

SABBATICAL REPORT

FALL 1979-80

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Preface

Purpose of Leave

The purpose of my leave was threefold; 1) to gather information on recruitment and retention efforts at community colleges across the nation and 2) more specifically to investigate what classes the Psychology Departments offer for the non-traditional student,¹ and 3) to update my research for the Psychology of Love, Sex and Intimacy class.

Sample

I traveled over 6,000 miles, at my own expense, to collect data from various community colleges.² The states visited were Arizona, Texas, Ohio, Illinois, Nebraska, Louisiana, Georgia, Pennsylvania, Washington D.C., and New York. Most campuses were institutions roughly comparable to Mt. San Antonio College. The enrollments varied from 15,000 to 25,000 students. They were in large metropolitan areas and in most cases there was a state college or university nearby. I interviewed a variety of persons on the campuses, including psychology instructors, department chairpersons, division deans, deans of instruction, and counselors.

Distribtuion of Reports

I have communicated specific information from my work to a number of potentially interested administrators and faculty. A written report was submitted to my department

chairperson, division dean and the recruitment and retention officer. The recruitment and retention officer asked permission (given) to show aspects of this report to Dr. Randall. I am eager to communicate my findings to interested parties at the College and details of this report will be made available to any qualified interested persons.

Value of this Report

I believe that all of us at Mt. San Antonio College are interested in maintaining the quality of our reputation and meeting the needs of our students. This report will be helpful in reaching both of these goals. The information obtained in this study will be helpful to persons interested in recruitment and retention, and curriculum development. It will be of special interest to those who are interested in developing programs for the non-traditional student. I have ended my report with some recommendations that may be helpful to those who are concerned about the future of community colleges. Many of the colleges I visited are addressing many of the same issues as Mt. San Antonio College.

Research for Class

Purpose. The purpose of my research was to update my information for the Psychology of Love, Sex and Intimacy class and provide the most recent research to my students.

Research Areas Sampled. I spent hours in the university libraries and visited with some of the top researchers

in the field. I was able to contact people at the University of Arizona and the University of Chicago who had information which was valuable to my class. This information in many cases was not yet published.

Distribution of Information. This information will be given in lecture to my students and colleagues. I have made available my card index file and bibliography to anyone interested.

Value. My research has resulted in a class that meets the needs of our students and is one with the most recent information. My development of a class which meets the needs of the non-traditional student will, I hope recruit more students to the Mt. San Antonio College campus.

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RECRUITMENT AND RETENTION ANALYSIS

Recruitment by Psychology Departments

I. New Courses Offered

The main emphasis of all departments was transfer classes rather than non-transfer, adult education and continuing education classes. A number of new classes had been recently developed to meet the needs of those students who were not particularly interested in a Psychology major and were involved in what has been termed "Life-Long Learning". These classes were Parenting, Stress and Adjustments, Human Sexuality, Grief and Dying, Stress Reduction, The Future, A Psychological Perspective, and the Normal Personality.

These courses differed with respect to transfer and non-transfer credit. Some were listed as credit in some colleges and non-credit in others. Some were listed as transfer in one institution and non-transfer in another. These courses which varied the most were the Parenting classes, Grief and Dying classes and Stress and Management. The only class which I found to have some consistency was the Human Sexuality class which was always listed as transfer credit and was offered at all of the large Community Colleges that I visited. I found one other distinction that helped in the confusion of these new classes. All classes that were offered as transfer credit were taught as academic classes and an exploration of the research findings was the emphasis rather than self help classes. These courses which were self help classes were most likely to be offered in the Adult Education or Extension Program and transfer credit

was not given.

II. Discussions Concerning Curriculum

Almost all of the colleges indicated they were having many of the same problems as Mt. San Antonio College. The universities were recruiting the students at the high schools and they expected their enrollment to decline. However, 37%³ of those interviewed indicated that enrollment in the Psychology classes had stayed the same in the last three years and 47% indicated that the enrollment had actually gone up between 5 and 15%. It was only a small percentage (16%) that indicated that enrollment in Psychology classes had gone down and this was usually in the community colleges that had started as trade schools and had only recently become a community college.

The majority of the departments visited did expect to have a decrease in number of academic transfer students and an increase in students in high interest classes. However, to date the high interest classes (Grief and Dying, Parenting, etc.) were not as successful at attracting students as expected and the academic classes such as Introduction to Psychology were staying the same. Some departments did indicate they were experiencing a fall off of enrollment in the second year courses such as Developmental, Statistics and Physiological Psychology.

The departments I interviewed were not involved in any direct recruitment in high schools. They did have brochures which were available very similar to the brochure which our

Division puts out.

In summary, curriculum development was the departments most direct involvement in recruitment. This curriculum development involved the development of Certificate Programs in the larger institutions visited.

III. Certificate Programs Developed

The certificate program most often offered by the Psychology Department is the certificate which qualifies students to work at the self help agencies. (Mental Health Clinics, Family Planning Clinics, Hot Line, Crisis Intervention, etc.)

Those colleges which had such a program had an advisory committee from health and self help agencies and some colleges had an internship program in which the students participated at these various agencies. The certificate was titled Social Services Certificate, and was distinguished from the Human Services Certificate given at some of the universities. Other titles were Human Career Services Certificate and Mental Health Certificate.

There was a distinction made between the Basic Certificate for Direct Employment and the Associate of Arts degree in the same Certificate Program. The Basic Certificate did not require the General Education requirements and consisted of 30 units. The Associate of Arts Degree Certificate for Direct Employment included the General Education Requirements for the first two years at the University and required 60 units. The department members felt it was important to

offer both types of certificates to best meet the needs of the students.

IV. Off Campus Offerings

Most of the departments did offer an Introductory Psychology class off campus if there was a downtown facility and a facility extension at the high school. However, in no case was this a large part of their program. Most of the course offerings were on the campus.

A small number of campuses had offered an Introductory Psychology class at the Senior Citizens Center but received very little support. Those offerings that had been successful off campus had been:

- 1) Staff development courses at the mental institutions;
- 2) Introductory Psychology for advanced high school students;
- 3) Introductory Psychology at correctional institutions;
- 4) Introductory Psychology at Army and Air Force bases;
- 5) Geriatric classes at Senior Citizen Centers and Convalescent Homes.

The geriatric classes and staff development classes were usually Adult Education or Extension Programs and not part of the academic transfer or vocational program.

V. Adult Education and Extension Program

Adult education and extension programs (called Continuing Education at other campuses) in 20% of the colleges interviewed the Department controlled what was offered in the Adult Education program. The other 80% were not involved in hiring or teaching these classes. In the majority of classes they were taught by part-time instructors and only occasionally by a full-time instructor and then only as over-load and not part of the regular teaching load.

VI. Television Offerings

The majority of the campuses I visited did not offer any television courses from the Psychology Department but there was some discussion at present of doing so in the future. Those who had offered television courses in the past had found the completion was about 33%⁴ and 66% dropping out. I did not always address this area so the answer to this question is incomplete.

VII. Other Relevant Information

As stated previously most colleges I visited had a Psychology Department whose main emphasis was teaching the academic courses for the students who plan to transfer to the University or were planning on earning an Associates of Arts Certificate. The most common courses taught were the following:

1. Introduction to Psychology
2. Introduction to Social Psychology
3. Developmental Psychology

4. Psychology of Personal Adjustment
5. Physiological Psychology
6. Statistics
7. Applied Psychology
8. Abnormal Psychology
9. Business Psychology
10. Psychology of Human Relations (Certificate Programs)

Other courses developed of Human Relations Certificate Programs were some of the following:

1. Introduction to Behavior Modification with Emphasis on Mental Health Problems
2. Practicum in Social Services
3. Social Services Field Experience
4. Drugs in American Society
5. Treatment of Drug Abuse

In some of the colleges visited the Social Services Certificate was a combined Psychology and Sociology certificate but usually it was offered by either the Sociology Department or the Psychology Department.

VIII. Grants

Some of the Psychology and Education Department were very active and involved in securing grants. One institution had recently been awarded a \$105,000 grant for 2½ years for a parent-training program. Some of the part-time instructors as well as full-time instructors had received grants. This was not a common finding on the majority of

the campuses but is certainly an area in which we could encourage our faculty to become involved.

IX. Class Size

The statistics on class size for the campuses visited in the Psychology classes were as follows:

Average class size was 30.79 students

Median class size was 35 students

Most occurring class size was 35 students

X. Full-Time and Part-Time Instructors

The average was 75% full-time and 25% part-time

The median was 80% full-time and 20% part-time

The most occurring was 100% full time

Recruitment by Division Deans and Counseling

I. Division Deans

The Division Deans I interviewed were involved in recruitment by developing new certificate programs to meet some of the changing needs of the students. All indicated an increase in the occupational areas and the vocational and adult education areas. Generally the Division Deans were not involved in the hiring or institution of the Adult Education or Extension classes offered in their divisions and several indicated a concern about some of the classes offered by persons who were not trained in the area of Psychology or Sociology teaching psychology classes and

sociology classes. This problem was far from being resolved on the campuses I visited.

In the majority of the colleges the enrollment in the first year classes had not gone down but the number of students taking the second year classes was declining. Division Deans and Counselors both indicated they were actively involved in two specific areas which impacted recruitment: 1) developing Certificate Programs and 2) maintaining the integrity of the academic transfer program to the University. I will discuss each of these separately.

A. Certificate Programs. In the certificate programs it was necessary to be able to place the students graduating from the program and to be sure that they were trained adequately to handle the jobs for which they would be hired. Two situations had hurt some colleges. One was the fact that some of the students coming out of certain certificate programs had been trained with outdated procedures and equipment and had performed poorly when hired. Since most had been hired in the surrounding agencies this definitely hurt the program. The situation just discussed was not in the Psychology area but in the computer area which has been changing rapidly but Division Deans and Counselors were concerned that all certificate programs be as up to date as possible and give the best training possible.

The second situation that could harm the reputation of the college was to have a certificate program for which there were no available jobs. There was concern about training

students for non-existent jobs.

To guarantee that the above two situations did not develop most Divisions had a close working relationship with the community agencies. Several colleges had an advisory committee made up of faculty and people from the health and self help agencies which met regularly and in most cases these colleges were also involved in an internship program with these same agencies. Most of their students were being placed but already there was developing a possibility of a loss of possible jobs as budgets are being cut in many of the state and federal agencies.

B. Academic Program and Transfer to the University.

All of the community colleges I visited could offer the first two years of college at a much reduced cost when compared with the four-year state colleges and universities. Many felt their best guarantee to attract the transfer student was to give a transfer program that gave the student a good background and preparation for the junior and senior year at the four-year schools. Division Deans and Department Chairpersons I saw were concerned that the transfer classes be equivalent to the same class at the university. Only one Dean indicated that this was not an important issue. Most Deans and instructors indicated that this was sometimes a problem area. Occasionally an instructor would be teaching a transfer class that was not equivalent to the same class at the university. The majority that I spoke with felt this was a real problem and a threat to the transfer program and

the reputation of the community college. One instance in which harm could be done would be students who transferred and discovered that they were lacking enough information and training to be able to do well in the junior and senior level classes. There was no data on how well these community college students did when they transferred to the university. At least I met no one who had this data. The second concern was that the university that accepted students and found them to not have the proper coverage of the first and second year courses were reluctant to accept future students from that particular community college.

To insure that the A.A. degree and major in Psychology was adequate for the transfer students some departments were in communication with the universities and what they wanted the majors to have in the first two years. However, there were very few Departments that were involved in this communication, although it is a good idea.

There were a minority that supported teaching a transfer class as not equivalent to the university class. They stated that most of the students did not transfer anyway and little harm was done.

There was some controversy in this area and both points of view can have very different results.

II. Other Division Developments

All Divisions had developed brochures very similar to ours. They explained what the Division is, who the instructors are and what services are offered to the community.

Circulation of these brochures were varied. Some divisions used a mailing list, some were distributed on the campus, especially at Admissions and Counseling offices. Some Divisions also held an open house for the community where literature was distributed.

III. Counselors

All counselors I interviewed visited with the high schools. I did not speak to counselors on all campuses but those that I did interview were actively involved in recruitment. Some of the smaller community colleges, especially in the Midwest, did not have any counseling staff.

A. High Schools. Each campus had a liason with the high schools. They spoke to those students who were considering a four year or more degree and those considering a vocational program. Most schools were in competition with the universities and the following was usually what was communicated to high school seniors. I have divided it into two groups.

1. Potential transfer students: The following reasons were given to the seniors for attendance at the community college.

a) It would be much cheaper to go to the community college for the first two years. The tuition is less and the student would be able to live at home and delay the cost of room and board that one would have at the university.

b) The classes are much smaller, e.g. 35 students compared to 200 and 300 in the Introductory classes at the university.

c) Instructors taught the classes and not the graduate students.

d) If the situation existed, they pointed out that many of their instructors had gone on to get their Ph.D. and were as well prepared and versed in their field as the professors at the university.

e) The main function of the instructors was to teach. There was no pressure to do research and publish as there was at the university. The instructors therefore spent more time on their teaching. (This, of course, is an assumption on the counselor's part and not established fact.)

2. Potential Vocational and Occupational Students:

The following reasons were given to seniors for attendance at the community college.

a) It would cost less than one of the trade schools.

b) The training was equivalent to the trade school.

c) Data was usually given on the number of students who have been placed in jobs.

d) The fact that those who earn an A.A. degree in a Certificate program, although it requires more units and includes the General Education Requirements for the first two years at the four year schools, are more likely to get a job than someone who is trained at a trade school and since they are more educated usually

receive a higher salary was stated. (Whether this information is accurate I do not know; some counselors were reluctant to support the above statement.)

I did discover that some of the community colleges had two types of vocational program of which I was not aware. Whether this is common practice I do not know and did not get much data in this area. For example, Pima College in Tucson has two certificates.

1. Social Services Basic Certificate for direct employment — 30 units required.
2. Social Services Associate of Arts Degree for Direct Employment — 60 units required. (Recommended for those who want the A.A. and those thinking of transferring to a University.)

B. Other Counselors Duties in Recruitment. Counselors also contacted various institutions and arranged to have special classes offered. For example:

1. A Psychology 1A and other Introductory transfer classes were taught at some high schools for advanced students. The high school students received college credit and were thus introduced to college classes earlier than most.
2. They had recruited senior citizens for classes at Senior Citizens Centers.
3. Classes were also offered at military installations and correctional institutions.
4. Some of the colleges were offering classes to

large corporations, e.g. Psychology of Business of Human Relations, classes for the secretarial staff on communication and personal business relations.

Other facilities developed by those in counseling to attract students were Women's Centers and Handicapped Centers. One campus had a Men's Center. There were programs to recruit minority and women students. Many of these were also perceived and functioned as Retention facilities.

College Wide Recruitment Programs

I. Opening of Other Campuses

Many of the campuses visited had opened other campuses in the community although the majority of courses were taught on the main campus. It was hoped that these centers would encourage students to eventually come to the main campus. Most satellite campuses were located at a downtown center or a high school. They were called by various names: downtown campus, community campus, local Education Center, Senior Citizens Education Center.

II. Advertising

The most recent development seemed to be advertising at the local shopping centers. Whether this was successful was not able to be judged since it was new. Other areas of advertisement were the following:

1. booth at State or County Fair
2. radio and television advertisement
3. mailing of class offerings (However, most campuses

and especially the larger metropolitan areas such as Chicago and New York had stopped mailing schedules. Their results indicated that this was not very successful and was generally perceived as junk mail. They were more successful with printing the schedule in the local newspaper.)

4. They had increased their advertising for the Adult Education classes and Continuing Education classes which have generally been increasing in their offerings.

III. Some Innovative Approaches to Recruitment

- 1) Chicago had the banks put class offerings and advertisements with the monthly bank statements to customers. They also were offering classes at the banks.

- 2) Several campuses were doing cross referencing. They gave credit in many different areas for the same class. When I queried why, the usual response was that students would not take a class unless it was in their major; thus, the class was listed in many majors. For example, the art class taught by the Art Department was listed as Archeology of Art (credit in Anthropology), History of Art (credit in History), Sociology of Art (credit in Sociology). Other examples were Marriage and the Family and Child Development. Both were taught in the Home Economic Department and were cross-referenced and given credit in Psychology, Sociology and Public Health depending upon the student's request for credit.

Many instructors and some administrators saw a real

problem with this approach, especially if the course was a pre-requisite for another class. An Art instructor can hardly be an expert in Sociology, Anthropology and History all at the same time. I know from experience and by examining textbooks that a Marriage and Family course taught in the Home Economics Department is quite different when offered in the Psychology Department. Thus, there was a great deal of controversy over this approach and counselors indicated that they could have difficulty matriculating these courses with the university for transfer credit if the university discovered that it was not being taught in the department for which it was listed. (The majority of campuses were not involved in this cross-referencing but there were definitely a number of campuses involved.)

IV. Retention Analysis

At all of the colleges visited they had increased their Learning Skills Center facilities. There is probably no way to measure how many students have been retained because of skills development since there are so many variables involved in human motivation but all staff that I visited with felt that it had been very helpful in retaining the students who were ill-prepared for college classes.

All colleges that I visited indicated that the ability of many of their students was below what they had experienced in the 60's and early 70's.

It was usually left up to the students to contact the Center if they were having problems unless, of course, they

had done extremely poorly in the entrance exam. The Center advertised on the campus and they were growing quite rapidly.

Several campuses had done follow up studies with students who did not return and discovered much of the same information that Mt. Sac's survey revealed. Most students had a very positive experience at the college and they simply had other priorities at present.

This program was the only concerted effort that I found for retention of students. I am sure that there were other steps to retain students but they were usually done on an individual instructor basis. Some instructors spent a session on study techniques, others called students who were not attending, and some held extra study sessions. The Recruitment Program was much larger than the Retention Program.

Summary

I. Personal Observations

If my information is correct, the community college was first designed to serve two purposes:

1. provide inexpensive vocational training and
2. allow students to pursue the first two years of college at home before transferring to the university or state college.

Over the years the mission of the community colleges has evolved to be the following:

1. to provide standard collegiate courses for transfer to other institutions.
2. to provide training in vocational and technical

fields that lead to employment.

3. to provide life - long learning opportunities for the community.

I think this has been positive since the community colleges have expanded to meet some of the needs of the community and education has been made available to those who wish to continue their learning and are not seeking a transfer degree or vocational or technical training for employment. However, the community colleges have come under attack recently as has most education and perhaps for some good reasons.⁵

As I visited other community colleges and after I returned to Mt. Sac I also was confused as to the purpose of the community college and exactly what an A.A. degree meant. After some thought on the matter and discussions with other department members, I came up with the following discussions with other department members, I came up with the following recommendations and rationale. I hope you will take the time to read them and I must add that not everyone in the department agrees with them.

II. Preface to Recommendations

I realize that my ideas are not particularly popular with everyone on this campus and the statement is sometimes made that if we made our classes equivalent to the state college and university we would not have any students since our students are not of that caliber.

Perhaps that is true but do we continue to push them

along to the next higher level as the high schools have done? Perhaps that helps in the short term but in the long term it could hurt us. As we lose our reputation as a viable educational institution that can have a direct result on our enrollment. Many parents are putting their children into private schools or paying reading and writing specialists to teach their children what the high schools are failing to do. If our graduates do not do well students may well choose to go elsewhere and it can take a very long time to change one's reputation.

I believe that there would be some grave consequences to what I recommend which may mean that we could initially shrink in size and perhaps lose faculty but as we become a responsible institution and place students where it is appropriate for them to be and expect that they do well we may see some significant changes.

I do not particularly agree with some of my colleagues who believe that our students could not do well in a college class. I believe that the majority are quite bright and may lack some skills which can always be corrected if they are placed at the appropriate level. I decided to test the theory that our students have so few reading skills. This semester (Fall, 1980) I gave all of my classes a reading comprehension test and discovered that in my transfer classes⁶ the mode was 12.9+. In my non-transfer class the mode was also 12.9+⁷ but the median and average were a bit lower. The median in my transfer class was also 12.9+ with a lower mean since I did discover a small group of students who were

at 3.2 and 6.4 grades. These students I directed to the study skills center and recommended that they return to the transfer class when they had improved their skills. To my surprise many of the students were quite happy and surprised that they had done so well. The students seem to have also bought the idea that they cannot read.

III. Recommendations

I see no reason why the community colleges cannot meet the many different needs of the community, which are:

1. preparation for the first two years of college
2. preparation for a vocational or occupational employment
3. life long learning

In order to prevent students and the community from being confused I would recommend that there be very clear cut lines between the different services and classes.

A. Community College Degree (A.A. or A.S.). Only college classes would qualify as unit credit toward the A.A. or A.S. degree. The general education requirements for this degree would be those that are accepted in the CSUC and UC system.

Rationale.

1. The integrity of the College Degree is maintained and we would not be open to the criticism such as that expressed in the newspaper article enclosed (see Appendix).

2. Students will have an experience of the college

classes at the university and state college level and can better decide whether they want to transfer. (This would mean of course that our transfer classes are equivalent to those at the university and state colleges. Recent information that 67% of community college students are on academic probation 1 year after transferring to the University is most upsetting.)⁸

3. Those students who transfer will be able to go directly into Junior level classes.

In summary I believe this would eliminate much of the confusion that exists at present. I have had experience as have some of my colleagues, with students who have been upset with their education at Mt. SAC. Students who have earned an A.A. degree from Mt. SAC have transferred to a State campus and discovered they were lacking a substantial number of units in General Education classes and needed to take freshman and sophomore classes for prerequisites to junior level classes. I would agree that the student is responsible to check and see if his/her classes will be accepted by the state college but it is painful to see a student in tears who has just discovered his college degree is not a "real college degree" as he/she put it. Since it appears most of the people in the community are under the impression that an A.A. degree represents the first two years of college, the best route may be to setup the requirements in such a way that this goal is satisfied or to change the degree so that it is not called a college degree. I believe that we have a responsibility to students and

the community to be clear about what we are offering. There are many excellent classes to be offered but we lose credibility when we call those classes college classes if they are not accepted as college classes in the university and state college system. In addition, we may be deceiving students into thinking that some of these classes are typical college classes when they are not, and students may be quite surprised when they transfer.

B. Vocational and Occupational Programs. The question then arises about the vocational and occupational program. I would recommend the following:

1. A certificate⁹ which could include a different set of General Education requirements than the A.A. or A.S. degree, or
2. An A.S. or A.A. degree that includes the General Education requirements of the first two years plus the required units for the occupational or vocational certificate.

Rationale

Since many of the vocational and occupational programs include a large number of units and some very rigorous courses, students would be able to take fewer general education requirements or those which would best meet their needs.

Given the option to earn either the certificate or the A.A. or A.S. degree, the student could keep open the door to transfer and earn a certificate for employment and meet the general education requirements for the first two years

at the university or state college. Students who decide to earn the certificate would know that they had not necessarily taken all of the courses for the first two years of college and would not expect to be able to go into junior level classes if they transferred to a university or state college.

C. Life Long Learning Classes. Since most of these classes do not qualify for the bachelors degree, I see no problem in communication with the community. These classes could include the Adult Education program, the Extension program and various remedial classes. The only problem that I observe is that we do have some classes offered for college credit that perhaps would be better placed in the Life Long Learning program. I am referring to such classes as Parenting, Beach Skills, Fishing, etc., which do not have an academic base but are more discussion and practice classes. These courses can be and are taught academically by some instructors which means that there is some confusion. I teach a class called the "Psychology of Love, Sex and Intimacy" which entails reading two texts and taking three exams. Some students have little difficulty and this is what they expected and some students are surprised that they would have to read anything for the class and take an exam. Perhaps they are expecting what would more typically be called a life long learning class.

This whole area of expectations has been a problem for some time in these classes and perhaps the one way to clear up such ideas is to only offer those classes for academic

credit that will be accepted in the University and State College system and to place those classes that are high interest classes but do not transfer in the life long learning area.

Rationale

Expectations of performance and requirements are different for this area and by clearly making a distinction between college classes and life long learning classes some of the above problems may disappear.

IV. Consequence of Recommendations

This I can of course only speculate on and I believe that some of the immediate consequences would not be all that pleasant but the long term consequences could definitely be positive. I will try to separate out each consequence.

1. For the A.A. Degree make the General Education requirements those of the State University and State College system.

Short term consequences

- a) Many people would be unhappy — instructors, counselors as well as students.
- b) We would perhaps see a drop in enrollment or an increase in withdrawals and could lose some faculty.

Long term consequences

- a) Anyone who earned the A.A. or A.S. degree would know that the degree represented

the first two years of college and unless they changed their major they could go into junior level classes.

- b) If the CSUC and UC system raise their tuition we would be very appealing to transfer students who want to save money. We must have a good reputation, however, for this to take place.

2. Make sure our transfer classes are equivalent to the classes at the University and State College system.

Short term consequences

- a) There would be fewer students passing classes and consequently they would be unhappy.
- b) Enrollment might drop and we would lose some faculty.

Long term consequences

- a) Students would have an experience of what college classes are like and could make a decision as to whether they wish to go on to a university or state college.
- b) They will develop those skills that they need at the university and state college to succeed.
- c) Those students who discover they do not have the necessary skills can be referred to the Learning Skills Center.
- d) Our reputation as an excellent community

college will increase as our students do well and our enrollment may increase especially if tuition comes about.

3. Option of certification in Vocational or Occupational area or an A.S. or A.A. Degree in Vocational and Occupational area.

Short term consequences

- a) Vocational and Occupational faculty will be upset since their students want the prestige of the A.S. or A.A. degree and this would mean more units for their students who might elect to go to a trade school and thus the vocational or occupational area may lose faculty.
- b) Academic faculty will be upset since certificate programs may not have the same required courses as those earning the A.A. or A.S. degree and enrollment may drop in the academic classes and these areas may lose faculty.

Long term consequences

- a) It would be clear to students whether they are taking the first two years of college or whether they are being trained for employment only. This would allow them to do both if they so desired.
- b) By reducing the General Education requirements for the certificate the vocational

faculty may be happier and could devote more time to training the student for the job and perhaps produce a student who is better trained than those of the trade schools. I would hope that the General Education requirements would ensure that all students have basic skills in reading, writing and math. Since many of the programs call for more math skills than do some of the academic programs this need is usually eliminated.

- c) As our reputation of our students in the work field increases our enrollment may increase.

4. Clear distinction between Life Long Learning classes and Academic or Vocational and Occupational classes.

Short term consequences

- a) Faculty who are now teaching classes that are relevant but not transferrable would be upset at classes being put into life long learning.
- b) Since these classes are taught by part-time instructors it might mean loss of some faculty positions.

Long term consequences

- a) This distinction results in better credibility of our A.A. and A.S. degree.
- b) Expectations of students and faculty would

perhaps coincide. (If I were teaching a life long learning class I would not expect the students to do as much as I would in an academic class.)

- c) This life long learning program could increase if we offer quality programs (perhaps by some of the current faculty if the vocational and academic programs are reduced) and the faculty present information in such a way that meets the needs of the community.

I might recommend staff development in this life long learning area for those faculty who are no longer needed in the academic or vocational programs. This would of course have all kinds of financial problems since the program is currently based on part-time employees but we may be able to offer a better program and thus increase our attendance if we used our full-time faculty.

Footnotes

¹Non-traditional student is defined as a student who is not seeking a degree in an academic program or vocational program.

²See appendix for list of colleges visited.

³N=19.

⁴N=5.

⁵See appendix for newspaper article.

⁶N=130.

⁷N=35.

⁸Senate Report of U.C.L.A. Report and Division Report.

⁹This could be called Associate of Technology.

PSYCHOLOGY OF LOVE SEX AND INTIMACY RESEARCH

My study for the class resulted in the following:

- 1) A card index file of 1,000 5 x 8 cards all cross referenced to be used for lectures and writing.
- 2) A broad area was researched involving the following areas: 1) Sexual Patterns, 2) Gender Identity, 3) Sexual Object Choice, 4) Sexual Mechanisms, 5) Popular Definitions of Love, 6) Pair Bondings and Attachment, 7) Love in Other Cultures, 8) Studies on Intimacy and Trust and Early Childhood Experience.
- 3) A literature search from 1940-1979. A vast amount of the information was derived from primary sources. I Researched the Psychological Abstracts, the Medicus Index, Sociological Abstracts and Subject Index and Author Index of the card catalogues. I visited and worked at the Cal. State San Diego Library and the University of Irvine. I also spent time at the University of Chicago Library and the University of Arizona Library. (See appendix for bibliography.)

APPENDIXCommunity Colleges Visited (Order visited)

Pima Community College, Tucson, Arizona

San Antonio College, San Antonio, Texas

Delgado College, New Orleans, Louisiana

Atlanta Junior College, Atlanta, Georgia

Miami-Dade Community College, Miami, Florida (2
campuses)

Philadelphia Community College, Philadelphia,
Pennsylvania

City University of New York, New York, New York, (5
campuses)

Toledo Community College, Toledo, Ohio

City College of Chicago, Chicago, Illinois (3 campuses)

Oakton Community College, Chicago, Illinois

Southeast Community College, Lincoln Nebraska

McCook Community College, McCook Nebraska

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The following Journals were researched throughly (10 years).

American Journal of Sociology

Developmental Psychology

Journal of Consulting and Clinical Psychology

Journal of Endocrinology

Journal of Marriage and the Family

Journal of Personality

Journal of Personality and Social Psychology

Journal of Social Issues

The Journal of Sex Research

Physiology and Behavior

Psychological Bulletin

Psychological Reports

The Sexual Archives.

Daily Piolet, Huntington Beach, Ca.

Sunday, Nov. 26, 1978

Tuition for Two Years

By REBECCA HELM
Of the Daily Piolet Staff

Community colleges of today are wonderful — or caricatures at the two-year schools today frequently are a frivolous waste of taxpayers' dollars.

Which statement more closely resembles the truth?

State legislators must answer this question before they can draft a financing

plan for California community colleges to replace the deficit from Proposition 13.

Until they do, the schools are at



HELM

the mercy of the state's "bail-out" benevolence.

This year, legislators left the 105 junior colleges \$200 million short of projected needs — 16 percent less than the pre-Proposition 13 systemwide 1978-79 budget of \$1.3 billion.

In prestige, California's community colleges sit at the lower end of the state's master plan for higher education.

The three systems, including the California State Colleges and the University of California system, have total state and local revenues of \$2.57 billion for this academic year.

Is this too much money? Is

California's complex, three-system, tuition-free master plan for higher education more than taxpayers want to fund, and is that part of the message of Proposition 13?

Some college and university officials in this state say they fear that legislators may conclude the answer to these questions is "yes." At the bottom of the higher education totem pole, community college officials are the most fearful.

In formulating a new financing plan for community colleges, state legislators are taking a long hard look at the state's Education Code, which man-

SUNDAY SPECIAL

Community Colleges Confronting Finance and Curriculum Shuffle

dates the "mission" of junior colleges.

Over the years, that mission has evolved broadly to include at least "standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses, and community services.

Curtailment of this broad mission by the legislators is a not-to-be-taken-lightly possibility, educators say.

Hurting the community colleges most is a frequent accusation that they have been wasting taxpayers' money by offering "frill" courses.

Recently, the Coast Community College District re-designated several courses from credit to

non-credit status. Under law community (junior) colleges may not charge for credit courses.

Affected courses included Beach Skills, Being Grandparents, Bridge, Big Game Fishing and Billiards.

In the south county, Saddleback Community College officials are immensely proud of their Emeritus Institute, now enrolling more than 3,000. This is a program especially for older adults. Many are from the nearby retirement community of Leisure World.

Most of the courses are for one-half unit of credit. Subjects range from art appreciation, jewelry fabrication, and creative writing to music and dance classes, investments and

foreign languages.

For such offerings, politically conservative syndicated columnist Earl Waters a few weeks back heaped ridicule on school administrators.

Stating that junior colleges were established to provide inexpensive vocational training, and allow students to pursue their first two years of college near home before transferring to a four-year school, Waters added:

"But ... the schools have blossomed out to enroll the world, offering every conceivable type of course. There are the geriatric offerings for senior citizens, the hobby courses for bored housewives, and the

(See COMMUNITY Page A3)

recreational courses for the idle...

"The officials justify these massive programs with the saw about education being a lifelong learning process ... somehow they seem to think this gives them license to spend the taxpayers' money providing classes from cradle to the grave."

Reacting to Waters and his critique, Norman Watson, chancellor of the Coast Community College District, said, "There are still some dinosaurs in our midst."

He agreed that junior colleges originally began with curriculum offerings only for students seeking to transfer to four-year schools and vocational training.

Now, however, he said, community colleges are in their fourth generation stage and are offering "life-long education."

"There was a time when education stopped at a certain age," Watson said. "This is no longer true. Older people are beginning to say, 'My education never ends.'

"To say to these people you can no longer have an education is going to meet with a rebuff," he continued. "They've paid their taxes."

Robert Lombardi, superintendent of the Saddleback district, supports Watson's views.

"I think that if people want to come to school to enrich their lives, that is a reasonable expenditure of public funds," he said.

"For the first time people are coming to take American History just because they want to learn about American History. That's a marvelous thing.

"If people are objecting to that, they should look at that ob-



OLDER ADULTS DESERVING
Dr. Norman Watson

jection closely. Isn't that where our society wants to go?"

State level community college officials appear to agree with Lombardi. Recently, a task force with the goal of reviewing the "mission" of the community colleges released its report.

Although community colleges must "change with changing times," the report stated, it recommended that the two-year schools be left as they now exist.

Shadowing community college educators is one solution they say they fear legislators may propose—tuition.

Junior college administrators offer two strong objections to rewriting the state's Education Code to force junior colleges to charge tuition for their credit classes.

The first is that instituting tui-



ENRICHMENT IS VALID
Dr. Robert Lombardi

tion would violate the 'open door' policy.

This policy, written into law, provides that any California resident, kindergarten age and up, who is able to benefit from the junior colleges, should be admitted.

"Equal opportunity, equal access," Lombardi said, defining the open door policy. "If we mean it, we have to provide it."

The second objection is more pragmatic. Community college administrators say their chief advantage in competing with the four-year colleges and universities, public and private, and with private vocational schools, is the lower cost to the student of the junior college.

Dr. Lloyd Messersmith, executive director of the California Community and Junior College Association, addressed this fear at the state Community Colleges Board of Governors Conference in Los Angeles last month.

"If a significant tuition factor were to be utilized in the community college without dramatic increases in tuition and fees within the other two segments," he said, "the community college as we know it would virtually be destroyed."

A complicating factor is the condition of declining student enrollment now prevailing throughout most of California.

Over the next 20 years, statistics indicate the decline will continue. The birthrate statewide has dropped from 24 births per 1,000 in 1957 to 15 births per 1,000 in 1977, California officials reported.

In Orange County the drop is greater — down from 29 births per 1,000 population in 1957 to 14 per 1,000 in 1975, according to county officials.



'WE'RE NOT PROVINCIAL'
Dr. Donald Shields

Sacramento to force the community colleges to charge tuition.

Cal State, Fullerton President Donald Shields, whose school is in its third year of declining enrollment, denied this possibility.

"I don't see state colleges advocating any policies that would reduce the programs offered by community colleges," Shields said. "We haven't been that provincial in our concern."

"I believe there is potential for a real battle," Lombardi said, referring to a predicted competition for students between the state colleges, private schools and community colleges.

Watson and Lombardi also both said they fear that officials of the mightier state college system may bring pressure in