The Public Community College: The People's University

Glen Gabert

CHARLES REAVIS READING AREA
EDUCATIONAL RESOURCES CENTER
COLLEGE OF EDUCATION
UTAH STATE UNIVERSITY

DIAMOND JUBILEE SERIES
1906-1981
GLEN GABERT

Glen Gabert is assistant to the president, Johnson County Community College, Overland Park, Kansas. He has been a community college administrator for ten years. From 1971-1977 he was projects administrator for Moraine Valley Community College in Palos Hills, Illinois. His experience includes extensive work in the areas of teaching, personnel, and public relations.

Gabert received the Ph.D. in education from Loyola University of Chicago; the M.B.A. from Rockheast College, Kansas City; the M.A. in history from University of Notre Dame and the B.A. from Illinois Benedictine. He holds membership in numerous service and professional organizations.

Series Editor, Derek L. Burleson
The Public Community College:
The People's University

By Glen Gabert

Library of Congress Catalog Card Number: 81-82469
ISBN 0-98367-162-7
Copyright © 1981 by the Phi Delta Kappa Educational Foundation
Bloomington, Indiana
This fastback is sponsored by the Ohio State University Chapter of Phi Delta Kappa through a generous contribution by one of its members, Miss Bessie Gabbard.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>7</td>
</tr>
<tr>
<td>Community Colleges: A Brief History</td>
<td>9</td>
</tr>
<tr>
<td>Purpose of the Community College</td>
<td>11</td>
</tr>
<tr>
<td>Characteristics of Community Colleges</td>
<td>14</td>
</tr>
<tr>
<td>The Community in Community Colleges</td>
<td>21</td>
</tr>
<tr>
<td>Vocational Programs</td>
<td>24</td>
</tr>
<tr>
<td>Continuing Education and Community Service</td>
<td>27</td>
</tr>
<tr>
<td>Adapting for the Future</td>
<td>30</td>
</tr>
<tr>
<td>Bibliography</td>
<td>34</td>
</tr>
</tbody>
</table>
Introduction

The evolution of the public community college may well be considered the most significant development in American higher education during the twentieth century. Nonexistent in 1900, public two-year colleges accounted for about half the nation’s undergraduate enrollments by 1980. Like the common school crusade in the second quarter of the nineteenth century, the establishment of land grant colleges in the third quarter, and the development of the public high school in the fourth quarter, the community college movement has brought the American ideal of educational opportunity for all the people closer to fruition.

In the colonial era, formal schooling was largely for the elite. After the Revolution, there was a need for a uniquely American type of education to meet the demands of an emerging industrialized society. The common schools resulted, and they initiated generations of American children into the cultural mainstream. This unparalleled achievement was even more remarkable because so many were immigrant children who did not speak English as a native language and who came from diverse cultural heritages. As the nation expanded westward there was a critical need for a different kind of higher education. Land grant colleges provided quality higher education that was more accessible to the public. Their focus was not on the traditional classical education but rather on subjects of more immediate social concern such as agriculture. High schools provided the necessary link between the common schools and the colleges.

American education has succeeded largely because it has been flex-
ible enough to adapt to changes in American society, and few societies have undergone as many changes in as brief a time. Where American education has failed, it has often been because the needs of the community were inappropriately defined or the adaptations to meet these needs inadequate. The evolution of the comprehensive community college in this century is a significant example of adaptation to meet real social needs, and it is the logical next step in the extension of educational opportunity.
Community Colleges: A Brief History

Although community colleges are a twentieth century development, their origins have a basis in the nineteenth century. Throughout the latter half of the nineteenth century and increasingly into the first decades of the twentieth, an influential educator would occasionally step forward to advocate the establishment of two-year colleges. Very often these proponents were university presidents, and their intent was to free the university of the basic general education curriculum so that the "lofty" missions of research and professional training could be pursued without distraction. William Rainey Harper, president of the University of Chicago, considered the first years of college more appropriately an extension of the high school because of similarities in curriculum and teaching methods. Harper felt that by making junior colleges a capstone to the high school it would increase educational opportunity for many. At the same time, he felt this would improve the quality of university education by not diverting limited resources for functions better performed elsewhere.

Richard Jesse, president of the University of Missouri, felt that the maturity level of 17- and 18-year-old students was such that they would probably be better served by junior colleges that were extensions of local high schools. Edmund James, president of the University of Illinois, felt that universities should be engaged only in scientific study and that anything else was secondary to this goal. Variations of these
themes were espoused by Henry Tappan at the University of Michigan, 
William Folwell at the University of Minnesota, Alexis Lange at the 
University of California, and David Jordan at Stanford.

The first community colleges established in the U.S. did indeed 
emerge as extensions of high schools and were a logical development as 
universal secondary education was becoming widespread at the turn of 
the century. However, the motives of the proponents from the universi-
ties did not necessarily coincide with the motives of those who were 
actually setting up the new junior colleges. The decision to expand the 
high school curricula to include the first two years of college courses 
was more often prompted by a desire to make higher education more 
accessible to students who could not qualify academically or finan-
cially for the universities. No doubt some saw real advantage in keep-
ing the academic program home based. Parents could keep a closer 
watch on youth, who would also be available to work the family farm 
or business. Local officials, too, could retain some political control, 
and local businessmen could obtain a more direct and immediate re-
turn on tax dollars rather than see their investment benefit some far off 
college town.

Joliet Junior College, founded in 1901, is usually considered the 
first, public, two-year college. It was established as an extension of the 
local high school under the aegis of the local school board—a rather 
typical pattern until the Depression Era. By 1901 there were eight 
junior colleges, but their total enrollments numbered less than 100. 
Twenty years later, however, the junior college movement was well 
established; and junior colleges as extended high schools were found 
ot only in Illinois but also in California, Iowa, Kansas, Michigan, 
Minnesota, Missouri, and Texas. Their programs tended to focus on 
courses that could be transferred to four-year colleges or universities. At 
the same time, specialized vocational high schools were also being 
established in Oklahoma, Mississippi, and New York; and these would 
provide early models for the occupational programs that are part of the 
curricula of contemporary community colleges. By 1922 there were 70 
public junior colleges, with California having the most. In 1907 Cali-
forina became the first state to pass enabling legislation explicitly per-
mitting high schools to offer postsecondary diploma programs. In 1921
California took another first step, passing legislation permitting the creation of separate junior college districts. By 1930 nearly half the nation's public junior college students were in California.

In 1947 the Truman Commission on Higher Education endorsed the concept of college education for the general public, not just for the elite; and it concluded that public community colleges were a vehicle for making this feasible. In 1957 a similar commission established by President Eisenhower further concluded that community colleges were the best way to meet critical, national, higher education needs. Echoes of these sentiments were reiterated by the National Education Association in 1964 and the Carnegie Commission in 1970.

The number of public two-year colleges continued to increase, especially during the Depression Era and again in the 1960s. By 1970 there were about 850 public community junior colleges, and by 1980 about 1,000 with a total enrollment approaching 4,000,000. However, community colleges are unevenly distributed throughout the country.

Since 1901 when Joliet Junior College was established, the public two-year college has changed considerably in its scope and purpose. Originally, junior colleges were intended primarily to provide freshman and sophomore level collegiate education. They have evolved into more comprehensive institutions serving a diverse population in the community with a broad spectrum of programs; hence the change in name from junior college to community college. As implied in the term "community college," each institution reflects the educational needs of its local community. Not surprisingly, community colleges vary significantly, even within the same state.

**Purpose of the Community College**

At Johnson County Community College in suburban Kansas City, a special committee was formed in 1980 to draft a statement of purpose. Staff, students, and community members served on the committee, and the final draft was enacted into policy by the board of trustees. The statement of the Johnson County Community College presented below is one that could serve as a prototype for most community colleges, with minor modifications for local circumstances.
Johnson County Community College Statement of Purpose

Philosophy
We at Johnson County Community College believe that:
- Education in a positive, creative, open, and supportive environment will foster productivity, enhance the life of the learner, and provide a significant contribution to the community.
- Neither race, nor age, nor sex, nor religion, nor color, nor national origin, nor creed, nor ethnic background, nor marital or parental status, nor economic status, nor disability should deprive any person of the opportunity to participate in organized learning activities.
- The atmosphere for learning and working should be one in which questioning is encouraged, alternatives can be explored, and differences of opinion are respected.

Purpose
Johnson County Community College exists to:
- Be responsive to the general educational needs of the community.
- Educate individuals in the community by helping them develop their intellectual and social potential.
- Provide community-wide, nondiscriminatory access to educational opportunities.
- Be a catalyst for educational innovation, cultural activities, community cooperation, and international awareness.
- Assist students who wish to prepare for college study beyond freshman and sophomore years.
- Train individuals in needed job skills.
- Assist local business, government, industrial, and community organizations with their training, information, and research needs.
- Be a location where groups and organizations can meet to carry on their activities.
Mission

Johnson County Community College primarily serves the residents of Johnson County, and
• Provides lifelong learning services.
• Stays abreast of educational needs of the community.
• Provides freshman and sophomore level courses.
• Encourages the integration of liberal education and vocational skills.
• Provides unique services for the handicapped, especially for hearing impaired.
• Provides educational enrichment programs.
• Arranges cultural and international events for the benefit of the community.
• Counsels students making educational decisions.
• Counsels individuals making vocational and life decisions.
• Helps individuals find job placements.
• Provides facilities for recreation, cultural, and educational activities.
• Maintains an open-door policy for college admission; may have specific requirements for individual programs.
• Provides technical, paraprofessional, and professional programs needed in the community.
• Provides support services to local businesses, government, industry, and community organizations through utilization of the college facilities and talents of staff and students.
• Holds forums, conferences, institutes, short courses.
Characteristics of Community Colleges

When one surveys community colleges across the country, certain common characteristics are apparent, even though there are local variations.

1. They are two-year institutions.
2. They are locally created and locally controlled.
3. They are integrated into a state master plan.
4. They charge relatively low tuition.
5. They receive a significant share of their funding from local sources.
6. They offer a comprehensive curriculum.
7. They have a flexible admissions policy.
8. They provide extensive student support services.
9. They have heterogeneous student bodies.
10. They have faculties whose primary mission is teaching.

They are two-year institutions. Community colleges offer programs only through the college sophomore level by design and not by accident. Community college staff are frequently asked: "When are you going to become a four-year college?" The answer should be "never." When community colleges are changed to four-year colleges, they cease being community colleges. The New York Board of Regents answered the question in a 1967 policy statement which reads in part:

Two-year and four-year colleges, in a planned, coordinated, and complete system of higher education, provide essential and complementary, but distinctive services in post-high school education. Therefore, existing two-year colleges should not be converted to four-year baccalaureate
college status as an approach to the expansion of programs in any region of the state.

*They are locally created and locally controlled.* Most community colleges have been set up pursuant to a local referendum conducted after the state had passed enabling legislation permitting their establishment. In most states, community colleges are controlled more along the lines of the local school district than are universities. Locally elected lay boards of trustees constitute the final authority rather than a statewide board of regents.

The community college board of trustees usually has final authority for all fiscal and capital transactions, for academic programs and other services, and for facilities and real estate. It is not unusual for the board to be able to set the local tax rate and tuition and fees. The organization, powers, and finances of community college school boards are usually spelled out by state law. Trustees set broad policy and then delegate authority for its implementation to a chief executive officer, usually a president. In some metropolitan areas where there is more than one community college within the district, the principal officer is often called a chancellor or superintendent, and the chief campus officers are presidents. Missouri, for example, has chancellors and campus presidents in St. Louis and Kansas City. Iowa designates its chief officers as superintendents.

*They are integrated into a state master plan.* Although California authorized separate community college districts as part of a state plan as early as 1921, most states did not follow its lead until the 1960s. Since then the usual pattern has been a statewide, educational master plan assuring a complementary network of programs. Often there is some sort of office at the state level that reviews curricula and services to assure compliance with minimum quality standards. Frequently enrollment reports must be filed with the state office for auditing before release of state apportionment funds to the local district. The role of these state offices is usually one of coordination rather than control, but there are exceptions such as Minnesota where the office acts more as a statewide school board.

*They charge relatively low tuition.* Community college students
pay considerably less tuition than they would for comparable programs elsewhere. Many of the same financial aid opportunities available at four-year colleges are also provided for community college students: guaranteed loans, Basic Education Opportunity Grants, college work-study, and scholarships based upon need or ability. Consistent with the local focus of the community college, the tuition is often lower for in-district residents than for nonresidents.

The low cost of the community college is important for the economically disadvantaged, especially in urban areas. In 1978, 20% of those enrolled were minorities. Former Secretary of Education Shirley Hulstetter has called community colleges “the most stable and innovative institutions on the metropolitan educational scene.” Keeping tuition low has been an important factor in the success of the community college. As the costs of education rise with inflation and as four-year colleges are forced to raise their tuition proportionately, this community college characteristic will become even more significant.

They receive a significant share of their funding from local sources. Most community college students—90% or more—are in-district residents. Tuition is a local revenue source coming from the pockets of a large segment of voters. However, only 14% of the typical community college’s revenue is from tuition and fees as compared to 50% for public four-year schools. Local taxes levied within the school district generate an additional third of the community college’s revenue. Locally generated revenue—tuition and local taxes—provide the community college with almost half of its operating funds (Garms, Financing Community Colleges). Like the public, four-year college, community colleges receive significant state support, but they get less federal funding—5% as compared to 10% for public four-year colleges. No other segment of public higher education receives such a significant proportion of its revenue locally. In the long run this is probably a decided advantage because community colleges will have to remain responsive to local needs in order to retain sufficient support to survive.

They offer a comprehensive curriculum. Although variations exist in the curricula of community colleges, most include college transfer, vocational, and continuing education and community service programs.
Community colleges today typically offer the first two years of most standard college baccalaureate degree programs. As a general rule, sufficient offerings in the arts and sciences and preprofessional areas are provided for a student to earn an associate of arts or science degree and then transfer to a four-year institution without loss of time or credit. This college parallel curriculum comprises the traditional junior college function with which the general public is most familiar.

Community college curricula also typically include a wide range of occupational programs intended to prepare students to enter directly into the work force, but it is not at all unusual to find persons with full-time jobs enrolled in order to become eligible for job upgrades or for career changes.

The third major category of programs to be found in the curriculum of a comprehensive community college is continuing education and community service. In the past, such programs were often referred to as "adult education." Today "continuing education" or even "life-long learning" are preferred designations. Although continuing education programs tend to vary significantly from college to college and even from semester to semester, there are certain common characteristics. One, obviously, is variety. Another is that they are usually not for credit; that is, they are not quantified into Carnegie units and reported on transcripts in terms of credit hours. Sometimes they take the form of a course, but they are also frequently packaged as workshops, seminars, conferences, lectures, forums, exhibits, series, or cultural offerings.

They have a flexible admissions policy. Community colleges tend to admit to their programs anyone who can benefit from them. This has often been referred to as the "open-door" policy. Sacramento City College in California, for instance, publishes its admissions policy in these words: "Sacramento City College endorses an Open-Door Policy. The college is open to all who wish to apply regardless of educational background. Additionally, the college prides itself in the cultural diversity of the campus and community it serves." Moraine Valley Community College in suburban Chicago declares in its catalogue that its purpose is to offer "opportunities for all of postsecondary education age to obtain knowledge to fulfill their personal goals." Similarly,
Brookdale Community College in New Jersey states that it “is dedicated to its community, Monmouth County, and accepts the responsibility of providing postsecondary educational opportunities for all who seek them.”

This open-door policy has been one of the most misunderstood characteristics of community colleges and has led to charges that they are second-rate institutions with low standards. It is more accurate to say that community colleges admit anyone who demonstrates reasonable potential for success in the program or course to which they seek admission. For those who do not demonstrate this potential, there are often programs to help them acquire it. For example, a high school equivalency diploma may be an admissions prerequisite, but many community colleges will offer basic high school level programs, thereby qualifying students without diplomas for admission. For some programs like nursing, interviews and appropriate test scores may be required to qualify, as in commensurate programs elsewhere. For programs with more applicants than openings, community colleges often give preference to in-district residents.

What critics fail to realize is that the community colleges provide a great variety of programs and services to a heterogeneous clientele; and there can be a range of admissions criteria within an individual institution, depending on the program and on the specific clientele. At Johnson County Community College, for instance, there is one set of admission standards for applicants for its nursing program, which has had 100% of its graduates pass state board examinations at the first testing. There is quite another set of standards for those applying for the program designed to mainstream retarded adults into some college level programs. Some community colleges are tightening their admissions standards. At Miami-Dade Community College in Florida a concern for standards has led to the establishment of a comprehensive new admissions program. Testing is now a condition for enrollment, and special support services are available for those who do not immediately qualify. Whether Miami-Dade's lead in setting up more rigorous admission standards will be followed by other community colleges remains to be seen, but it is generating considerable attention.

They provide extensive student support services. To make their
flexible admissions policies work, community colleges have had to provide strong student support services. These include admissions, academic, career, and personal counseling in addition to the more traditional advisement programs. For example, the career center at a community college, in addition to the more traditional job placement services, might provide testing and assessment services for potential students who are undecided about what they want to do; and it would not be unusual for a significant number of career center clients to be nonstudents.

Community college student support services might also include study skills and tutoring programs, child care facilities, and a variety of student activities. It is probably accurate to conclude that community colleges spend a larger proportion of their budget on student personnel services than do four-year colleges.

They have heterogeneous student bodies. With a flexible admissions policy and low tuition, it should not be surprising that the student body of the typical community college is diverse. Edmund T. Gleazer, long-time president of the American Association of Community and Junior Colleges, has described the student body as a "cross section" rather than a "top slice." Most students are commuters. More are enrolled on a part-time basis than full time. They tend to be older than freshmen and sophomores in four-year colleges. Most have job or family responsibilities in addition to their school commitments. Slightly more than half are women. Their social attitudes seem very much in the mainstream and are little different from those of other college students. A recent survey of 187,000 freshmen sponsored by the American Council on Education and the University of California at Los Angeles (1980) demonstrated no significant differences between the political and social views of community college students and those enrolled at other colleges.

They have faculties whose primary mission is teaching. The community college instructor not only has to have a command of a discipline but also the ability to put across the subject matter to students of unequal abilities, of differing levels of academic preparation and motivation, and of varying interests. A heterogeneous student body requires superior teaching skills. Community colleges have put considerably
more emphasis on an instructor’s classroom performance than upon scholarly research.

Compared to the faculty of a four-year college or university, fewer community college instructors hold doctorates, and more have only master’s degrees or vocational certificates. Possibly because so many community colleges were founded and staffed since 1960, their faculty tend to be young and clustered in the 30- to 40-year-old range.

Collective bargaining has occurred increasingly on community college campuses. By the spring of 1980, the Academic Collective Bargaining Information Service reported the faculty organized on 443 campuses. The National Education Association represented faculties at 232 campuses, covering 26,245 teachers; and the American Federation of Teachers at 153 campuses covering 29,130 teachers. The remaining campuses are represented by independent bargaining agents or other affiliates.

In many ways faculty positions at community colleges are the most desirable teaching opportunities in higher education today. Enrollments are strong, and there is less chance of retrenchment and loss of position than at four-year colleges. Tenure practices are similar to those of school districts, and often tenure is granted after only two or three years of satisfactory service. Community college salaries in relation to faculty salaries in other sectors of education are competitive.
The Community in Community Colleges

The distinctiveness of the community college is that, more than any other form of postsecondary education, its programs are tailored to community needs. This section will show, through vignettes and examples of programs, just how the community is served through the community college.

College Transfer Programs

Mary is a first-year community college student taking credits in a variety of subject areas. Last year Mary graduated from a local high school in the upper quarter of her class. Although she is sure she wants to get a bachelor’s degree, she has little idea about what she wants to do when she gets out of college. After talking it over with her high school counselor, Mary decides on the community college. This will permit her to experiment by taking courses in different fields and to keep the part-time job she has had for three years and enjoys very much. When her long-range personal goals are more clarified, she wants to transfer to a four-year college.

Susan’s high school grade point average was low, and she has little confidence in her own academic abilities. She thinks she might like to go to college and is trying out higher education at the community college. She is impressed by the admissions counselor she met when she took some placement tests, and she is relieved to know there is a mathe-
matics lab and a series of introductory mathematics classes, because this was her worst subject in high school.

Tom was admitted to State College last year on a scholarship to study marketing. He “spread himself too thin” and lost his scholarship because of poor grades. He decided to return home to go to the community college because the course schedule is better suited to his getting a job, and the tuition is considerably less than at State College. Tom hopes to go back to State College when he raises his grades and has saved some money.

Bob’s father and grandfather graduated from Old Ivy University in business administration, and it has always been Bob’s ambition to do the same. Unfortunately, the cost of Old Ivy is more than Bob and his family can afford. The local community college set up a program of study for Bob, in cooperation with the Business Department chairperson at Old Ivy, that will permit Bob to spend the first two years at the community college and the last two years at Old Ivy and thereby accomplish his long-held goal.

Dick is 50. He was never very interested in school when he was younger and enlisted in the service right out of high school and went through a training program in electronics. He now owns a successful business and has several persons working for him. Over the past several years, he has become very interested in literature and philosophy. He has now decided to go back to school for an associate of arts degree, because he wants to do it and has the time.

Before marrying 12 years ago, Eileen was a registered nurse. A graduate of an excellent hospital diploma program, she was a good nurse. When she was honest with herself, however, Eileen would admit that she did not like nursing and wanted to be a psychologist. The local community college recognized many of her hospital courses, so she was able to get her associate degree in only one year. She is now finishing her bachelor’s degree at an area university and has applied for admission to a master’s degree program.

Fred is a 28-year-old widower with two children. He chose to take his courses at the community college where there was a child-care facility rather than in the evening division of a local university.

Henry is an A student and a physics major at a four-year college. He
is also on the varsity swimming team. He has taken elective courses each summer at the community college so he can concentrate on his major and keep up his good grades during the regular school year and still participate on the swimming team.

The vignettes above illustrate the many reasons why a student chooses a community college with the intent of transferring to a four-year institution. Low tuition, proximity to home or a job, more flexible scheduling, more liberal admissions policies, and better support services are often factors influencing the choice.

Frequently student personnel staff are assigned to work closely with those schools where students most frequently transfer. Sometimes formal articulation agreements with senior institutions are negotiated to guarantee transfer conditions. Community college counselors and faculty are usually responsible for working with individual students in matching courses to educational plans. One of the more sophisticated approaches to this is at Miami-Dade Community College in Florida where a computerized system has been developed for translating student transcripts into course equivalents at senior institutions throughout the state. Other community colleges such as Johnson County Community College hold special all-day programs where admissions officers from area senior colleges come to campus to discuss requirements and even to assist students in applying. Senior institutions have become increasingly willing to recruit community college students since the college-age population has declined and the competition for enrollments has increased.

Concerns expressed by some about the adequacy of the first two years spent at the community college as a preparation for transfer to a senior institution have proved to be unwarranted. For example, a recent study of junior and senior students who transferred from Johnson County Community College to Kansas senior universities showed no significant differences in grade point averages from those who had spent the first two years at the state universities.

Examples of some of the typical majors that can be started at a community college include:
<table>
<thead>
<tr>
<th>Business</th>
<th>Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Pre-medicine</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Nursing</td>
</tr>
<tr>
<td>Finance</td>
<td>Health Occupations</td>
</tr>
<tr>
<td>Management</td>
<td>Science and Math</td>
</tr>
<tr>
<td>Marketing</td>
<td>Biology</td>
</tr>
<tr>
<td>Real Estate</td>
<td>Rotany</td>
</tr>
<tr>
<td>Insurance</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Geology</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td>Humanities &amp; Fine Arts</td>
<td>Education</td>
</tr>
<tr>
<td>Art</td>
<td>Elementary/Secondary</td>
</tr>
<tr>
<td>English</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Journalism</td>
<td>Special Education</td>
</tr>
<tr>
<td>Law</td>
<td>Recreation</td>
</tr>
<tr>
<td>Liberal Arts or Studies</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>Theater</td>
<td></td>
</tr>
</tbody>
</table>

Vocational Programs

Tim received a bachelor's degree in journalism four years ago. He recently started a new job as a writer in the marketing department of a pharmaceutical manufacturing company. His boss sent him to the community college for some chemistry courses so that he will have a better technical understanding of the product line.

Carol graduated from high school a year ago and enrolled in the community college because it had an excellent dental hygienists' program. She wanted to work in the community, and she felt that she would have a better chance to get a good job if she did her training locally.
Martin has always enjoyed working with horses and wanted a related career if possible. He was excited to learn that the local community college had one of the only accredited programs in stable management in the U.S. He first became aware of the program when he was discussing his interests with the owner of the stable where he worked part time. The owner was on the advisory committee that established the program at the college.

Dorothy started working for her company 10 years ago, immediately after finishing high school. She began as a file clerk in the shipping and receiving department. She took courses at the community college in the secretarial careers program. Her improved skills enabled her to qualify for an opening for administrative secretary. Dorothy continued her course work in the business area. Recently she was promoted to purchasing agent.

John was one of 10 children from a poor family. He dropped out of high school and took a job as an orderly in a hospital. He is married now and the father of a small child. The prospect of continuing to earn just the minimum wage was unacceptable to him. At the community college, he was able to complete his high school education through the GED program. He did well on aptitude tests and got a good reference from his hospital employers. He received a scholarship with the help of the financial aid office. John is now enrolled in the associate degree nursing program. When he graduates after two years, his earning potential as a starting nurse will be considerably higher than it was as an orderly.

Helen is 47 and wants to return to the labor force after a 25-year absence to raise a family. She was a secretary before marrying. She has now enrolled at the community college in the refresher program for secretarial careers.

Sylvia’s husband deserted her and their daughter. Sylvia was frantic because she had no marketable skills and expected no alimony or child support. The counselor at the state office of family services got her into a GETA training program at the community college. Sylvia earned a certificate in hospitality management and is now assistant food service manager at a local hotel.

The vignettes above are illustrative of how a community college
serves a broad segment of the community through vocational programs. Students in community college vocational programs include those who intend to go for more study as well as those who plan to enter a career immediately. Vocational students increasingly include those employed full time, who study part time to qualify for better jobs or for another career.

Some of the more common vocational programs in community colleges include offerings in these areas:

<table>
<thead>
<tr>
<th>Accounting and Bookkeeping</th>
<th>Life and Home Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Justice/</td>
<td>Marketing and Management</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Medical Laboratory Technician</td>
</tr>
<tr>
<td>Auto Body Repair</td>
<td>Medical Records Technology</td>
</tr>
<tr>
<td>Automotive Repair</td>
<td>Mental Health Technology</td>
</tr>
<tr>
<td>Commercial Art</td>
<td>Nursing (Registered, Licensed)</td>
</tr>
<tr>
<td>Data Processing</td>
<td>Practical, and Aide</td>
</tr>
<tr>
<td>Dental Assisting and</td>
<td>Paralegal Assistant</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Radiologic Technology</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>Recreational Leadership</td>
</tr>
<tr>
<td>Electronics</td>
<td>Recreational Therapy</td>
</tr>
<tr>
<td>Emergency Medical Technology</td>
<td>Respiratory Therapy</td>
</tr>
<tr>
<td>Fashion Merchandising</td>
<td>Secretarial Careers</td>
</tr>
<tr>
<td>Fire Science</td>
<td>Small Animal Health</td>
</tr>
<tr>
<td>Hospitality Management and</td>
<td>Small Motor Repair</td>
</tr>
<tr>
<td>Culinary Careers</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Journalism</td>
<td>Transportation</td>
</tr>
<tr>
<td>Legal Secretary</td>
<td>Urban Agribusiness</td>
</tr>
<tr>
<td>Library Aide</td>
<td></td>
</tr>
</tbody>
</table>

Some community colleges have one or more unique programs that reflect vocational training needs of their communities. For example, Johnson County Community College offers a program in equine studies to prepare persons planning careers as managers of horse stables. Moraine Valley Community College in the southwest suburban Chicago area has a successful program in nondestructive testing technology, which prepares students for careers in testing and inspection of materials used in construction and manufacturing. The Los Angeles district offers courses in motorcycle repair. Cuyahoga Community College in Cleveland trains persons to interpret and file prescriptions for corrective lenses in eyeglasses. Porterville College in
Kern County, California, has a forestry program. The Sacramento District trains bilingual teacher aides.

Just as it is common to find articulation between a community college and the senior institutions to which its students transfer, community colleges also establish advisory groups to assure that vocational programs prepare students for viable career opportunities. At Moraine Valley Community College, for instance, advisory committees have been established for each program. An advisory committee might include scholars from area universities, successful practitioners from different job settings, and also persons responsible for employing, supervising, or licensing practitioners. Advisory committees are responsible for determining the nature of career opportunities, defining the kinds of skills and information a person needs for successful career entry, designing the curriculum, establishing criteria by which the program can be evaluated periodically, determining minimum and preferred qualifications for program faculty, sometimes recruiting staff or students, assisting in the establishment of intern sites, and finally, placing graduates.

Moraine Valley has developed an exemplary statistical model to follow its program graduates in order to assure that its occupational curricula reflect real community labor market needs. Follow-up studies include survey of students and also of job supervisors of graduates. Many community colleges do similar follow-up study, though few approach it as systematically.

Continuing Education and Community Service

Carol drives to work. She is concerned about the rising costs of operating a car and figures she will not only save money but be safer if she knows more about her car. She has enrolled in an auto mechanics course for beginners where she will learn to change oil, tires, and fan belts, and do some routine and emergency repairs. She feels she will make up the $45 tuition in less than a year by doing some of these things for herself.

Fred is the office manager for the local claims office of an insurance company. He has been concerned about the communications skills of some of the persons in the office. He arranged for the community col-
lege to custom design and offer a program for his staff in the lunchroom on Thursday afternoons after the office closes.

Sam and Betty have a three-year-old daughter. They want her to like school and be a good student. They signed up for a three-session series titled “Books for Young Readers.”

Jim was promoted to lead foreman. He is concerned that he will sometimes have to write out memos that will go to the front office. He is taking a course on basic punctuation and spelling on Saturdays on the community college campus.

Gretchen has been very concerned about her husband ever since he had his first heart attack last year. She wasted little time in signing up for the CPR training sessions when she learned about them. She thinks two four-hour sessions and $8 tuition is a small price to pay if it saves her husband’s life.

Bobbie enjoys being a secretary. She is thinking of looking for another job and wants to brush up on her shorthand because she has not used it much in the past three years in her present job. She is taking a 12-week refresher course.

Marion enjoys handicrafts. This semester from noon to 2:00 she is learning rosemaling, a type of Norwegian folkpainting, through the community college. Last year she took floral arranging and before that quilting. All her children are in school now, and she has enjoyed the opportunity to get out of the house and make new friends while she is learning some new crafts.

Hank has always considered himself a pushover and is frequently mad at himself because of it. When he read in his church bulletin that the community college was offering a course on “Self Assertion: Constructive Speaking and Listening” on Wednesday evenings in the Sunday school building, he decided to enroll in it.

Kay and Tom are planning to take their dream vacation next year but have not decided where they want to go. The local library, in cooperation with the community college, is presenting a slide series on the Mediterranean, Spain, and China, which looks interesting.

The Smiths are retired and enjoy the monthly day-trip programs to some of the local sightseeing spots sponsored by the Senior Citizen Center in cooperation with the community college. The trip next
month includes lunch, a museum tour, and some free time for shopping—all at a very reasonable cost.

These vignettes illustrate the endless variety of programs that are possible through a community college. Continuing education and community service programs differ in that they usually have no prerequisites and are not integrated into a semester or multi-semester curriculum sequence. They rarely carry credits. They frequently do not receive the same type of state support and so must usually pay their own ways by fees and tuition (which, of course, is one way of assuring that they are meeting community needs).

Continuing education programs usually require a much simpler type of state or agency approval to meet accreditation standards, and so there is usually more latitude in developing these programs. Continuing education programs are frequently offered off campus. In one semester, for example, Johnson County Community College offered continuing education and community service programs at 62 off-campus sites, including:

- Apartment complexes
- Art galleries
- Banks
- Churches
- Community centers
- Elementary schools
- High schools
- Hospitals
- Ice skating rinks
- Junior high schools
- Libraries
- Mental health centers
- Music stores
- Parking lots
- Restaurant kitchens
- Vocational schools
- YWCA/YMCA
Adapting for the Future

While forecasting the future is always risky, several trends appear to be emerging that will have a significant impact on the future of community colleges. However, there is little question that over the next decade community colleges will continue to be a viable sector of American higher education; but some adaptations will be made to meet changes in the society they serve. Following are nine predictions for the future.

1. **There will be shifts in the composition of the community college student body that will require appropriate curriculum revisions to meet different needs.**

   With the declining birthrate and a growing older population, community college enrollments will remain strong but the median age of students will rise. The percentage of part-time and women students will increase. An increasing number of senior citizens will participate in community college programs. Continuing education and community service programs will be the areas that will experience the most growth; but occupational areas will expand, too, to meet changing community needs. There will be more short-term vocational programs (less than two years) focusing on skill upgrading and retraining. Curricula will also be developed to include emerging technologies in such areas as solar energy.

2. **Faculty will be older and tend to have more formal education.**

   The median age of faculty will increase as those staff hired during 1960s and 1970s, when so many community colleges were established, grow older and as the labor market offers fewer avenues for them to seek
other job alternatives. Community colleges will continue to offer the strongest career avenues for those completing their graduate degrees. Universities will become increasingly aware of this and will modify their graduate programs to provide more suitable preparation for potential community college teachers. The number of doctorates on community college staffs will increase.

3. **Faculty collective bargaining will increase, and negotiations between boards and teacher associations will become more strained.**

Collective bargaining on community college campuses will grow as more states pass legislation permitting unions in the public sector. Labor has found education to be a fertile area for organizing. Faculty at community colleges with bargaining units will attempt, with some success, to elect sympathetic candidates to boards of trustees. As the impact of inflation continues, boards of trustees will become more conservative and attempt to improve teacher productivity by requiring increased teaching loads and larger classes. Tenure policies will become controversial. The negotiation of master contracts with faculty unions will become more difficult.

4. **Community college personnel will play a more significant role in shaping the future of higher education.**

Community college staff will increasingly move into leadership roles in professional associations that have heretofore been dominated by members from four-year colleges and universities; and these associations will, in turn, begin to focus on different types of issues reflecting the concerns of their changing membership.

5. **Community college associations will become increasingly influential.**

Professional associations, established to promote the interests of community colleges, will come to exercise increasing influence in higher education commensurate with the enrollments community colleges represent. Two of these associations are The League for Innovation in the Community College and The American Association of Community and Junior Colleges.

Formed in 1968, the League for Innovation in the Community College is the only agency of its kind committed to experimentation in the community college. Its membership is institutional and invitational,
and it now includes 17 districts with 54 campuses in 12 states. League schools enroll 850,000 students and employ 25,000 professional staff.

The League has been especially successful in identifying trends and promoting adaptations in the community college to meet these trends. Robert Kensinger, vice president of the W. K. Kellogg Foundation, has stated that "the critical mass formed by the League has provided an excellent vehicle for pilot projects testing new educational approaches in a receptive, yet carefully evaluative environment." During the tenure of its former executive director Terry O’Banion, the League promoted significant projects in such diverse areas as developing curricula in solar energy equipment installation, providing leadership training for women with potential for key management positions, providing staff development for faculty in family and personal financial planning, and developing special instructional materials in the health sciences. The impact of the League is felt beyond its member institutions.

6. Community colleges will compete more successfully with four-year colleges and universities for grants from the government and foundations.

Community colleges will receive an increasing proportion of federal funding in higher education as funding agencies become more sensitive to community college issues. An increasing number of community colleges will sponsor endowment corporations or foundations to go after grants and gifts for special projects from corporate donors as well as the government.

7. As commuter schools, the community colleges will be faced with serious challenges as the cost of transportation rises.

As the cost of transportation escalates, small, rural, community colleges whose districts encompass large areas will have difficulty sustaining their enrollments. Some may go out of operation. Others may establish dormitory facilities. Community colleges will also be forced to offer even more off-campus programs throughout their attendance areas.

8. There will be some movement toward centralizing control of community colleges at the state level at the expense of local boards of trustees.

As local taxpayers follow the lead of Proposition 13 and resist in-
creases in real estate taxes, there will be increased pressure for a larger percentage of the costs of community colleges to be borne by the states. This may result in movements toward single, statewide, community college school boards.

9. The relationship between community colleges and four-year colleges and universities will be tried.

As the population continues to grow older, four-year colleges and universities will be forced to enter into greater competition for the non-traditional student market that has long been the domain of the community college. As costs continue to rise, the relative low cost of community colleges will become even more attractive, and community colleges will draw a large percentage of the traditional student market. The result will be tested relationships between community colleges and four-year colleges and universities.

Over the next few decades, community colleges will be confronted by serious challenges but they will remain the most viable sector of American higher education. The continuing vitality of community colleges, however, will be contingent upon their adaptability to the changing needs of the society they serve. This is the principal reason why they have flourished; and their flexibility in the years ahead will be the measure that determines their future success or failure.
Bibliography

Community College Review. Raleigh, North Carolina: North Carolina State University, 1973-.
Fastback Titles (Continued from back cover)

98. The Future of Teacher Power in America
99. Collective Bargaining in the Public Schools
100. How to Individualize Learning
101. Small Schools: Community School for the Urban-advantaged
102. Affective Education in Philadelphia
103. Teaching with Film
104. Career Education: An Open Door Policy
105. The Good Mind
106. Law in the Curriculum
107. Fostering a Pluralistic Society Through Multi-Ethnic Education
108. Education and the Brain
109. Bonding: The First Basic in Education
110. Selecting Instructional Materials
111. Teacher Improvement Through Clinical Supervision
112. Places and Spaces: Environmental Psychology in Education
113. Artists as Teachers
114. Using Role Playing in the Classroom
115. Management by Objectives in the Schools
116. Declining Enrollments: A New Dilemma for Educators
117. Teacher Centers - Where, What, Why?
118. The Case for Competency-Based Education
119. Teaching the Gifted and Talented
120. Parents Have Rights, Too!
121. Student Discipline and the Law
122. British Schools and Ours
123. Church-State Issues in Education
124. Mainstreaming: Merging Regular and Special Education
125. Early Field Experiences in Teacher Education
126. Student and Teacher Absenteeism
127. Writing Centers in the Elementary School
128. A Primer on Piaget
129. Fostering a Pluralistic Society: The Modesto Plan
130. Dealing with Stress: A Challenge for Educators
131. Futuristics and Education
132. How Parent-Teacher Conferences Build Partnerships
133. Early Childhood Education: Foundations for Lifelong Learning
134. Teaching about the Creation/evolution Controvery
135. Performance Evaluation of Educational Personnel
136. Writing for Education Journals
137. Minimum Competency Testing
138. Legal Implications of Minimum Competency Testing
139. Energy Education: Goals and Practices
140. Education in West Germany: A Quest for Excellence
141. Magnet Schools: An Approach to Voluntary Desegregation
142. Intercultural Education
143. The Process of Grant Proposal Development
144. Citizenship and Consumer Education: Key Assumptions and Basic Competencies
145. Migrant Education: Teaching the Wandering Ones
146. Controversial Issues in Our Schools
147. Nutrition and Learning
148. Education in the USSR
149. Teaching with Newspapers: The Living Curriculum
150. Population, Education, and Children's Futures
151. Bibliotherapy: The Right Book at the Right Time
152. Educational Planning for Educational Success
153. Questions and Answers on Moral Education
154. Mastery Learning
155. The Third Wave and Education's Future
156. Title IX: Implications for Education of Women
157. Elementary Mathematics: Priorities for the 1980s
158. Summer School: A New Look
159. Education for Cultural Pluralism: Global Roots Stew
160. Pluralism Gone Mad
161. Education Agenda for the 1980s
162. The Public Community College: The People's University
163. Technology in Education: Its Human Potential
164. Children's Books: A Legacy for the Young
165. Teacher Unions and the Power Structure
166. Progressive Education: Lessons from Three Schools
167. Basic Education: A Historical Perspective
168. Aesthetic Education and the Quality of Life

Single copies of fastbacks are 75¢ (60¢ to Phi Delta Kappa members).
Quantity discounts for any title or combination of titles are:

<table>
<thead>
<tr>
<th>Number of Copies</th>
<th>Nonmember Price</th>
<th>Member Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-24</td>
<td>48¢/copy</td>
<td>45¢/copy</td>
</tr>
<tr>
<td>25-99</td>
<td>45¢/copy</td>
<td>42¢/copy</td>
</tr>
<tr>
<td>100-499</td>
<td>42¢/copy</td>
<td>39¢/copy</td>
</tr>
<tr>
<td>500-999</td>
<td>39¢/copy</td>
<td>36¢/copy</td>
</tr>
<tr>
<td>1,000 or more</td>
<td>36¢/copy</td>
<td>33¢/copy</td>
</tr>
</tbody>
</table>

Prices are subject to change without notice.
A $1 handling fee will be charged on orders under $5 if payment is not enclosed. Indiana residents add 4% sales tax.
Order from PHI DELTA KAPPA, Eighth and Union, Box 789, Bloomington, IN 47402.