessary duplications of effort.

C. Cost Efficiency

Having chosen the right goal, effectiveness, the next cost value is that of efficiency. Efficiency is typically understood to involve the optimum usage of resources in achieving a selected goal. Does it cost less to operate a program in one format rather another? Can more be achieved using a given amount of scarce resources by combining the efforts of several colleges, rather than having one institution function independently? There should not be a necessary assumption that cooperation necessitates improved economy, or productivity. Indeed, the opposite might well be true. In consortial, as well as in institutional decisionmaking, careful forethought and planning are required to enable the most appropriate

pattern of resource allocation to emerge.

It would appear though, that cooperation can play a role in the economization of continuing education programs. Consider some examples. If it is felt that present full-time and part-time faculty are not adapting their courses to the returning housewife, or to business personnel, staff training may be called for. Whether an institution arranges for training workshops, or prepares audio-visual presentations, a degree of efficiency is realized by making those in-service opportunities available to the staff of several colleges.

Current developmental costs for broadcast quality television courses are currently being estimated at between 100 to 300 thousand dollars. At this level of expenditure, the development of courses must be undertaken with a multitude of markets in mind. The University of Mid-America arrangement explicitly suggests what is implicit in other settings, namely, that course development must be undertaken in such a way that the product developed is acceptable to other schools. If this were not the case, few colleges could realize enough income to justify their involvement in this medium. With each usage by another college, the efficiency of the process improves, and in many cases, reaches the point where the income generated excedes the costs of development and distribution.

At another level, cooperation is efficient when several colleges lease the broadcast rights for a course. Frequently, the lease costs are a function of the size of the viewing audience, or they are based upon a flat rate for one or two usages regardless of

audience size, number of colleges utilizing it, enrollees, etc. Consequently, the lease fees can be distributed through all of the colleges using the course.

D. Cost Avoidance

In spite of the generally favorable climate supporting the growth of continuing education programs, additional funding to support all such programs is not available. Nor will it be. New curriculums, new instructional materials, special facilities, and added faculty strengths are expensive. Through cooperation with its sister institutions, a college can often reduce, if not eliminate, certain costs.

A simple illustration is the provision for use of classroom space and library services. One of the oldest forms of cooperation has been the allowance by one college to permit another college to use its classrooms for extension courses. This example would be trite, was it not in contrast to situations where existing facilities were going unused while new facilities were constructed across the street.

To return to the notion of television courses, the fact that there are college-based production centers marketing courses enables a college to engage in this form of outreach with minimal expenditures. Since many courses will saturate a region's market in two to three showings, there are few regions that, by themselves, would support the creation of such course offerings. It is far more economical for a college to lease a course for $2,000 than to have to develop its own course (if it could).

In a situation where an extension center has been jointly funded, it may be possible for the colleges to avoid excessive long term rental costs by owning facilities. Purchase of a facility, and in some instances, donation of a facility, is more likely when several colleges are using the space, sharing heat and maintenance costs, sharing administrative staff, etc.

E. Avoidance of Unnecessary Duplication

"The state is our campus," encapsulates what is at once a desirable philosophy, and what is a potentially destructive statement of arrogance. It is good for some colleges to feel that their missions of service should reflect a responsiveness to expressed community needs. At the same time, however, the extension of service without regard to the prior existence of comparable services from other agencies is, from a societal point of view, wasteful. A recent study (N.Y.State Education Dept.) located over 200 campuses and extension centers in but one county of New York State. This situation, replicated in too many other locations, is likely to provide the basis for significant losses as marketing objectives overpower educational goals of the courses of study being

In another situation in the Midwest, a military base, education officer's actions suggest another form of competition. In contacting area colleges to determine the kinds of courses and degrees that were available, the point was made clear that a preference would be given to working with those institutions which were "most flexible" in offering credits for life experience credits and for courses with lower standards of attendance. A similar "underbidding" seems to

have developed in other areas without the stimulant of such an officer. However, universities that compete in this manner may find that short term expediency does not have long term benefits.

Cooperative degree programs such as those at the Quad Cities Graduate Center, that integrate courses from several colleges would seem to provide an important means of avoiding competition. Acceptance of credits among colleges not only makes effective use of existing resources, but avoids invidious and generally false distinctions of quality.

The avoidance of needless, expensive, competition is certainly related to effective planning and intercollege communication. First steps toward the creation of tools and approaches to initiate these processes arebeing taken through Title I-funded efforts. New York, Virginia, Maine and several other states are emphasizing the regional basis for planning. To be sure, the continued development of this concept is required. But the economic consequences of informed, coordinated action should pay handsome dividends if colleges can assemble themselves into complementary patterns of activity.

Of particular significance are the review procedures being applied in the Genesee Valley of New York through the Regents Regional Council in Rochester, New York, and in the West Central Wisconsin Consortium. Although the procedures are not restricted to continuing education but to all new formal degree procedures, the implications for continuing education are obvious. By having locally-based review and approvalprocesses, the impact of new programs can be assessed before detrimental impacts are experienced. Problems created by

excessive numbers of programs can be resolved before it is too late to recall commitments made.

F. Distribution of Risk

Much of the foregoing discussion need not have been stated was it not for the very real possibility that many projects do not succeed. In spite of the rather general optimism surrounding continuing education planning, when it comes to commitments in a specific context, the chances of success are seldom clear. The initiation of new programs, of innovations, are programs of change. And innovation, as Peter Drucker notes, is risk.

Diffusion of risk and possible loss ranges in scale from the submission of a single, non-competitive proposal where relatively little time or money is involved, to the creation of an organization like the University of Mid-America where the investments are on a very large scale. In between there are investments that must be made to prepare and mail publications, to organize and distribute training films, or to try to initiate external degree programs. To the extent that an institution feels that its own chances of success are questionable, the desireablity of shared risk is to be considered, even though benefits, too, may be shared.

It may well be that the risk itself may be reduced through joint action. It may be doubtful whether a single college or university has the staff needed to carry out a project successfully. Even with outside funding it may not be possible to assemble a satisfactory staff. For instance, in the development of independent study courses through the Committee on Institutional Cooperation,

selection could be made from faculty from 11 major universities to package the materials. Reliance on even one university would have greatly constrained the choice of staff and have increased the liklihood of unsatisfactory products resulting.

G. Resource Amplification

A derivative value of the other economic consequences cited is resource amplification. By making their operations more effective and efficient, an institution is able to deploy its resources differently. Thus, the institution is able to use conserved funds to reach goals otherwise unreachable. For instance, institutions cooperating in the use of cable television can share transmitting facilities. By eliminating, or reducing, the number of program originations sites, money that would be spent on equipment and technical staff can be used differently. It could be used to acquire better equipment or to hire faculty to prepare programming.

There are many sub-populations, for example - minorities, the elderly, the handicapped, homebound women - that the colleges feel an obligation to serve. Yet in many areas these subgroups do not constitute an economically stable base to support a full-fledged program. Institutions feel an obligation to serve these subgroups even when it is clear that programs offered are not likely to break-even fiscally. But philanthropy on the part of an institution of higher education is only possible to limited degrees. In the examples of cooperation cited earlier, it has been possible for a group of colleges to combine their resources to mount large scale efforts even though not all of the colleges provided large scale

effort.

Some joint degree programs similarly combine specializations to deliver new programs, or programs to populations in a manner not otherwise possible.

H. Threshold Entry

Some observers of consortia are critical of cooperative programs because they have seen that successful cooperative programs may come to be dominated by one institution, or because one institution steals the show by going off on its own. In fact, this can be a problem. It must be noted, however, that an important goal of most projects is institutionalization. It may well be that the best contribution a consortium can make is simply to bring one or more of its members to the point that they can function independently.

It appears, for instance, that the East Central College Consortium in Ohio went through this transition. With the assistance of several external grants, the consortium enabled its member colleges to offer, through the consortium, an external degree. It was recently decided to abolish the consortium degree and to have the members market the courses, and contract-for-learning processes on their own. The consortium still maintains an Assessment Board which can recommend the number of credits to be given a candidate on the basis of past learning and prior experience. Thus, the colleges still cooperate on some things. However, it is likely that the consortium was an essential stimulant that brought the colleges to the point where they had enough experience with an external degree program to go off on their own.

I. Entry to Funding Agencies

Unlike their member institutions, few consortia have built in sources of income. Tuition, general fundraising, endowment and most forms of unrestricted income are generally absent. Membership fees provide the primary support for the operation of a consortium with extramural grants providing the support for specific programs and services. (For a full discussion of financing see Grupe, Managing Interinstitutional Change, pp. 93-99.) The inventory that was assembled for this study reflects the widespread interest funding agencies continue to show in consortial arrangements. The priority [redacted] to such ventures is an essential ingredient in facilitating interaction among the colleges involved in pioneer efforts.

Realistically, the Fund for the Improvement of Postsecondary Education, Title I, State Administrators, foundation officers and other administrators of funding agencies are supportive of some activities in which anything less than full cooperation represents a practical liability. These support groups encourage the formation of consortia through their grants criteria. For some colleges, the only access they can obtain to such support is through a joint venture. Alone, these colleges would not have the wherewithal to engage in a particular activity. Since external funding is intended to provide supplementary and not total funding for projects, the association with other colleges can balance local matching efforts by way of facilities and staff.

In most circumstances, a college has the choice of deciding whether it should prepare a project individually, or in conjunction

with another college. There are instances in which the funding agency has, in effect, asked for joint effort. When this is the case, the choice is not between, alone or together, but between, together or not at all.

It is not uncommon to find that a multi-purpose consortium that has had several years of operation begins to develop a public image distinct from the member colleges. Consequently, other agencies that need college based support use a consortium as a recipient of funds to ensure the best assemblage of college resources possible. They may also choose the consortium as a means of working with all of the colleges in an area in a neutral way.

APPENDIX A

INVENTORY OF COOPERATIVE/CONTINUING EDUCATION PROGRAMS

A. Planning and Needs Assessments

1. Concept Applicability Program; Northwest Wisconsin Consortium (Ladysmith and Northland Colleges, Universities of Wisconsin - Eau Claire, River Falls and Superior); A needs analysis starting with selected community problems in one region; Title I-funded.

2. Committee on Unmet Postsecondary Education Needs; Northwestern Pennsylvania Planning Council for Higher Education; A continuing planning committee designated to determine local educational needs and to recommend needed services with particular respect to associate degree-level programs.

3. Adult Part-Time Students and the C.I.C. Universities; Committee on Institutional Cooperation*; This is the title of a study to assess credit and degree earning opportunities, policies, administrative structures, support services, etc. at the 11 member universities; College Entrance Examination Board-funded.

4. Northeast Area Project; Northern State College (S. Dakota - with Presentation College); A project to organize coordinated outreach programs, to assess current adult education requirements, and to train 20 counselors as adult advocates; Title I-funded.

5. Inter-University Consortium on External Degree Programs; Cleveland State University (with five cooperating institutions); A project to assess the real need for off-campus, degree credit instruction and to plan for such services; Title I-funded.

6. Statewide Data Base on Continuing Education; Northwestern State University (with Louisiana Association for Continuing Education); This project includes a review of resources (facilities, faculty, programs, strategies, etc.) held by institutions of higher education in the state, as well as by principal regional and national educational institutions, and professional bodies; Title I-funded.

7. Statewide and Regional Resources Inventory Project; University of Maine at Augusta (with institutions and those cited in 8, 9, 10, 11); A statewide inventory with other regional studies in different population settings and an educational program to enhance the public service capabilities of the state's colleges and universities; Title I-funded.

*Membership, address and descriptive data available in the Consortium Directory published by the Council for Interinstitutional Cooperation, University of Alabama, Tuscaloosa, Ala. 35486.

8. Continuing Education Needs Assessment Project for Higher Education; Region IV, University of Maine at Augusta; Part of a statewide (see 9 - 12) special needs assessment project which involves a survey of adults, a survey of high school seniors and a series of workshops for various employment sectors to examine continuing education needs; Title I-funded.

9. Needs Assessment Survey of Aroostock County Adult Learners; University of Maine at Prosque Isle; A part of (# 7) a special statewide needs assessment project which involves a survey of adults, an employees survey, the development of an academic advisory service and a public forum/dissemination effort; Title I-funded.

10. Mid-Maine Survey of Continuing Education's Needs, Resources and Systems; University of Maine at Orono; A part of (# 7) a special statewide needs assessment project which involves a survey of adults, an employees survey, the development of an academic advisory service and a public forum/dissemination effort; Title I-funded.

11. The Continuing Education Needs of Region V; University of Maine at Orono; A part of (# 7) a special statewide needs assessment project which involves a survey of adults, an employees survey, the development of an academic advisory service and a public forum/dissemination effort; and a comparison of native versus in-migrant resident's needs; Title I-funded.

12. Special Demonstration Project; University of Maine at Machias; A part of (# 7) a special statewide needs assessment project which involves a survey of adults, an employees survey, the development of an academic advisory service and a public forum/dissemination effort; Title I-funded.

13. Public Hearing; Consortium for Continuing Higher Education in Northern Virginia*; A live, televised hearing involving about 30 testifiers and an audience of 200 persons, plus viewing audience to identify unmet needs.

B. Promotion and Dissemination

1. CALL Guide; Hudson-Mohawk Association of Colleges and Universities*; A newspaper-like publication combining all area college continuing education offerings in a unified listing; Title I-funded.

2. Night Life; Associated Colleges of the St. Lawrence Valley*: A newspaper-like 12 page publication with courses and other educational programs listed by agency sponsor and mailed to homes in a four county area; Title I-funded.

3. Summer Session Advertisement; Rochester Area Colleges*; A half-page advertisement in a regional newspaper promotes the availability of information for ten colleges; Title I-funded.

4. Higher Education offerings in the Stamford/Greenwich Area; University of Bridgeport (with seven institutions and the Connecticut Association for Continuing Education); An informational brochure describing the basic policies, fees, degree areas, services and locations of the participating colleges.

5. Statewide Information Network for Education; Thomas A. Edison College (with 16 other institutions); A toll-free information hotline that provides assistance on educational or other special programs throughout the state; Title I-funded.

6. Promotion of Two-Year College Mission; Tulsa Junior College and Oscar Rose Junior College (Oklahoma); A training program for two-year college public information officers; Title I-funded.

7. Guide to Higher Education Opportunities in Tidewater, Va. Tidewater Consortium for Continuing Education*; A booklet summarizing admission policies, tuition rates, and degree program, as well as telephone numbers for contact offices.

8. Guide to Higher Education for Adults in Northern Virginia; Consortium for Continuing Higher Education in Northern Va.*; A newspaper supplement-type booklet promoting member college courses.

9. Slide-Tape Show; Consortium for Continuing Higher Education in Northern Virginia*; An 18-minute orientation package for new clientele.

C. Counseling and Advisement

1. Intergenerational Service Learning Center; Consortium on Urban Education in Indianapolis*; A demonstration project to expand services to the elderly and to improve the educational process for students; Robert Wood Foundation/ Community Services Administration-funded.

2. Educational Opportunity Centers; Worchester Consortium for Higher Education*; A network of storefront counseling centers throughout Massachusetts providing counseling; application assistance, financial aid assistance and advocacy services; Office of Education-funded.

3. Project Choice; A statewide service in Rhode Island offering centralized information and counseling and brokering services to new clienteles (terminated); Title I-funded.

4. Follow-up of Regional Counseling Center Clients; Connecticut State College (with six institutions); A review of clients' progress and attainment of educational goals; Title I-funded.

5. An Educational Brokering Service for Adults; Moorhead State University (with other institutions); A service that identifies adult students, acquaints them with a plan for goal achievement, assists in study skill development, and acts as an advocate with appropriate educational agencies, Title I-funded.

6. Regional Adult Learning Service; West Minnesota Consortium (University of Minnesota, Morris with six institutions); A multipurpose consortium for providing coordinated services, educational offerings, promotional materials, needs assessments, and plans for future programs; Title I-funded.

7. Area Occupational Information Center; Wadena Vocational Technical Institute (with Wadena Regional Postsecondary Education Center, Minnesota); A moble van equipped with teletype, microfiche, Job Bank listings, counselors and testing materials, to provide counseling in five locations. Title I-funded.

8. Centers for Academic Advising and Assessment; Ohio University (with 5 institutions); Centers at each college to assess the prior experiential learning of adults for college credit and for placement; Title-I funded.

9. A Five College Project to Provide Better Information for Adult Student Services; East Central College Consortium* (Ohio); An information dissemination project to alert part-time students from small towns about non-traditional study opportunities at member colleges; Title I-funded.

10. Cooperative Program for the Counseling and Advising of Adult Students; Ohio University (with 3 other institutions); Development of a system of intensive counseling/advising centers functioning on a regional basis for the benefit of all non-traditional students and institutions; Title I-funded.

11. Adult Advisement Center; Indiana University of Pennsylvania (with 4 institutions); Facilities in a 15 county area to offer academic, vocational/career counseling and other assistance in job search, resume writing, testing, information and referral.

12. A Creative Approach to Providing Adults with Counseling and Career Planning Via an "Educational Analysis Course"; Reading Area Community College (with 7 institutions, Pennsylvania); Each college will conduct 3 ten-week seminars involving non-traditional student counseling, portfolio preparation for credit, experiential learning and educational plan development; Title I-funded.

13. Adult Education Information Center; Consortium for Urban Education* in Indianapolis; full-time counseling and referral services, vocational testing and other support for adults needing information about postsecondary education; FIPSE-funded.

14. Adult Learning Information Center; Cooperating Raleigh Colleges* (N. Carolina); a library-college information dissemination-counseling service network providing assistance to underserved and new adult learners; FIPSE-funded.

15. Flexible Educational System; Educational Consortium of Health Care Agencies of Northern New York; This independent organization of health care providers offers the focus for the involvement of a variety of educational institutions, traditional and non-traditional, in satisfying the needs of this employment sector. A core of learning advisors at member agencies provide counseling services, disseminate educational information, and synthesize agency training needs for college program development; FIPSE-funded.

16. Alabama Open Learning Program; Alabama Consortium for the

Development of Higher Education*; A distributed counseling network offering assessment, information, counseling referral and advocacy services to adults seeking assistance with career change decisions; FIPSE-funded.

17. Indiana Adult Student Service Program; Indiana University system (with 5 campuses); This program established information, referral and counseling services at the participating colleges; FIPSE-funded.

18. Educational Opportunity Center; Dayton-Miami Valley Consortium*; The Center provides financial aid, admission and career information to adults in 7 counties; Office of Education-funded.

19. Community Acceptance Program; Alabama Center for Higher Education*; A program of counseling and support services to assist ex-offenders to become re-oriented to their communities.

20. Special Veterans Program; Alabama Center for Higher Education*; A centralized educational counseling service for veterans of the Viet Nam War.

21. Community Advisement Center; Cosumnes River College (with 13 colleges and agencies, California); The Center provides counseling, information and referral services in a downtown Sacramento site, through a mobile van and through telephone forums, State-funded.

22. Community Advisement Center; Monterey Peninsula College (with 7 institutions, California); A multi-lingual network for counseling adults that maintains a central and 3 satellite offices, a mobile van and the media; State-funded.

23. Library Staff Training Program; Western Carolina University; A 4-county project in North Carolina to enable librarians to serve as adult counselors; Title I-funded.

24. Educational Brokering Service; North Carolina Central University; (with Duke University); A consortium-based brokering service for low income clienteles; Title I-funded.

25. Rural Educational Brokering Service; East Carolina University; A multi-college outreach program using a mobile van; Title I-funded.

26. Project CALL; Hudson-Mohawk Association of Colleges and Universities*; A needs assessment project involving a 16 county area led to the formation of a distributed, counselor and learner support network and publications; Title I-funded.

27. Higher Education Information Center; Greater Hartford Consortium for Higher Education*; A telephone, mail and walk-in center for the seven participating colleges; Hartford Foundation for Public Giving-funded.

D. Media

1. Resource Sharing Project; Hudson-Mohawk Association of Colleges and Universities*; A statewide project to structure the planning and offering of television courses available through educational television stations; Title I-funded.

2. Tri-State Consortium; An East Coast service consortium established to jointly purchase television courses and to assist colleges in the offering of courses through television.

3. TAGER; The Texas Association for Graduate Education and Research*; A pioneer, major closed circuit television networking system carrying courses in technical, business and other fields, directly into local industries and college campuses.

4. Public Service Satellite Consortium*; A multi-institution consortium aiding colleges and universities in the use of satellites by providing consulting services, technical facilities, a voice for providers and consumers, program support and other services.

5. Spokane Consortium for Educational Television; Eastern Washington University (with 12 educational, health and television agencies); An effort to expand learning opportunities for adults through cable television by preserving 5 channels for such purposes and by providing programming for 300,000 persons; Title I-funded.

6. Profiles of Black Culture; Alabama Center for Higher Education*; A weekly television series produced with a Birmingham educational television station.

7. Telecollege for Confined Adults; Jersey City State College; A two-way telephone system that permits students to dial in from home telephones to hear and respond to classes in regular classrooms; Title I-funded.

8. Continuing Education Media Assistance Program; Associated Colleges of the St. Lawrence Valley*; A project to acquire and promote the utilization of filmed and videotaped training materials in a variety of work settings; Title I-funded.

9. Northeastern California: Rural Outreach; California State University at Chico (with 3 institutions); An effort to reach geographically isolated areas by providing multi-site course offerings via video hook-ups in conjunction with on-site learning facilitators; Title I-funded.

10. Guidelines for Television Courses; Virginia Tidewater Consortium for Continuing Education*; An ad hoc consortium committee to develop guidelines for the offering of credit for TV courses.

E. Curriculums

1. Bachelor of Individualized Studies; George Mason University (in cooperation with the consortium for Continuing Education in Northern Virginia*); A flexible 120 credit program which encourages the use of courses from the entire consortium.

2. Joint Dietetic Technology Program; East-Central College Consortium (Danville Jr., Lake Land, Parkland, and Richland Community Colleges, Ohio); A joint degree program.

3. Toward A Comprehensive Interagency Strategy of Programs for Non-Traditional Learners; Linfield College (with 6 institutions, Oregon); A project to provide research, training and institutional assistance in the development of external degrees, credit for prior learning, and transference of credit among institutions; Title I-funded.

4. Regional Open University Courses Adaptation; S.U.N.Y. at Binghamton (with 7 institutions); An effort to explore the possibility of adapting the courses prepared for the British Open University to the Southern Tier of New York with the sponsorship of individual courses being assigned to the most appropriate institutions.

5. Inter-institutional Courses; University Consortium Center*; Courses offered by one of four member colleges on behalf of all.

6. Cooperative Masters Degrees; Quad-Cites Graduate Studies Center (10 institutions); The Center provides 8 masters degrees in business administration, education, engineering, English, physical education, political science, regional studies and social work. The degrees encourage, or require interchangeability of credits among the members.

7. Joint Nursing Degree; SUNY Colleges at Potsdam and Utica-Rome; A cooperative, upper division B.S.N. degree offered in an extension center in Watertown, New York.

8. Joint Educational Administration Masters Degree; Tri-College Universities*; A separately accredited joint degree offered by the consortium.

9. Interinstitutional Baccalaureate Studies; Eastern Washington State University; A consortium venture for adults in rural Washington that encourages an interchange of credits and the approval of interinstitutional majors; Kellogg-funded.

10. Greater Hartford Consortium for Higher Education*; A seven-member consortium which offers joint degrees in American studies (M.A.),;biomedical engineering (M.S.); chemistry (M.A., M.S.);philosophy (M.A.); psychology (M.A.)

11. Cooperative Degree Programs; Va. Tidewater Consortium for Continuing Higher Education*; eight bilateral joint degree sequences utilize courses to offer degrees in educational administration (Ed.D.), psychology (Psy.D.), adult and continuing education (M.A.); urban studies (M.S.); art education (M.A.); music education (M.S.); and nursing (B.S.).

F. Special Populations

1. Seniors on Campus; Wesleyan University (with 6 colleges, Connecticut); One-week, in-residence workshops at all of the colleges are offered to assist senior citizens in overcoming isolation and to encourage the development of their intellectual capabilities; Title I-funded.

2. Valley Video Forum; Houstonic Community College (with University of Bridgeport and Sacred Heart College); This program is to design multi-media presentations on health maintenance, legal affairs and crime resistance to be re-played over cable TV; Title I-funded.

3. Teaching Art to the Elderly; University of Wisconsin Extension (with 5 institutions); A series of 2-day training workshops designed for volunteers and staff at senior citizen housing and care sites; Title I-funded.

4. Planning for Responsible Education Services for Senior Citizens; University of Milwaukee and University of Wisconsin Extension; A series of conferences and workshops on proposal writing; helping adults; field trip organization, and gerontology; Title I-funded.

5. Physical Fitness for the Elderly; Mount St. Mary College (with 5 institutions); A course for senior citizen support personnel; Title I-funded.

6. Traveling Teachers; University of Wisconsin Extension (with 5 institutions); Teachers with a variety of topics will circulate to senior citizens congregational sites for programs of varying duration; Title I-funded.

7. Keeping Current; University of Wisconsin Extension (with 5 institutions); A program to recruit and train older adult education leaders; Title I-funded.

8. Iowa Elderhostel; University of Iowa (with Clarke and Central Colleges); A project to provide short-term, on-campus continuing education services for senior citizens; Title I-funded.

9. Minnesota Elderhostel; An 18-college project to provide 24 one-week, summer, on-campus learning programs for senior citizens; Title I-funded.

10. Elderhostel: North Carolina; Univeristy of North Carolina at Chapel Hill (with 7 institutions); One week educational programs to provide needed experiences for the elderly, and to adapt higher education to the needs of senior citizens; Title I-funded.

11. Health Gerontology; Mars Hill College with Brevard College (North Carolina); A project to extend education for older adults by establishing learning centers for the aging at both colleges and by providing courses, workshops and films

at senior citizens centers and meal sites; Title I-funded.

12. Summer Programs in Higher Education for the Elderly; Baldwin-Wallace College (with 3 Colleges, Ohio); One-week, educational programs for the elderly; Title I-funded.

13. The Older American-Lifelong Learning; Montgomery County Community College (with 3 institutions, Pennsylvania); Four coordinated approaches to satisfying the needs of the elderly in the 4 counties surrounding Philadelphia; Title I-funded.

14. Establishment of Elderhostels in Pennsylvania; Shippensburg State College (with 9 institutions); An effor to create a statewide clearinghouse, leadership activities, and other services needed to offer 7 months of education for the elderly in one-week periods of time; Title I-funded.

15. On-Site Training of Coordinators for the Elderly; University of Michigan (with 3 institutions); The development of an off-campus, field-based masters program for community professionals working with programs for the elderly, and for the offering of other workshop and educational activities for this clientele.

16. Metropolitan Chicago Older Adult Life Options Education Network; A network of 25 institutions working with a foundation, the Chicago Community Trust, to develop added educational opportunities, traditional and alternative learning modes, a compilation of resources, brokering services, and staff development; FIPSE funded.

17. Consumer Education for the Aging; Continuing Education Consortium (3 institutions); Title I-funded.

18. Problems In Aging; Pikeville College (with 2 institutions); A series of workshops dealing with human development, health care, nursing, and home repair; Title I-funded.

19. Ethnicity in American Society; Southern Connecticut State College with University of Connecticut; Intensive workshops and team development, formation of an advisory council, the holding of conferences, and trial project implementation; Title I-funded.

20. Hispanic Legal Clinic; Seton Hall Law Center (with Montclair State College, New Jersey); The clinic attempts to overcome racial, language and cultural impediments to the Hispanic population in its relations with the courts by providing an attorney-clinical professor, third-year law student and other student assistance including interpreters and other support for legal services offices; Title I-funded.

21. Access for Women to Technology; Hartford State Technical College with Hartford College for Women; A multi-year project to survey and assess the area's technological development to develop special curriculums, counseling services, and promotional materials; Title I-funded.

22. Career Clinic Consortium; North Hennepin Community College (with YWCA and 3 educational institutions, Minnesota); Extension of an existing, local model for career development for women preparing to enter or re-enter the work setting; Title I-funded.

23. Personal and Career Development for Women; Itasca Community College (with 2 community colleges, Minnesota); Project to facilitate women's re-entry to the work force by offering skill development, job appreciation, direction for mid-career change, and assessment services, Title I-funded.

24. Continuing Education Programs for Women and Senior Citizens; Upper Ohio Valley Consortium (4 institutions); A counseling, testing, and resource center for clients which also sponsors numerous workshops of interest to clients (career and academic programs for women and crafts for the elderly); Title I-funded.

25. WEDCO-Development of Workshops and Materials for Unemployed and Underemployed Adult Women; Rochester Area College*; A series of training sessions for 500 women in the region for career development; Title I-funded.

26. Continuing Education Project for Underemployed Women; SUNY Central Administration (with SUNY at Albany); A series of course skill seminars for 150 low salaried women to achieve higher career goals; Title I-funded.

27. Educational Program for Homemaker Home Health Aides; Brooklyn College (with two colleges and other agencies); A project to upgrade the target group's skills for home care of sick and elderly; Title I-funded.

28. Developmental Skills for Women Victimized by Family Violence; St. Joseph's College (with two colleges and N.Y. community agencies); A project to provide employment and personal competency skills for battered women; Title I-funded.

29. Bilingual Secretarial Skills Development; Suffolk County Community College (with SUNY at Stony Brook and other N.Y. agencies); A project to provide office skills for Hispanic adults; Title I-funded.

30. Program to Increase Accessibility for Hearing Impaired Adults; LaGuardia Community College (City University of New York campuses and other agencies); A team of deafness

specialists to provide outreach, liaison assessment, and preparatory education to permit the clients to engage in further education; Title I-funded.

30. Extending Continuing Education in the Elderly Homebound; New York City Community College (with three colleges and other agencies); Training for senior teaching aides in economically depressed areas; Title I-funded.

31. New Educational Opportunities for Older Adults; Long Island Regional Advisory Council on Higher Education (16 colleges); A project to provide 30 off-campus, non-credit courses for adults; Title I-funded.

32. Mid-Career Issues for Academics; Hudson-Mohawk Association of Colleges and Universities*; Conferences, a resource center, and follow-up services for assisting college faculty in mid-career change; Kellogg-funded.

F. Staff Development

1. Adult Learners - New Responses to New Needs; University of Hartford (with members of Connecticut Association for Continuing Education); Workshops to update and train up to 200 continuing education faculty and administrative staff to provide more effective services; Title I-funded.

2. Minnesota Intergenerational Education Consortium; Macalaster College (with 6 sector coordinating agencies, Minnesota); An inter-agency project to train a staff of trainees who will work with institutions in their system to adapt their programs to older Americans.

3. Alternative Instruction and Advisement Training; East Central College Consortium*; A series of four, 2½-day workshops for faculty in similar disciplines and the development of a continuing core of academic advisors for non-traditional degree programs; FIPSE funded.

4. Slide Presentations; Capital Consortium for Continuing Education*; A project to develop slide-audiotape training materials for use with part-time faculty; Kellogg-funded.

G. Community Development

1. Community Organization Management Training Project; Trinity College with Hartford Graduate Center; A training program to elevate participant ability to deal with inter-governmental problems and to initiate a policy-anticipation process; Title I-funded.

2. Development of an Interagency Youth Rehabilitation and Family Services System for Taylor County, Texas; Tri-College Continuing Education of Abilene (McMurray College, Abilene Christian University, Hardin-Simmons University); A project to obtain, analyze and publish probation system needs and resources, to conduct training seminars, and to enrich instruction, Title I-funded.

3. Development and Delivery of Training and Instruction Resources for Execution of Civil Process; Tri-College Continuing Education of Abiliene (McMurray College, Abilene Christian University and Hardin-Simmons University); A project to obtain and analyze placement and relocation needs data as an aid to job placement and industrial development; Title I-funded.

4. Associated Colleges Comprehensive Community Education Program; Associated Colleges of Central Kansas (6 institutions*); The project provided small rural communities with the developmental support needed to structure an on-going community education program; Title I-funded.

5. Power to the People; Pratt Community College and Western Kansas Community Services Consortium (7 institutions); A project to offer specialized, energy-related knowledge and skill development courses and prepare supportive publications for use through the participating colleges; Title I-funded.

6. Consumer Energy Conservation; University of Wisconsin Extension (with 5 institutions); Staff development for teams to analyze a home's energy system and to make recommendations, give general audience presentations; Title I-funded.

7. Conserving Energy Saves Consumer Dollars; Delaware County Community College, Pennsylvania (with 3 institutions); A series of coordinated seminars with a sharing of program information and resources utilizing part-time staff at each college; Title I-funded.

8. Technical Assistance Delivery to Advisory Neighborhood Commissioners; Georgetown and Howard Universities (Washington, D.C.); A project to identify the major legal needs of the Commissioners and to provide necessary aid and information. Also to gather data on citizen attitudes towards the Commissioners and to offer suggestions on solutions to related problems; Title I-funded.

9. Budgeting and Accounting for Local Governmental Agencies; University of Kentucky (with 5 institutions); A workshop series; Title I-funded.

10. National Self-Help Resource Center; American Association of Community and Junior Colleges (with 6 institutions); A 3-year program to provide an educational brokering service that assists citizens to become involved in local decision-making.

11. Coal Development Research; The Ohio Board of Regents (with 11 universities); This consortium is attempting to develop a research unit, create a technology transfer organization with 11 two-year colleges, and offer a series of workshops on coal energy; Title I-funded.

12. Policy Development for Dietary Departments; Cardinal Stritch College (with 5 institutions); A 6-session workshop for food service personnel; Title I-funded.

13. Parent Advocacy Training; Alverno College (with 5 institutions); Workshops to increase partental effectiveness in school system relations, some lessons in Spanish; Title I-funded.

14. Widowed Persons Service; Concordia College (with 5 institutions); A training program for volunteers to work with bereaved individuals; Title I-funded.

15. Iowa Network for Personnel and Organizational Development; University of Iowa (with 3 community colleges); A project to install a policy committee, create a personnel development resource bank, and maintain a reference and referral service for school organizations; Title I-funded.

16. Comprehensive Vocational, Diagnostic, Evaluation and Testing Center Unemployed and Underemployed Persons; Augustana College, (with 2 educational institutions and 1 community development organization, South Dakota); Sponsorship of broad-based planning activities leading to desired community evaluational services in a 10-county region; Title I-funded.

17. A Developmental State-wide Project for Lifelong Learning; Wright State University (with other institutions); Implementation of a state-wide strategy for lifelong learning policies and programs for all colleges and universities in Ohio, along with legislative activities, information dissemination, and regional workshops; Title I-funded.

18. Neophyte Nurse Project; The San Francisco Consortium*; A project to ease the transition of recent nurse graduates into employment settings through 3 "transition packages," including 11 modules that lead to improved employee satisfaction and lower turn-over.

19. Learning Exchange; The Cooperative Continuum of Education (Staten Island College, Wagner College, St. John's University, and other agencies); An unstructured approach to meeting expressed community interests through non-credit courses of varying length.

20. Conference of Small Colleges; Tusculum College (Tennessee); A consortium experimenting with the "unbundling" of tuition costs for the part-time student in order to permit the colleges to price course costs on more objective bases; FIPSE funded.

21. Training of Enablers for Programs for Diabled Students; West Valley College (with California Community Colleges and California State at Fresno); A project to train 46 persons who assist handicapped, two-year college students to become more effective in the delivery of supportive services; Title I-funded.

22. Energy Conservation Workshop; University of California at Davis (with 7 institutions); A two-week seminar to provide 40 colleges instructors with training materials and information to be disseminated in other communities, Title I-funded.

23. Critical Skills Upgrading; SUNY at Buffalo (with 19 institutions and community organizations); A project to develop and implement new, employer responsive instructional delivery systems to train 245 adults for work advancement opportunities; Title I-funded.

24. Pilot Consortium for Community Responsive Postsecondary Education; SUNY Agricultural and Technical College at Morrisville (with SUNY at Binghamton and community agencies); A county-wide project to provide a linking service between new and existing employers and adults; Title I-funded.

25. Program to Retain and Bring Back Olympic Tourists; SUNY at Plattsburgh (with seven colleges); A training program for small business people, State Police, and tourist workers to promote the Adirondack region; Title I-funded.

H. Extension Centers

1. Quad-Cities Graduate Study Center*; A bi-state (Illinois and Iowa) consortium effort begun in 1969 serving 10 colleges and universities that provides masters degrees in fields and non-credit work in other fields.

2. Corning Graduate Center; College Center of the Finger Lakes (with Syracuse University and Alfred University); This consortium provides teaching facilities and library support for three masters degree programs in business administration, ceramic engineering and education.

3. Eagle University*; (Twelve institutions coordinated to offer courses and degrees at Fort Campbell, Kentucky); Academic programs in a range of fields from the associate to the doctoral level are offered at standardized tuition and through cooperative transcripting.

4. Graduate Studies Center at Millikin*; Millikin University (Illinois) provides a coordinating office to serve masters degrees and specialist certificate programs from 5 institutions.

5. Stamford Greenwich Center for Higher Education; University of Bridgeport (with Fairfield University and Norwalk Community College and 2 associate member institutions); A facility providing extension course work in Greenwich along with counseling services and community events.

6. University Consortium Center*; A consortium in Grand Rapids (Michigan) involving 4 universities offering 23 undergraduate and graduate degree programs and non-credit programs.

7. University Center of Harrisburg*; A central facility serving five colleges which underwrite the operating budget of the center with courses being financed on income. The Center provides undergraduate and graduate courses, particularly in the evening and on Saturdays.

8. Rockford Regional Academic Center*; A coordinating agency for 7 institutions providing graduate and undergraduate degrees, counseling services, a joint catalog of offerings, and leadership in program planning.

9. Iron Range Regional Education Center; A state-funded cooperative extension center in Minnesota.

10. Wadena Regional Education Center; A state-funded cooperative extension center in Minnesota.

11. Rochester Regional Education Center; A state-funded cooperative extension center in Minnesota.

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