

A CONCEPTUAL MODEL FOR A COMMUNITY SERVICES DIVISION  
IN A SELECTED COMMUNITY JUNIOR COLLEGE IN ALABAMA

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by  
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## CHAPTER I

### OVERVIEW OF THE STUDY

#### Introduction

Having the distinction of being the only element in our system of education which is uniquely American, the community junior college has experienced extraordinary growth during the twentieth century. At present, approximately four million students are enrolled in over twelve hundred such institutions in the United States.<sup>1</sup> While the course of growth has been rather brief, the individual colleges and the movement as a whole have maintained a high degree of adaptability and flexibility. The community junior colleges are characterized by a willingness to recognize and to provide for new educational needs.<sup>2</sup> The scope and adequacy of the services provided to meet these

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<sup>1</sup>American Association of Community and Junior Colleges, 1974 Community and Junior College Directory (Washington, D.C.: American Association of Community & Junior Colleges, 1974), p. 88.

<sup>2</sup>James W. Thorton, Jr., The Community Junior College (New York: John Wiley and Sons, 1966), p. 32.

educational needs will determine whether or not the institution merits the title of "community" junior college. The degree to which an institution achieves this designation depends on how well the community services task is developed.

The public community junior college system in Alabama was created with the passage of Acts No. 93 and 94, Alabama Law (Second Special Session, 1963).<sup>3</sup> Since that time, the system of community junior colleges has rapidly expanded with new facilities, additional programs and course offerings, and added services. This growth from infancy in 1963 to an enrollment of forty thousand students in 1974, has been phenomenal when considering the number of students already enrolled in senior institutions.

As this rapid growth has been experienced in the Alabama community junior college network, three major divisions--academic affairs, student services, and business management--have evolved in each institution. The structure at Snead State Junior College is representative of these institutions. In actual practice the fourth area

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<sup>3</sup> Alabama State Department of Education, Policies, Procedures and Regulations Governing Alabama Junior Colleges (Montgomery, Ala.: Division of Research & Higher Education, Alabama State Department of Education, October 1967), pp. 76-85.

The administration of Snead State Junior College is now organized into four areas, with the head of each organizational unit responsible and reporting to the president [See Appendix I]. The four directors heading each area and reporting to the president are the director of student personnel affairs, the business manager, the academic dean, and the director of public relations and alumni affairs. Under the director of student personnel affairs are the dean of students, the registrar and the admissions officer, and the faculty advisors and counselors. Responsible to the business manager are the financial aid officer, the superintendent of buildings and grounds, the book store manager, and the lunchroom supervisor. Transportation service is also handled by the business manager. Reporting to the academic dean are the division chairmen, the director of community services, the director of research, and the [acting head] librarian. At the present time there are no subdivisions under the<sup>4</sup> direction of public relations and alumni affairs.

director described was in fact the admissions officer who assumed the responsibility for public relations and alumni affairs. Consequently, only three major divisions exist.

As may be observed in Appendix I, another division which is in its embryonic stage is community services. At present, there is little agreement among practitioners as to what concepts should be embodied in a community services program in a community junior college. Consequently, many of the colleges in Alabama have initiated programs which lack both qualified personnel and adequate financial

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<sup>4</sup>Institutional Self Study Report. Boaz, Ala.: Snead State Junior College, 1972, pp. 11-12.

support. Snead State Junior College has embarked upon such a program with a reasonable amount of success. Nevertheless, much more could be accomplished with proper planning, staffing, and financing.

#### Statement of the Problem

In response to the evolving pattern described in the introduction, a need existed for the development of a framework which would serve as a guide to the administration and staff at Snead State Junior College, as well as to other community junior colleges in Alabama, in establishing community services programs. Because of the absence of a set of guidelines and the uncertainty of the decision-makers as to the role of community services in the institution, the end result is that many schools have weak and fragmented programs.

Only in rare cases in Alabama has a formal needs assessment tool or technique been developed to produce the kind of information necessary to provide a basis for long-range planning. Goals and objectives of the program are seldom adopted; a lack of understanding and agreement by the decision-makers results. This situation creates a problem that raises many questions as to the

financial and administrative parameters of the program both on the local and state levels.

One of the basic problems relating to financial support of community services in Alabama is that, while institutions are funded on a "full-time equivalence" basis, a large majority of the community services courses carry the continuing education unit (CEU) designation. At the present time, the State Department of Education in Alabama has not developed guidelines to fund institutions on the CEU basis.

#### Purpose of the Study

The purpose of this study was to develop a conceptual model for community services which will serve as the framework to assist the decision-makers at Snead State Junior College, as well as other community junior colleges in Alabama, in establishing a community services division.

#### Significance of the Study

The phrase "on the cutting edge," as it applies in the educational realm, is very appropriate when referring to community services. Gunder Myran, a pioneer in the development of leadership in community services, stated:

The primary challenges which confront community services programs today and which will influence their development during the 1970's relate to providing increased service to the poor and to the black community, improving planning and teaching methods, and expanding communication and articulation with other serving groups in the community.<sup>5</sup>

Snead State Junior College has just begun to realize both its opportunities and obligations to the community it serves. Prior to 1967, the institution was a church-related, two-year liberal arts college. Since becoming a state supported junior college in 1967, the institution has made a great transition. Features which contributed to the transition were open-door admissions, lowered tuition, evening and weekend studies, extension centers, in-plant training, and the addition of vocational, technical, and career programs.

Supported by a Title III grant (Higher Education Act, 1965), Snead State initiated a program of community services in 1971. Six off-campus centers were established in local communities, cooperative programs were conducted with new industry, grants were secured to support programs in law enforcement, emergency medical technician training,

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<sup>5</sup>Gunder A. Myran, Community Services in the Community College (Washington, D.C.: American Association of Junior Colleges, 1969), p. 4.

government employee training, to establish a program for senior citizens, and a series of continuing education courses were organized.

While these programs have met with a reasonable amount of success, the creation of a conceptual model to implement sound managerial practices and policies would greatly enhance efforts to establish community services as a functional division.

#### Methodology Used in the Study

The rationale for the creation of a model to assist in the development, implementation, and evaluation of a community services program in a community junior college was designed from an extensive review of related literature.

Following the review of pertinent literature, an on-site visit was made to Florida Junior College at Jacksonville, Florida, for the purpose of securing first-hand knowledge relating to "Community Needs Assessment Survey" which had been developed and employed by this institution.<sup>6</sup>

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<sup>6</sup>"Community Needs Assessment Survey," Jacksonville, Fla.: Florida Junior College, 1975. (Mimeographed.)

Structured interviews (see Appendix B) were conducted with the president of the National Council on Community Services (NCCS) for 1975-76 who is a recognized authority in the field of community services, and with a well-known author and past president of NCCS who presently is responsible for establishing a community services structure for the Junior College District of Kansas City, Missouri. The purpose of these interviews was to obtain pertinent information relating to components of the conceptual model for community services at Snead State Junior College.

Incorporated in the study were data gathered by the author during a six-week internship at Michigan State University in which on-site visits were made to six selected community junior colleges in Michigan. This information was used in the research design.

All the information from the named sources was synthesized into a conceptual model for community services.

The developed model then was validated by five authorities in the community junior college and community services field. Representing a cross section of education, the experts selected included (1) a community junior college president; (2) a community junior college academic

dean; (3) an executive director of a community junior college consortium; (4) a community services director; and (5) the state director of a community junior college system.

The conceptual model was then finalized, using the inputs from the experts who validated the model.

#### Organization of the Study

The organization of this study was structured in the following manner:

Chapter I includes an introduction to the problem under consideration, a statement of the problem, a purpose of the study, significance of the study, methodology used in the study, organization of the study, limitations of the study, and definition of terms.

Chapter II presents a review of the literature and an analysis of the interviews.

Chapter III contains the research design.

Chapter IV presents a conceptualized model for the development of a community services division in a community junior college in Alabama.

Chapter V presents the summary, conclusions, recommendations, and implications.

### Limitations of the Study

The model developed in this study was based on conditions which are now in existence within the community junior college system in Alabama, and particularly within Snead State Junior College. However, in the creation of the model, input from sources outside the institution and state were necessary.

### Definition of Terms

To facilitate a clearer understanding of the study, important definitions are:

1. Continuing Education Unit (CEU)--"one CEU is ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction."<sup>7</sup>

2. Community Junior College--those institutions with open-door admissions which strive to offer the following: (1) the first two years of university parallel programs; (2) vocational, technical, and career programs which are mostly terminal; and (3) a catalytic agency in

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<sup>7</sup> Southern Association of Colleges and Schools, Standard IX, Standards of the College Delegate Assembly (Atlanta, Ga.: Southern Association of Colleges and Schools, 1971).

3. Community Services--"Those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by formal collegiate degree or certificate programs."<sup>8</sup> Frequently these services take the form of continuing education, adult education, extension centers, special vocational or career courses, speaker's bureau, guidance counseling, and special services for senior citizens, veterans, and minority groups.

4. Full-time Equivalence (FTE)--the unit used by the Alabama State Department of Education to determine funding amounts for community junior colleges. Each institution determines its FTE sum by adding the total number of full-time students and the quotient of the part-time students and the sum of their hours.<sup>9</sup>

5. Model--the description of a system which seeks a systematic closure or manageable model which will enhance

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<sup>8</sup>Myran, Community Services in the Community Colleges, p. 12.

<sup>9</sup>Alabama State Department of Education, "Alabama State Junior College Enrollment Data," Montgomery, Ala.: State Department of Education, March 1969.

the likelihood of attaining standardization (consensus on sets of definition), predictability, and ultimate control.<sup>10</sup>

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<sup>10</sup>J. H. McGrath, Planning and Systems for School Executives (Scranton: Intext Educational Publishers, 1972), p. 18.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

One of the most dramatic developments in postsecondary education in Alabama in this century has been the creation of the community junior college system. Contributing greatly to this popularity and growth has been the emergence of institutional philosophies which embrace community services. This attitude is best expressed by Fisher and Gollattscheck who recently said:

If the community college is to be integrated with the college community as in an effective cooperative, it must have a dynamic, comprehensive and on-going program of community services. If such a community services program is to be community-based, it must help its constituencies help themselves through mutual cooperation and by planning and implementing programs to serve both individual and community needs. What image the community has of the community college, what role the college plays in community services, what linkages it has with its various constituencies will depend to a great extent on how the community college sees itself. The community college can do much towards creating the image it wishes to have in the community by developing its own concept of community services and by the commitment it makes to developing a program of community services which is of, by, and for the

community--by realizing that the community college exists only as a form of cooperative endeavor supported by its members with needs, problems, and goals they cannot meet alone.<sup>1</sup>

Writing in a national publication, Governor George C. Wallace expressed the need for Alabama's two-year colleges to become more comprehensive. He stated:

We are rapidly moving from an agrarian to an industrial economy, and it has become apparent that there is need for more than academic programs in the community junior colleges. Thus, both community junior colleges and technical institutes must become more comprehensive if the educational needs of our people are to be met.<sup>2</sup>

Governor Wallace further expressed his belief that "Education is a continuing process which encompasses the economic, industrial, and social aspects of every community."<sup>3</sup>

Evidence of the translation of a community service philosophy into actual practice is reflected in the fact that 10,613 individuals are presently engaged in these

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<sup>1</sup>Olin R. Fisher and James F. Gollattscheck, "Valencia Community College as an Educational Cooperative," Community and Junior College Journal 45:3 (November 1974): 15.

<sup>2</sup>George C. Wallace, "The People's Colleges: Best Buy on Education Market," Community College Review 1:1 (April 1973):15.

<sup>3</sup>Ibid., p. 17.

kinds of programs in Alabama's junior colleges.<sup>4</sup> As a component of the State system, Snead State Junior College enrolled 420 persons in such activities during the winter term of 1975-1976.<sup>5</sup>

One major obstacle to the orderly growth and development of community services in Alabama's community junior colleges is the negative attitude of the Alabama State Legislature. In two recent sessions, resolutions (see Appendices C and D) were introduced and passed which left in doubt a source of funding that could transform this vital area of education into a reality.

Alternate funding sources such as revenue sharing and private foundations offered some hope for support to community-based programs. In an address before the Southern Association of Junior Colleges, Pastora Cafferty, herself a graduate of an Alabama junior college, assessed the situation in the following manner:

If a two-year college truly becomes a community college, so that it provides for the needs of the community by identifying its student clientele and meeting their needs and by providing much-needed

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<sup>4</sup>State Department of Education, Junior College Branch, "Enrollment Data Form," Montgomery, Alabama, January 1976.

<sup>5</sup>Ibid.

financial support in two ways. First, the community services provided will be eligible for funding by both public funds and private foundations under categories of those "educational grants." The school will have additional Federal resources by expanding beyond the E in HEW to include health and welfare funds for which it will return a high degree of service. Secondly, the community will see the college in a different role--one that is vital to the community's struggle to survive and to maintain a decent quality of life for all its citizens. Thus, the college will receive community support for funds and be eligible for revenue-sharing money.<sup>6</sup>

Despite the absence of dependable resources to support community services, in Alabama, the state shares in the dilemma that faces the nation and the region--namely, there are problems that must be solved that the traditional institutions are not equipped to solve. The community college is uniquely oriented to the task.

In a recent report regarding a project relating to community services, Edmund J. Gleazer, President of American Association of Community and Junior Colleges, outlined many of the problems and opportunities which are to be dealt with by our community junior colleges.

Today, in our various (seemingly unrelated) worlds of community service, education, and employment, this is happening. There are some hard problems. Among

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<sup>6</sup>Pastora San Juan Cafferty, "The Community College as a Community Service Center," Annual Meeting Proceedings (New Orleans, La.: Southern Association of Junior Colleges, 1972), p. 27.

them are student uneasiness with the formal educational patterns so long accepted, the high unemployment which exists, particularly for young people, the need for education to be once again, as it has been in the past, on the cutting edge of change and growth, the burden of community service/human needs which are increasing at a staggering rate, and a growing restlessness on the part of those who see the developing awareness of our young Americans and want to give them opportunities to be part of solutions, including solutions to crushing community problems which weigh heavily on all of us.<sup>7</sup>

The community junior college in Alabama is discovering its identity and it is gathering popular support to the degree that it responds to popular needs. It is becoming a political force as it becomes a social and economic power as effective change agents in the community.

Addressing himself to the past, present, and future of the community junior college, Felix Robb, Executive Director of Southern Association of Colleges and Schools, expressed the following:

The greatest institutional development in this century is the rise of community junior colleges. They have grown in number, availability, service, quality, and power. Along with that power they have acquired a big responsibility to influence and shape education in the 1970's and beyond. They have benefitted from the strengthening processes of

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<sup>7</sup>Edmund J. Gleazer, Jr., The Community Service Fellowship Planning Project Final Report (Washington, D.C.: American Association of Community and Junior Colleges, April 1975), p. 2.

regional accrediting and have contributed much to the movement.

Community junior colleges are developing the best "grass roots" linkage and ultimately the strongest political support, of any postsecondary institution. By the nature of their curriculum and their purposes, they are the institutions most responsive to public demand. They are the people's college--a part of the opening access to education, to career development and to personal fulfillment. They are more exposed to and more a part of community life than any other collegiate institution. Therefore, we in regional accrediting must rely heavily on them to help build a climate of public understanding and appreciation for voluntary, non-governmental, institution-based, regional accreditation.<sup>8</sup>

Historical Developments of Community  
Services in the Community  
Junior College

The community services concept of the community junior college is rooted in the period of rapid social and economic change immediately following World War II. While the community services concept is only beginning its day in the center of the community junior college state, it has a lengthy prologue.

Harlacher traced the genesis of community services to the time of Socrates, when Socrates exemplified community services "by taking his wisdom into the streets and

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<sup>8</sup>Felix C. Robb, "Regional Accrediting Faces New Challenges," Junior College Journal 42:8 (May 1972):17.

there creating a student-community representative of the people and was actively concerned with the social and moral issues of the time."<sup>9</sup> Harlacher traced this concept through history to the present day.

For example, Harlacher traced the development through the universities of the middle ages whereby the "clerks" provided informal instruction to their student communities. In the early 1800s, the lyceum spirit was carried forward by the chautauqua movements, which was a diversified adult education program including summer schools, guided reading plans, correspondence courses, and activities such as lectures and concerts. By this time, the "junior colleges" concept was developed by William Rainey Harper at the University of Chicago.

Malcolm S. Knowles, in the Handbook of Adult Education in the United States presented other significant developments which contributed to the community service concept:

1. Land grant colleges, which made higher education available to the masses, began in the mid-1800's. The community college may be seen as an extension

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<sup>9</sup> Ervin Harlacher, The Community Dimension of the Community College (Englewood Cliffs, N.J.: Prentice-Hall, 1969), p. 4.

- of the land grant concept in making available educational experiences at low cost to all segments of the community it serves. . . .
2. Cooperative extension, a program of "demonstration education" of land grant colleges and the U.S. Department of Agriculture, was legally established by the Smith-Lever Act of 1914, and encouraged the use of new agricultural technology by bringing the results of research to the farmer. Community services can be perceived as a form of urban cooperative extension service, bringing to the people of the community a variety of new educational opportunities and expanding its service beyond the boundaries of the college campus. . . .
  3. University extension began in the late 1800's with an emphasis on academic subjects, and shifted toward an all-embracing concept of the role of the university in serving all of the people of the state in relation to the full scope of life problems--economic, political, social, cultural, and moral.<sup>10</sup>

In 1950, Jesse Bogue stated that adult education was a relatively new function assumed by the community college movement, such programs having been previously offered by extension divisions of state colleges and universities. Bogue reported that little was said about adult education at the time the American Association of Junior Colleges was formed in 1920, and that Koos made

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<sup>10</sup> Malcolm S. Knowles, Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U.S.A., 1960), pp. 15-19.

no mention of adult education in his book, The Junior College Movement, 1925.<sup>11</sup>

James F. Hall, speaking before a conference on the role of the community college in higher education at Lehigh University reported:

Public education in America has always meant opportunities for all and not for a particular segment of the population. This ideal is gradually becoming a reality with each succeeding year. The development of the publicly supported primary school, secondary school, and now the comprehensive community college is evidence of this upward movement of our people to receive the benefits of a democratic society. In a sense, the community college is as American as apple pie or baseball. It is linked to common folk. It is a third stage in the upsurge of the people of our democracy in their groping and reaching toward a kind of education that will sustain democracy and carry it forward. . . .

As the high school was invented to provide services needful to adolescents, the community college is being created to give youth and older adults the manifold services for which they have need. The emerging public comprehensive community colleges have a unique opportunity to initiate and carry through community-centered programs of education for all age levels. . . .

The community college, because of its sociological base, is in a strategic position to provide for adult continuing education. Close to the people and their needs, serving the educational requirements of the mass of the population, it can and should build the finest of programs. . . .

A comprehensive pattern of education for community colleges can be designed so that quality, quantity, and diversity are in proper relation and in proper perspective. If this cannot be done, then thousands

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<sup>11</sup>Jesse Parker Bogue, The Community College (New York: McGraw-Hill, 1950), pp. 207-9.

of our young people will be cut off from the main stream of a "changing America" in which education of some kind beyond high school is tantamount to survival. . . .<sup>12</sup>

The W. K. Kellogg Foundation Influence

The W. K. Kellogg Foundation has, through the years, been an ardent supporter of community service activities at all levels. Historically, the Foundation has been committed to the improvement of instructional services by both public and private colleges and universities. The Foundation also has encouraged the growth of innovative educational patterns such as the community college movement, continuing education, and lifelong learning opportunities.

In describing the Foundation's first twenty-five years, the point is made that

the Foundation has no preconceived ideas and programs it wants to promote. Programs must arise from the needs of individuals, communities, states and countries and their desire to bring about self-improvement.<sup>13</sup>

This philosophy continues today within the Foundation

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<sup>12</sup>John A. Stoops and Charles W. Guditus, eds., The Community College in Higher Education (Bethlehem, Penn.: Lehigh University, 1966), pp. 40-46.

<sup>13</sup>The First Twenty-Five Years (Battle Creek, Mich.: W. K. Kellogg Foundation, 1955), p. 10.

leadership with certain guidelines limiting programs to the fields of agriculture, education, and health.

Another decision which was reached early in the life of the Foundation and which continues is that "our major efforts should be devoted to programs involving the application of existing knowledge rather than basic research."<sup>14</sup>

W. K. Kellogg's biography revealed the philanthropist's life story as a man whose achievements were not hidden in the past but

live on not only in the institutions which he helped to create but also in the countless men and women, boys and girls, whose lives are enhanced by his realized dream of helping others to help themselves.<sup>15</sup>

The Kellogg Foundation has played a major role in establishing continuing education centers around the United States. Centers were developed at Michigan State University, the University of Florida, the University of Georgia, and the University of Oklahoma. These centers serve as a central focal point for conferences, seminars,

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<sup>14</sup> Ibid., p. 9.

<sup>15</sup> Horace B. Powell, The Original Has This Signature--W. K. Kellogg (Englewood Cliffs, N.J.: Prentice-Hall, 1956), p. i.

short courses, and as a training laboratory for hospitality education.

In the first half of the decade of the sixties, the Kellogg Foundation came to the aid of fledgling systems of junior colleges by founding leadership schools for administrative development. In the southern region, the chief administrative officers in the community colleges in Texas, Florida, and North Carolina benefitted greatly from Kellogg activity during that period.

In the late 1960s, the Kellogg Foundation funded a special leadership program for new directors of community services. The Kellogg Community Services Leadership Training Program, located on the Michigan State University campus, provided firsthand learning experiences in community services from both the theoretical and the practical standpoint.

In 1971, the Kellogg Foundation began supporting the Appalachian Leadership and Community Outreach Program which provides community services to residents of isolated hollows in Eastern Kentucky through the use of students from six area colleges.

The Kellogg Foundation has been consistent in its support of the American Association of Community and

Junior Colleges. The most recent project was to establish an international office to expand the community college concept in other countries.

In reviewing the 1975 Annual Report/W. K. Kellogg Foundation, a few of the program commitments were as follows:

University of Alabama, Birmingham Continuing education in long-term health care administration	\$123,199
Appalachian Leadership and Community Outreach, Inc. Community service programs for residents of isolated hollows in Eastern Kentucky	514,059
Catalyst, New York City National continuing education program for college educated women	600,000
University of Colorado, Boulder Prepare community service leader- ship personnel for community colleges in the mountain-plains region <sup>16</sup>	197,959

In the fiscal year 1974-75, the Kellogg Foundation approved grant proposals totaling \$27,495,529 in new program appropriations. New commitments totaled 133,

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<sup>16</sup>1975 Annual Report/W. K. Kellogg Foundation  
(Battle Creek, Mich.: Kellogg Foundation, 1975),  
pp. 23-27.

with the Foundation aiding a total of 420 projects on four continents.<sup>17</sup>

The National Council on Community  
Services and Continuing  
Education

The National Council on Community Services and Continuing Education (NCCSCE), formed in 1969 as part of an American Association of Community and Junior Colleges community service project funded by the Kellogg Foundation, is an organization designed to provide a unified voice to encourage community involvement as a total college effort. Additional purposes are to foster a coordinated attack on pressing community problems by all elements of the community, to stimulate discussion and interchange among community service practitioners, and to work closely with existing organizations committed to community education and services.

As stated in the constitution (see Appendix D) the general goals of the Council are:

--to provide a national unified voice through which community college administrators and staff members can speak to federal and state officials, leaders of other educational and service organizations, and

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<sup>17</sup>Ibid., p. 3.

- the general public relative to the importance and scope of community services and continuing education in community and junior colleges.
- through conferences and publications, to improve the skills of community services and continuing education administrators in community and junior colleges.
  - to foster an institution-wide commitment to community services and continuing education on the part of all members of community and junior college staffs.
  - to encourage the growth of community services and continuing education as a response to the lifelong learning needs of all adults, and particularly to the needs of new constituencies such as persons over age 65, low-income groups, ethnic or racial minorities, women preparing for new careers, etc.<sup>18</sup>

Membership in the NCCSCE is open to all individuals involved in or committed to community services and continuing education programming in the two-year colleges.

The NCCSCE organization has made a significant contribution to the field of community services through its publication of the newsletter Forum, the quarterly magazine Catalyst, and numerous working papers, all of which have been used to advantage in the development of Snead State's community service program.

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<sup>18</sup>National Council on Community Services and Continuing Education, Constitution and Bylaws (Washington, D.C.: A Council of the American Association of Community and Junior Colleges, 1976), n.p.

Community Services and Accreditation

The accreditation process for the two-year institutions in Alabama and in the South has a relatively short history. The accrediting association's concern for community services has evolved during the much shorter span of time. According to Day and Mellinger: "Founded in 1895 as the Association of Colleges and Secondary Schools of the Southern States, the Southern Association was principally concerned with the growth and development of degree-granting institutions in the South."<sup>19</sup> They stated further that, "Although recognized in 1915, junior colleges were not admitted to membership in the Southern Association until 10 years later."<sup>20</sup>

President J. C. Fant, of Mississippi State College for Women, presented a paper at the 1922 meeting of the Southern Association in which he suggested that specific standards be developed for the two-year institutions. In 1924, the National Committee for Accrediting Junior Colleges established its own standards for junior colleges

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<sup>19</sup> Robert W. Day and Barry L. Mellinger, Accreditation of Two-Year Colleges in the South (Atlanta, Ga.: Commission on Colleges, Southern Association of Colleges and Schools, 1973), p. 3.

<sup>20</sup> Ibid.

in which fifteen standards were recommended by the Committee on Principles for Accrediting Junior Colleges. These standards were approved and adopted by the Commission and the Southern Association in December 1925.

These standards served as guidelines until 1940 at which time the Commission adopted a new set of standards for junior colleges, with "flexibility" being the most important characteristic. One of the new "standards for junior colleges" stated: "Publicly supported junior colleges were encouraged . . . to follow the pattern of the 'community college,' definitely serving a community or an area with general and special curricula, including a program of adult education."<sup>21</sup> This appeared to be the earliest date for the Southern Association to recognize and encourage the community service function of the junior college.

This trend continued through the 50's and 60's until a new unit of measure was developed, known as the Continuing Education Unit. Rhodes maintained:

As a result of a National Planning Conference of interested agencies and associations, a National Task Force on the Continuing Education Unit was formed in

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<sup>21</sup>Ibid., p. 12.

1968 under the leadership of the National University Extension Association. Members of the task force were drawn from educational institutions, professional organizations, business, and industry. By 1970, the group had reached consensus on the definition of a Continuing Education Unit and had published an interim statement which contained suggestions for its use in the measurement, recording, reporting, accumulation, transfer, and recognition by adults in professional continuing education, vocational training, and adult liberal education as well as other programs in adult and continuing education.

Many institutions and agencies gave concrete expression to their interest by developing such programs. The most extensive of these was the adoption by the Commission on Colleges of the Southern Association of Colleges and Schools of a revision of Standard IX which deals with special activities of the colleges and universities. As well as encouraging the development of appropriate innovative and imaginative programs, the revised Standard mandates the use of the Continuing Education Unit in recording such programs and activities in reports to the Association. Effective as of December 1, 1971, Standard IX provides that "non-credit programs should be appropriately identified and recorded by means of the Continuing Education Unit."<sup>22</sup>

Grover Andrews, in his study of Standard IX (see Appendix F) stated:

Member institutions of the Southern Association of Colleges and Schools have long been cognizant of the need for and the importance of providing "public service" programs for their many established constituents. Although such programs have been developed and implemented under a number of different

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<sup>22</sup> John A. Rhodes, Future Utilization of the Continuing Education Unit (Atlanta, Ga.: Commission on Colleges, Southern Association of Colleges and Schools, 1974), pp. 1-2.

administrative and organizational arrangements, insufficient resources and a lack of a definitive set of standards to guide in their formulation have inhibited educational institutions in their attempts to develop public service programs that are both viable and relevant.<sup>23</sup>

Day and Mellinger tended to see the development of the public service aspect of the community junior college in a different light:

An increased orientation to community needs also prompted the addition of a variety of community service programs, further contributing to the complexity and comprehensiveness of public two-year colleges. In contrast to their historical emphasis on college transfer curricula, existing public junior colleges rapidly became comprehensive community colleges. This development served to provide educational opportunities for many persons not previously able to continue their education at the postsecondary level. Consequently, the two-year comprehensive community college emerged, assuming a new and unique role in American higher education.<sup>24</sup>

Accompanying the newly developed Standard IX with the CEU was a set of criteria to be utilized prior to CEU's being awarded. They are, according to Sweet, as follows:

1. The non-credit activity is planned in response to an assessment of educational need for a specific target population.

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<sup>23</sup> Grover J. Andrews, A Study of Accreditation in Adult and Continuing Education Programs (Atlanta, Ga.: Commission on Colleges, Southern Association of Colleges and Schools, 1973), p. 1.

<sup>24</sup> Day and Mellinger, Accreditation of Two-Year Colleges in the South, p. 16.

2. There is a statement of objectives and rationale.
3. Content is selected and is organized in a sequential manner.
4. There is evidence of pre-planning which should include opportunity for input by a representative of the target group to be served, the faculty area having content expertise, and continuing education personnel.
5. The activity is of an instructional nature and is sponsored or approved by an academic or administrative unit of the institution best qualified to affect the quality of the program content and to approve the resource personnel utilized.
6. There is a provision for registration for individual participants in order to provide data for institutional reporting.
7. Appropriate evaluation procedures are utilized and criteria are established for awarding CEU's to individual students prior to the beginning of the activity. This may include the evaluation of student performance, instructional procedures, and course effectiveness.<sup>25</sup>

In his study of the accreditation process as it relates to community services and continuing education, Andrews listed four, very important recommendations:

1. Regional accreditation of institutions of higher education should address itself to the legitimization of the public service function as a major component of higher education.
2. Regional accreditation should develop new and effective standards, guidelines, and policies for the assessment of the public service function within the institution of higher education.
3. Regional accreditation should encourage a greater involvement of institutions of higher education in

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<sup>25</sup>Gordon W. Sweet, The Continuing Education Unit (Atlanta, Ga.: Commission on Colleges, Southern Association of Colleges and Schools, 1973), p. 3.

the public service function by developing standards, guidelines, and policies which will encourage the development of new and innovative programs.

4. Regional accreditation should develop the necessary standards, guidelines, and policies to assure equal status for the public service function in the higher education community.<sup>26</sup>

#### Basic Functions

As people generally are devoting less time to their careers and becoming more interested in other aspects of life, the community junior college can play an important role in this process by providing more learning opportunities in vocational, cultural, social, and political spheres. Courses and programs in these areas are just as valuable as traditional courses and they deserve equal support and recognition.

Clark Kerr, in his article "Fates and Fortunes of the Community College," stated that:

It is appropriate for these institutions to provide education that enables the member of the community who so desires to cultivate personal talents and interests and to participate in learning as recreation. Ideally, as much flexibility as possible will be provided so that those who attend the college can, to the extent

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<sup>26</sup> Andrews, A Study of Accreditation, p. 44.

of their abilities and interests, move rather freely from one type of education to another.<sup>27</sup>

In May 1973, an article entitled "Recycling Careers: A Community Service Response," contained the notion that the community college was the logical choice to provide a service to meet an expanding community phenomenon--people changing vocations throughout the life cycle.<sup>28</sup>

These developments helped to bring the true mission of the community junior college into focus. Gleazer expressed it:

One explanation for the move toward a merger of community and college is the simple fact that some educational planners are taking an honest look at the potential service area of the college and from there drawing clues for the college services and programs.<sup>29</sup>

What are some of the basic elements which constitute a community services program?

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<sup>27</sup> Clark Kerr, "Fates and Fortunes of the Community College," Community and Junior College Journal 46:1 (Aug./Sept. 1975):10.

<sup>28</sup> Ronald W. Hoenninger and Thomas M. Skovholt, "Recycling Careers: A Community Service Response," Community and Junior College Journal 43:8 (May 1973):22.

<sup>29</sup> Edmund J. Gleazer, Project Focus: A Forecast Study of Community Colleges (New York: McGraw-Hill Book Co., 1973), p. 214.

Research made by Leland L. Medsker, James W. Reynolds, and Ervin L. Harlacher were studied to analyze the common and unique elements of community services. Leland L. Medsker's study of 243 junior and community colleges indicated the performance of the following special community services:

<u>No. Reporting</u>	<u>Community Services Categories</u>
145	Widespread use of the college physical plant by community groups.
114	Assistance by college in safety and thrift campaigns, fund drives, and the like.
107	Organization of special events, such as workshops, institutes, forums for business, professional, or governmental groups either for the purpose of in-service training of employees or the general improvement of the group.
105	Promotion of cultural and recreational activities, such as the development of community musical groups, sponsoring of little theater groups.
83	Promotion by the college of community events in which public affairs are discussed.
66	Organization projects with other community agencies relating to the improvement of health conditions in the community.

- 65 Use of the college staff and students in making studies of the community (such as occupational surveys, sociological studies).
- 42 Organization of services using college staff or students, or films and lectures from outside, to further the conversation of natural resources.
- 42 Widespread use of college staff as speakers to community groups.
- 41 Research by college staff and students for business or professional groups in the community.
- 41 Organization of child-care programs for demonstration and instructional purposes.<sup>30</sup>

Reynolds placed community services into eleven categories:

1. Mutual Aid for Meeting College-Community Needs
2. Community-Experience Programs
3. Community Study and Research Problems
4. Public Affairs Education
5. Specialized Community Services
6. Community Development
7. Community Participation and Leadership Training

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<sup>30</sup>Leland Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Co., 1960), p. 79.

8. Use of Mass Media Communication
9. Public Relations Programs
10. Community Use of School Plant
11. Adult Education<sup>31</sup>

Having conducted a study of the community service activities of twelve community colleges, Reynolds identified 5,333 community service activities and classified these activities into seven areas as follows:

<u>Area</u>	<u>No. of Activities</u>
Use of Physical Resources	1,308
Formal Adult Classes	1,298
Use of Specialized Competence	1,282
Community Participation	940
Public Relations	260
Formal Studies and Research	165
Participation in Decision-Making	71 <sup>32</sup>

Harlacher, in an article published in the Junior College Journal, offered the following classifications:

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<sup>31</sup>James W. Reynolds, An Analysis of Community Services Programs of Junior Colleges (Washington, D.C.: U.S. Office of Education, 1960), pp. 140-60.

<sup>32</sup>Ibid.

1. Community use of college facilities
2. Cultural programs
3. Provision of student programs for community
4. Campus conferences and meetings
5. Public affairs lectures and forums
6. Public information
7. Speakers bureau
8. Educational workshops, seminars, lectures for business, industry, and professions
9. Special services for the community such as library, guidance, planetarium, museum, art gallery, and radio-television
10. Campus special events (commencement, founders' day, etc.)
11. Community recreation programs
12. Campus tours
13. Alumni association
14. Utilization of community resources in instruction
15. College box office
16. Community research and development
17. Adult education classes (non-graded) <sup>33</sup>

Beaudoin concluded from a survey study of fifty-three junior colleges in 1968 that the major functions of the community service programs were related to (1) educational offerings which were informal and of short duration, and (2) promotional work involving publicity, public relations, and publications. <sup>34</sup>

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<sup>33</sup>Ervin Harlacher, "California's Community Renaissance," Junior College Journal 34 (May 1964):18.

<sup>34</sup>Adrien P. Beaudoin, A Survey of the Community Service Function in Selected Junior Colleges (Washington, D.C.: Department of Health, Education, & Welfare, 1968), p. 6.

### The "New" Clientele

Perhaps the most important thrust of the community junior colleges during the 60s and 70s has been their service to "new" constituencies. Myran et al. identified one such group:

Community colleges, swept along by the social turbulence of the 1960's, began to respond to the needs of groups in the community previously ignored. This brought about an increased sensitivity to the needs of senior citizens and other community groups. Senior citizens are, then, one of the "new constituencies" of the community college.<sup>35</sup>

During the past five years, Snead State Junior College has sought to meet the needs of the senior citizens located in its district. Beginning in 1972, the college has received Federal monies to support activities for this group. The ACTION grant provided the impetus for the establishment of a senior citizens' center with a broad array of planned activities. The major emphasis of the program, however, is to provide the senior citizens an opportunity to volunteer their services.

Cross categorized the "new" clientele into four distinct groups as follows:

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<sup>35</sup> Gunder A. Myran et al., Senior Citizens Services in Community Colleges, Research and Report Series #5 (Washington, D.C.: National Council on Community Services, November 1971), p. 4.

The new clientele for higher education in the 1970's consists of everyone who wasn't there in the 1940's, 1950's, and 1960's. There are four distinctive but overlapping groups: (1) low academic achievers who are gaining entrance through open admissions; (2) adults and part-time learners who are gaining access through nontraditional alternatives; (3) ethnic minorities; and (4) women who are gaining admission through public conscience and Affirmative Action.<sup>36</sup>

Community Junior Colleges and the  
Community Education Concept

Community education programs, as perceived by Frank Manley (who is known as the "Father of Community Education"), and by C. S. Mott (who is known as the "founder"),<sup>37</sup> are considered to be a community service function of the community junior college. In addressing himself to this point, Myran noted that:

Community school and community service programs have developed historically along somewhat parallel lines, each maturing and refining its response to community needs and reshaping ways in which institutional talents and resources are utilized. For the schools, this has meant the expansion of how and when school buildings are used, and an increase in direct service to parent, family, and adult groups. For the community college, it has resulted in the emergence of a wide range of services from a new student majority: part-time adult students. Women, senior citizens,

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<sup>36</sup>K. Patricia Cross, "The New Learners," Change 5:1 (February 1973):32.

<sup>37</sup>"The M and M Tree," Community Education Journal 5:1 (January, February 1975):35.

workers, persons in institutions, and other adult groups have become important new clientele for both institutions.<sup>38</sup>

Myran continued by saying:

Although there are many good examples of creative joint planning and programming between community colleges and community schools, and between other educational agencies as well, there is usually lacking a consistent and visible format for coordination, sharing information, and conflict resolution.<sup>39</sup>

Another valid reason for cooperation between the community junior college and the community education group is the similarity of goals. In stressing this point, Edmund Gleazer, President of the American Association of Community and Junior Colleges, stated:

Community colleges and community schools have some goals in common. They are characterized by a similar spirit of outreach and service. The common goals and spirit can result in cooperation and coordination of efforts without a resultant wastage of resources and diminishing public understanding and support.<sup>40</sup>

In a recent announcement, Gleazer described the establishment of a Center for community education within American Association of Community and Junior Colleges

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<sup>38</sup> Gunder A. Myran, "Community College-Community School Cooperation," Community Education Journal 5:1 (January, February 1975):7.

<sup>39</sup> Ibid.

<sup>40</sup> Edmund J. Gleazer, "A Significant Linkage," Community Education Journal 5:1 (January, February 1975):5.

(AACJC) which is being funded by the Mott Foundation.

"Community education," Gleazer noted, "is a movement and philosophy that stresses the marshalling of all community resources to solve individual and societal problems."<sup>41</sup>

He continued by saying:

With its emphasis on community service and out-reach, the community college has already demonstrated its concern for the myriad educational needs of all citizens, Gleazer noted. It seems appropriate, therefore, for the national Association representing two-year colleges to be involved in a program of the dimension contemplated in the establishment of the Community Education Center.<sup>42</sup>

In viewing the role of community colleges in community education, Eugene DuBois argued that:

It would appear from the rather extensive literature of community development, coupled with that of the community-junior colleges, as well as the evolving literature on community education, that there should be a much greater cooperation between these two relatively similar institutions, namely the community-junior college and the community agency representing the community school.<sup>43</sup>

One of the most recent developments in the community education field was the passage of the Community

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<sup>41</sup>"AACJC Center for Community Education Funded by Mott Foundation," Community and Junior College Journal 46:4 (December/January 1976):39.

<sup>42</sup>Ibid.

<sup>43</sup>Eugene E. DuBois, "Community Education: A Realistic Role for the Community College," Community and Junior College Journal 45:7 (April 1975):8.

Schools Act (Education Amendments of 1974, Section 405, Public Law 93-380). Of the \$3,553,000 appropriated for Fiscal Year 1976, \$1,564,000 was available for grants to State education agencies, \$1,564,000 was available for grants to local education agencies, and \$425,000 was available for grants to institutions of higher education. This source of funding certainly should merit consideration by these agencies.<sup>44</sup>

Quoting from the Federal Register,

The purpose of the program carried out pursuant to this part is, through grants to State educational agencies, local agencies and institutions of higher education, to encourage and assist: (1) Public schools to involve the people of the community in programs designed to meet their educational, recreational, and cultural needs; (2) A more efficient use of public education facilities through extending the times during which and purposes for which school buildings and equipment are used; (3) Public schools, in cooperation with other community groups and resources, to establish community education programs as centers for educational, recreational, cultural and other related community activities and services in accordance with the needs, interests, and concerns of the community.<sup>45</sup>

The philosophy of community services is well developed and funding agencies are beginning to respond

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<sup>44</sup>Education Amendments of 1974, sec. 405, Pub. L. 93-380.

<sup>45</sup>Federal Register 40:240 (1 December 1975):57935.

to the demonstrated needs; nevertheless, the development of a model to guide the decision-makers in the process of conducting a community services program in a community setting is yet to be accomplished. In the Snead State Junior College Service area there are no well defined agencies competing or paralleling the community services now offered by the institution. A model can be developed without conflict outlining the total area of need.

Critical Requirements for Effective  
Programs of Community Services

Medsker and Tillery, addressing themselves to particular weaknesses in the community junior colleges in their book Sponsored Research of the Carnegie Commission on Higher Education, stated

The particular components of the comprehensive junior college program that are generally underdeveloped are career guidance, special help to the undereducated, and community service. Compared with other functions, these three lack full staff commitment, effective planning, and adequate resources.<sup>46</sup>

Norman Harris mentioned another constraint in his article "What Are Community College Presidents Thinking About?" by stating:

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<sup>46</sup>Leland Medsker and Dale Tillery, Sponsored Research of the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Co., 1975), p. 93.

At the very time when response to community needs has become the modus vivendi of two-year colleges, the constraints being placed on them by centralized state and federal control agencies threaten to vitiate the very idea of the community college.<sup>47</sup>

Harlacher, in a nationwide survey of ninety-nine community colleges that claimed community services as a major function, developed a check list of critical requirements for effective programs of community services. He developed the list from identified behaviors that contributed to or interfered with the success of established programs of community services. These requirements fell into three broad areas of administrative concern: securing community-college support for the program, determining the nature and scope of the program, and organizing and administering the program.

The effective administration and supervision of the program of community service, according to Harlacher, included:

- I. Securing Community-College Support
  - A. Involve community in planning and development  
Utilize personnel for appropriate community groups in planning and promotion of program  
Engage community advisory committees in planning of program

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<sup>47</sup> Norman C. Harris, "What Are Community College Presidents Thinking About?," Innovator 6:9 (10 March 1975:4.

- Obtain cosponsorship of services and activities by local groups
- Actively involve a large number of community people and groups in program
- Secure active participation and support of community leaders
- Organize community advisory council as means of identifying community needs and interests
- Develop and maintain co-operative, friendly relationships with community groups
- Arrange for community cultural groups to affiliate with college
- B. Maintain effective internal and external communication
  - Establish regular information service to keep citizens of college district community informed on college matters
  - Provide adequate time to plan publicity campaigns
  - Use wide variety of media to communicate with public and reach all segments of college district community
  - Direct publicity and publications toward specific publics in community
  - Utilize extensive direct-mail publicity
  - Arrange for direct coverage of college events by area press
  - Develop and maintain personal relationship with area press
  - Prepare brochures regarding activities and services and distribute throughout community
  - Issue personal invitations to community leaders to attend events
  - Keep public fully informed of services available from college
  - Establish citizens' committees as an aid in presenting programs to community
  - Clarify channels of communication between community services office and other college departments involved in providing services
- C. Involve faculty and students in planning and development
  - Encourage active participation of faculty and students in program
  - Organize student-faculty planning committee

- Provide opportunity for faculty to help plan program informally and through study and advisory committees
- D. Co-ordinate services with other community groups
  - Co-ordinate program with other community and regional groups to avoid unnecessary duplication of services
  - Maintain close liaison with public school personnel of college district
  - Encourage community-wide co-ordination of cultural and recreational activities
- E. Encourage college staff to participate in community affairs
  - Encourage college personnel to participate in community activities
  - Make college personnel available to community as consultants
  - Provide leadership in organizing needed community groups and solving community problems
- F. Orient faculty and staff to community services function
  - Interpret community service function to college faculty and staff on continuous basis
- II. Determining Nature and Scope of Program
  - A. Provide effective planning and research
    - Insure long-range planning of program
    - Plan carefully all details of each individual service or activity
    - Begin planning of individual services and activities at early date
    - Consider carefully timing of services or activities
    - Encourage staff experimentation and innovation in developing program
    - Invite community groups to utilize college facilities and resources
    - Preplan advisory committee meetings carefully
    - Obtain evaluation of services and activities from participants
    - Conduct appropriate research studies, including survey and polls
  - B. Establish high standards for public performance
    - Select known, quality artists and lecturers

- Determine and adhere to standards for public performance
- C. Tailor services to specific needs and interests
  - Tailor program and individual services to meet needs and interests of specific groups in direct community
- D. Define program purposes and objectives
  - Determine objectives and philosophy of program and individual services
  - Emphasize educational aspects of program
  - Present diversified and balanced program
  - Define specific functions of citizens' advisory committees
- E. Identify community needs and interests
  - Make community survey to determine specific needs and interests of district community
  - Base each decision to provide a service or activity on analysis of community needs and interests
  - Hold conferences and informal discussions with community people for purposes of determining community needs and interests
  - Encourage community-at-large to express its desires and needs for specific services
- III. Organizing and Administering Program
  - A. Provide effective administration and supervision
    - Establish community services division as major administrative area
    - Obtain full-time community services administrator to provide leadership and assume over-all responsibility for program
    - Provide adequate staff to organize and implement program
    - Select enthusiastic, well-qualified staff supervisors for program
    - Employ qualified public information officer
    - Provide supervisors with sufficient time and authority to plan and co-ordinate activities
    - Assure staff supervisors of freedom and authority to develop their activities
    - Obtain adequate clerical assistance

Select membership of citizens' advisory committees carefully on basis of purposes of committee  
 Provide expert staff help for citizens' advisory committees  
 Provide over-all co-ordination of events cosponsored by community groups<sup>48</sup>

Organizing, Staffing, and Financing  
Community Services

Administrative Organization  
of Community Services

Gunder Myran, reporting on a study conducted in community junior colleges around the United States, indicated that a variety of administrative organizational structures appeared to change frequently. He offered these three illustrative administrative organizational structures (Figures 1, 2, and 3).

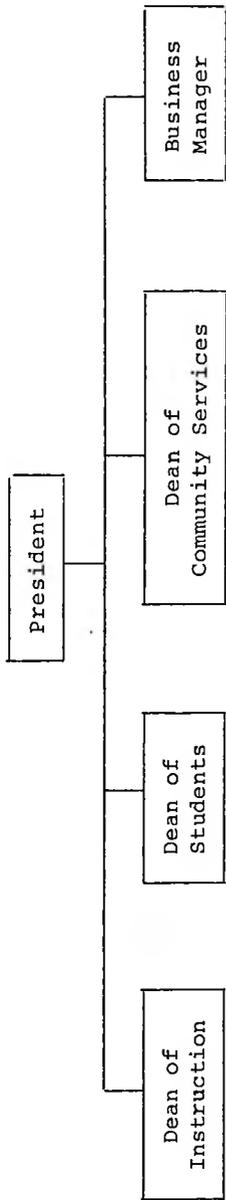
Staffing

Walter J. Fightmaster stated "once established, the community services programs should have a full-time

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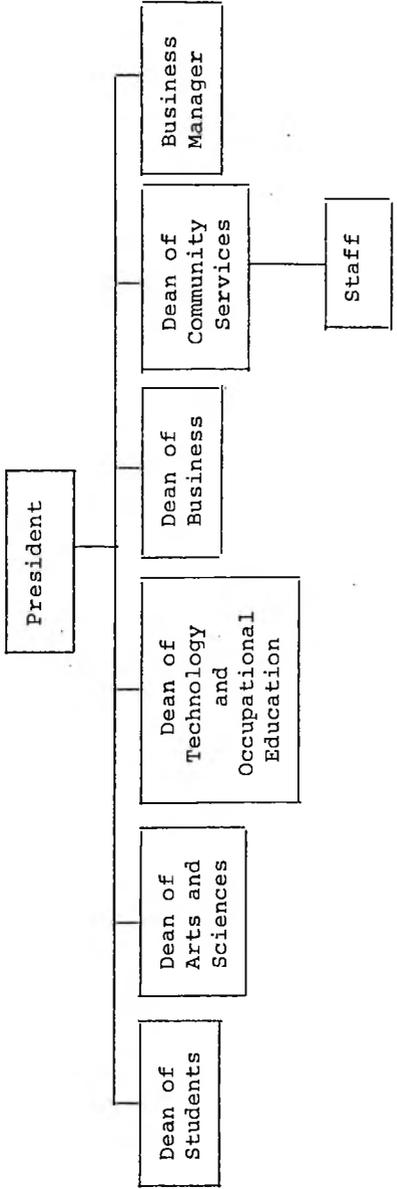
<sup>48</sup>Ervin L. Harlacher, Effective Junior College Programs of Community Services: Rationale, Guidelines, Practices, Junior College Leadership Program, Occasional Report No. 10 (Los Angeles: University of California, 1967), pp. 72-76.

Fig. 1. Basic Administrative Organizational Structure



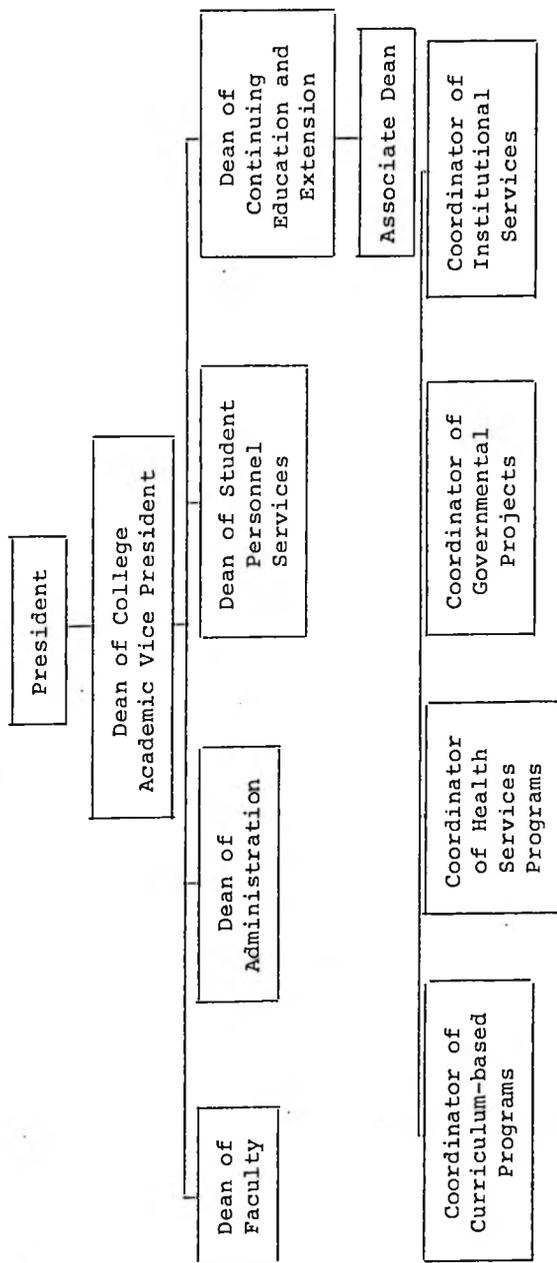
SOURCE: Gunder Myran, Community Services in the Community College (Washington, D.C.: American Association of Community and Junior Colleges, 1974, p. 6.

Fig. 2. Suggested Administrative Organizational Structure for Community Junior College



SOURCE: Gunder Myran, Community Services in the Community College (Washington, D.C.: American Association of Community and Junior Colleges, 1974), p. 6.

Fig. 3. Administrative Organizational Structure for Institutions With Extensive Program Offerings



SOURCE: Gunder Myran, Community Services in the Community College (Washington, D.C.: American Association of Community and Junior Colleges, 1974), p. 6.

administrator equal in position to that of the Dean of Instruction or Dean of Student Personnel."<sup>49</sup>

The responsibilities of community services directors vary, as does their placement in the administrative organizational structure. Myran indicated these as the most common responsibilities of community service directors.

1. Administering the programming of courses and other community services.
2. Employment and supervision of staff and instructors.
3. Directing a program of public relations and publicity.
4. Formulating, proposing, and administering an annual budget.
5. Developing advisory committees.
6. Formulating an annual program report, and keeping the necessary records to make this possible.<sup>50</sup>

Harlacher reported that, while there was not universal agreement on the job description, community college leaders emphasized that the most effective administrator of these community service programs was one who possessed:

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<sup>49</sup> Walter J. Fightmaster, "Administration and Operation of Community Services Programs," Community Relations and Services in the Junior Colleges (Washington, D.C.: American Association of Junior Colleges, 1969), Monograph 4, p. 53.

<sup>50</sup> Gunder A. Myran, Community Services in the Community College (Washington, D.C.: American Association of Community & Junior Colleges, 1969), pp. 30-31.

1. Sufficient educational background to be able to work with the college staff in a major administrative position, including course work in the community college.
2. Professional experience in community service, community development, community action, community relations, university extension, and/or adult education programs.
3. Ability to work with other leaders of all types.
4. Knowledge of the college community or of the various communities within the district or service area.<sup>51</sup>

### Financing

Wattenbarger and Cage described three models which have been used for financing public community junior colleges as:

(1) the state-local model, (2) the state model, and (3) the local model. While there have been perceptible changes in support patterns for community colleges in the various states in recent years, the model for state-local support and the model for state support have become the generally used models, with the local-support model seldom, if ever, used. Recent emphasis is being placed upon a need to increase federal support. Yet if such increase should develop, a considerable re-examination of the models would be necessary, for the existing conditions would no longer hold true.<sup>52</sup>

Harlacher reported, in The Community Dimension of

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<sup>51</sup>Harlacher, Community Dimension, p. 50.

<sup>52</sup>James L. Wattenbarger and Bob N. Cage, "Financing Public Community Junior Colleges," Junior College Journal 40 (October 1971):16.

the Community College, the unique financing pattern of community services in California.

California, uniquely among the fifty states, in addition to state support for adult education classes, permits a local district maintaining a community college to increase its maximum tax rate by five cents per \$100 of assessed valuation for community services purposes; this is done simply by a majority vote of the local board of trustees.<sup>53</sup>

Harlacher reported during the course of his survey, "Little state aid for community services was seen throughout the country, and there was little evidence to suggest that this situation would change much in the immediate future."<sup>54</sup>

In discussing the community colleges' dilemma to provide diversity of program offerings to meet local needs, Arney stated:

As long as community colleges keep a finger on the pulse of the community and present course offerings based on perceived needs, they can be expected to thrive and grow. Needed offerings must not be restricted due to limitations of state financial assistance given only to course offerings which carry college transfer credit. To do otherwise is not consistent with the overall objectives of the community college. If the college is to offer the service of taking each individual as he is and assisting him in his efforts to better himself

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<sup>53</sup> Harlacher, Community Dimension, p. 66.

<sup>54</sup> Ibid., p. 64.

educationally, it should not be forced to offer only courses which are eligible for college credit. This type of action from the state level is often made to protect state funds, but such action can keep a much needed community college program from being planned and implemented.<sup>55</sup>

Obtaining sufficient funding for community services programs is a tremendous problem for most community college administrators. According to E. T. Vines, "The success of the program seems to be determined largely by the viewpoints of the administrators and their ability to organize available resources."<sup>56</sup>

Harlacher reported the inclusion of the community services function in federal programs for community development and human resource training and retraining had made some federal funds available, but most districts are yet to benefit from this kind of financing.<sup>57</sup>

According to Edmund J. Gleazer:

Not much money has been available from federal government sources for program support; however, the amount

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<sup>55</sup> Lawrence H. Arney, State Patterns of Financial Support for Community Colleges (Gainesville, Fla.: Institute of Higher Education, University of Florida, February 1970), p. 4.

<sup>56</sup> Eugene T. Vines, "Community Service Programs in Selected Public Junior Colleges" (Ed.D. dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1960), p. 425.

<sup>57</sup> Harlacher, Community Dimension, p. 64.

is increasing. The Higher Education Act of 1965 authorized funds for library materials. As much as 22 percent of appropriations was set aside for public and private two-year colleges under the Developing Colleges Program. In 1966, fifty-two junior and community colleges participated in the Community Services Program in the same act.<sup>58</sup>

Gleazer proposed the "trend toward greater state and federal assistance will continue in financing programs for the community colleges."<sup>59</sup> Harlacher suggested the more permanent solution to adequate financing of community service programs would be to include the major functions of community services among all institutions that claim to be community colleges.<sup>60</sup> This would provide community services with priority regarding staff, funds, and status.

#### Future Trends

The development of community services as a major function of the community junior college has experienced rapid growth over the last decade. New developments which are evolving include the formation of foundations,

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<sup>58</sup> Edmund J. Gleazer, Jr., This is the Community College (Boston: Houghton-Mifflin Co., 1968), pp. 32-33.

<sup>59</sup> Ibid., p. 34.

<sup>60</sup> Harlacher, Community Dimension, p. 67.

futuristic planning, community leadership development, flexible facility planning, and model building.

In an article titled, "Community College Foundation," Woodbury encouraged the formation of foundations in the community junior colleges:

The primary purpose of establishing a community college foundation is to provide an effective vehicle for local solicitation of funds to help support programs and facilities at the college not being adequately funded elsewhere.<sup>61</sup>

Woodbury continued to develop the rationale for foundations when he said:

Some of the reasons for which a foundation exists include endowing faculty chairs and lectureships, providing student loans and grants-in-aid, faculty fellowships, capital facilities and equipment, funds for educational programs and community service projects, and may include the operation of certain college facilities or the acquisition of property for college use.<sup>62</sup>

Regarding futuristic planning, George Thomas, in "Futuristics and Community College Planning," discussed the student and his future learning experiences:

There are some specific models for curriculum revision which may be used in creating futuristic parameters in two-year college education. One

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<sup>61</sup>Kenneth B. Woodbury, Jr., "Community College Foundation," Community and Junior College Journal 43:4 (December-January 1973):16.

<sup>62</sup>Ibid.

exciting way is to become more involved in learning experiences outside the classroom. A broadening of our frame of comprehension rather than specialization will stimulate expectations of future changes and options open to individuals, corporate bodies, and societies in general.<sup>63</sup>

Speaking at the 1974 AACJC convention, Alan Pifer, President of Carnegie Corporation, stated that, "Community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership."<sup>64</sup>

Pifer elaborated:

Some community colleges are already taking giant steps along the road to becoming true community service institutions. It is my view, however, that all, or certainly most of these institutions will have to move much farther and much faster in this direction if the community action which must be the basis if a true societal reconstruction is ever to take place. Other institutions will have a part to play, of course, but I see the community college as the essential leadership agency.<sup>65</sup>

In addressing himself to this opportunity, Jack Fuller wrote that: "Developing the leadership potential

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<sup>63</sup>George Thomas, "Futuristics and Community College Planning," Community and Junior College Journal 45:3 (November 1974):9.

<sup>64</sup>Alan Pifer, "Community College and Community Leadership," Community and Junior College Journal 44:8 (May 1974):23.

<sup>65</sup>Ibid.

of a given community into a viable and effective action force is an oft-slighted and sorely needed goal of continuing education."<sup>66</sup>

In the future of community junior colleges more flexible physical facilities will become a reality. Thomas Corcoran approached this situation in the following manner:

Community colleges should include flexible residential facilities on the model of the student hostel. Such facilities would provide low-cost or free housing on a short-term basis so students could spend a night, a weekend, or even longer at the college. The hostel could be used for intensive programs organized by the college and by individual students seeking a quiet place to work. Such facilities would increase the colleges' educational flexibility and obviously would be useful for a variety of community purposes such as retreats, conferences, or emergency housing.<sup>67</sup>

#### Community-Based and Performance-Oriented Concept

One of the major trends in the community junior college is the community-based and performance-oriented concept. Edmund Gleazer, Jr., President of AACJC, stated

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<sup>66</sup> Jack W. Fuller, "Catalyst for Developing Community Leadership," Community and Junior College Journal 45:7 (April 1975):14.

<sup>67</sup> Thomas B. Corcoran, "The Coming Slums of Higher Education," Change 4:7 (September 1972):35.

on several occasions that this concept is a major thrust of AACJC activities through 1980. Benjamin Wygal defined the community-based and performance-oriented concept as follows:

Without giving a formal definition per se, in its truest sense community-based, performance-oriented education is basically the institution joining hands with the community to determine the nature of educational needs. The next obvious step is for the institution to provide opportunities for individuals to have educational needs met with the fewest possible barriers. And as Edmund Gleazer and others have intimated, community-based education is an instrument for the institution to use in helping people meet their goals and achieve their aspirations.<sup>68</sup>

Louis Bender expanded further on the subject:

Inherent in the concept is the sense of ownership by the community and thus the pride and expectation that the institution is an instrument for satisfying goals and aspirations. Rather than prescriptive response to institutionally perceived community needs, the institution reverses the procedure by designing its offerings through a process of involvement. The challenge and opportunity, therefore, confronting a community-based community college is to bring a sense of cause or purpose to individuals and groups within the community.<sup>69</sup>

Ervin Harlacher, responding to a question regarding this new concept, stated:

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<sup>68</sup> Benjamin R. Wygal, "Will the Economy Crunch the Community-Based Movement?," Community and Junior College Journal 46:3 (November 1975):12.

<sup>69</sup> Louis W. Bender, "The Volunteer: Key to Community-Based Education," Community and Junior College Journal 45:9 (June/July 1975):15.

I would contrast "community-based" with "college based" and say that it would appear to me that AACJC has adopted the community service orientation of the community college, or the community dimension. For too long a period our institutions have really been institution-based or even faculty-based. I think what we are saying now is that we're going to relate directly to the community, and our programming will be determined on the basis of community needs. It is very definitely an outward orientation as opposed to an inward orientation. "Performance-oriented" means to me that we are totally flexible. We try to individualize our programs and start the student where he is and allow him to proceed at his own pace.<sup>70</sup>

One of the major constraints to be considered by the community junior colleges in their efforts to truly become community-based and performance-oriented is that of financing. In reference to the Florida community and junior college system, Wygal wrote that

Stand-still budgets for another year and the jaundiced eyes with which some legislators look at community service courses and activities may be intimidating to community and junior colleges participating in community-based, performance-oriented education.<sup>71</sup>

In an article written about the oldest public junior college in the nation, Joliet Junior College, Slocum said:

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<sup>70</sup> Ervin Harlacher, "What Does It Mean to Be Community-Based?," Community and Junior College Journal 45:1 (August/September 1974):13.

<sup>71</sup> Wygal, "Will the Economy Crunch the Community-Based Movement?," p. 12.

To legislatures, accrediting groups, and even the public, college responsiveness is usually gauged in terms of headcounts, full-time equivalents, part-time enrollments, credit hours, numbers of degree recipients must go far beyond these traditional measurements if it is to assess its service to people.<sup>72</sup>

Being one of the early developers of the community services idea and being one of its leading spokesman and practitioners, Harlacher, in response to the question of how he felt the phrase "community-based" related to the concept of community service, responded:

First of all let me say I like the concept of our colleges being community-based. I wish I'd thought of it or had coined it. I think the community-based college is the end product of what I envisioned in speaking of the "community dimension" and of "community services." When I first started working in the community services field, such services were pretty much extracurricular activities, peripheral activities. We have been trying to move them more into the mainstream of activity. As I began advocating the thesis of a community college as a community renewal college, I was indicating that all of our programs ought to be oriented toward community service. The basic concept or ingredient is human renewal. I see "community-based" and "community services" as being somewhat the same thing. The concept of being community-based is probably the desired outcome. Community services are activities that move the college toward that desired outcome.<sup>73</sup>

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<sup>72</sup>Doris Slocum, "What Do We Really Do for Our Community?," Community and Junior College Journal 45:4 (August/September 1974):42.

<sup>73</sup>Harlacher, "What Does It Mean to Be Community-Based?," p. 14.

In summation, Gleazer expressed:

This is the way the world looks to me. Educational institutions that are truly community-based and person-centered have remarkable, even exciting, opportunities before them. For such institutions, the current vernacular fad of steady state retrenchment, dwindling, limited resources will not apply.<sup>74</sup>

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<sup>74</sup>Edmund J. Gleazer, Jr., "AACJC Approach," Community and Junior College Journal 44:8 (May 1974):4.

## CHAPTER III

### RESEARCH DESIGN

#### Introduction

In the absence of a prototype of community service models, it became necessary to seek primary sources for clues to the description of a model. This was accomplished through review of the literature, through structural interviews, and by soliciting answers from respondents to questionnaires and letters. Personal experiences in an internship and in the field likewise have furnished clues to the structure of the model.

#### Review of Literature

The extensive review of the literature failed to produce a model or series of models which addressed themselves to the administration of a community service program in a community junior college. While a great deal has been written about community services generally, little, if any, formal structuring of the process from institutional goals to the actual implementation of

programs has been accomplished. A prolific amount of literature has been written about the needs assessment concept, but only in isolated instances has a formalized assessment been conducted in educational institutions.

The review of literature produced extensive writings relative to finance and resource allocation. However, in no case was a model presented to assist decision-makers in this vital area.

Literature regarding the need for an institution to maintain close linkage with the community was abundant. The concept of community junior colleges being both "community-based" and "performance-oriented" has been popularized within recent years. However, a need exists for a structured guide in translating these concepts into realities.

#### Interviews

In an effort to secure a clearer direction for this study, interviews were conducted with two leading authorities in the field of community junior colleges and their function. Appendix B contains both the interview questions and the responses. B. Lamar Johnson, Professor of Higher Education at UCLA, and Gunder Myran, President

of the National Council on Community Services and Continuing Education, were both interviewed in Seattle, Washington at the meeting of American Association of Community and Junior Colleges in March 1975.

The structure of the interviews was an adaptation of a question and answer series which had been developed by Gunder Myran and Max Raines at Michigan State University, East Lansing, Michigan. The major objective in these interviews was to determine if the development of conceptual models for the purposes outlined was desirable. Both men strongly endorsed the concept, stating that such a tool could be utilized by a high percentage of educational institutions.

Myran stated that alternative models for funding, governance, and service at both the state and local levels was needed. He further noted that such a model should be close to the "grass-roots" and that it should be used by administrators, faculty, and community members to develop priorities.

Johnson emphasized the need for the model to be understood clearly and he encouraged "intellectual thievery" in the process of borrowing ideas which are already known and developed.

### Respondents

The respondents in this research were the twenty public community junior colleges in Alabama. This number represents 100% of the sample population. The selection of those institutions was based on the fact that they most nearly represented the institution for which the model was being designed. Another factor was accessibility to all these colleges either by telephone or by personal contact.

A letter of endorsement (Appendix H) by the Alabama State Superintendent of Education, Wayne Teague, preceded the questionnaire by approximately one week. The letter to each community junior college president encouraged the cooperation of each institution to comply with the request.

The questionnaire was accompanied by a memorandum of introduction and by an instructions sheet. Also, a self-addressed, stamped envelope was included.

Within a two-week period of time, every institution responded by returning a completed questionnaire. In a limited number of cases, a few telephone calls were necessary to clarify with the respondents the intended meaning of their replies.

Each institution was given assurance that the replies given would be treated confidentially.

Internship at Michigan State  
University

In 1971, the writer began a career in community services in which an opportunity was presented to participate in an internship at Michigan State University. The Community Services Leadership Training Program was sponsored by the W. K. Kellogg Foundation.

This program involved twenty-eight new administrators of community service programs throughout the United States. Each of the participants was involved in a two-week workshop designed to acquaint him with the theoretical aspects of community services. At a later date, a highly structured four-week period was spent in the field visiting several community junior colleges in Michigan, observing various local and state agencies, and participating in several programs.

This internship experience gave the writer a firsthand opportunity to grasp the meaning of community services and to learn the process of linking a resource and a need in a community.

While this total experience was valuable in many ways, it also pointed vividly to the necessity for a more structured design for administering such programs. The early thoughts regarding a conceptual model for this purpose emerged from the Michigan State internship.

#### Development of a Model

It was anticipated that a Community Service Administrative model could be constructed from clues gathered through research and measured against experiences encountered. Such a model should respond to needs, should provide structure for administration of program, and should mandate feedback and evaluation. Drafts of the model were viewed by practitioners in the field and criticized for effectiveness. In the final draft, the conceptual model was adapted for use at Snead State Junior College.

## CHAPTER IV

### ANALYSIS OF DATA AND DEVELOPMENT OF MODEL

#### Introduction

Since the state supported two-year colleges are relatively new in Alabama, it may be assumed that the community services component is still in the developing stages.

For this study, a questionnaire was sent to twenty Alabama two-year colleges. The questions were designed to get a detailed description of the operation of the community service programs on each campus. From the data received, some extrapolations are presented to disclose the current state of development of this phase of education in the state community and junior colleges.

#### Personnel Needs in Administering a Community Services Division

In this study of the twenty community junior colleges in Alabama, eight different categories of administrative personnel were listed as those being

directly responsible for programs of community service. They were: (1) Director of Continuing Education, (2) Director of Extended Day Programs, (3) Director, Special Activities, (4) Community Relations Director, (5) Director of Community Services, (6) Academic Dean, (7) Director of Community Services/Continuing Education, and (8) Director of Evening Division. With eighteen of the twenty respondents reporting a title which included either "community services" or "continuing education," this would suggest at least a tacit commitment on the part of the institutions to the community service function.

The level of institutional commitment to the community service function was also indicated by the number of other responsibilities assigned to the individual responsible for the community service program. Only two of the twenty respondents indicated responsibility for community services only. The other eighteen respondents reported an average of 2.75 major responsibilities in addition to the community service responsibility. The respondents listed the following additional duties:

(1) Evening School, (2) Extension Centers, (3) Financial Aid Officer, (4) Teaching, (5) Intramurals, (6) Cooperative Education, (7) Federal Proposal Writing, (8) Assistant

Dean of Instruction, (9) Publicity, (10) Director, Federal Programs, (11) Head, Real Estate Department, and (12) Athletic Director. Responses of this type may indicate a lack of clearly defined job descriptions. However, in some cases, the small size of the institutions and staff may account for the wide variety of responsibilities.

One of the keys to establishing and maintaining a successful community service program is the selection of a qualified individual to direct the activities. While there was a lack of agreement regarding the qualifications of a director or dean of community services, some clear patterns emerged from this research.

Summarized in Table 1 are the degree categories listed by the respondents. It is interesting to note that the highest percentage of majors listed by the persons with community service responsibilities came from the teaching field rather than from the administration field. Individuals from the teaching field constituted 45 percent while administration majors comprise 25 percent. Business majors accounted for 20 percent and the category labeled "other" included degrees in Public Relations and Real Estate.

TABLE 1

SUMMARY OF DEGREE CATEGORIES LISTED BY RESPONDENTS  
WHOSE CHIEF RESPONSIBILITY IS COMMUNITY  
SERVICES

Degree Field	Number	Percent
Administration	5	25
Education (Teaching)	9	45
Business	4	20
Other	2	10
Total	20	100

Seventeen (85 percent) of the administrators in charge of community service programs have five or fewer years tenure. This high percentage is clearly indicative of the newness of the community service function in the public junior college system in Alabama. The average tenure of the community service directors is 3.35 years.

The ages of the directors of community service programs are primarily grouped in the 35- to 45-year range. Thirteen of the twenty respondents fall in this category. Three respondents are in their 50s and 60s, while four are in their 20s. The average age is 39 years.

In considering the administrative official to whom the director of community services reports, in 50 percent of the cases he or she reports to the academic dean. Referring to Table 2, five directors (25 percent) report directly to the president while one each (5 percent) reports to either a vice president or the dean of students. In three cases (15 percent), the directors report to someone other than those previously listed.

TABLE 2

SUMMARY SHOWING ADMINISTRATIVE STAFF PERSON TO WHOM  
THE DIRECTOR OF COMMUNITY SERVICES REPORTS

Administrative Officer	Number	Percent
President	5	25
Vice President	1	5
Dean of Instruction	10	50
Dean of Students	1	5
Other	3	15
Total	20	100

One significant finding regarding the respondents was that they are very active in professional organizations.

The data revealed that the administrators with a major responsibility for community service programs were, on an average, active in five professional organizations.

A summary of sources from which community service program staff is drawn appears in Table 3. The largest percentage (33 percent) of staff is drawn from the community junior colleges themselves while a significant percentage (24 percent) is taken from industry and business. The latter would indicate a recognition of the value of involvement and linkage with the local community. This fact also constitutes an effort on the part of the institution to become "community-based." It is also highly significant that program staff members are drawn from senior citizens, other higher education institutions, and from secondary schools. In the category labeled "other" 25 percent of community service personnel includes local professionals such as agricultural and home extension agents, instructors in short courses, and arts and crafts.

Institutional Policies Relative to  
the Community Service Function

A prerequisite for the development of a viable community service division is institutional goal-setting

TABLE 3

SUMMARY OF SOURCES FROM WHICH COMMUNITY SERVICE  
PROGRAM STAFF ARE DRAWN

Source Category	Percent
Community Junior College	33
Other Higher Education	3
High School Faculty	12
Industry and Business	24
Senior Citizens	3
Other	25

statements. Gleaned from this research is the fact that all twenty (100 percent) of the respondents indicated that their institution has such statements identified. This being the case and assuming that community services is a part of those statements, the possibility of having a successful program is greatly enhanced.

Thirteen of the twenty respondents stated that written policies which serve to guide the community service program have been developed. This is an encouraging fact.

The one area which appears to be lacking most is needs assessment. Eight (40 percent) of the institutions have conducted a formal needs assessment during the years 1973 to 1976 while twelve (60 percent) have not conducted a needs assessment. It has been indicated that with the present staff and with the historically low level of financial support, known needs cannot be totally met.

One of the bright spots in this research is that fifteen (75 percent) of the twenty institutions have at least established a department or division of community services. However, only eight (40 percent) of the respondents reported a separate budget for this department. Of those reporting a separate budget, the average amount budgeted was \$39,665. The data in Table 4 exhibit a concept of the range of budgets. If an institution reported that its community services program was self-supporting, that institution was placed arbitrarily in the first category in the table.

One philosophy which must be guarded against is that community services must be self-supporting. The community service function must receive equitable funding with other areas of the community junior college if it is to achieve the mission goals of the institution and if it

TABLE 4  
SUMMARY OF FUNDS ALLOCATED FOR COMMUNITY  
SERVICE PROGRAMS

Amounts	Number	Percent
0 - \$14,999	10	50
\$15,000 - \$24,999	2	10
\$25,000 - \$34,999	2	10
\$35,000 - \$44,999	2	10
\$45,000 - up	4	20
Total	20	100

is to have a significant impact on the community which it was created to serve.

Table 5 contains a summary of funding sources for community service programs. These data reveal that state funds account for 49 percent of the financial support of community service programs. Tuition and fees constitute 43 percent, Federal funds make up only 6 percent with foundation grants, community agencies, and other sources making up the remaining 2 percent.

Among the educational rhetoric of the last two years, the phrases "community-based" and

TABLE 5

SUMMARY OF FUNDING SOURCES FOR COMMUNITY  
SERVICE PROGRAMS

Source Category	Percent of Total Funds
State Funds	49
Federal Funds	6
Tuition and Fees	43
Foundation Grants	1
Community Agencies	1
Other	0
Total	100

"performance-oriented" have emerged. To most practitioners in the field this simply means that an institution is focused on meeting the needs in the community where those needs have been developed jointly. It means the total institution is sensitive to human needs and is making a serious effort to secure and apply adequate resources to meet those needs. From the questionnaire, eighteen of the twenty respondents felt that their institutions were truly community-based and seventeen of the twenty respondents indicated that their institutions

were performance-oriented. One glaring contradiction, however, is the fact that only one-half of the institutions have citizen advisory committees, and, of the ten who do have such committees, the frequency of meetings is limited.

Community Service Program Promotion  
and Evaluation

Community service programs originate from a wide source of community groups and individuals. It is essential that an atmosphere be created and nurtured by the community service staff which will invite participation on the part of individuals in the community. When this input is received, action must be generated to provide the requested service. According to the data received in this research project and reported in Table 6, 95 percent of the institutions received program suggestions from citizens at large, students, and faculty. Eighteen of twenty, or 90 percent, received suggestions from business and community organizations while 80 percent received industry input. Administration personnel provided 75 percent and politicians a mere 15 percent. Overall, the findings reported in this table lend great support to the community-based concept.

TABLE 6

SUMMARY OF SOURCES FROM WHICH COMMUNITY SERVICE  
PROGRAMS ARE SUGGESTED

Source Category	Number	Percent
Community Organizations	18	90
Faculty	19	95
Students	19	95
Citizens At Large	19	95
Business	18	90
Industry	16	80
Administration	15	75
Politicians	3	15

Reported in Table 7 is a summary of community organizations which actively cooperate with the community service staff. The most active participation is with the business community with a 90 percent rating. Following a very sharp drop, civic organizations participate in 60 percent of the institutions, with educational and governmental cooperating at a 50 percent level. Programs are jointly sponsored by institutions and by local unions in three of the twenty colleges.

TABLE 7  
SUMMARY OF COOPERATING COMMUNITY ORGANIZATIONS

Source Category	Number	Percent
Business	18	90
Civic	12	60
Educational	10	50
Religious	8	40
Governmental	10	50
Unions	3	15

The results reported in Table 8 are very similar to the data gathered in Table 7 with the business group being most active.

All twenty responding institutions reported the utilization of local newspapers in the promotion of programs. As indicated in Table 9, the institutions generally use four or more media sources. While the newspaper, radio, and telephone are the most popular, television appears to be on the increase and is the media with the greatest amount of potential.

While the promotion of programs is necessary for their success, the evaluation process is essential for

TABLE 8

SUMMARY OF COMMUNITY ORGANIZATIONS OR INSTITUTIONS  
WHICH COOPERATE BY INITIATING COMMUNITY  
SERVICE PROGRAMS

Source Category	Number	Percent
Business	15	75
Civic	13	65
Educational	12	60
Religious	8	40
Governmental	7	35
Unions	3	15

TABLE 9

SUMMARY OF MEDIA USED IN PROMOTING COMMUNITY  
SERVICE PROGRAMS

Medium	Number	Percent
Newspaper	20	100
Direct Mail	12	60
Radio	17	85
Flyers	10	50
Television	7	35
Telephone	13	65

their continued development. This research bears out the fact that 75 percent of the community junior colleges in Alabama use some type of evaluation technique. This process ranges from a sophisticated evaluation tool to an informal verbal gathering of information.

Among the prime considerations in a community service program are factors which tend to limit its effectiveness. Reported in Table 10 is a listing of such factors with the frequency that each was listed by the respondents. As expected, the limiting factor most frequently mentioned was a lack of funds. Otherwise, the limiting factors were rather evenly distributed.

#### Survey of Community Service Program Areas

In considering a model for a community service division, program development is a major component. The questionnaire used in this study contained several questions regarding community service program areas, and it resulted in producing useful data.

Table 11 contains a summary of the total program areas reported by the twenty public community junior colleges in Alabama. While the list was not all inclusive, 70 percent of the respondents reported having between

eleven and thirty major programs. Four institutions reported more than thirty program areas.

TABLE 10  
SUMMARY OF FACTORS WHICH LIMIT EFFECTIVE COMMUNITY  
SERVICE PROGRAMS

Source Category	Number	Percent
Budget	10	50
Lack of Trained Personnel	4	20
Lack of Institutional Commitment	5	25
Lack of Facilities	3	15
Apathy	2	10
Other	4	20

TABLE 11  
SUMMARY OF THE TOTAL PROGRAM AREAS REPORTED BY THE  
TWENTY PUBLIC COMMUNITY JUNIOR COLLEGES  
IN ALABAMA

Total Number of Program Areas	Number	Percent
0 - 5	1	5
6 - 10	3	15
11 - 15	4	20
16 - 20	3	15
21 - 25	5	25
26 - 30	2	10
31 - 35	2	10
Total	20	100

From the data provided, 95 percent of the institutions are cooperating with other community agencies who are sponsoring programs. Table 12 shows the frequency to be generally low but in a limited number of cases, three, the frequency of cooperation ranges from eleven to twenty.

TABLE 12

A SUMMARY OF PROGRAMS WITH SPONSORSHIP BY AGENCIES  
OTHER THAN THE RESPONDING INSTITUTIONS

Number of Programs Sponsored by Other Agencies	Number	Percent
0 - 5	14	70
6 - 10	3	15
11 - 15	2	10
16 - 20	1	5
Total	20	100

An average of 81 percent of the programs reported are conducted "on-campus," while 43 percent are conducted "off-campus." The latter percentage is very significant. The complete data are reported in Tables 13 and 14.

TABLE 13

SUMMARY OF ON-CAMPUS PROGRAMS SPONSORED BY THE  
 TWENTY PUBLIC COMMUNITY JUNIOR COLLEGES  
 IN ALABAMA

Number of On-Campus Programs	Number	Percent
0 - 10	4	20
11 - 20	10	50
21 - 30	4	20
31 - 40	2	10
Total	20	100

TABLE 14

SUMMARY OF OFF-CAMPUS PROGRAMS SPONSORED BY THE  
 TWENTY PUBLIC COMMUNITY JUNIOR COLLEGES  
 IN ALABAMA

Number of Off-Campus Programs	Number	Percent
0 - 5	8	40
6 - 10	6	30
11 - 15	3	15
16 - 20	3	15
Total	20	100

Figure 4 provides a complete summary of programs offered by the twenty community junior colleges in Alabama. In a limited number of cases, the institutions provided additional program listings which were added to this list.

#### Rationale For A Model

Models have been employed successfully as tools in such disciplines as business administration, engineering, management, and scientific technology for many years. Only in recent years has the education community formalized the use of such techniques. Through scientific advancement in recent years, the level of data which are being generated can be managed only by the proper application of a well-designed process such as process models.

In commenting on the model process during a conference in Florida, Katie Tucker stated that:

Educational institutions should be concerned with offering the most relevant programs within resource limitations. They want a consistent, dependable method for recognizing the changing patterns and needs of the potential students so that workable plans and worthwhile educational programs can be implemented. Thus, the model process has been developed with the aim of reducing imbalances between manpower, required and labor market supply, enhancing the earning power of a person through

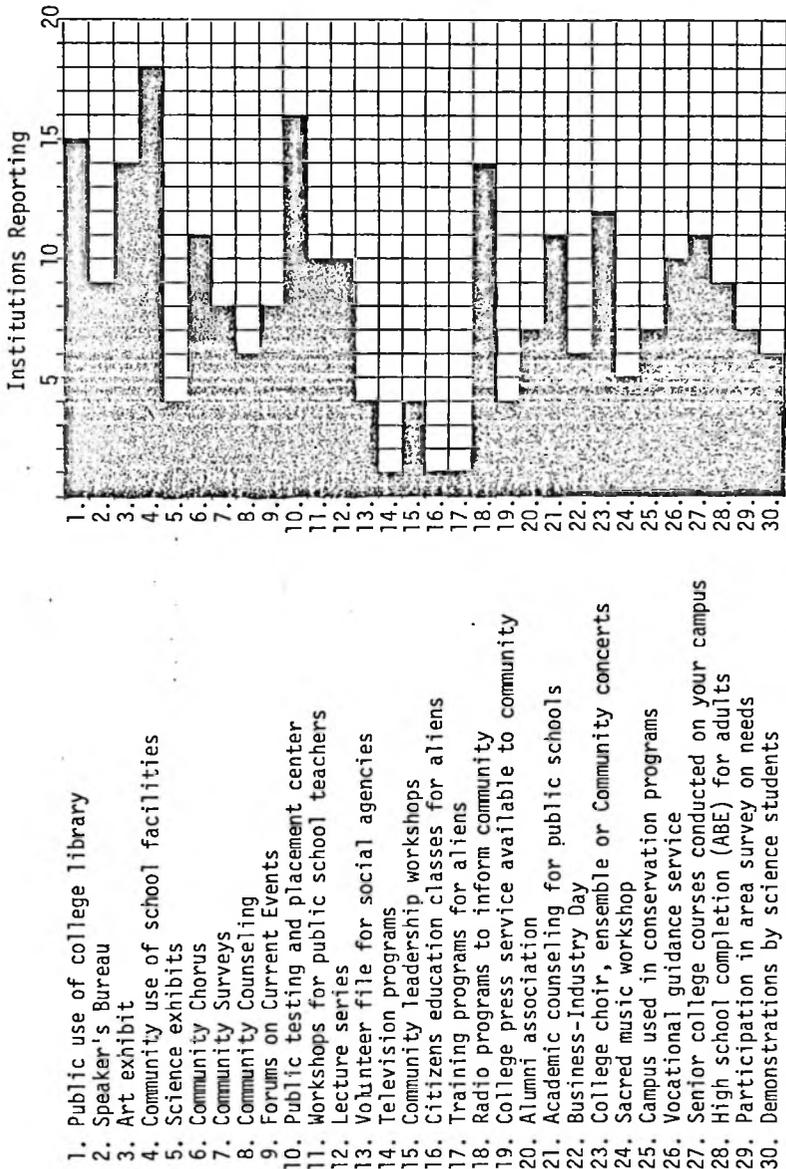
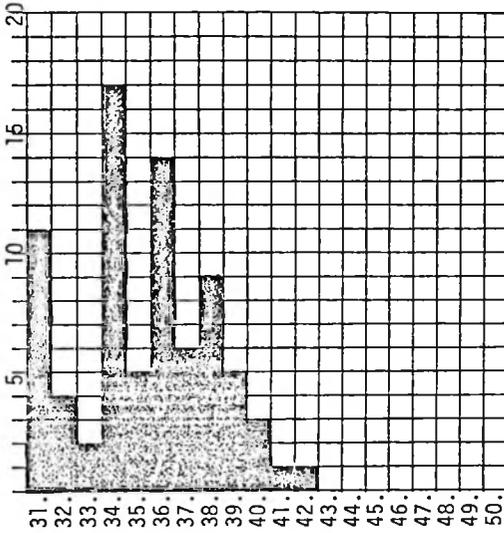


Fig. 4. Summary of Programs Offered by Reporting Institutions

Institutions Reporting



- 31. Survey of needs of the senior citizens
- 32. Retired Senior Volunteer's Program
- 33. A land-use survey or study
- 34. Courses for small business
- 35. Public affairs forums
- 36. Short courses on income tax preparation
- 37. Promotion of historical societies
- 38. Programs to upgrade police and firemen
- 39. Early childhood programs
- 40. Emergency Medical Technician
- 41. Job Placement
- 42. Family Relations
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.

training options, and providing data on changing needs in the community.<sup>1</sup>

Steiner, in his book Top Management Planning, identified a model as being an abstraction of reality but close enough to the real world to permit useful observations, analysis, or evaluation. It omits many details, but contains enough information to be useful. All unnecessary and complex detail is diminished, yet there still remains enough reality to be helpful in problem solving.<sup>2</sup>

Judging the usefulness of a model may be based on five major characteristics, regardless of how abstract or concrete: (1) the model is complete; (2) the model reflects operational reality; (3) the model is understandable; (4) the model encourages further analysis; and (5) the model encourages feedback.<sup>3</sup>

In his writing relative to models, Maynard identified three major classes which are employed in the field of science technology:

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<sup>1</sup>Katie Tucker, "Educational Needs Assessment," Paper presented at National Conference, Lake Buena Vista, Florida, 22-24 January 1975.

<sup>2</sup>George A. Steiner, Top Management Planning (London: MacMillan & Co., 1969), p. 405.

<sup>3</sup>Olaf Helmer, Social Technology (New York: Basic Books, 1966), p. 8.

1. The pictorial model is usually the simplest to conceive and the most concrete to visualize, but the most difficult to manipulate.
2. The symbolic (or mathematical) model is usually the most difficult to conceive, the most general and abstract, but the easiest to manipulate.
3. The analog model tends to fall between the other two in respect to both ease of conception and manipulation.<sup>4</sup>

While models may take many shapes and forms, the planner must realistically plan the work structure and equate it to the resources at his command; otherwise, it will be very difficult to successfully complete a project. One of the main attributes of a model should be clarity.<sup>5</sup>

In the remainder of this chapter, a series of models will be presented as a single model cannot adequately portray the complexity of an educational system with its many ramifications. However, the general administration model for the establishment of a community services division at Snead State Junior College has particular significance.

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<sup>4</sup>H. B. Maynard, Handbook of Business Administration (New York: McGraw-Hill, 1970), p. 233.

<sup>5</sup>H. W. Handy and K. M. Hussain, Network Analysis for Educational Management (Englewood Cliffs, N.J.: Prentice Hall, 1969), pp. 61-63.

The models to be presented are: (1) An Institutional Goal-Setting Model (2) A Needs Assessment Model; and (3) A General Administrative Model.

#### Institutional Goal-Setting Model

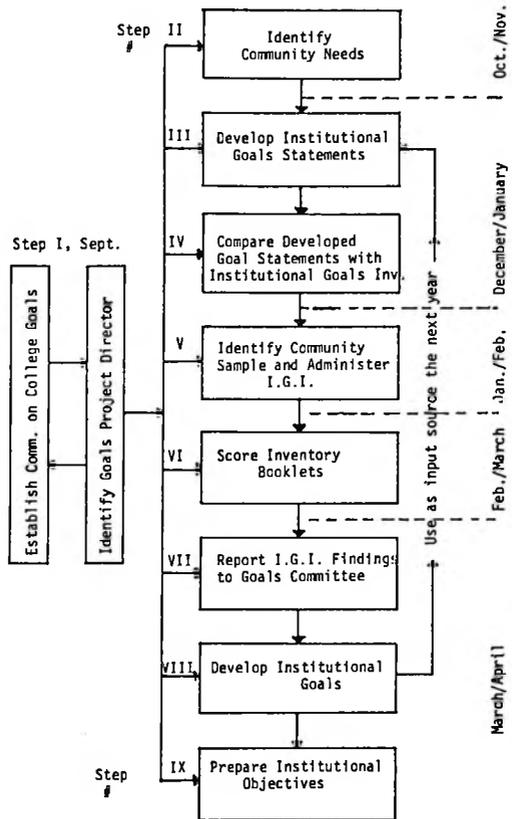
The purpose of the Institutional Goal-Setting Model is to identify college goals and to establish priorities among them. Figure 5 depicts the model process for institutional goals development. The model contains nine steps ranging from the creation of a college committee and the appointment of a project director through the preparation of institutional objectives. Institutional goals would be determined through a combination of committee deliberations and community input obtained through the administration of a survey instrument.

The survey instrument which is recommended is the Institutional Goals Inventory (I.G.I.) developed by the Educational Testing Service (E.T.S.).

#### The Needs Assessment Model

Community junior colleges have a unique opportunity for meeting a wide variety of community needs. More than any other educational institution, the community junior

Fig. 5. MODEL PROCESS FOR INSTITUTIONAL GOALS DEVELOPMENT



college has the capability to respond to specialized needs while providing the more traditional general education. Because of this factor, it is essential that the community junior college constantly keep aware of community needs, attitudes, and opinions.

Needs identification is essential as an integral part of a community services program. In our complex and rapidly changing communities, it is increasingly clear that a systematic approach to identifying changing educational needs is essential. Information generated through needs identification is the base upon which a community services program is built.

Wattenbarger, in a national conference in Florida regarding educational needs assessment, stated:

The importance to develop a well conceived plan has become the most imperative consideration of the development of community colleges as well as other institutions of Higher Education. An essential part of a long-range plan is the Needs Assessment activities. For too many years, college administrators have used scissors and paste and more recently, Xerox machines to identify or to assess the needs of their communities. It is most important that the college administrators of the 1970's become aware of better procedures in assessing needs.<sup>6</sup>

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<sup>6</sup>James L. Wattenbarger, "Educational Needs Assessment," Paper presented at National Conference, Lake Buena Vista, Florida, 22-24 January 1975.

In relating experiences from the Florida Junior College at Jacksonville, Wygal explained the advantages of assessing needs as follows:

Future growth will be in providing "non-traditional" clientele with "non-traditional" services through "non-traditional" delivery systems. Community-based colleges will want to analyze the needs of their communities, will join forces with other agencies in meeting needs, will reevaluate program priorities, will take the college to the community, and will "risk" resources, and will set the pace for a new and expanded community college thrust into human services. If community colleges can accept it, a much more exciting era is upon us.<sup>7</sup>

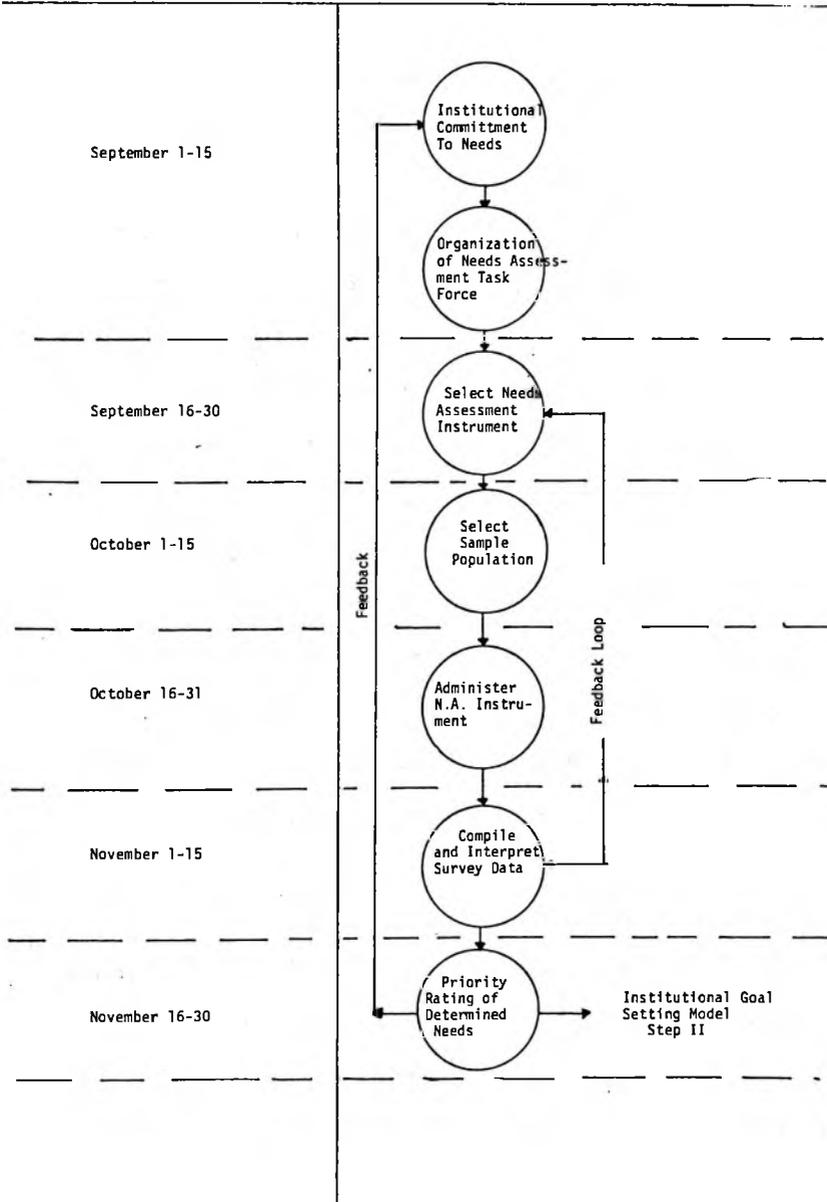
In response to the need for information, this study purports to develop a model to facilitate the identification of community educational needs which gives direction to the development of specific programs of community services in the community junior college. Figure 6 is the Needs Assessment Model for Community Junior College.

Another aspect of needs which must be considered is their enumeration and classification. A general listing of such needs may include: (1) changing priorities in utilization of local or regional resources;

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<sup>7</sup> Benjamin R. Wygal, "Florida Junior College At Jacksonville/Community Needs Survey/How Do We Identify Them?," Paper presented at National Conference, Lake Buena Vista, Florida, 1975, p. 1.

Fig. 6. NEEDS ASSESSMENT MODEL  
FOR COMMUNITY JUNIOR COLLEGE



(2) handling population growth; (3) improving communications between agencies and groups in the community; (4) improving and expanding the economic structure and employment patterns of the community; (5) responding to the changing roles of women; (6) handling problems of youth such as drugs, school dropout, unemployment; (7) improving health and medical practices; (8) increasing sensitivity to ethnic and racial groups; (9) strengthening the role of the family; (10) reducing crime and delinquency; and (11) improving social and governmental services.

A "Typology of Community Needs" has been developed which classifies community needs into several broad categories (see Appendix H). This typology has its utility in providing a framework within which to discuss community needs, prepare survey instruments, and to outline program areas.

Other aspects of competing needs should be considered. These are needs generated by community ethos, mythos, predilections, and other social forces operating at the time. They may originate at national, regional, state, or local levels and often are communicated through

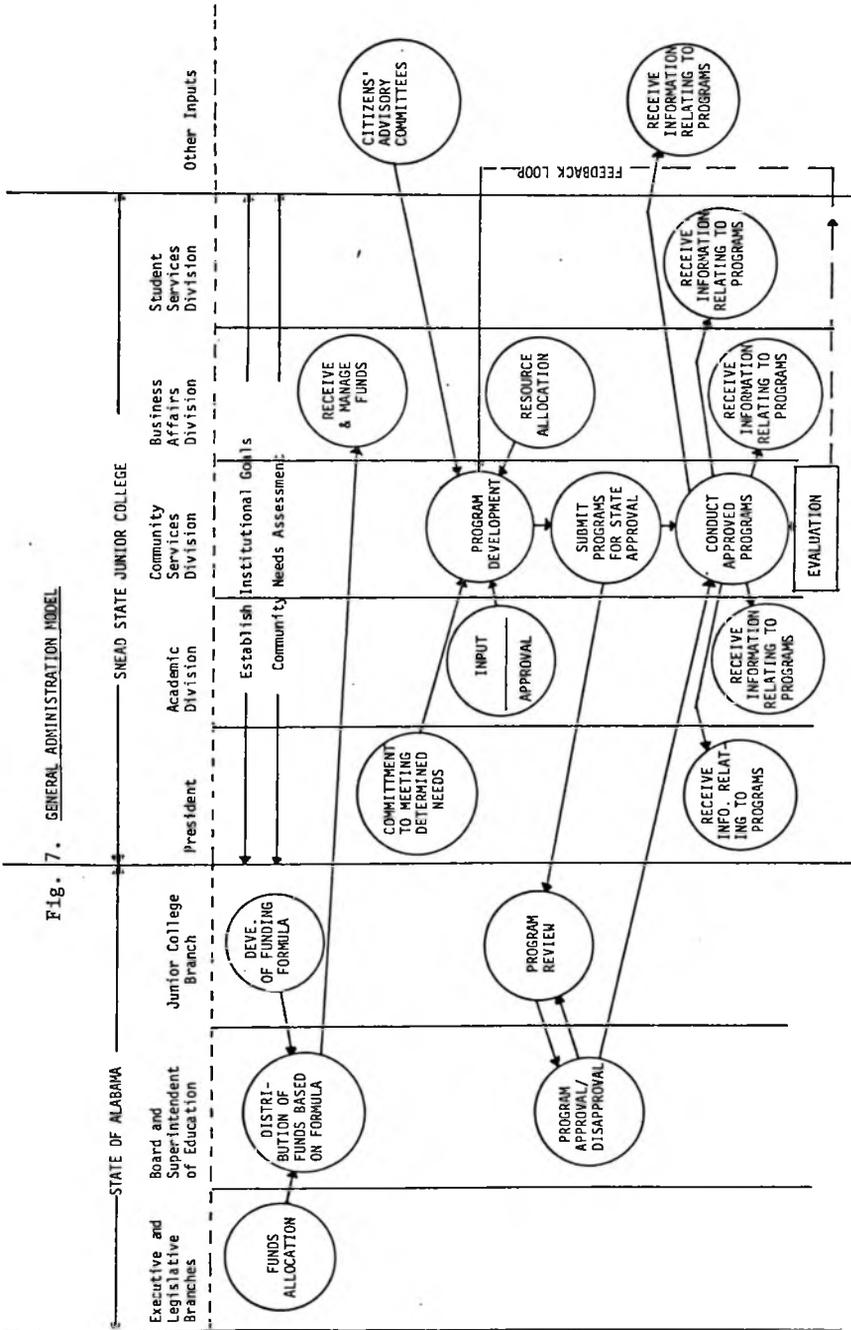
mass media. They need to be enumerated, analyzed, and classified.

#### The General Administration Model

The General Administration Model addresses itself to the actual process relating to program development based on determined needs. The research reported in Chapter III bears out the fact that a large part of this process is conducted informally and oftentimes haphazardly. This situation points up an urgent need for a more formalized planning system. The General Administration Model attempts to conceptualize a realistic and useful tool to be used in establishing a community services division. (See Figure 7.)

The model shows the relationships between the Alabama State Legislature and Executive Branch and the State Board of Education and the State Department of Education. Relationships and roles between the president, academic dean, business manager, dean of students, and the chief administrator of the community services program are clearly outlined. The model also takes into account the various levels of decision-making.

Fig. 7. GENERAL ADMINISTRATION MODEL



Another aspect of the model which is extremely important is the involvement of the citizens' advisory committees. The research developed in Chapter III clearly shows the important role being played by such groups.

The model structure includes an evaluation process with a feedback feature which will enable modifications to be made in future programs.

## CHAPTER V

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

#### Summary

The purpose of this study was the development of a conceptual model to be used as a guide to implementing a community services division at Snead State Junior College. More specifically, a series of three models were generated with input provided from several sources.

Information was obtained personally from Gunder Myran, President, National Council on Community Services and Continuing Education, and from B. Lamar Johnson, a recognized expert in the field of community junior colleges. Data were gathered from the National Needs Assessment Workshop conducted in Lake Buena Vista, Florida. In addition, the Junior College Branch of the Alabama State Department of Education provided enrollment data relative to the twenty public junior colleges.

Access has been made to resolutions and acts passed by the Alabama Legislature which affect the

community junior college system in Alabama. Resolutions and other actions taken by the State Board of Education also have been included in this study.

The survey instrument used in this study was administered to the entire twenty public community junior colleges in Alabama. The questionnaire was returned by all twenty institutions.

#### Conclusions

While it is clear that community services is recognized as a function of the community junior colleges in Alabama, the data gathered indicate serious doubts regarding the administrative level accorded this function. Seventy-five percent of the community junior colleges in Alabama have a department or division of community services, but only 35 percent have separate budgets for this section. A large majority of the respondents stated that the program must be self-supporting. Generally, there appears to be a lack of total institutional commitment. However, 90 percent of the respondents believe their institutions to be "community-based" and "performance-oriented."

Another conclusion reached from this research is that too few institutions have clearly defined institutional policies relative to community service programs. While 100 percent of the institutions have overall goal statements, only 65 percent have written policies to guide community service program development. This lack of policy perhaps accounts for the low (40 percent) number of institutions conducting periodic needs assessment.

From the data furnished, evidence shows that every public community junior college in Alabama is using the continuing education unit, where appropriate, to designate continuing education courses. This indicates progress in following the guidelines suggested by the Southern Association of Colleges and Schools.

The community service personnel seem to have a divergent background in both training and experience. The great majority (90 percent) have training and experience in either education or business; however, within these broad areas, there were eleven different majors. In addition, eighteen of the twenty respondents stated that they had major responsibilities other than community services.

Only half of the institutions used advisory councils for community service programs. Those who do have such councils meet on a limited basis.

Even though 75 percent of the public junior colleges in Alabama conduct an evaluation of community service activities, on close examination an informal method of evaluation was employed. In most cases a "word-of-mouth" evaluation is the extent of this process.

Another area of grave concern is the real lack of faculty involvement in their own subject areas and in planning community service activities. Faculty's involvement in more than a passive acceptance of the community is essential to the vitality of a community service program. Commitment through involvement results in more than just a unified institution.

#### Recommendations

The following recommendations are offered in regard to Snead State Junior College, Boaz, Alabama. However, these recommendations should have wide applicability among the community junior college system in Alabama.

1. The institution should reexamine the institutional goals and philosophy with particular

attention being given to including community services as a major function of the institution.

2. Upon the inclusion of community services as a major function of the institution, a second-level administrator should be employed with full-time duties in this area. He should be one who is well-trained and experienced in community services and adult programs generally.
3. A separate budget should be established which is adequate to conduct a viable community service program with sufficient staffing and support services.
4. A formal needs assessment should be conducted in the area served by the institution to determine needs which can be met by community service programming.
5. A permanent advisory council should be organized to advise and assist the director or dean in the development of community service programming. Additional special interest committees should be maintained.

6. A constant effort should be made to enlist input from citizens-at-large, students, home-makers, senior citizens, veterans, minorities, business and industry personnel, and others regarding the total program.
7. A more extensive public relations program should be planned with special emphasis being placed on the community junior college as the center of community life.
8. An evaluation process of community service programs should be instituted in order that revisions can be made where necessary and improvements accomplished.
9. Closer and stronger linkages should be established with community groups and organizations which should result in greater benefits for the community.
10. The series of models developed in this study should be utilized as a guide in the planning process to assist in the development of a Community Services Division at Snead State Junior College.

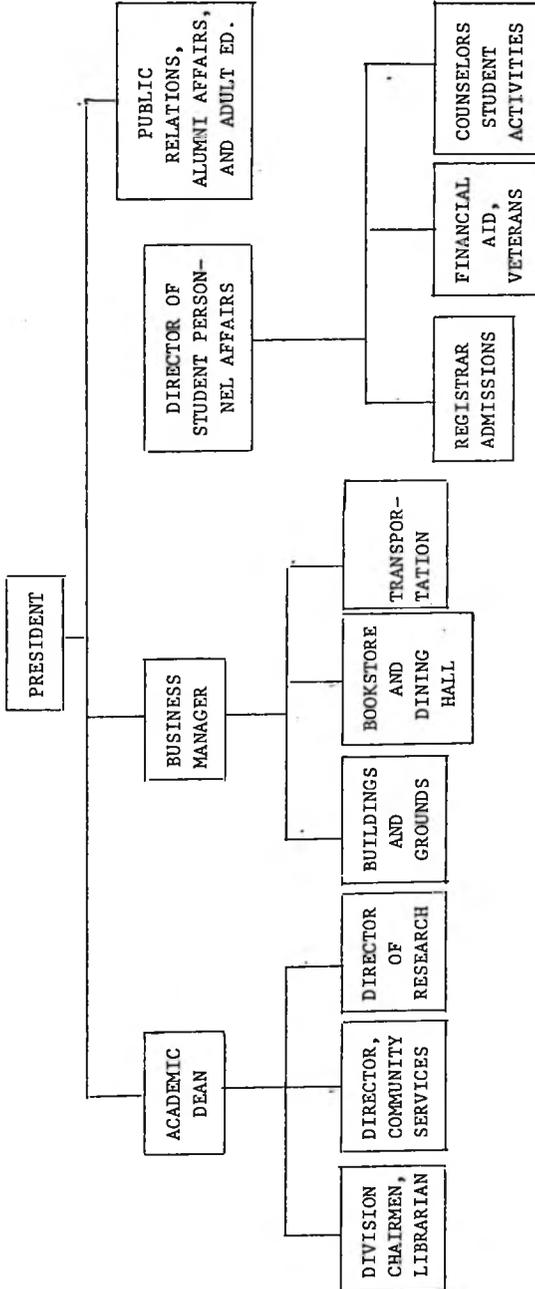
### Implications

In this entire study, the factor which appears to be most critical is funding for community service activities, continuing education, and extended services. Recent developments in the Alabama Legislature, coupled with negative attitudes expressed by others in decision-making positions, casts a cloud over the expectancy of adequate financial support in the future. A dire need exists for continued research in this vital area.

In Alabama, the mission of the community junior college is not understood by a sizable number of the education community. Long-range planning is, for the most part, limited. If the community junior colleges in Alabama are to remain on the growing edge by meeting needs, providing services, and generally serving society, a greater awareness of their vital role must be developed among the constituents they seek to serve.

APPENDIX A

INTERNAL ADMINISTRATIVE ORGANIZATIONAL CHART AT  
SNEAD STATE JUNIOR COLLEGE



INTERNAL ADMINISTRATIVE ORGANIZATION

SNEAD STATE JUNIOR COLLEGE

BOAZ, ALABAMA

APPENDIX B

INTERVIEW GUIDE AND SUMMARY OF THE INTERVIEWS

INTERVIEW GUIDE AND SUMMARY OF  
INTERVIEWS

Interview Guide With NCCS President  
and Past President

1. As president of the National Council on Community Services, do you consider the development of a conceptual model for community services in a community junior college in Alabama to be a significant contribution to this most important field?
2. Are you aware of other models pertaining to community services?
3. Can you suggest related literature with which I should become familiar in approaching this research project?
4. As a recognized authority in the field of community services in the community junior college, will you identify the major components which should be considered in developing a conceptual model for community services?

Philosophy of Institution	Resources	Planning
Goals Objectives	Constraints Facilities	Publicity Selection Criteria
Staffing Financing	Need Assessment Evaluation	Alternatives Analysis of Alternatives
Implementation	Feedback	Advisory Committees

5. In 1971, you developed research materials titled Community Services Perceptions of the National Council on Community Services. Listed below are the key elements of a community services program which you identified. How do you view this list today and do you still consider them as "key" elements?

Most Important

1. Cooperation with community agencies
2. Service to adults
3. Service to disadvantaged groups
4. Service to community groups
5. Service to educational agencies
6. Adult or community counseling services
7. Service to youth (high school drop-outs)
8. Community use of college facilities
9. Involvement of advisory committees
10. Service to senior citizens

Very Important

1. Extension centers
2. Public forums
3. Job training programs
4. Service to local government
5. Community surveys
6. Continuing education for women
7. Service to social agencies
8. Cultural programs
9. Involvement of advisory committees

Moderately Important

1. Public information services
  2. Assist community groups in program planning
  3. Civic action programs to improve physical, social, or inter-cultural environment
  4. Recreation or leisure-time programs
  5. Coordination of volunteer services
  6. Faculty consultive services to community groups
- 
6. From your experiences in community services, please share with me strategies which you have employed to effect successful programs.
  7. Being a specialist on "futures" in community services, what special consideration should be given this area in my model?

8. Drawing from your experiences with the Kellogg Foundation, would you consider this foundation as a good, fair, or poor source of funding to support community services programs in the community junior colleges in Alabama?
9. Please suggest administrative organizational patterns which seem to function most efficiently for community services director.
10. What suggestions might you offer regarding the establishment of a state-wide system for reporting community service/continuing education activities for purposes of creating a state funding formula?

With only slight modification, the above questions will serve as an interview guide with B. Lamar Johnson.<sup>1</sup>

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<sup>1</sup>B. Lamar Johnson, Seattle, Washington. Personal interview, March 1975.

INTERVIEW

Dr. Gunder Myran, President  
National Council on Community Services  
American Association of Community and  
Junior Colleges  
Washington, D.C.

April 15, 1976

1. I think so; we do not presently have demonstration models either nationally or on a state level; alternative models for funding, governance, service, etc. at both the state and local level are needed.

2. At the state level, Florida is one state where a model exists for funding community services on a CEU basis; one part of the Florida model involves allocating 1 percent of the operational budget to staff development much of which has gone into in-service for faculty training on community-based and performance-based education related to community services. The model should be close to the "grass roots" and be pragmatic. The model should be used to sit down with administrators, faculty, community members, etc. and develop priorities.

3. Check other dissertations; one done in Canada.

4. All should be a part of the model.

5. I believe interagency cooperation would move up on the scale; also, community needs analysis. The community services director or dean today must operate at a higher level in the community and not simply from behind his desk.

6. Every major new effort should have linkage with local organizations or groups. Public relations must be sound; it is dangerous dichotomy to separate "credit" and "non-credit" courses.

7. Answered in other questions.

8. Consider formula basis in Florida.

9. Futurists--consult Institute for Policy Alternatives; has particular significance for community junior colleges.

10. A model administrative chart should place the Dean of Community Services on the same level with the academic dean, the dean of students, and the business manager; must have autonomy; must also have horizontal structure to function properly; interaction on equal partnership basis is necessary.

INTERVIEW

Dr. B. Lamar Johnson  
Professor of Higher Education  
UCLA

April 15, 1975

Dr. Johnson feels that a model is always helpful assuming the design is understandable and based on the willingness of the decision-makers to make use of such a tool. In developing the model, Dr. Johnson encourages "intellectual thievery" in the process of identifying and borrowing ideas which are already known and developed.

Use of the ERIC in the process of developing the model was encouraged by this man who was one of the pioneers in creating this information system.

APPENDIX C

RESOLUTION PASSED BY THE ALABAMA HOUSE OF REPRESENTATIVES  
CAUTIONING STATE JUNIOR COLLEGES IN REGARD TO OVER  
EXPANSION, PARTICULARLY WITH REGARD TO THEIR  
EXTENSION CENTERS AND EXTENSION SERVICES

Alabama State Legislature

Fourth Special Session, 1975

HR 32 CAUTIONING STATE JUNIOR COLLEGES IN REGARD TO  
OVER EXPANSION, PARTICULARLY WITH REGARD TO  
THEIR EXTENSION CENTERS AND EXTENSION SERVICES

WHEREAS the House of Representatives has noted with growing alarm the fact that many of the state junior colleges throughout this state have gotten away from the concept of being an educational center for a certain community or a certain regional area and are expanding through the guise of opening extension centers in localities and cities where they were not supposed to operate; and

WHEREAS the House of Representatives takes the view that this so called expansion into extension centers is very often wasteful of public education funds and leads to duplication of services; and

WHEREAS the House wishes to serve notice on the presidents and administrators of all junior colleges that it will not tolerate this wasteful duplication of effort and is well aware of the unwarranted activities of certain junior colleges in this field; now therefore

BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES  
OF THE ALABAMA LEGISLATURE That they do serve warning on  
the presidents and administrators of all state junior  
colleges to cease and desist from the unwarranted and  
wasteful expansion of their services into areas where it  
was never contemplated that they should operate.

APPENDIX D

RESOLUTION PASSED BY THE ALABAMA STATE LEGISLATURE  
CREATING AN INTERIM COMMITTEE TO STUDY THE  
FORMULAE FOR THE DISTRIBUTION OF FUNDS  
TO THE STATE UNIVERSITIES, JUNIOR  
COLLEGES AND TRADE SCHOOLS

Alabama State Legislature

Regular Session, 1975

Act Number 1232

HJR 421 CREATING AN INTERIM COMMITTEE TO STUDY THE  
FORMULAE FOR THE DISTRIBUTION OF FUNDS TO THE  
STATE UNIVERSITIES, JUNIOR COLLEGES AND TRADE  
SCHOOLS

BE IT RESOLVED BY THE LEGISLATURE OF ALABAMA, BOTH  
HOUSES THEREOF CONCURRING, That there is hereby created a  
joint interim committee to study the distribution of  
funds to the state universities, junior colleges and trade  
schools and related matters pertaining thereto. Such  
committee shall be composed of five members of the House  
of Representatives, to be appointed by the Speaker of the  
House and three members of the Senate, to be appointed by  
the President of the Senate. The committee shall meet as  
soon as practicable after the approval date of this  
resolution and select a chairman from among its members.  
It shall meet at such subsequent time or times upon the  
call of the chairman. The committee shall be limited to  
15 meeting days and shall make a report of its findings  
to the legislature on the first day of the 1976 Regular

Session and dissolve forthwith. The compensation, travel expenses and per diem paid each member shall be the same as is currently paid for sessions of the legislature which shall be paid out of any funds appropriated to the use of the legislature on warrants drawn on the state comptroller upon requisition signed by the committee's chairman.

It shall be the duty of the committee to study the existing provisions and formulae for the distribution of funds to the state universities, junior colleges, and trade schools to ascertain the correctness of the head count and fulltime equivalency of both day and night students that said institutions submit for determining the distribution of funds.

The committee shall have authority to pursue any information from state institutions. The committee shall have subpoena power and the power to punish for contempt of a committee of the legislature.

Members Appointed:	House	Senate
	Jimmy Holley, Chairman	Richard Shelby, Vice-Chairman
	Joe Brindley	Joe Fine
	Hugh Merrill	Obie Littleton
	Leigh Pegues	
	Monroe Smith	

APPENDIX E

CONSTITUTION AND BYLAWS OF THE NATIONAL COUNCIL ON  
COMMUNITY SERVICES AND CONTINUING EDUCATION

CONSTITUTION AND BYLAWS  
NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING  
EDUCATION  
A COUNCIL OF THE AACJC

PREAMBLE

We, the members of the National Council on Community Services and Continuing Education for Community and Junior Colleges, in cooperation with the American Association of Community and Junior Colleges, in order to provide a unified voice to encourage community involvement as a total college effort, to foster a coordinated attack on pressing community problems by all elements of the community, to stimulate discussion and interchange among community service practitioners, and to work closely with existing organizations committed to community education and services, do hereby establish this constitution. The general goals of the Council are:

- to provide a national unified voice through which community college administrators and staff members can speak to federal and state officials, leaders of other educational and service organizations, and the general public relative to the importance and scope of community services and continuing education in community and junior colleges.
- through conferences and publications, to improve the skills of community services and continuing education administrators in community and junior colleges.

-to foster an institution-wide commitment to community services and continuing education on the part of all members of community and junior college staffs.

-to encourage the growth of community services and continuing education as a response to the lifelong learning needs of all adults, and particularly to the needs of new constituencies such as persons over age 65, low-income groups, ethnic or racial minorities, and women.

#### ARTICLE I MEMBERSHIP

Section 1. Membership in the Council shall be open to those individuals involved or committed to community service and continuing education programming two-year colleges.

Section 2. The role of the general membership shall be to elect executive officers and to participate in action committees and other activities of the Council.

Section 3. The general membership shall meet at least once in each calendar year.

#### ARTICLE II EXECUTIVE COMMITTEE

Section 1. The Executive Committee shall be composed of a President, a First Vice President, a Second Vice President, a Secretary, a Treasurer, immediate Past President, and regional representatives.

Section 2. The Executive Committee shall exercise legislative powers and appoint action committees. The Executive Committee is empowered to determine and assess appropriate membership fees. The executive committee is empowered to employ such personnel as may be deemed necessary for the administration of the Council. A majority shall constitute a quorum of the Executive Committee.

Section 3-The President. The President shall preside over all sessions of the Executive Committee, and nominate the chairman of each action committee subject to Executive Committee approval.

Section 4-First Vice President. The First Vice President shall serve as Convention Program Director, and shall be designated President Elect. He shall assume the duties of the President in the absence of the President.

Section 5-Second Vice President. The Second Vice President shall serve as Publications Director, and shall be responsible for coordinating the regional activities.

Section 6-Secretary. The Secretary shall record the proceedings of the Executive Committee meetings and the general membership meetings, inform the general membership

in writing of all actions taken, and notify members as to the time and place of all meetings.

Section 7-Treasurer. The Treasurer shall supervise all financial matters of the National Council. A financial report shall be filed at the annual meeting of the general membership. The Treasurer shall serve as membership chairman, which shall include implementing the membership drive and maintaining a current membership list.

Section 8. The five officers shall be elected by the general membership, and shall serve a one-year term in office with the exception of the Treasurer who shall serve a two-year term. Regional members shall be elected from regions as designated by Health, Education, and Welfare guidelines and shall serve a two-year term in office. One-half of the regional representatives shall be elected each year.

#### ARTICLE N/A

#### ARTICLE IV ACTION COMMITTEES

Section 1. Action Committees may be established by the President with the approval of the Executive Committee. Such Committees may include Membership, Legislative, Budget, Conferences and Publications Committees.

## ARTICLE V RULES GOVERNING PROCEDURES

Robert's Rules of Order, Revised, shall govern the proceedings of the Council except when these rules are inconsistent with the provisions of this Constitution.

## ARTICLE VI METHOD OF AMENDMENT

Section 1. Upon the recommendation of two-thirds of the Executive Committee, proposed amendments to this Constitution shall be submitted to the general membership for approval.

Section 2. The Constitution may be amended by a three-fifths vote of the general membership who are eligible to vote and who are voting. Voting on proposed amendments shall be by secret ballot.

## ARTICLE VII PROVISION FOR BYLAWS

The Council may adopt such bylaws and standing rules of order as may be necessary and desirable, consistent with this Constitution.

APPENDIX F

STANDARD NINE OF THE SOUTHERN ASSOCIATION OF  
COLLEGES AND SCHOOLS

## Standard Nine

### Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands and their responsibilities to their constituents. Special activities programs are defined as: operationally separate units, external or special degree programs, off-campus classes and units, independent study programs including correspondence and home study, conferences and institutes including short courses and workshops, foreign travel and study, media instruction including radio and television, and on-campus programs including special summer sessions and special evening classes.

An institution inaugurating, continuing, or expanding special activities programs should have resources available beyond those provided for the basic academic programs of the institution. Since the quality and excellence of all instructional programs should be of constant concern to every institution, it is essential that the provisions for special activities should include an adequate administrative organization, a sound financial

base, a competent faculty, and sufficient and adequate facilities for the program offered.

The Commission does not wish to be restrictive on new special activities programs of a member institution but rather seeks to encourage innovation and an imaginative approach to providing quality instruction according to the educational needs of the college's constituents. An institution contemplating the inauguration of a new special activity not covered by this Standard shall inform the Executive Secretary of the Commission in advance as to the nature, design, and purpose of the new program area. An institution may solicit an advisory opinion of the Executive Secretary of the Commission as to the appropriateness of a contemplated new activity.

Unless specifically qualified in the Illustrations, credit regulations for the special activities programs should be consonant with those of the total institution. The amount of credit for each course or program should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution. Non-credit programs should be appropriately

identified and recorded by means of the continuing education unit (c.e.u.).

On-campus programs of a special activities nature, whether designed as continuing education or as adult and extension activities, should be coordinated within the organizational structure of the institution relative to special activities, and they should be governed by the policy guidelines of the institution.

The Standards of the College Delegate Assembly apply directly to all programs. It shall be the responsibility of the parent institution to justify all special activities (credit or non-credit) within the framework of its stated purpose and objectives as a function of its central mission. All special activities programs must be compatible with the total educational program of the institution.

Special activities shall always be evaluated and judged by the Commission on Colleges as part of its function in recommending the granting or reaffirming of accreditation of the total institution.

## Illustrations and Interpretations

### 1. Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program. These must be well defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice chancellor, vice president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campus-wide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on and off campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total

institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of non-credit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

## 2. Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business

office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting" but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

### 3. Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees; or by extensive work experience in the teaching

fields; or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

#### 4. Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should

be directly related to the nature, character, and need of the special activities student.

#### 5. Operationally Separate Units

An operationally separate unit off-campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

## 6. External or Special Degree Programs (Non-traditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree. A non-traditional program may or may not require on-campus study or residence and relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual, to his prior educational achievement and vocational and avocational experiences, and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination Program of the College Entrance Examination Board and the institution's own examinations) and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures to determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission in advance and arrange for a preliminary advisory study by the Commission prior to undertaking the program.

#### 7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to insure the appropriateness of the courses to the students. Courses requiring laboratories, extended library study, or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as a center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical

facilities, that are comparable to their campus counterparts.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

#### 8. Independent Study

Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may require such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that which relates to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP [College Level Examination Program].

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

#### 9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification, the following categories and definitions may be useful:

##### Conference

A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

##### Institute

Generally similar to a conference, but more tightly structured to provide a more systematic development of its

theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis for example.

#### Short Course

A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to three weeks, etc.). Quizzes and examinations may be given depending upon the determination of requirements. The non-credit course under the public service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

#### Workshop

Usually meets for a continual period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experimental activity for the participants.

The emphasis is more likely to be on skill training than on general principles.

#### Seminar

A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education a seminar is more likely to be a one-time offering, although it may continue for several days.

#### Special Training Program

A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

#### 10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter,

tele-lecture, and other such forms of media instruction which may develop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

#### 11. Foreign Travel and Study

Credit shall not be permitted for travel per se. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

## 12. On-Campus Programs

Many of the special activities of an institution are conducted on campus. Such programs include evening classes and special summer sessions which are not part of the regular schedule and curriculum of the institution and other types of programs which are conducted on campus in continuing education, adult and extension activities (e.g., conferences, institutes, short courses, workshops, seminars, and special training programs).

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

Taken from: Standards of The College Delegate Assembly

The Southern Association of Colleges and  
Schools

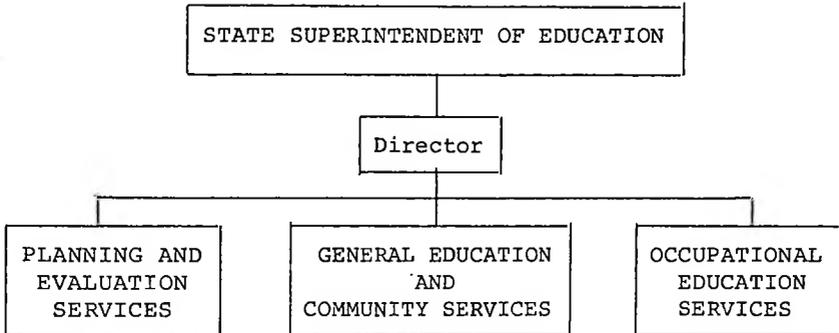
December 11, 1974

Pages 22-26

APPENDIX G

ORGANIZATIONAL CHART FOR THE DIVISION OF  
POSTSECONDARY AND CONTINUING EDUCATION  
IN ALABAMA

DIVISION OF POSTSECONDARY AND CONTINUING EDUCATION\*



\*Previously included in Vocational Education and Community Colleges

Junior College Branch  
Technical College Branch  
Industrial Development Training  
Manpower Training Service  
Private School Law  
Veterans Training Approval  
Adult Programs

Note: Dr. Erskine S. Murray will be acting Director until the best qualified candidate available can be selected and employed.

APPENDIX H

QUESTIONNAIRE INSTRUMENT

March 5, 1976

Memorandum

To: Presidents of Alabama State Junior Colleges

Mr. Joe Brindley, Junior College Branch, Postsecondary and Continuing Education Division, is in the process of writing a doctoral dissertation. One of his requirements is to gather certain data pertaining to Community Service Programs in our institutions.

In the near future, you will receive a questionnaire from Mr. Brindley and I would encourage your cooperation by having the appropriate administrator in your institution to respond. Upon completion this dissertation should have useful implications for our network of community junior colleges.

Thank you for cooperating in this manner.

Sincerely,

Wayne Teague  
State Superintendent of  
Education

cc: Dr. Earl Daniel  
Dr. Erskine Murray

March 22, 1976

MEMORANDUM

To: Presidents, Alabama State Junior Colleges  
From: Joe Brindley  
Re: Questionnaire on Community Service Programs

Your cooperation is being solicited in helping make possible a study of Community Service Programs in the public community junior colleges in Alabama. This constitutes part of the requirement for my doctoral dissertation at the University of Alabama.

Please have the individual at your institution who has the major responsibility for Community Services (continuing education, adult education, etc.) to respond to the enclosed questionnaire and return to me at the earliest possible date. A self-addressed, stamped envelope is enclosed for your convenience. Also, you may be assured that the information you provide will be treated confidentially.

Hopefully the conceptual model which is to be developed in this dissertation will be useful to all of us in Alabama. Thank you for your cooperation.

Directions in Completing the Questionnaire

- (1) This questionnaire should be completed by the individual in the institution who has the major responsibility for the Community Services Program.
- (2) Please fill in the blanks with the appropriate information and check the other areas as necessary keeping in mind that a summary of your community services program is what is desired.
- (3) Question 31 provides a partial checklist of possible community service programs which you provide. Please add others which you are currently sponsoring or helping to sponsor.
- (4) Please add any information which you may have developed regarding community services in hopes that it may be useful to someone else.

A self-addressed, stamped envelope is provided for the convenient return of the completed survey! Thank you very much.

Joe Brindley  
Junior College Branch  
Division of Postsecondary &  
Continuing Ed.  
State Office Building,  
Room 546  
Montgomery, Alabama 36130

QUESTIONNAIRE

Community Service Programs\*

Alabama Public Junior Colleges

1. Name of institution \_\_\_\_\_
2. Location of institution \_\_\_\_\_
3. Enrollment data for Fall Quarter, 1975:  
Headcount \_\_\_\_\_  
FTE \_\_\_\_\_
4. Total Continuing Education Units awarded \_\_\_\_\_  
(Fall Qt., 1975)
5. Are accurate records maintained relative to CEUs?  
Yes \_\_\_\_\_  
No \_\_\_\_\_

Profile of person responsible for the Community Services Program:

6. Title \_\_\_\_\_
7. Length of time in present position \_\_\_\_\_
8. Age \_\_\_\_\_

\*For purposes in this study, the definition for community services is "those efforts of the community college, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by formal collegiate degree or certificate programs."

## 9. Educational background and professional experience:

Degrees held \_\_\_\_\_

Majors \_\_\_\_\_

Previous professional positions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 10. Does your institution have a separate division or department of Community Services?

\_\_\_\_\_ Yes \_\_\_\_\_ No

## 11. Do you have other responsibilities besides Community Services?

\_\_\_\_\_ Yes \_\_\_\_\_ No

(Mark more than one if necessary)

\_\_\_\_\_ Publicity \_\_\_\_\_ Federal Proposal  
Writing

\_\_\_\_\_ Evening School

\_\_\_\_\_ Extension Centers \_\_\_\_\_ Directing Federally-  
Financed Projects

\_\_\_\_\_ Public Relations Other \_\_\_\_\_

## 12. Position of job on the institution administrative organizational chart. (You may check more than one if necessary.)

Report to:

\_\_\_\_\_ President \_\_\_\_\_ Dean of Instruction

\_\_\_\_\_ Vice President \_\_\_\_\_ Dean of Students

Other \_\_\_\_\_

13. Membership in professional and civic organizations and activities with number of years service in parentheses:

\_\_\_\_\_

\_\_\_\_\_

14. Does your institution have clearly defined, written institutional goal statements?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

15. During the last 3 years (1973-76), has a formal needs assessment been conducted by your institution to determine the total educational needs of the community served by the institution?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

16. Has the college developed written policies pertaining to the area of Community Services?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

17. Does the college have an established advisory council or committee relative to Community Service Programming?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If so, what is the make-up? (Check more than one if necessary.)

\_\_\_\_\_ Faculty                      \_\_\_\_\_ Civic Organizations

\_\_\_\_\_ Business and Industry                      \_\_\_\_\_ Senior Citizens

18. How often does it meet?

\_\_\_\_\_ Monthly                      \_\_\_\_\_ On Call

\_\_\_\_\_ Quarterly                      \_\_\_\_\_ Biannually

19. By whom are Community Service programs suggested?  
(Mark more than one if necessary.)

Community organizations       Business  
 Faculty       Industry  
 Students       Administration  
 Citizens at Large       Politicians  
 Other \_\_\_\_\_

20. What community organizations or institutions are cooperating with the institution in sponsoring Community Service programs?  
(Mark more than one if necessary.)

Business       Religious  
 Civic       Governmental  
 Educational       Unions

21. What community organizations or institutions are cooperating with the institution in initiating Community Service Programs?  
(Mark more than one if necessary.)

Business       Religious  
 Civic       Governmental  
 Educational       Unions

22. Do you consider your institution to be "community-based"?

Yes       No

23. Do you consider your institution to be "performance-based"?

Yes       No

24. What is the total amount of the college operating budget?

\_\_\_\_\_

25. A. What is the total amount of funds allocated by the college for Community Services? \_\_\_\_\_

B. Does the college have a separate budget for Community Services?

\_\_\_\_\_ Yes \_\_\_\_\_ No

26. What percentage of the Community Service personnel comes from each of the following sources?

\_\_\_\_\_ Community junior college faculty

\_\_\_\_\_ Faculty from other institutions of higher learning

\_\_\_\_\_ High school faculty

\_\_\_\_\_ Industry and Business

\_\_\_\_\_ Senior citizens

\_\_\_\_\_ Other

27. What media are used for promotion of Community Services?

\_\_\_\_\_ Newspapers \_\_\_\_\_ Radio \_\_\_\_\_ Television

\_\_\_\_\_ Direct Mail \_\_\_\_\_ Flyers \_\_\_\_\_ Telephone

28. Do you evaluate Community Service programs?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, how? \_\_\_\_\_



Chief  
Sponsor      Location

Junior College	Other Organizations	On Campus	Off Campus
----------------	------------------------	-----------	------------

6. Community Chorus

---

7. Community Surveys

---

8. Community Counseling

---

9. Forums on Current Events

---

10. Public testing and placement center

---

11. Workshops for public school teachers

---

12. Lecture series

---

13. Volunteer file for social agencies

---

14. Television programs

---

15. Community leaderships workshops

---

16. Citizens education classes for aliens

---

17. Training programs for aliens

---

18. Radio programs to inform the  
community of college activities

---

19. College press service available  
to the community

---

20. Alumni association

---

21. Academic counseling for public schools

---

Chief  
Sponsor      Location

Junior College	Other Organizations	On Campus	Off Campus
----------------	------------------------	-----------	------------

- 
22. Business-Industry Day
- 
23. College choir, ensemble, or  
community concerts
- 
24. Sacred music workshop
- 
25. Campus used in conservation  
programs
- 
26. Vocational guidance service
- 
27. Senior college courses con-  
ducted on your campus as an  
extension
- 
28. High school completion (ABE)  
for adults
- 
29. Participation in area survey on  
needs of industrial education
- 
30. Demonstrations and talks by  
science students for elementary  
students
- 
31. Survey of needs of the senior  
citizens
- 
32. RSVP
- 
33. A land-use survey or study
-

Chief  
Sponsor      Location

Junior College	Other Organizations	On Campus	Off Campus
----------------	---------------------	-----------	------------

34. Courses for small business

---

35. Public affairs forums

---

36. Short courses on Income Tax  
filing

---

37. Promotion of historical societies

---

38. Programs to upgrade police and  
firemen

---

39. Early childhood programs

---

40. Others \_\_\_\_\_

---

31. From what source(s) are funds for Community Service Programs being provided during the current budget year?

\_\_\_\_\_ % State Funds

\_\_\_\_\_ % Federal Funds

\_\_\_\_\_ % Tuition and Fees

\_\_\_\_\_ % Foundation Grants

\_\_\_\_\_ % Community Agencies

\_\_\_\_\_ % Other

March 3, 1976

Mr. Joe Brindley, Assistant Director  
Junior College Division  
Room 546  
State Office Building  
Montgomery, Alabama 36130

Dear Mr. Brindley:

I appreciate your interest in the Community Service Programs offered by the colleges in the State of Alabama. Please feel free to utilize the questionnaire contained in my dissertation and to alter it in any manner that meets your needs. Please send me a copy of the results of your study.

Sincerely,

Burton C. Beck  
Dean of Instruction

BCB/bh

APPENDIX I

A TYPOLOGY OF COMMUNITY NEEDS

A TYPOLOGY OF COMMUNITY NEEDS

Related to Community Services in the Community College

Gunder A. Myran and David Groth

ECONOMY

Employment

Increase opportunities for

- (a) apprenticeship and journeymen training
- (b) technical training
- (c) mid-management training (foreman)
- (d) management training programs
- (e) pre-professional training  
(law, M.D., etc.)

Increasing opportunity for retraining to replace  
obsolete skills

Increase opportunities for on-the-job refresher  
training

Increasing opportunities for career counseling

Helping individuals find local employment

Helping employers find potential employees


Economic Development

Providing an adequate labor supply

Helping organized labor

Providing security for the worker

Improving labor-management relationships

Increasing opportunities for employment through  
seeking business and industrial growth of the  
area














APPENDIX J

LETTERS OF ENDORSEMENT

Northeast Alabama State Junior College  
Rainville, Alabama 35986

Office of the President

April 8, 1976

Mr. Joe Brindley  
State Department of Education  
State Office Building  
Montgomery, AL 36130

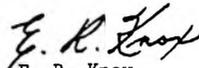
Dear Mr. Brindley:

In reply to your request I have made a thorough study and evaluation of three models which you enclosed as follows:

1. MODEL PROCESS FOR INSTITUTIONAL GOALS DEVELOPMENT includes adequate steps for such development and the time frame is well arranged for the development of these goals. This model will be of great assistance in the development of goals for our institutions.
2. NEEDS ASSESSMENT MODEL FOR COMMUNITY JUNIOR COLLEGES will be a very useful instrument to determine and assess the needs of our community. There is great need for the use of such a model at Northeast Alabama State Junior College.
3. The GENERAL ADMINISTRATION MODEL is a clear and concise picture of the involvement which is essential for any successful program for the junior colleges in Alabama. If this model is followed, I believe that none of the necessary elements will be omitted. It is an excellent guide.

It is a privilege to be a part in the evaluation of the work which you have done which will mean much to the junior colleges of our state.

Sincerely,

  
E. R. Knox  
President

ERK:daj

# SNEAD STATE JUNIOR COLLEGE

BOAZ, ALABAMA 35957

OFFICE OF THE ACADEMIC DEAN

April 7, 1976

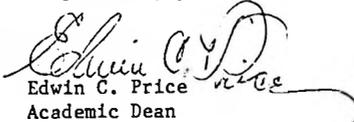
To Whom It May Concern:

Too often community and junior colleges institute programs and continue them on the basis that other colleges are doing the same thing. Little thought is given to assessing needs, determining relative value for resources expended, or establishing criteria and methodology for continuous reevaluation in terms of established goals.

I have studied the models that Mr. Joseph Brindley has developed for establishing goals, assessing community needs, and instituting programs to meet needs selected in terms of college purposes and resources. I have found them most helpful. The structure of these models appears to me to be thorough, logical, and practical. They provide a wide base for decision making, they pinpoint responsibility, and they mandate feedback for continued evaluation.

If the processes described in these models were properly followed, they would provide effective and efficient community services programs without waste of allocated resources, both physical and human.

Respectfully yours,

  
Edwin C. Price  
Academic Dean

ECP:jm



State of Alabama  
**Department of Education**  
State Office Building  
Montgomery, Alabama 36130



Wayne Teague  
State Superintendent of Education



April 20, 1976

Mr. Joseph D. Brindley  
Assistant Director  
Junior College Branch  
Room 546  
State Office Building  
Montgomery, Alabama 36130

Dear Joe:

I have reviewed your models and find them to have a great deal of practical value to the community-junior colleges in Alabama. They seem to present a systematic process of establishing institutional goals, determining needs in the community and administering a program designed to meet those needs.

All the two-year institutions in the state should have access to this work and I trust you will be willing to share your dissertation with those who need assistance.

As Director of Alabama's Junior College Branch, I give your work my endorsement.

Sincerely,

A handwritten signature in cursive script that reads "Earl S. Daniel".

Earl S. Daniel  
Director  
Junior College Branch

ESD:cp

# THE SOUTHERN APPALACHIA CONSORTIUM

SOUTHERN UNION STATE JUNIOR COLLEGE • WADLEY, ALABAMA 36276  
PHONE (205) 395-2211 EXT. 39



April 19, 1976

Honorable Joe Brindley  
Route 8  
Boaz, Alabama 35957

Dear Mr. Brindley:

I have reviewed with interest your: (1) General Administration Model; (2) Needs Assessment Model for Community Junior Colleges; and (3) Model Process for Institutional Goals Development. These models provide insight, and certainly have application, toward the development of functional institutional processes for a community education program. That is, your models identify procedures and describe the sequential steps in initiating programs. In my opinion, the models that you have developed present a systematic approach that can be readily utilized to reduce the time required to implement new programs and assure community participation in the selection of those programs. Another useful aspect of the models is that they recognize the dynamics of the process and identify the formal as well as the informal actions that are so necessary to effectively implement community education programs.

Congratulations on developing very timely models on a topic that apparently has been previously neglected, for the most part. The quality of your work reflects extensive thought and research into the topic. Congratulations, also, on the progress you have made in your doctoral program and I want to extend to you my best wishes for a continued success.

Please send me a copy of the finished document. With your permission, the documents will be shared with the five institutions of the Southern Appalachia Consortium that I represent.

Sincerely,

Herschel D. Love, Jr., Ph. D.  
Consortium Coordinator

# Gadsden State Junior College

GEORGE WALLACE DRIVE • GADSDEN, ALABAMA 35903



April 21, 1976

Honorable Joe Brindley  
Alabama Representative  
Route 8  
Boaz, Alabama 35957

Dear Representative Brindley:

Having reviewed the three models you sent to me on (1) General Administration, (2) Needs Assessment for Community Junior Colleges and (3) Process for Institutional Goals Development, it is my opinion that the models provide a very viable guide for the development, administration, implementation, and evaluation of an effective Community Services Program.

I could make no recommendations for improvement of the General Administration Model. I particularly appreciated the feedback loop as being essential and, I believe, that it will prove extremely helpful.

The Needs Assessment Model for Community Junior Colleges is also well planned. I would suggest three items for your consideration. (1) In the organization of Needs Assessment Task Force you may want to include the use of local community advisory committees whenever possible. (2) In the selection of sample population you may want to look at several populations, such as high school seniors, employed people, unemployed, homemakers, senior citizens, etc. (3) November 1-15 may not be sufficient time to allot for compilation and interpretation of survey data.

The Model Process for Institutional Goals Development appears to be well planned, thus, I would have no suggested changes.

As Director of Community Services at Gadsden State Junior College, I accepted the philosophy of total education: a belief in the incomparable worth of all human beings and, in my opinion, your models can prove to be very effective in carrying out such a philosophy.

If I can be of further help to you, please call on me.

Sincerely,

Barbara Bryant  
Director, Community Services

/w

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## BIBLIOGRAPHY

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