

8-1-2011

PERCEPTIONS OF ILLINOIS COMMUNITY
COLLEGE ADMINISTRATORS ON THE
IMPACT OF THE U.S. ECONOMIC
RECESSION AND STATE FINANCIAL
PRESSURES ON PROGRAMS FOR ADULTS

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PERCEPTIONS OF ILLINOIS COMMUNITY COLLEGE ADMINISTRATORS ON
THE IMPACT OF THE U.S. ECONOMIC RECESSION AND STATE FINANCIAL
PRESSURES ON PROGRAMS FOR ADULTS

by

Barry Ray Hancock

B.S. Murray State University, 1986
M.S., Southern Illinois University Carbondale, 1990

A Dissertation
Submitted in Partial Fulfillment of the Requirements for the
Doctor of Philosophy in Education Degree

Department of Workforce Education and Development
in the Graduate School
Southern Illinois University Carbondale

August 2011

DISSERTATION APPROVAL

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Doctor of Philosophy

in the field of Workforce Development and Education

Approved by:

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June 6, 2011

AN ABSTRACT OF THE DISSERTATION OF

BARRY RAY HANCOCK, for the Doctor of Philosophy degree in WORKFORCE EDUCATION AND DEVELOPMENT, presented on May 9, 2011, at Southern Illinois University Carbondale.

TITLE: PERCEPTIONS OF ILLINOIS COMMUNITY COLLEGE ADMINISTRATORS ON THE IMPACT OF THE U.S. ECONOMIC RECESSION AND STATE FINANCIAL PRESSURES ON PROGRAMS FOR ADULTS

MAJOR PROFESSOR: Dr. John S. Washburn

The United States economic recession is now in its third year and continues to have a serious impact on the American higher education system, including Illinois' public community colleges. Illinois community colleges are seeing increases in enrollments while at the same time seeing significant decreases in state funding.

The purpose of this study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. The analysis included survey data from community colleges presidents and continuing education program managers (CEPMs) and interview data from three presidents and three CEPMS representing urban, suburban and rural community colleges.

Several findings and conclusions were discovered as a result of this study, including: (1) respondents indicated offering courses which do not meet profit expectations, but they do and should continue to because they are testing or building new curriculum, (2) primary state funding sources are inadequate and unreliable and secondary funding options, such as grants, endowments, and donations are used to support programs, (3) financial pressures are having an adverse effect on continuing education departments and their budgets, (4) approximately 35% of the state community

colleges' enrollment can be attributed to continuing education enrollments, yet most colleges only allocate 1-10% of their institutional budgets to this purpose, (5) about one-quarter of the respondents do not feel their colleges' continuing education program is prepared for the influx of senior citizens.

Several general recommendations were made, including dissemination of study results to state associations, community college presidents and CEPMs. The study concludes with recommendations for practice for presidents and CEPMs as well as recommendations for further research.

DEDICATION

This study is dedicated to the continuing education administrators in the state of Illinois' 48 community colleges and the three state continuing education associations (Illinois Council for Continuing Education and Training, Illinois Community College Economic Development Association, Illinois Council for Continuing Higher Education) who are continually striving to foster the interests of continuing education. Your hard work, dedication and service to the citizens of Illinois are to be commended. The vocational skills, workforce development and leisure classes your colleges offer are of great importance to the state and they *enhance the reservoir of knowledge* of hundreds of thousands of citizens each year. As the former president and CEO of the Illinois Community College Board, Dr. Joe Cipfl used to say, "Good things don't happen by accident, good people make good things happen!" You are the good people who are making a lot of good things happen for the Illinois Community College System!

Even though the State's economic recession may be making times difficult as budgets are being cut and enrollments are increasing, please remember what Winston Churchill once said. He said, "Never, never, never give up." I encourage you to continue to do your part in making your college and the entire Illinois Community College System the excellent system that it is today!

ACKNOWLEDGMENTS

One cannot complete a dissertation of this magnitude alone. It takes the constant encouragement, support, sacrifice, advice and wisdom of some very special people to make an endeavor of this nature possible. A dissertation is really a joint effort between the researcher and those people closest to them. And to anybody who helped me with this study and whom I may have left out of this section, please accept my sincerest apologies.

To my wife, Jennifer, and my sons Andrew and Aaron, thank you for all of your love, support, optimism and understanding during the many years that I have worked on my Doctor of Philosophy Degree and this dissertation. While it took a while to complete, I honestly hope the time I spent did not detract too much from our family time. I would have never been able to complete this degree without your love, understanding and sacrifices.

To my parents, Dr. and Mrs. Ray (Ruth) Hancock, thank you for all of your unconditional love, support and belief in me that you have given for the past 47 years, especially during this challenging time of research and writing. You have both been excellent role models for me and I appreciate the values and work ethic that you instilled in me when I was growing up. Your high standards and accomplishments have had a positive impact in my life. To my father - one of your favorite quotes, which is posted in the WHAM Educational Building at SIUC, comes from the man that many know as the father of education. Horace Mann once said, "Be ashamed to die until you have won some victory for humanity". I have witnessed you win many *victories for humanity* and I am hoping this research study will add to the body of knowledge, thus helping make the

lives of people just a little better off today than they were yesterday. Ultimately, this research study will be one more *victory for humanity*.

I would also like to express my sincere appreciation and gratitude to my chairman, Dr. John Washburn. This project would not have been possible without your time, suggestions, editing and professional expertise. To my committee members, Dr. Saran Donahoo, Dr. Barbara Hagler, Dr. Paul Sarvela and Dr. Cynthia Sims, I thank all of you for your patience, professionalism, constructive criticism and objective insight in helping to “massage” out the edges of this research study.

To Dr. Marcia Anderson, I thank you for the many hours you spent proofing this research study and making sure it was in a presentable form. I appreciate the help of Eric Pulley at John A. Logan College for placing the survey onto Survey Monkey, and to Scott Park at the Illinois Community College Board for providing assistance with the research design of this study. And Dr. Sharon Voirin, thank you for your expertise in helping compile the results, tables and figures and for getting them into a manageable and presentable fashion.

To my office staff at John A. Logan College-Greg Stettler, Kim Neace, Jenifer Rongey and Lisa Pruitt-I want to thank you for your patience, understanding and assistance in keeping the office running and *covering for me* during my time away. This study has obviously been on my mind for many months now and hopefully my disposition and *blank stares* will disappear now that this dissertation is complete.

I would also like to acknowledge and thank the community college administrators who served as *jury of experts* members and pilot study members of this study. Dr. Thomas Ramage, Dr. Larry Peterson, Jennifer Scheri, Andy Perry, Nina Crick, Lavon

Nelson, Mary Beth Trakinat and Terri Winfree-your time and assistance in making the study survey instrument valid and reliable was greatly appreciated.

A sincere thank you to the board of directors, the scholarship selection committee and the members of the Illinois Council for Continuing Higher Education for awarding me the 2011 Charles Evans Research Grant. This award has been of great value as I truly believe the knowledge and recommendations gained from this research study will help to promote the mission of the continuing education profession at community colleges and public and private universities across this state and nation.

To Southern Illinois University President, Dr. Glenn Poshard, I thank you for the encouragement and words of wisdom from Winston Churchill. I memorized those words verbatim and I want you to know that I thought of them often as I finalized my degree!

Finally, I wish to thank all of the Illinois community college continuing education administrators and presidents who made this research study possible by taking time to share their knowledge and perceptions. The time you took to fill out the survey and to participate in the interviews is greatly appreciated, not only by this researcher but by the almost one million citizens served by Illinois' community colleges.

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CHAPTER 1

INTRODUCTION

Nature of the Study

The U. S. Economic Recession

The United States' economic recession, considered to be the worst since the Great Depression, is now in its third year and continues to have a serious impact on American public and private organizations. Amadeo (2010) indicated that a recession occurs when the country's gross domestic product (GDP) slows, businesses' stop expanding, employment falls, unemployment rises, and housing prices decline. Using that definition, many experts say the U. S. entered the current recession in 2007 when the GDP slowed to 2.1% in the fourth quarter, businesses' orders declined, unemployment rose, and housing prices fell by about 10%. Further, some jobs created by the American Recovery and Reinvestment Act will not continue ("Stimulus Jobs," 2009). Personal bankruptcies have surged by 10%, the Federal Deposit Insurance Corporation (FDIC) fund will be underfunded until at least 2012, third quarter 2009 foreclosures were the highest ever, the home rescue plan will delay the current financial crisis, and the recession has widened the U.S. income gap.

Morello and Keating (2009) reported the current economic recession has dropped 2.6 million more Americans into poverty, wiped out the household income gains of an entire decade, and pushed the number of people without health insurance up to 46.3 million. In all, 39.8 million Americans were living in poverty in 2008, defined as an income of \$22,025 for a family of four. The last time there were that many people with

incomes below the poverty level was 1960, although the nation's population was smaller then.

The unemployment rate hit 10.2% in October 2009 (“Unemployment Packs,” 2009). All told, 15.7 million Americans are out of work. Add in workers who must settle for part-time work or those who have simply given up looking for work, and the rate is 17.5%. Only twice since World War II has unemployment topped 10% - now and from September 1982 to June 1983. Lawrence Mishel, president of the Economic Policy Institute, said the ripple effects of the rising unemployment rate will be felt for years. He predicted the poverty rate for children will rise to 27% in 2011, from 18% in 2007 (“Unemployment Packs,” 2009).

The impact of the U.S. recession can be felt more profoundly in Illinois than in most other states. Geigerich (2010) said unemployment in Illinois rose to 11.1% in December 2009 (up from 10.9% in November) as the state lost 16,300 more jobs. Data compiled by the Illinois Department of Employment Security (2010) traced most of the losses to the construction, trade and transportation, and leisure and hospitality sectors. Throughout the recession, unemployment in Illinois has topped jobless figures for both the nation and many other states. Geigerich (2010) said a key measure of Illinois’ economic disparity can be found in the Economic Policy Institute’s Economy Track which noted the state’s unemployment rate more than doubled from December, 2007 (5.5%) to December, 2009.

Illinois Department of Employment Security spokesman Greg Rivara said high unemployment was a reflection of the national economic downturn (Lee, 2010). Rivara said:

When people are working, they are generating state income tax and sales tax. . . so continued efforts at creating jobs, lowering unemployment, need to be at the top of the agenda for the legislature and the administration of the Governor. We really encourage people to take an honest assessment of their skill sets, to make an honest assessment of what training, what education that they can obtain to better position themselves to re-enter the workforce (Lee, 2010, p. 5).

Very few people are untouched by recessions as deep as the current economic downturn, including the nation's children. Voices for Children, a national organization with a branch in each state, said in a recent study (Illinois Kids Count Report – 20 Percent of Young Children Living Below Poverty Level) that the economic recession is having an adverse effect on the nation's children (Vitale, 2010). Slaby (2010) revealed one-fourth of children in Illinois lived in poverty and were at risk of not receiving an education.

Dr. Ray Hancock, President of the Illinois Community College System Foundation and Voices for Illinois Children Board Member, said:

Unemployment from the lack of an education creates a cycle which makes it difficult for future generations to receive an education and job opportunities. It becomes a problem that the Illinois General Assembly needs to address, and they have refused to address it in any kind of way (Slaby, 2010, p. 1).

Slaby (2010) went on to note that children represent one-fourth of Illinois residents and more than one-third of the state's population living below the poverty level. As a result of the Illinois economic issues, the majority of these children will never have an opportunity at higher education.

As an illustration, the impact of the U.S. recession is especially severe in one Illinois county. Morse (2010) said that according to a report from the Voices for Illinois Children Organization, Illinois' Stephenson County's median family income dropped 13% between 1999 and 2008, the largest decrease in the state for that period of time.

Some economists suggest that more studies are needed in order to better understand the economic recession and Illinois' job declines. The Illinois Report 2010, an annual policy analysis produced by the Institute of Government and Public Affairs at the University of Illinois, said Illinois is mired in a deep employment recession that could linger for years unless the state unravels the roots of its nearly decade-long job slump (Dennis, 2010). The author of the report, economist Geoffrey J. D. Hewings, said that although lawmakers push sweeping job-creation initiatives such as a statewide road and building program, he predicts little relief until Illinois gets to the bottom of a steep employment downturn that has seen the loss of more than 447,000 jobs since 2000. Through the end of 2009, Illinois was 447,200 jobs below the 2000 peak, the study found.

Factoring in population growth, underemployment and workers who have dropped out of the labor force, it is estimated the state of Illinois is now a net 600,000 jobs short of the 2000 high. Dennis (2010) found that metropolitan area employment growth has generally sagged even though the job mix varies by region, dominated by manufacturing in Rockford, government in Champaign-Urbana and Springfield, professional and business services in Bloomington-Normal, and trade, transportation and utilities in Chicago, Decatur, Kankakee, Peoria and the Quad Cities. Economist Geoffrey J. D. Hewings said:

We've muddled our way out of past recessions, but this is going to require more than just a little tweak here and a little tweak there. We need to figure out the core of the problem so we can make strategic investments and develop creative plans that will grow jobs (Dennis, 2010, p. 1).

Unfortunately, in a recessionary business cycle the states typically experience a large drop in tax revenue contributing to spending cuts in many areas of government. State educational systems are now experiencing the impact of the recession on legislative appropriations.

Financial Pressures and Higher Education

National and state financial pressures are also adversely affecting the country's higher education system, including the nation's community colleges. Community colleges are important to the communities which they serve and they are in danger of having to drastically curtail services or, in the case of many smaller community colleges, close altogether. Higher education continues to suffer as states receive smaller tax revenues.

At a time when President Obama has called for five million more college graduates by 2020, and two-year colleges cope with record high enrollments, higher education spending is declining across the country. Bradley (2009) said that President Obama has proposed spending \$12 billion on community colleges over the next decade, catapulting the institution to the center of the public debate on how best to revive the American economy. Obama used the community college campuses as a backdrop for his 2009 campaign appearances and now he is citing colleges as essential to the nation's well-being.

According to George Boggs, the President and Chief Executive Officer of the American Association of Community Colleges (2009), Obama's initiative, named the American Graduation Initiative (AGI), would assist the nation's community colleges to help more students afford and earn associate degrees, build better classrooms and facilities, and train displaced workers for careers in emerging markets (Dembicki, 2010). The AGI is the capstone of what has been one of the most fascinating and challenging years in the history of community colleges.

The recent economic downturn in the economy has sent many students back to college. Bradley (2009) noted that adults seeking to improve their skills in a sagging economy were joined by recent high school graduates looking for an affordable way to start their college education. The paradox faced by community colleges is clear. Colleges are experiencing sharply rising enrollment and significantly curtailed resources.

Lingenfelter (2010) said while state support for higher education has been quick to recover, state policymakers have recently struggled with the increasingly severe economic downturn. In every recession over the past 35 years, enrollment has grown, while state funding has not kept up with enrollment and inflation. He went on to say that during economic recoveries, states historically have *caught up* by providing more financial support. The historical pattern provides reassurance and clear evidence of a long standing public commitment, but the current recession and a convergence of other pressures on states and the American economy have eroded the ability of states to rebuild their financial support for higher education. As a result, the resiliency of public financial support for American higher education is threatened, putting quality, capacity and the underlying ability to meet student needs at risk.

Kelderman (2010) said that enrollment growth amid a recession creates long-term challenges for states. He noted a new analysis of state financing and enrollment trends in higher education highlights the challenges the nation's colleges will face even after the economy has fully recovered. The analysis, released by the State Higher Education Executive Officers Association (2010), concluded that states will have a harder time restoring spending on higher education after this downturn than they have in past recessions.

Jill Biden, the wife of Vice President Joseph Biden, suggested that the Obama administration will continue to make improving community colleges a priority, despite the president's plan to call for a net freeze on some federal domestic spending over the next three years (Fuller, 2010). "We are committed to making community colleges better and more accessible to students across this country," Dr. Biden said in remarks at a forum about those institutions held by the Center for American Progress (Fuller, 2010, p. 1).

Leo Chavez, president of Sierra College in California, said:

We're asked to do so many things as all of our programs enroll a large number of people for a wide variety of reasons. We've been able to offer our community some luxuries that I'm not sure we can afford anymore. (Rosenhall, 2010, p. 1)

Some classes found in a colleges' continuing education department, often referred to as *luxury* type classes, are now under scrutiny. As community colleges address the state's ongoing budget crisis and consider cuts to classes, programs and staffing, they are examining which kinds of students they should continue to serve. Even though state leaders have told colleges to prioritize three course areas – vocational education, remedial education and classes that prepare students to transfer to a four-year university – local

districts are not always doing so. Chavez went on to say "When there was a lot more funding in the system, maybe it was easier to continue to pursue multiple missions" (Rosenhall, 2010, p. 1).

In response to the current U. S. economic recession, community college administrators around the country are going to have to make difficult decisions regarding their respective state and local missions as well as the types of students they should continue to serve.

Illinois Financial Challenges

In Illinois, like many other states, the impact of the economic recession is a serious issue at public higher education institutions. Many unemployed workers will be returning to community colleges to retrain for future employment opportunities, which will add to the challenges for those in higher education. Many top Illinois leaders have expressed their concerns with the state budget crisis.

Carrie Hightman, Chairwoman of the Illinois Board of Higher Education (IBHE), recently sent a letter to Illinois legislators and the Governor regarding the serious cash flow problems faced by public colleges and universities in Illinois. Hightman (2010) indicated it is unconscionable for state leaders to allow this fiscal crisis to endanger a higher education system that is the surest path to a successful future for students and the State. Quality higher education is the very foundation essential to rebuilding the Illinois economy. Hightman (2010) went on to say "the bad news is that, while Illinois public colleges and universities are keeping their end of the education bargain by accommodating record high enrollments and the increased need for student services, the state of Illinois has not" (Hightman, 2010, p. 1).

Illinois' 14 presidents and chancellors from the State's four-year public universities recently sent a letter to the Governor requesting assistance. The letter said:

That for more than a Century our public universities have been engines of economic growth, raising the standard of living for countless Illinois citizens and at no time has that capacity been more crucial. Students, parents, communities, the economy and the very future of the State depends on quality education at every level, but especially in our universities (Wurth, 2010, p. 1).

Every dollar spent on higher education is repaid many times over in job-creating activity at all levels. Wurth (2010) went on to note that during periods of economic recession universities help set the stage for recovery through investment in human capital and discoveries that create new industries and transform existing ones.

The Save Community College Organization (2010) said that for every dollar Illinois spends funding its community colleges it receives back a return on its investment in the form of increased tax revenues, along with savings in social costs. They said that these extra taxes and budget savings fund other programs.

Each semester hour of credit earned at Illinois community colleges results in the average student earning \$226 more each year (Save Community College Organization, 2010). These extra earnings generate 3% in increased state income tax and an estimated additional 3 $\frac{1}{8}$ % in increased state sales tax. Thus, the state receives back almost \$14 a year for each semester hour of community college credit earned. As the average age of an Illinois community college student is 26, this will likely result in more than 30 years of future returns. The extra state tax revenue generated by one completed semester hour has a net present value of more than \$400 (Save Community College Organization, 2010).

An Illinois community college graduate clearly has a positive impact on the Illinois economy.

The Illinois fiscal crisis is compounding problems for community colleges in light of dramatic enrollment increases. An Illinois Community College Board (ICCB, 2010a) press release noted that community colleges in Illinois have set a record enrollment for the second spring semester in a row as both headcount and Full Time Equivalency (FTE) enrollments reached all-time record levels. Statewide headcount enrollment increased 7.8% over the record spring 2009 enrollment. This semester's (spring 2010) increase set an all-time record with 390,142 students, an enrollment that was also higher than the near-record Fall 2009 semester enrollment of more than 380,000 (ICCB, 2010a).

Geoffrey S. Obrzut, President and Chief Executive Officer of the ICCB said, "The demand we are seeing are from those who need to enhance their skills to maintain their employability or re-train to re-enter the workforce, and from traditional students who are finding accessibility and affordability make community colleges an attractive option" (ICCB, 2010a, p. 1). In the same press release, Guy Alongi, Chairman of the ICCB, said "The continuing severe economic crisis and the loss of jobs drive people to our doors, and these figures emphasize the need to keep our community colleges well-equipped to handle the demands that the public expects of them" (ICCB, 2010a, p. 1).

Lester (2010) reported that while professional sports teams, concert venues and opera houses may be experiencing drops in attendance, community colleges in Illinois are having the opposite problem with inadequate space for students. For example, record enrollments for spring 2010 at Elgin Community and McHenry County Colleges required additional strategies to accommodate the maximum number of students. Downstate

Illinois community colleges are also seeing increases in student enrollment. Homan (2010) noted that John A. Logan College (JALC) in Carterville, Illinois, had over 7,000 students enrolled for the fall and spring semesters; up 10% from 2009. The growth in enrollment from 2004 through 2009 was the largest among Illinois community colleges in terms of credit headcount. Heartland Community College in Normal, Illinois, had the second-highest growth rate in the state at 33.4%, with Shawnee Community in Ullin, Illinois, and Rend Lake College, in Ina, Illinois, increasing 21% and 17% respectively.

Community College Adult and Continuing Education Programs

The American Association of Community Colleges (AACC) (2010) reported that community colleges are centers of educational opportunity. They are American institutions that put publicly-funded higher education at close-to-home facilities, beginning over 100 years ago with Joliet Junior College in Illinois. Since then, they have been inclusive institutions that welcome all who desire to learn, regardless of wealth, heritage, age, or previous academic experience.

The process of making higher education available to the maximum number of people continues among the nation's community colleges. At present, the number of public and independent community colleges in the United States is roughly 1,600. Moreover, the AACC (2010) data noted that approximately 11.7 million people participated in adult continuing education programs at community colleges each year.

The purpose of a community college is to provide educational services for individuals within in a designated region. Most community colleges, however, are further committed to (a) serve all segments of society through an open-access admissions policy that offers equal and fair treatment to all students, (b) offer a comprehensive educational

program, (c) serve its community as a community-based institution of higher education, (d) support teaching, and (e) enhance lifelong learning (Vaughn, 2006).

The primary mission of community colleges is to offer academic and vocational instruction, with a secondary mission to offer recreational courses and other lifelong education opportunities for adults. Over time, however, community colleges have taken on many other roles in their communities, and legislation was written to allow them to expand their offerings. In addition to preparing students for jobs or to transfer to a four-year university, community colleges provide remedial education for high school dropouts, teach English to immigrants, train workers with new skills, and offer recreational courses for adults. Some colleges also collaborate with high schools, allowing students to earn college credit while still in high school.

Continuing education, community services, community-based education, adult education, intergenerational learning, corporate education, business and industry training and lifelong learning are words often used interchangeably with each other. These words refer to the segment of the community college which offers a curriculum consisting of short-term courses or training, non-transferable often non-credit leisure, and avocational courses and with an emphasis on programming for older adults. For the sake of consistency, continuing education will be the term used primarily throughout this study to describe these programs for adults.

More and more, this segment of the college is responsible for providing training in occupational, or workforce-related curriculum which offer students credit and the skills necessary to gain or retain employment in the workforce. The short-term occupational, workforce training, or vocational courses offered to healthcare, real estate, education,

business and industry, and law enforcement professionals, to name a few, are vitally important to the state's economy. In fact, many professions require continuing education in order for the employee to remain in the work force.

Continuing education programs are not restricted by as many of the other institutional rules as traditional programs so they can respond more rapidly to needs in the community. In fact, some colleges do not require continuing education programs to be approved through a traditional curriculum course approval process. This process can take months to get a course approved and businesses, for instance, cannot wait that long for the institution to respond to their training needs.

Continuing education is important to the mission of the Illinois Community College System. The Illinois Community College System (ICCS) is the third largest in the country and consists of 39 community college districts, which include 48 community college campuses, each with a continuing education component (ICCB, 2008). According to the ICCB (2007), these programs served approximately 27% of the state's almost one million total students in 2007 (ICCB, 2007) in noncredit enrollments. Many other students enrolled in continuing education programs took short-term, vocational/workforce training credit classes. In Illinois, this accounted for an additional 8% of students enrolled in the state's community colleges. Approximately 35%, or 318,805 out of 932,388 students, enrolled in a Illinois community college continuing education course in fiscal year 2007.

More and more, continuing education departments are being asked to serve more students while at the same time seeing a decrease in state funding. In fact, many continuing education programs operate on a cost recovery basis, as they do not receive

any state funding for the noncredit courses. The state funding for noncredit, personal and leisure-type courses was eliminated in the mid 1990's, causing concern for continuing education program administrators. In addition, state funding to community colleges has not kept up over the past few years.

Terry Bruce, President of the Illinois Council of Community College Presidents, recently laid out the financial problems when he said:

Community colleges have suffered a downward drop in state funding. The community college funding formulas pay the colleges for credit hours generated, yet there is a three year lag for funding. Also, the state funds only 80 percent of those formulas. The community colleges are funded at 1993 levels, and our annual budget has not increased since 2002. (Illinois Community College Trustees Association, 2008, p. 1)

With funding issues as a concern, continuing education program administrators have to be more creative in efforts to serve their students with limited resources. There is pressure to revise noncredit classes and try to transform them into credit generating classes, as these classes receive state reimbursement. However, the credit classes generally cost the students more money. This pressure can lead to ethical concerns for continuing education program administrators as they try to justify placing students into credit classes. Most colleges have senior citizen tuition waiver policies, yet continuing education program administrators must still try and justify budgets even though state law dictates they waive thousands of dollars each year.

The funding issue is concerning as continuing education programs are expecting increases in enrollments with the retirement of the baby-boomer generation. Baby-

boomers are not only heading back to school for personal, leisure and avocational courses, but, in many cases for training for even second or third careers (called encore careers). Banks (2007) noted more than one million baby-boomers are currently attending community colleges to retool for future careers. Freedman (2007) suggested encore careers for seniors are paid positions in social change and community service that promise to make the best and highest use of people's passions, talents and experiences. Baby-boomers have paid taxes to their local community colleges their entire lives and they will expect numerous program options and quality programming. Many of these boomers will find the courses they need in the continuing education departments at their local community colleges.

The increase in the employment requirements on the state's workforce has also meant an increase in the number of students for continuing education departments. Unfortunately, many departments have not seen an increase in staff or resources. As a result, continuing education program administrators have been asked to do more with less, which can prove problematic. While continuing education programs are enrolling 35% of all students attending the community colleges, they do not receive near that percentage of their institutional budgets.

Institutional identity is another issue many continuing education program administrators are often concerned with. Commitment to a broad and comprehensive mission of service has resulted in a discernable search for institutional identity (Gleazer, 1994), particularly in regard to the continuing education component. Many continuing education program administrators have simply felt that the continuing education component of the community college has been misunderstood and viewed as *something*

of a stepchild. In fact, some college leaders now require that noncredit courses be self-supporting, and some have decided to eliminate many of their noncredit courses altogether. Adequate classroom and office space, along with fair recognition from institutional leaders are all issues related to institutional identity.

Community college presidents and continuing education program administrators must understand the issues confronting them in order to be able to address them in an appropriate manner. Being aware of and understanding the issues will help community colleges to continue existing as the accessible, affordable and comprehensive institutions that they have been for the past 110 years.

Issues involving national and state financial pressures and their impact on the community colleges require the need for research. More specifically, these pressures and their impact on community college continuing education programs provide the impetus for this study.

Problem Statement

There is a need to examine how community college continuing education programs meet the needs of their communities given the current U. S. economic recession, increasing state fiscal pressures and a lack of institutional prioritization. Each of the 48 Illinois community college campuses offer continuing education in some form or another and the number of students being served is increasing. The baby-boomer generation reaching retirement age and many organizations requiring more continuing education for their employees, suggests that continuing education departments will see even greater increases in the number of students taking advantage of their programs. So, how are community college leaders positioning their continuing education to better serve

their districts/communities, both currently and with the influx of students expected over the next decade?

Purpose of the Study

The purpose of the study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose was to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

Research Questions

There were four primary research questions guiding this inquiry.

1. What were the perceptions of Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments?
2. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?
3. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education?
4. Were there significant differences between respondents' positions, locations and types of college and their perceptions of fiscal, administrative and programmatic issues affecting the future of continuing education departments?

Significance of the Study

Illinois has the country's third largest community college system with 39 community college districts and 48 individual community campuses, each having a continuing education component. The taxpayers are supportive of these continuing education departments as evidenced by the numbers of students who attend their programs, but they are often underfunded and may be considered a low priority by some community college administrators.

With decreases in state funding and increases in the number of students being served in Illinois community college continuing education programs, there is a need for community college presidents and continuing education program administrators to understand the mission and the fiscal pressures affecting these departments in order to adequately serve their constituents.

Many research studies have examined the community college missions: transfer, career (occupational) and continuing education. Of these, though, continuing education is the least studied, although its key function, serving community needs, is well recognized. This study will help fill the gap in research and will provide a snapshot of how adult and continuing education programs contribute to the mission of the community college.

This study is important as community colleges prepare for the increasing number of students who are newly retired. Continuing education departments have historically been the place where senior citizens enroll in classes at the community colleges. For example, one Illinois community college reported 44% of continuing education students enrolled in spring of 2008 were aged 55 or older (G. Stettler, personal communication,

April 10, 2008). This information was noteworthy for college presidents and administrators of continuing education programs as the U. S. experiences a demographic shift that will bring about radical changes in the higher education population. As a result of two phenomena-the retiring baby-boomers and the steadily increasing life expectancy-society is going to see a sharp and unprecedented increase in the size of the retirement-age population. That development offers a major growth opportunity to institutions of higher education in general and to community colleges in particular. The new seniors' market will consist of three groups:

- College-educated people who have been in careers for three or four decades and are ready for a change but not for retirement;
- Blue-collar workers with little or no college education who also need a change, or who, although generally healthy, are no longer able to do manual work requiring considerable physical strength and stamina;
- People, who at the end of a successful career, have sufficient retirement income and little interest in pursuing new careers, but have a strong interest in education as recreation (Read, 2004).

Many organizations are requiring more continuing education in order for employees to retain employment in the state workforce. Professions such as real estate, wastewater, water, food safety, cosmetology, education (teacher certification) and healthcare agencies all require that their employees stay up-to-date in the profession by attending continuing education classes. Illinois community college continuing education programs are often the best place for students to come and meet these continuing education requirements.

Many Illinois community colleges are members of accrediting bodies, including the North Central Association (NCA) Commission on Accreditation and School Improvement. The Higher Learning Commission (HLC) is an independent corporation and one of two Commission members of the North Central Association of Colleges and Schools (NCA), which was founded in 1895 as one of six regional accrediting bodies in the United States. The Higher Learning Commission accredits and thereby grants membership in the Commission and in the North Central Association to degree-granting educational institutions in the North Central region including Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, and Wyoming (The Higher Learning Commission, 2008).

Illinois community colleges who participate in the NCA must apply for recertification every ten years. One of the five main criteria of the accreditation process involves Engagement and Service. This criterion says that colleges must learn from their constituencies it serves and analyze its capacity to serve their needs and expectations. The continuing education departments at Illinois community colleges are clearly connected to the community and are a big part of satisfying this criterion in order for the institutions to be accredited.

Limitations and Delimitations of the Study

First, of the 48 community college campuses in Illinois, each is unique to their own geographic area. The larger colleges offer more courses to their district residents than the smaller colleges. Therefore, the program administrators may perceive issues differently. A continuing education program director at a smaller institution may not be

able to understand, visualize, or relate to the various issues facing the administrator of a larger continuing education program.

Second, some administrators have not been employed as long as others, so their level of knowledge and their perceptions may not be the same as those who have had more experiences in the Illinois community college system.

Third, some respondents may be reluctant to be candid with their responses, despite the promise of anonymity, or for some other reason may have chosen not to answer all of the questions used to collect data for the study.

Fourth, it was difficult collecting data from all of the continuing education program managers and presidents. Although many attempts were made to collect the data, some respondents simply did not take the time to participate. Problems with electronic communications and a lack of attendance of presidents at the Presidents' Council and continuing education program managers at association meetings was also a factor in data collection.

A delimitation of this study is that it was conducted in a single state. Even though Illinois has a large number of community colleges and enrollments, it is not possible to generalize data from the study to all community colleges in the United States.

Also, this study did not determine from survey responses the exact location of the respondents and it was not possible to match and compare the responses of each college's president and continuing education program manager.

Definition of Terms

For the purposes of this study, the following definitions have been developed.

Accrediting bodies. The six regional organizations recognized by the United States Secretary of Education and the Council for Higher Education Accreditation as being charged with carrying out the accreditation process. Those six bodies are the following:

1. North Central Association of Colleges and Schools
2. Southern Association of Colleges and Schools
3. Middle States Association of Colleges and Schools
4. New England Association of Schools and Colleges
5. Northwest Commission on Colleges and Universities
6. Western Association of Schools and Colleges.

Community college. State funded institutions of higher education that have been accredited to deliver an associate degree as their highest degree, as identified by the American Association of Community Colleges.

Community services. Activities that are not classified as a continuing education course but are positioned under the umbrella of continuing education in a community college.

For this study, the term is also used for the process and not only the department.

Community services is concerned with identifying unrealized potentialities and unmet needs, drawing together resources in the college and in the community, and creating appropriate educational programs. Any of the resources available within the college may be utilized in the community services: credit offering as well as noncredit, day classes as well as evening classes, on-campus courses and activities, and programs for youth as well

as for adults. Further, the personal, financial and physical resources of the community may be marshaled to enhance the learning experience (Myran, 1969, p. 12).

Continuing education. The learning effort undertaken by people whose principal occupations are no longer as students, those who regard learning as a means of developing their potential or resolving their problems (Cohen & Brawer, 2003).

Programmatically, continuing education can be educational offerings obtained for the purpose of enhancing, reinforcing, or supplementing skills and knowledge that a person currently possesses. Continuing education is sometimes required to maintain credentials or certifications in many occupations (Amunson, 1993, p. 7).

Continuing education course. An instructional course that addresses a specific content area within a teaching discipline and is offered on a credit or a noncredit basis.

Corporate education. Also referred to as the Business and Industry division of the colleges.

Encore careers. Encore careers are opportunities to spend perhaps 10 or 15 years producing a “body of work” that potentially could have greater personal and social significance than one’s earlier career.

Encore colleges. Encore colleges are colleges that provide pathways for baby-boomers to take up second or third-careers in education, health care, social services, or other public interest fields. Community colleges can foster upward and geographic mobility in a revitalized, intergeneration, and interconnected community (Banks, 2007).

Intergenerational learning. Learning that occurs when young and old are brought together for the purpose of learning from one another, under the assumption that the learning process never ends.

Lifelong learning. Is all learning that occurs from cradle to the grave, but it typically refers to formal education and training of young people and adults, including continuing education (encompassing general interest, hobby, and work-related instruction), vocational skill development, or developing new areas of knowledge for the individual (Lederer, 2005).

Programs. “Are typically major groupings of related activities such as continuing education for the professions or agriculture production and marketing. Major programs are then broken down into manageable subprograms such as continuing education for the professions into engineering, law, nursing, etc. . . .” (Strother & Klus, 1982, p. 212).

Program manager. The individual directly responsible for running the continuing education program. Generally speaking, this person will have the title of coordinator, director or associate dean. The title will vary depending on the size and organizational structure of the community college.

Qualitative research. A broad approach to the study of social phenomena. Its various genres are naturalistic, interpretive, and increasingly critical, and they draw on multiple methods of inquiry (Marshall & Rossman, 2006).

Quantitative research: Refers to counts and measures of things (Berg, 2009).

Rural community college. Community colleges with enrollments of less than 4,000 students.

Suburban community college. Community colleges with enrollments of more than 4,000 students but less than 10,000 students.

Training. Refers to short-term instruction (often comprised of noncredit courses) whose primary purpose is to impart skills and knowledge that can be used on the job.

Urban community colleges. Community colleges with enrollments of more than 10,000 students.

Workforce development. The education and training programs for participants or those who wish to participate in the workforce, delivered through formal and informal means that are designed to enhance the skills of people to gain or maintain socio-economic status (Katsinas, 1994).

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of the study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century and how such programs assist their institutions to fulfill the needs of residents in their districts. More specifically, the purpose of this study was to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

A community college continuing education program encompasses an almost limitless number of non-transferable, avocational credit and noncredit courses, activities, and programs designed to enhance the lives of the people in a college's service region for as long as they have the desire to learn. Vaughn (2006) said that students, many of whom are older adults, return to the classroom to learn new job skills and improve existing ones.

This segment of a college is becoming more popular with their local community as more students are looking for training in occupational or workforce-related curriculum which offer students credit and the skills necessary to gain or retain employment in the workforce. Many students are also now returning to their local community college after completing master's or other advanced degrees. Community college continuing education programs are clearly needed in the communities in which they serve, due in part because of the federal dollars President Obama's administration is directing their way for short-term training.

In order to have a better understanding and to frame the environment of community college continuing education programs, some historical background is required. Historians say that understanding our history can help us to gain a better understanding of our present and help us to predict the future. Therefore, this chapter examines the evolution of the community college movement in the United States and specifically in the state of Illinois. In addition, the evolution and inclusion of adult and continuing education into both the nation's and Illinois' community colleges will be examined in order to help the reader understand the importance and impact of continuing education to the mission of the community college. Since the majority of students who enroll in continuing education programs are considered non-traditional adult learners, this section will also examine the constructs and theoretical framework that undergird adult learning. The literature review will conclude by examining the current research and issues which are affecting community colleges and their continuing education programs.

There has not been a substantial amount of research on the continuing education programs at community colleges in this country. Over the last 20 years, it appears as if the literature on continuing education programs has been neglected due to the increased focus on other components of the college, such as technology partnerships, dual credit relationships, service learning initiatives, teaching and learning concepts and leadership. Therefore, it is the intent of this study to contribute to the research related to continuing education. More importantly, given an understanding of how continuing education may or may not be changing can help administrators in making programmatic and budgetary decisions.

The Community College Movement Joins Higher Education

Continuing education plays a significant role in the mission of the Illinois Community College System and the many adults learners who participate in its programs. Therefore, in order to frame the environment of continuing education, a historical perspective is needed and relevant since the majority of the nation's community colleges were established in the 1960's and are close to or just celebrating their 45th anniversaries. Thus, a brief history of community colleges and the major forces that have influenced their growth, mission, type of learners and financial structures provides important background before addressing the role of the continuing education components of the community college.

“The American community college dates from the early years of the 20th Century” (Cohen & Brawer, 1996, p. 1). Several social forces contributed to its rise. Most prominent were the need for workers trained to operate the nation's expanding industries; the lengthened period of adolescence, which mandated custodial care of the young for a long time; and the drive for social equality, which supposedly would be enhanced if more people had access to higher education. “The American community college movement is the most important higher education innovation of the twentieth Century” (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994, p. 1). The establishment of community colleges is a perfect example in the 20th Century. With the rapid industrialization of America and democratization of public school education in the late nineteenth Century, the demand for more skilled men and women and for advanced educational opportunities were increasing (Deegan & Tillery, 1985).

Therefore, a new form of educational institution – community colleges – was created in the early 1900s as the response to the public’s interest in higher education. Many individuals are associated with the beginning of the community college movement. These included Henry Tappan, president of the University of Michigan in 1851, William Mitchell, a trustee at the University of Georgia in 1859, and William Folwell, president of the University of Minnesota in 1869. To do so, they theorized that universities should shift their focus from general education and delegate that responsibility to lower-level junior colleges. These prominent educators felt the junior colleges could serve as a buffer between their institutions and high schools and generally serve those students ill prepared for a university education (Cohen & Brawer, 2003).

The actual advent of the public junior college on the American scene began in 1901, with the establishment of Joliet Junior College (Boone, 1997). Joliet High School became an affiliate of The University of Chicago in 1901 and the University Board authorized the offering of post-graduate education beyond high-school coursework. In 1916, the postgraduate division was separated from the high school and, in 1917, was formally named Joliet Junior College (Vaughn, 2006). While all other colleges in the state changed their name and are now recognized as “community colleges”, Joliet Junior College retained the name “junior” and it remains today.

In 1944, the public junior colleges saw a boost in enrollment when Congress passed the Servicemen’s Readjustment Act (aka the GI Bill of Rights). This legislation helped break financial and social barriers for millions of Americans who had served in World War II. The legislation provided a scholarship for every eligible veteran and set a precedent for the student financial aid that exists today, especially that students should

not be barred from college attendance for financial reasons and that they should have choices in the colleges they attend and the programs they study (Vaughn, 2006).

It was the *1947 President's Commission on Higher Education for American Democracy*, the Truman Commission Report, which founded community colleges on a national level, expanding the concept of a two-year junior college started by President William Rainey Harper of the University of Chicago. The Truman Commission Report was written to help ensure that higher education would play a major role in preserving and enhancing the democratic ideals for which the nation's citizens had fought during the war (Vaughn, 2006). The Commission established the mission of the community college, to provide higher education opportunity within reach of most citizens. Cohen and Brawer (2003) said the commission also suggested changing the institutional name from *junior college to community college* because of its expanded functions.

Community colleges continued to grow tremendously in the 1960s and the 1970s. After a period of slow growth in the 1950s, a total of 457 new public community colleges opened in the 1960s and 1970s. Vaughn (2006) said the passage of the Higher Education Act (1960s) and California's Proposition 13 (1978) led to the creation of many new community colleges across the country.

As a distinctive invention, community colleges have provided educational programs and services to people who otherwise would not have had the opportunities to pursue higher education. Dougherty (1994) said community colleges have been regarded as an effective democratizing agent in higher education because of the grassroots origin of standing for open admissions, geographic proximity, and financial affordability to the potential students from the community they served.

Several authors supported the premise that community colleges and two-year colleges are, by virtue of their location and mission, inextricably tied to their communities in service and involvement. Community needs are addressed by community colleges as the colleges are locally based, serving youth and adults of all ages, promising higher education opportunities for all (Eith, 2002).

The colleges have developed programs to rescue the academically deficient. They have developed community service programs for the community and noncredit programs for senior citizens. They have connections to high schools such as postsecondary options, advanced placement for high school students and tech prep along with linkages with business and industry. Community colleges also provide programs for transfer to four-year schools and technical career programs, all in the mission to serve their communities (Baker, 1998; Boggs, 1995; Gleazer, 1968; Gollattscheck, 1986; Raisman, 1996; Vaughn, 1985).

Most recently, Vaughn (2006) said that the community college mission is to provide access to postsecondary educational programs and services that lead to stronger, more vital communities. The way in which individual colleges achieve this mission may differ. Some colleges emphasize college transfer programs, while others emphasize technical education. The commitment to offering courses, programs, training, and other services, however, is essentially the same for all community colleges. The mission of most community colleges is shaped by these commitments:

- Serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students;
- Providing a comprehensive educational program;

- Serving the community as a community-based institution of higher education;
- Teaching and learning;
- Fostering lifelong learning. (Vaughn, 2006, p. 3)

The Illinois Community College system (ICCS) is the third largest in the country and consists of 39 community college districts, which contain 48 community college campuses statewide (Illinois Community College Board, 2008). Each college's continuing education department is important to the mission as they serve approximately 35% of the states almost one million students. A historical background of Illinois community colleges helps the reader to understand how they developed and how the continuing education component eventually assumed a role in the organizational structure.

Illinois Community Colleges Play a Substantial Role in Higher Education

The name of Illinois' Joliet Junior College stands out as the most likely claimant to the title of "first" among America's public two-year colleges. Lach (1998) said after Joliet Junior College was established in 1901, Illinois adopted its first junior college legislation in 1931, which permitted the Board of Education of Chicago to establish, manage, and provide for the maintenance of one junior college offering two years of college work beyond the high school level as part of the public school system of the city. In 1937, Illinois passed a second Illinois Junior College Act (Smith, 1981) aimed at encouraging the development of junior colleges in the "downstate" districts. There were only 12 junior college campuses in Illinois by the outbreak of World War II.

In 1947, the passage of House Bill 401 allowed those local public school districts maintaining a high school to vote for a separate tax to finance their colleges (Viar, 1981).

For building purposes, an additional tax rate was approved as well. Illinois House Bill 401 was a piece of building-block legislation that would help to establish the post-war framework for an Illinois community college system. State funding for junior colleges, however, was not established until 1955 (Lach, 1998). Seven new public junior colleges were established between 1955 and 1962 and, in 1961, Rock Island, Moline and East Moline joined to form Black Hawk College, the first junior college created separate from a common school district. In fact, all Illinois junior colleges were still housed in high schools as late as 1955 (Krebs, Katsinas, & Johnson, 1999).

As a result of recommendations of the Commission of Higher Education, legislation was adopted in 1961 creating the Illinois Board of Higher Education (IBHE). The IBHE then became responsible for conducting studies on higher education needs, approval of curriculum, research and more. The IBHE legislation contained the following statement concerning junior colleges:

In the formulation of a master plan of higher education and in the discharge of its duties under this act, the board shall give consideration to the problems and attitudes of junior colleges . . . as they relate to the overall policies and problems of higher education (Lach, 1998, p. 1).

The Junior College Act of 1965, a product of the IBHE's Master Plan of 1964, became Illinois' most comprehensive and significant piece of legislation in support of a two-year college education. The 1965 Act provided that the junior college would be represented at the state level by their own board, the Illinois Junior College Board (IJC) (Lach, 1998). The IJC would assure that the colleges would offer a comprehensive curriculum and they would have the authority to levy taxes and elect boards of trustees.

Funding provisions were also outlined in the 1965 Act. The Governor then appointed the first IJCB. In 1973, the term “junior” was changed to “community” in statute.

Today, the Illinois Community College System has a very significant impact in the state and each college’s respective continuing education program can partially claim responsibility for this impact. Illinois community colleges add skills to the state’s workforce and boost the competitiveness of its businesses. The Illinois Community College Trustees Associations (ICCTA) Economic Fact Sheets says that Illinois Community Colleges are the people’s best investment because:

- They add skills to the workforce and boost the competitiveness of businesses.
- Graduates generate billions of dollars in local, state, and federal tax revenues.
- They increase earnings for workers.
- As major employers and business entities, they generate billions of dollars in local sales and wages and more than 55,000 jobs. (ICCTA, 2007, p. 1)

Adult Learning and Its Relevance to Continuing Education

It is not possible to examine continuing education in the community college without examining the constructs and theoretical framework that undergird adult learners. Since the majority of students who enroll in continuing education programs are considered non-traditional adult learners, the literature review will highlight the motivations, learning styles and learning activities associated with adult learners.

One of the prevalent theories supporting continuing education programs at community colleges was proposed by Malcolm Knowles. Knowles’ use of the term andragogy was an attempt to develop a theory specifically for adult learning. Knowles, known as the *father of adult learning* (J. Washburn, personal communication, November

13, 2008) and as *the central figure in U.S. adult education in the second half of the twentieth Century* (Smith, 2002, p. 1) by many experts, emphasizes that adults are self-directed and expected to take responsibility for decisions. Knowles' theory of andragogy can be stated as four simple postulates:

1. Adults need to be involved in the planning and evaluation of their instruction (self-concept and motivation to learn).
2. Experience (including mistakes) provides the basis for learning activities (experience).
3. Adults are most interested in learning subjects that have immediate relevance to their job or personal life (readiness to learn).
4. Adult learning is problem-centered rather than content-oriented (orientation to learning). (Knowles, 2008, p. 1.)

Cross is another researcher who has studied adult learning. Cross (1981) presented the Characteristics of Adults as Learners (CAL) model in the context of her analysis of lifelong learning programs. The model attempts to integrate other theoretical frameworks for adult learning such as andragogy (Knowles), experiential learning (Rogers), and lifespan psychology. Below are the four adult learning principles of Cross:

1. Adult learning programs should capitalize on the experience of participants.
2. Adult learning programs should adapt to the aging limitations of the participants.
3. Adults should be challenged to move to increasingly advanced stages of personal development.

4. Adults should have as much choice as possible in the availability and organization of learning programs. (Cross, 2008, p. 1)

Knox, an adult education professor, offered his Proficiency Theory of Adult Living. Knox felt it was increasingly important that continuing education practitioners understand major areas of proficiency which contribute to their effectiveness, along with ways to acquire and use such proficiencies (Hiemstra, 1991). The focus of his proficiency theory is on adults who are engaged in purposeful and systematic learning activities. The purpose of the proficiency theory is on helping adults to learn (Knox, 1980).

Knox believed that in order to be successful, continuing educators needed to develop deliberate strategies for increasing personal proficiency. He also believed that this type of learning had the potential to help adults achieve at the highest possible level (Merriam, 1993). In Knox's proficiency theory his aim was to integrate proficiency into strategies for helping adults learn (Merriam, 1993). Knox said “the Proficiency theory provides a parsimonious explanation of the teaching-learning transaction for adults in all its variety, and contains generalizations regarding human learning as well as generalizations that are especially important for adults with various characteristics, such as learning ability, age, and experience” (Knox, 1980, p. 382).

McClusky introduced the Theory of Margin as he was concerned with finding ways to help adults maintain a productive posture in meeting the requirements of living. He felt the theory was relevant for understanding adults' physical and mental well-being, especially during their later years when various demands or pressures might increase (McClusky, 1963). McClusky believed adulthood involved continuous growth, change,

and integration, in which constant effort must be made to wisely use the energy available for meeting normal living responsibilities (Hiemstra, 2008). However, because people have less than perfect control over many aspects of life, they must always be prepared to meet unpredictable crises or problems.

Neal (2007) described the Theory of Margin when he said:

Margin is a function of the relationship of load to power. By load we mean the self and social demands required by a person to maintain a minimal level of autonomy. By power we mean the resources, i.e., possessions, position, allies, etc., which a person can command in coping with load (p. 1).

Wlodkowski (1999) said the motivational Framework for Culturally Responsive Teaching Model that he developed is the foundation for pedagogy that crosses disciplines and cultures to respectively engage all learners. The framework is a means to create learning experiences in which adults can maintain their integrity as they attain relevant educational success. Wlodkowski's work focused on essential adult motivational conditions and their specific motivational strategies (realistic teaching methods) and includes examples of related learning activities. His model is a holistic and systematic representation of four intersecting motivational conditions that teachers and learners can create or enhance. The essential conditions include establishing inclusion, developing attitude, enhancing meaning and engendering competence.

When examining how attitudes influence adult behavior, Wlodkowski said new learning is usually risky business: the outcome is seldom a certainty. For adults, this risk may be even higher because the new learning is required for a job, a promotion, or some important personal goal. Continuing education program administrators need to be aware

of the various strategies available in order to make the educational experiences for their adult students a success.

Mezirow (as cited by Herod, 2002) suggested that the goal of adult educators must be to guide learners to transform; that is, literally grow and mature intellectually and in turn, change as a person through critical reflection on one's assumptions, beliefs and values. Adults bring with them the association of their experiences with who they are. Their self-identity including habits and biases are determined from their experience. It is for this reason that those developing technology-based instruction for adult learners need to create opportunities for what Mezirow calls "reflective learning" (Mezirow, 1991, p. 6). As Mezirow stated, "reflective learning involves assessment or reassessment of assumptions" (p. 6) and "reflective learning becomes transformative whenever assumptions or premises are found to be distorting, inauthentic or otherwise invalid" (p. 6). Reflective learning activities can assist students in examining their biases and habits and move them toward a new understanding of information presented.

Hiemstra (2002) said the most obvious adult and continuing education function is the facilitation of lifelong learning. Lifelong learning becomes critical if each person is to cope with burgeoning knowledge, societal differences, and the aging population. The reader will notice Table 1 below which summarizes the various adult learning theories.

Table 1

Adult Education Theories

Name of Theory	Researcher	Summary of Theory
Andragogy	Knowles	Adults need to be involved in planning and evaluation of their instruction.
Characteristics of Adults as Learners (CAL) Model	Cross	Adult learning programs should (a) capitalize on the experiences of participants, (b) adapt to the aging limitations of the participants, (c) be challenged to move increasingly advanced stages of personal development, and (d) have as much choice as possible in the availability and organization of learning programs.
Proficiency Theory of Adult Learning	Knox	Adults learn by staying engaged in purposeful and systematic learning activities.
Theory of Margin	McCluskey	Being an adult means facing continuous growth and change, and constant effort must be made to use the energy available for meeting normal living responsibilities.
Framework for Culturally Responsive Teaching Model	Wlodkowski	Creates learning experiences so adults can attain educational success.
Transformative Learning	Mezirow	Describes a process which leads the learner to re-evaluate past beliefs and experiences which had previously been understood within assumptions derived from others.

Community college adult and continuing education programs must help people keep their learning skills sharp and provide the best possible environment for learning. Continuing education administrators must see the learning experiences are created so that adults are successful in the classroom, their goals are achieved and they maintain their integrity.

The Inclusion of Continuing Education in the Community Colleges

Most of the literature regarding the historic development of community colleges tends to stop at the stage that advocates continuing education to serve a larger population, except the report of Deegan and Tillery. Deegan and Tillery (1985) argued that from 1970 to the mid 1980s was the period of evolution of the comprehensive community college. During this period of time, community colleges expanded their markets with offerings that were regarded as nontraditional in terms of clientele, delivery of instruction, and locality. Even though the comprehensiveness of community college programs enabled the institutions to design curriculum and services for the diverse students longing for higher education, Deegan and Tillery (1985) found that it also added confusion to the mission of the colleges.

The changes taking place in government at both state and local levels directly affected funding and budgetary distribution resulting in inevitable tensions between the mission and financing of community colleges. Programs became market-driven and many state and college leaders neglected or even removed the community dimension of the community college from the mainstream of college operations. Given the identity crisis, Deegan and Tillery (1985) proposed that a new trend developed since the mid 1980s showcasing community colleges emerging concentration on renewing the mission

of the colleges and enhancing both the quality and productivity of their programs and services.

Cohen and Brawer (1996) claimed that a rationale for community and continuing education was conceived by Edmund Gleazer, one of the first (1958-1981) Executive Directors of the American Association of Community Colleges. He wrote extensively in favor of education for direct community development, the expansion of the colleges beyond their role in postsecondary education, and continuing education as the main purpose. His premise was that the college should become a “nexus” of a community learning center, and the continuing education function could lead the institution into this system. Community services allow the institution to be more responsive to the needs of the community within which it serves and it can provide the excitement of experimentation of new program development, and thrust for instruction.

Wang (2004) said a community education program can be defined as one that focuses on college-community interaction, utilizes the community as a learning laboratory and resource, helps to create an environment in which the community educates itself, and evaluates its success by citizen successes that are recognized as significant by the community itself. Hiemstra (1993) defined community education as an educational philosophy that advocates learning as a continuous process that is facilitated by an education organization where community resources and agencies are used to supplement learning experiences.

Community education programs come in many forms, including adult education, continuing education, lifelong learning, community services and community-based education (Baker, 1994). Community education programs, unlike other core programs

offered by community colleges, are less bound by institutional regulations and are able to respond quickly to community needs (Wang, 2004). Community education proponents foster activities different from the traditional courses taught by regular faculty members, saying that these are archaic, restrictive, discriminatory, and narrowly focused (Cohen & Brawer, 1996). They say that eliminating the traditional forms in which education has been conducted will necessarily lead to a higher quality of service. The more diverse the population served, and the less traditionally based the program, the better. Many commentators have favored continuing education as a dominant function for community colleges.

According to several authors (Cohen, 1991; Dejardin, 1992; Jacobs, 1995; Keim, 1989; Kothenbeutel, 1992), the major advantage of continuing education is that it can respond quickly to change and to contemporary trends, such as expansion of programs for senior citizens, or specialized training programs for business. Dejardin (1992), the past president of the National Council on Community Service and Continuing Education, challenged continuing educators in community colleges to write articles and tell stories of the thousands of people who have participated in continuing education programs. Cohen (1991) indicated in the early 1990s that community services has not and likely will not reach equality with instructional and guidance services in the community college, and viewed the equality objective issue as important. However, Kothenbeutel (1992) believed that the mission and the place of continuing education is appropriate to allow for the freedoms necessary in a bureaucratic organization to take new risks and to develop new programs and services. She stated that it is part of being illegitimate that enables and requires the continuing education program manager to stretch to meet its mission.

Myran (1969a) traced the community education concept through university extension services and the adult and continuing education that has been offered by the public schools for the past Century. These institutions were thereby able to provide educational services to individuals and groups without being wed to traditional academic forms, such as credits, semesters, and grades. Such a (community) college would offer the kinds of education community members want, not the kind that educators think is good for them, and at locations where the learners are, not where the educators say they should be. Harlacher and Ireland (1988) urged community colleges to cooperate with social, governmental, professional, education and neighborhood agencies in mutually supportive advisory relationships and in joint ventures.

Dillman, Christenson, Salant, and Warner (1995) summarized the results from a national survey on higher education on learning about whether Americans are now continuing their education and training throughout their working lives, or instead, whether lifelong learning is important only in the minds of scholars. They asked a random sample of 1,124 adults about their interest in education and training beyond high school; experience with continuing education; views on distance education; and opinions about the performance of colleges, vocational schools, and universities.

The majority of adults in the survey (81%) felt that getting additional education is important for them to be successful at work. A similarly large majority have received some kind of job-related training or education in the last three years. Over half said they would take a college credit course in the next three years and three-fourths will take a noncredit course. Interest did not vary by income level, diminished only slightly with age, and seemed to reflect the pressures of working in a knowledge-based economy.

The researchers concluded that teaching conducted only in the traditional campus classroom will not meet the public's demand for tailored educational services. Noncredit classes, short courses, and conferences are more important than traditional classes-for-credit as a means of obtaining additional education. Colleges and universities must change the manner in which they conduct their business to respond to the needs of adult learners.

Assessing the outcomes of community education program effectiveness is difficult. Cohen and Brawer (1996) said with the entire community as the client, effects are diffuse and subject to contamination from innumerable sources. One way of measuring the effect of continuing education courses has been to ask the participants how they like them. Nickens (1977) said 4,631 students enrolled in community service courses in ten Florida community colleges were asked why they enrolled and the extent which their expectations were met. Among the 22 choices, the major reasons for enrolling were "to improve my chance of employment" (42%), "to further my cultural or social development" (39%), and "to learn a certain hobby" (34%).

The literature showed reasons that could explain why continuing education departments have been so popular and have seen so much success over the years. Kart (2004) said three areas of the current literature about adult education and training highlight the components that affect success. The first examined students and how their knowledge affected attitudes about continuing education and how student's attitudes affected behavior. The second examined educational programs and how the success of the programs depended on communication, strategic thinking, visibility and positioning.

The third area examined people who worked in continuing education and what variables had the greatest impact on the success of the people who worked in continuing education.

Hancock (2007) found that there are many reasons why students feel the continuing education program at a select midwestern community college has seen large enrollment increases during the past ten years. In his study, respondents felt the major reasons for success was the colleges' senior citizen tuition waiver policy, reasonable tuition/fees, a relaxed and friendly classroom atmosphere and the curriculum. The study concluded by offering suggestions which could be of value to community college continuing education programs.

The literature showed that students find value in noncredit continuing education activities, but administrators of continuing education programs often do not pay enough attention to what motivates a person to participate. This area of the literature is significant because it deals with the motivation behind attitudes regarding continuing education.

Another study found that three components existed when a person had a positive attitude about continuing education-enjoyment of learning, intrinsic value, and perceived importance (Blunt & Yang, 2002). The second area of focus in the literature examined the impact of communication, strategic thinking, visibility and positioning on the success of education programs. The research points to several key components to creating a successful continuing education program. Sissell (2001) argued that strategic thinking and visibility are among the key political issues facing adult education. Failing to take part in these activities could mean failure for a continuing education program. A third area of research focuses on the people who work in continuing education and the

variables that have the greatest impact on their success. Hendricks (2001) examined the relationship between “interests, negotiation, and power” in the adult education planning process. Specifically, she wanted to see how these variables affected each other.

Klein (2004) said that adult learners have become more discriminating about choosing their continuing education programs than ever before, and that’s because now, they can be. Today, the options are abundant; adult students can choose distance education and hybrid programs (specifically designed to make education more accessible for even the busiest of adults), as well as choose from no end of traditional brick-and-mortar programs, continuously restructured to meet students needs. Klein (2004) further discussed the qualities that will be needed for a successful continuing education program. She indicated that the schools that respond to the community’s needs the fastest are the most successful, especially in the virtual education world.

Eaton (1981) addressed continuing education for women as she cited a major emphasis of the role of community colleges on community education and the development of “lifelong learning.” Community colleges are serving more women than ever before and play a major role in providing leadership to women making career decisions, changing their lifestyle, and seeking economic stability (Eaton, 1981). Statistics from the John A. Logan College Program Review (2006) showed that 39% more women enrolled in continuing education classes than men.

Wang (2006) said in its brief history starting in the early 20th Century, community colleges in America, whose primary goal is to provide people open access to postsecondary educational opportunities, have undergone a significant shift in purpose. The colleges were initially established with the single purpose of offering two years of

education acceptable to universities, then to occupational programs responding to new skills and knowledge required for the rapidly changing workforce, and finally to a renewed commitment to multiple purposes based on community needs. Community colleges, by means of providing various programs and services, have transformed from an isolated entity to one seeking full partnership and connection with their community.

Wang (2006) indicated it is this transformation that made community colleges a new model of education that is significantly different from any other form of education institution: community colleges are now complex institutions that are committed not only to the open-access admission policy but also to a relationship with the community in which they reside. Recent research on missions of community colleges has been eagerly sending the notion that the complication of the institutional missions, no matter conflicting or complementary, multiplies the challenges to community college administrators and continuing education program administrators, especially in the face of constraining financial resources.

Postsecondary noncredit education has become increasingly common in recent years, and at many community colleges, noncredit education enrolls more students than credit programs (Van Noy, Jacobs, Korey, Bailey & Hughes, 2008). Much of the growth has occurred in courses connected with workforce instruction and contract training. These programs are noted for their important role in responding to shifting workforce demands and providing skills in a way that is flexible and responsive to employer needs. The growth in community college noncredit workforce education raises fundamental questions about whether the colleges are keeping pace with student and workforce needs, using resources efficiently, and providing access to all students.

Tercero (2004) did a very similar study in the state of Texas in 2003 when she examined the continuing education component of Texas' 50 public community college districts by delineating their current financing patterns; measuring the attitudes and perceptions of the chief executive officers and continuing education administrators; and analyzing the relationship between the level of institutional priority placed on the continuing education service component and the level of funding allocated for this function.

Tercero (2004) found that the role of the continuing education/community service appeared to be changing due to the 1995 Legislative Session changes to fund certain continuing education courses at the same level as credit courses. This was evidenced by the dramatic growth in reported contact hours and additional study results; the continuing education component is still dependent upon generating self-supporting funds; presidents and continuing education program administrators have different opinions as to whether or not the continuing education component is well understood at the institution and receives fair recognition, adequate classroom space and adequate financial support. In addition, Tercero (2004) found that presidents and continuing education program administrators do feel the missions of their continuing education components are critical to their institutions.

Wang (2006) examined the role of the community education department in fulfilling the missions of community colleges as she met with five community college presidents and five continuing education program directors in a Midwestern state. This qualitative study provided data leading to a systematic understanding of how continuing education programs in community colleges are delivered in the 21st Century and how

such programs assist their institutions to fulfill the needs of the surrounding communities. She found that continuing education programs nurture and sustain community colleges' ties with their surrounding environments, given their flexibility to provide offerings that are less bound by institutional rules. More importantly, data suggested that with restrained resources and multiple missions to fulfill, community college leaders could not always treat every mission within their comprehensive community college framework equally, and they had to prioritize the multiple needs of the community and sometimes decline certain requests.

Lederer (2005) examined the issue of lifelong learning and community college delivery of employer focused education and training in the state of Washington. He examined how community colleges have evolved to take on the additional mandates of professional-technical education, adult basic education, continuing education, worker retraining/job training, community service and more recently, employer-focused education and training for newly hired and incumbent (currently employed) workers. His study analyzed the latest addition to the role that community colleges are expected to fill by examining the structural changes in the economy and labor markets that have placed greater emphasis on the periodic upgrading of workers skills.

Based upon the results of the study, Lederer (2005) concluded that the colleges and the federal government should promote the development of employer-focused contract supported education. These include the expansion of state resources targeting employer-focused education for small and medium size firms, and certain noncredit course offerings, as well as a new formula-funded federal program that would support

sector and cluster-based workforce development planning activities in labor market areas nationwide.

Cady (1997) assessed the value that students, taxpayers, and employers placed on continuing education and community service programs at the College of the Mainland in Texas. He investigated and examined the continuing education and community service components in response to a conflict on the perceived value of certain programs by several board of trustee members and the college president. He found that students, taxpayers and employers placed a positive value on continuing education and community service programs at this college. Each of these three groups placed a higher value on programs that were designed for employment or professional development versus programs that are designed for personal enrichment or enjoyment or community service activities. Cady also addressed the cost-benefit and cost-utility of each program area.

Eith (2002) studied the visions, roles and competencies of the 21st Century community college continuing education department head. This is a study of interest as perspectives of department heads on their visions, roles and competencies for the future are likely to influence their practice. This was a qualitative study on the future leadership in continuing education in the community college setting and consisted of participants from 25 successful community college continuing education department heads in three major Midwestern states of Illinois, Ohio and Michigan.

Ironically, this researcher was one of the participants selected for this study as this author was president of the Illinois Council for Continuing Education and Training at the time and was recommended at the Illinois Community College Board as someone who was running a successful continuing education program. Eith lived in Cleveland, Ohio, at

the time and flew and drove to southern Illinois to meet with this author around eight years ago. Eith concluded that department heads believed in the importance of anticipating the future and adapting to change, and they held a very positive opinion about the future of their profession because of change, but they did not necessarily see themselves as leading or initiating change. He also concluded that the existing roles of the continuing education administrator would likely intensify in the future. Future competencies were linked to the predicted roles and included competencies related to building relationships, anticipating change, garnering support and resources and leading and managing the department through supporting and facilitating others. Eith recommended the need for future research to include: the need for more research on community college continuing education and how it addresses change; on what constitutes success in continuing education and the characteristics of a successful continuing education department head; and, on the several dimensions and priorities of the community college mission.

Continuing Education: Its History and Mission in Illinois Community Colleges

The literature does not clearly identify when continuing education was first introduced into Illinois community colleges. The first statewide organization of continuing educators was established in 1975 and was called the Illinois Council on Continuing Higher Education (ICCHE). ICCHE was established in response to related social, political and education issues of the era and continues to evolve, sensitive to institutional, legislative, and stakeholder concerns (Illinois Council on Continuing Higher Education, 2008). The necessity of a coordinated system of continuing education was articulated much earlier at institutional, state and national levels. Minutes from a 1960

University of Illinois Board of Trustees meeting provided evidence that the mission of today's organization was conceptualized at least 15 years prior to the formation of the Council.

The purpose of Title I of the Higher Education Act of 1965 was to strengthen continuing education programs conducted by community colleges in order to assist communities in solving local problems. Interpreted by the IBHE, the Act was an opportunity for institutions of higher education to help Illinois communities solve current problems through continuing education.

Evidence that consideration of the educational needs of adults had not yet reached the level given to traditional students was apparent in Illinois a few years later. An Ad Hoc Committee of the IBHE was established in 1972 and they were asked to make recommendations for a statewide policy on extension services. Their report contained two important issues which led to the formation of ICCHE. First, it emphasized that the rights and recognition of part-time students be addressed at each institution, and at the state level, in a manner that was equal to that of full-time students. Second, the committee had a difficult time trying to define "extension", and, finally concluded they were describing "continuing education".

The committee decided that "continuing education" was more appropriate and inclusive of the relatively new concept of lifelong learning (ICCHE, 2008). This term was also preferred by the U.S. Secretary of Education who defined "continuing education" as "an attempt to integrate education into enriched experience throughout a lifetime" (ICCHE, 2008, p. 1). So, in 1975, representatives from public colleges,

universities and community colleges met and established by-laws for what was to be the first organized group of continuing education professionals in the state of Illinois.

In 1982, the first professional organization consisting exclusively of community college continuing educators formed. The organization was initially called the Illinois Council on Community Services and Continuing Education, but in 1997, changed its name to the Illinois Council for Continuing Education and Training (ICCET). Also, in 1997, the ICCET petitioned and was granted recognition as a commission of the Illinois Council for Community College Administrators (ICCCA) (Illinois Council for Continuing Education and Training, 2008). Continued development of identity within the ICCB and the community college Presidents Council was pursued. Visibility and recognition, both statewide and through the national organization, has been increasing each year (Illinois Council for Continuing Education and Training, 2008).

A second organization consisting of only community college continuing education professionals was established in 1984. The Illinois Community College Economic Development Association (ICCEDA) formed in response to the increasing demand for continuing education in the workplace. ICCEDA is composed primarily of professionals in Corporate Education departments which offer short-term, workforce training classes to businesses. The mission of ICCEDA is to be a catalyst to strengthen community college economic/workforce development activities and to provide a strong network for the exchange of information on business and other economic/workforce development concerns (Illinois Community College Economic Development Association, 2008).

Both the ICCB mission statement and the Promise for Illinois document reference continuing education. The Promise for Illinois – A Strategic Plan for the Illinois Community College System, addresses both lifelong learning and workforce development as key priorities for the community colleges (ICCB, 2001).

Phil Minnis, Dean for Workforce Development and Community Education at John A. Logan College, Carterville, Illinois, said it is the mission of community colleges in Illinois to support lifelong learning and service to communities. Continuing education departments provide an avenue for community colleges to provide lifelong learning opportunities that are especially designed to serve the needs and expectations of constituents (P. Minnis, personal communication, April 4, 2008). In fact, this particular Illinois community college recently (2007) received another ten year accreditation from the Higher Learning Commission (HLC) and the continuing education program is referenced in the Self-Study Report (Higher Learning Commission, 2007). The self-study report said that community education makes available a comprehensive program of educational activities that are especially designed to meet the needs of citizens in the community.

Current Issues Effecting Illinois Continuing Education Programs

The mission of continuing education programs is now very much reflected in the Higher Learning Commissions (HLC) criteria for accreditation. All 39 Illinois community college districts are members of the HLC-A Commission of the North Central Association (NCA) of Colleges and Schools. An important addition was recently added to the HLC and it is Criterion Five: Engagement and Service. This criterion's focus is on what the colleges are doing in their communities. Since continuing education programs

are closely related with their communities, they are important in helping satisfy the requirements of this criterion. As called for in its mission, the organization identifies its constituencies and serves them in ways both value. These included:

- 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- 5d. Internal and external constituencies value the services the organization provides. (The Higher Learning Commission, 2008, p.

7)

The literature on the funding of continuing education programs is scarce.

Kaufman (1994) said recreation and leisure courses are underfunded or minimally funded in all states. Illinois, the only state that provided funding, did so at a rate deemed “not worth the effort” by at least some of the colleges. This reflects the fact that these types of courses are generally for personal enjoyment, rather than significant educational benefit for employment, and, in times of tight state budget, are difficult to support.

Kaufman (1994) said many of the courses equivalent to noncredit courses in other states are termed “nontransferable credit” in Illinois. The courses listed as general studies at that time (1990s) were roughly equivalent to recreation/leisure in other states. The amount of funding for those courses was so low that many Illinois community colleges made the decision not to apply for funding of these courses. The amount of paperwork

needed to receive these funds made it impractical to pursue at 79 cents per credit hour. It was in the latter part of the 1990s that the ICCB did away with all of the funding for personal, recreation/leisure type courses. As a result, these courses are fully supported by participant fees.

Currently, some continuing education programs do offer vocational skills courses for credit that do generate state reimbursement. In order for the college to receive funding, it must show that what the student is learning will help them gain or retain employment in the workforce. There is pressure for many continuing education programs to offer classes for credit. In addition, since the early 1990s, the ICCB has distributed grants to every community college so their continuing education/workforce development programs can offer job training to their respective districts' students (P. Minnis, personal communication, May 17, 2011). These dollars have helped the departments balance limited budgets.

The literature is very clear in that the baby-boomer generation will have a significant impact on the community college. While some of the boomers will choose to take courses in the transfer division of the colleges, most will take career or personal, recreational/leisure type courses found in continuing education departments. Murray (2007) said with millions of baby-boomers edging toward retirement and the choices of middle life, many colleges are conceptualizing programs tailor-made to fulfill the intellectual and social curiosities of a generation of people poised to make significant changes in their lives. These seniors often want to be in classes with others their own age and they are not necessarily going to be interested in earning credits. Banks (2007) said that when these boomers hit their 50s and 60s many find that community college

offerings aimed at an earlier generation of seniors are mismatched to their new stage of life. Continuing education will have to adapt to this influx of boomers.

Many other boomers will be pursuing “encore careers”. Banks (2007) said more than one million baby-boomers are currently attending community colleges to retool for future careers. College administrators expect millions to follow as the generational wave crests over the next two decades. Community colleges, as “encore colleges,” will be expected to provide pathways for boomers to take up second or third careers in education, health care, social services, or other public interest fields. Community colleges can foster upward and geographic mobility in a revitalized, intergenerational, and interconnected community (Banks, 2007). Since continuing education departments currently offer these types of courses, one can only expect these enrollments to grow.

While there is an expected increase in the number of senior citizens wanting continuing education courses and programs, administrators may have to address state legislation. Illinois state law 110 ILCS 990, also known as the Higher Education Senior Citizens Courses Act, says that public institutions of higher education shall permit senior citizens, age 65 years older, accepted for admission to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course (Illinois Compiled Statutes, 2011). If colleges must waive tuition for senior citizens taking continuing education courses, while at the same time the state is not satisfactorily reimbursing the colleges, then administrators may have to examine their own internal policies and course offerings more closely.

Many state agencies are requiring continuing education in order for employees to retain employment in the workforce. Professions such as real estate, wastewater, water, food safety, cosmetology, education (teacher certification) and healthcare agencies all require their employees stay updated in the profession by attending continuing education classes. The increasing continuing education requirements being placed on the state's workforce has also meant an increase in the number of students for continuing education departments. Van Noy, et al. (2008) said postsecondary noncredit education has become increasingly common in recent years, and at many community colleges, noncredit education enrolls more students than credit programs.

Unfortunately, many departments have not seen an increase in staff or resources. As a result, continuing education program administrators have been asked to do more with less, which has led to morale problems. While continuing education programs are enrolling 35% of all students attending the colleges, they do not receive near that percent of the college budget in their department budgets. Illinois community college continuing education programs are often the best place for students to come and get their continuing education requirements.

Summary

This chapter provided a review of the literature relevant to the research study as it focused on the theories of adult learning, the history of the U. S. community college system, continuing education's emergence into the community college and the current issues affecting continuing education programs. While the research on the transfer and vocational components of the community college were numerous, the research on the continuing education was the least studied.

The research is clear that continuing education continues to grow in the community college. However, the level, support and focus of continuing education programs have varied over the years. Since a large and increasing number of people who attend continuing education programs are adults, it was important to examine the various theories of adult learning. If continuing education programs are to remain a viable and successful component of the community college, college administrators must understand and embrace the various theories associated with andragogy. The available literature does show the importance of the continuing education component and why it should remain a part of the mission of the public community college system in America. There is limited research regarding community college continuing education programs and several questions still remain. This study will address some of those questions and add to much needed research in this area.

CHAPTER 3

RESEARCH PROCEDURES

Introduction

The purpose of this study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the study examined the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

Research Design

This was a descriptive study utilizing dual methodologies, including both quantitative and qualitative components. According to Turney and Robb (1971), descriptive studies assist in determining the facts of situations and thereby clarify situations. The demographic profile of the respondents was developed using descriptive analysis from the data compiled on the survey. An institutional profile was compiled, along with frequency distributions and percentages were tabulated for numerous data elements. A qualitative, interview methodology, was then used to gather data to further clarify survey responses. According to Denzin and Lincoln (2000), qualitative research focuses on “studying things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3). The quantitative and qualitative data was then used side by side to reinforce each other (such as, qualitative quotes were used to support statistical results). Both methods addressed the four study research questions as follows:

1. What were the perceptions of Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments?
2. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?
3. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education?
4. Were there significant differences between respondents' position, location and type of college and their perceptions of fiscal, administrative and programmatic issues affecting the future of continuing education departments?

Participants

The Illinois Council for Community College Administrators Association (ICCCA) maintains an updated list of all community college administrators in the state of Illinois. According to ICCCA Directory chairman Dan Hagberg, each college president or their designee is responsible for providing data as to whom they choose to list as administrators at their respective institutions (D. Hagberg, personal communication, February 17, 2011). This listing was used to identify the participants for the study. The participants for this study included all 48 Illinois community college presidents and one continuing education program manager (CEPM) from each college. Data from these two groups provided the opportunity to examine whether or not there were differences in the

perceptions presidents and program managers have on fiscal, administrative and programmatic issues affecting continuing education programs.

The researcher recruited community college leaders, matching the president and continuing education program manager from each of the state's 39 community college districts and the 48 community college campuses for the survey portion of this study. Return responses were noted to allow identification of non-responders for follow up purposes. Once the completed survey was returned, the responding subject was eliminated from the follow-up mailing list.

Three presidents and three continuing education program managers were randomly selected from the ICCB Fiscal Year 2010 Salary Report listing for follow-up interviews. The reader will find more details on the qualitative procedures later in this chapter.

Instrumentation

The initial survey was adapted from a survey originally designed in 2004 by Lily Tercero. Permission was granted by Dr. Tercero to adapt her survey for this study (Appendix A). In the survey community college presidents and CEPMs were asked questions about their perceptions of the administrative, fiscal and programmatic issues affecting continuing education programs. The researcher for this study followed these steps when developing the instrument.

1. A *jury of experts* was used to develop and to test the survey and included leaders from the Illinois community college system. This five member *jury of experts* included the current and former president of the Illinois Council for Continuing Education and Training (ICCET), the president of Parkland

College, the president of Shawnee Community College, and the vice-president for community and economic development at Prairie State Community College.

2. Once the *jury of experts* refined the survey instrument, three more leaders of Illinois community colleges were asked to pilot test the survey items to assist in determining face and content validity. These leaders included the president of the Illinois Community College Economic Development Association (ICCEDA), the senior director for workforce development at the ICCB and the vice-president of continuing education at Heartland Community College, who is also a board member of the Illinois Council for Continuing Higher Education.
3. The pilot study members were emailed a pilot survey via Survey Monkey with instructions and asked to both complete and evaluate the instrument. Evaluation points for the pilot study were as follows: ease of use, time to complete, understanding of the questions and ease of use of the scales. Members of the pilot group were not included in the study sample. Changes to the instrument were made during the pilot process to increase the validity and ease in completing the instrument.
4. The survey included a variety of questions, including demographic information, yes and no questions and Likert-type survey questions. Space was provided on the instrument for qualitative responses. The survey was made available online at the website Survey Monkey.

5. Information about this research study was electronically distributed to all 48 Illinois community college presidents and continuing education program administrators asking for their cooperation in completing the survey. There were three follow-up emails made in order to get the maximum response rate from participants. In addition, the researcher described the research study at an Illinois Community College Presidents Council Workforce Development Committee Meeting, an Illinois Community College Economic Development Meeting and at an Illinois Council for Continuing Education and Training Meeting. The chair of the Presidents Council Workforce Development Committee then introduced the survey to the Presidents Council, explained its relevance to the Illinois Community College System and asked them to cooperate with this research study.
6. Approval was sought and obtained from the Southern Illinois University-Carbondale (SIUC) Human Subjects Committee prior to conducting research requiring human subjects.

Data Collection Procedures

After receiving permission from the SIUC Human Subjects Committee, the researcher began collecting data. An email cover letter (see Appendix B) was developed to explain the purpose of the study and to ask respondents to participate in the study. The cover letter included a requested return date and assurance of anonymity. Administrators were directed to the website Survey Monkey on November 10, 2010, and asked to respond. One week after the survey was mailed, a reminder email was prepared and distributed. This reminder message went only to those administrators who had not

completed the initial online survey. This was a feature provided by Survey Monkey and decreased duplicate surveys being sent to those individuals who had returned completed surveys. One week after this second mailing, the researcher assessed the return rate and determined a third mailing was necessary. The final mailing resulted in 36 responses from presidents and 33 responses from CEPMs. An additional qualitative component was included as part of the study since there was a response rate less than 100%, and due to the difficulty in identifying the CEPM at each institution during the survey process. In addition, 13 of the respondents completed the survey as the CEPM for their college, yet they identified themselves as something other than a CEPM (Dean, vice president, associate dean).

Qualitative Procedures

In addition to the quantitative assessment, this study also contained a qualitative component. The qualitative component of this research consisted of a follow-up interview with a president and CEPM from an urban, suburban and rural community college (total of six interviews) in order to clarify, build on survey responses and allow for new thoughts to emerge. According to Dr. Scott Parke, Illinois Community College Board (ICCB) Senior Director for Research and Policy Studies (S. Parke, personal communication, September 9, 2010), data reflecting college enrollment is best to use when determining whether a college is classified as rural, suburban or urban. Parke said the Fiscal Year 2010 Salary Report (ICCB, 2010b) segments the colleges by peer institution groups and enrollments. For this study, colleges with enrollments of less than 4,000 students were classified as rural; colleges with enrollments of more than 4,000

students, but less than 10,000 students, were classified as suburban; and colleges with enrollments of more than 10,000 students were classified as urban.

Since the ICCB definition of a rural, suburban and urban college is enrollment driven, it is possible, for instance, that a college in a rural geographic area might actually be considered more of an urban institution.

Those interviewed were randomly selected from the ICCB Fiscal Year 2010 Salary Report list of all community colleges and were chosen by whether they were employed in an urban, suburban or rural community college. An email was sent to the three CEPMs and the three presidents asking them to participate in the interviews. Participants were asked to reply back to the researcher indicating if they were willing to participate in the interview. If they said yes, they were asked to provide the researcher when a good time would be to conduct the interview. Individuals selected for the interviews were not from the same institutions. A table of random numbers was used to identify presidents and CEPMs who were selected to participate in the interviews. The interviews were recorded by way of audiotapes. Interview questions were developed after initial survey results were received. See Appendix D for the Interview Protocol and Interview Questions and Appendix E for the Request for an Interview and the Informed Consent Form used during the interview process.

Treatment of the Data

The results of the survey were analyzed and percentages, frequencies, means and other statistical analysis were computed in order to make it meaningful. The researcher prepared a synopsis of the key points of each interview. In addition, the interviews were contextualized and the key themes that emerged from the interviews were identified.

Interview participants were asked if they wanted to review the synopsis to assure its accuracy. Descriptive statistics were used to explain the perceptions of the presidents and the CEPMs. A Chi-Square test was used to determine if there was any significant difference in responses between the administrator's position, the location of their institution and the type of institution. The significance level for the test was set at $p < .05$. The dependent variables in this study are the responses from presidents and continuing education administrators. The independent variables include the respondent's position, the location of the college (rural, suburban, urban) and the type of college (single college district, multi-college district, multi-campus district). The treatment of data by study research question is shown in Table 2.

Summary

This chapter presented the purpose of the study, research questions, data analysis, a description of the participants, instrument development, and the procedures to collect the data. The next chapter contains the results of the data analyses that were performed to answer each of the research questions.

Table 2

Research Questions and Matching Survey Questions

Research Questions	Survey Questions	Statistical Analysis
What were the perceptions of the Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments?	8, 9, 10, 11, 12 15,19,20,23, 26, 30, 31	Descriptive statistics
What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?	16,17, 21,22, 25, 26, 32	Descriptive statistics
What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education?	7,19,21,24, 25,26, 32	Descriptive statistics
Were there significant differences between respondents position, location and type of college and their perceptions regarding fiscal, administrative and programmatic issues affecting the future of continuing education departments?	Fiscal: 15, 19, 20, 23, 26, 30 Administrative: 16, 17, 21, 22, 25, 26 Programmatic: 19, 20,21,24, 25,26	Contextual analysis- respondent comments and cross tabulation analysis with Chi-square

CHAPTER 4

ANALYSIS OF DATA

The purpose of this study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose was to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures. Research data as they relate to the respondents and each research question are presented in this chapter.

Study Methods

This was a descriptive study utilizing dual methods. A quantitative descriptive survey was distributed to Illinois community college presidents and continuing education program managers (CEPMs) to gather statistical data to show administrator perceptions of Illinois community college continuing education programs. A qualitative interview method was then used to gather data to further clarify and expand on survey responses. The interviews were contextualized and the key themes that emerged from the interviews were identified.

The survey participants were identified and selected from the Illinois Council for Community College Administrators 2010 Directory. Each college's president and continuing education program manager received an email which included a cover letter and a link to the online survey. The original email did not generate a sufficient response rate for the study, as the initial response rate was only 44%. A follow-up email was distributed two weeks after the first, which raised the cumulative response rate to 65%. A third and final email was distributed three weeks after the initial, which resulted in a

final response rate of 75%. As a result, the overall usable responses were 69, or 72% of the sample.

The qualitative, interview component of this research consisted of a follow-up interview with a president and CEPM from an urban, suburban and rural community college. Those interviewed were randomly selected from the ICCB Fiscal Year 2010 Salary Report list of all Illinois community colleges and were not from the same institutions.

Respondent Demographic Data

This research study included demographic data gathered on continuing education program managers and presidents that allowed for the development of a profile for each of the respondent categories. The specific data collected were gender, the number of years each had served in the position, the ranges in which their ages were reported, the size of their respective institutions and if they had ever held a position within the continuing education service area. The following figures provide an overview of these data and a profile of the respondents.

Data from Figures 1 and 2 show that of the 33 CEPMs who responded, 23 (70%) were female, and ten (30%) were male. Of the 36 presidents who responded, 26 (72%) were male and ten (28%) were female.

The range in years of experience for presidents was 1-20, with the majority having served in their position for two to four years (47%). The number of years in their current position ranged from 1-23 for CEPMs, with the majority having served from 3-10 years (64%).

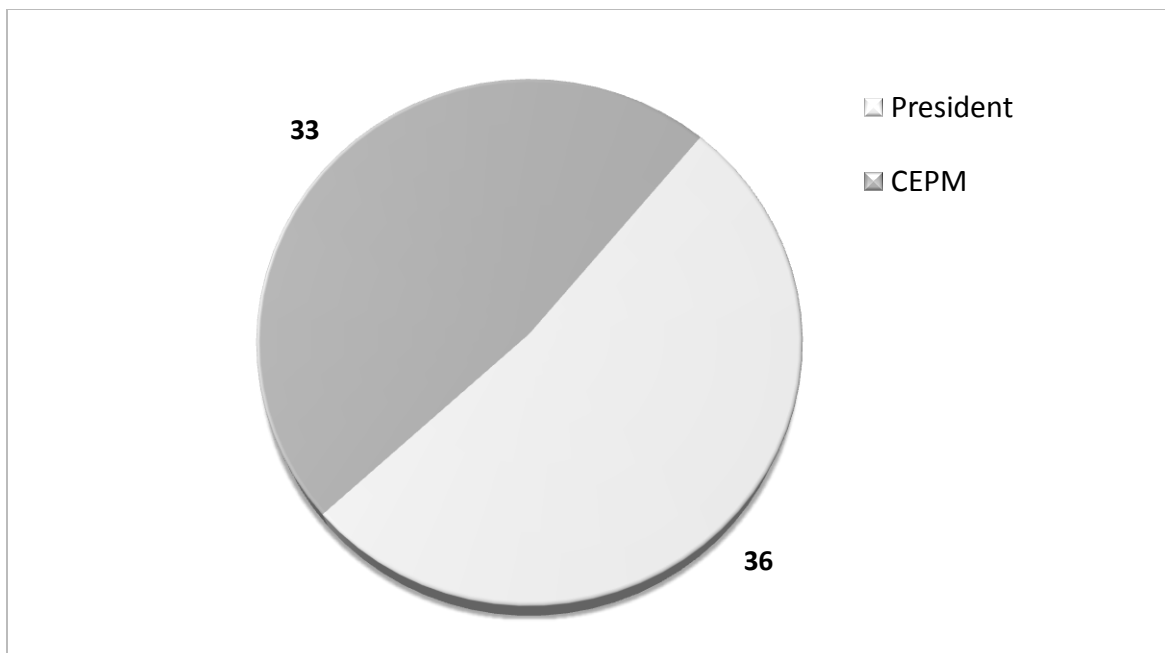


Figure 1. Number of respondents who were either Presidents or CEPMs (Continuing Education Program Managers).

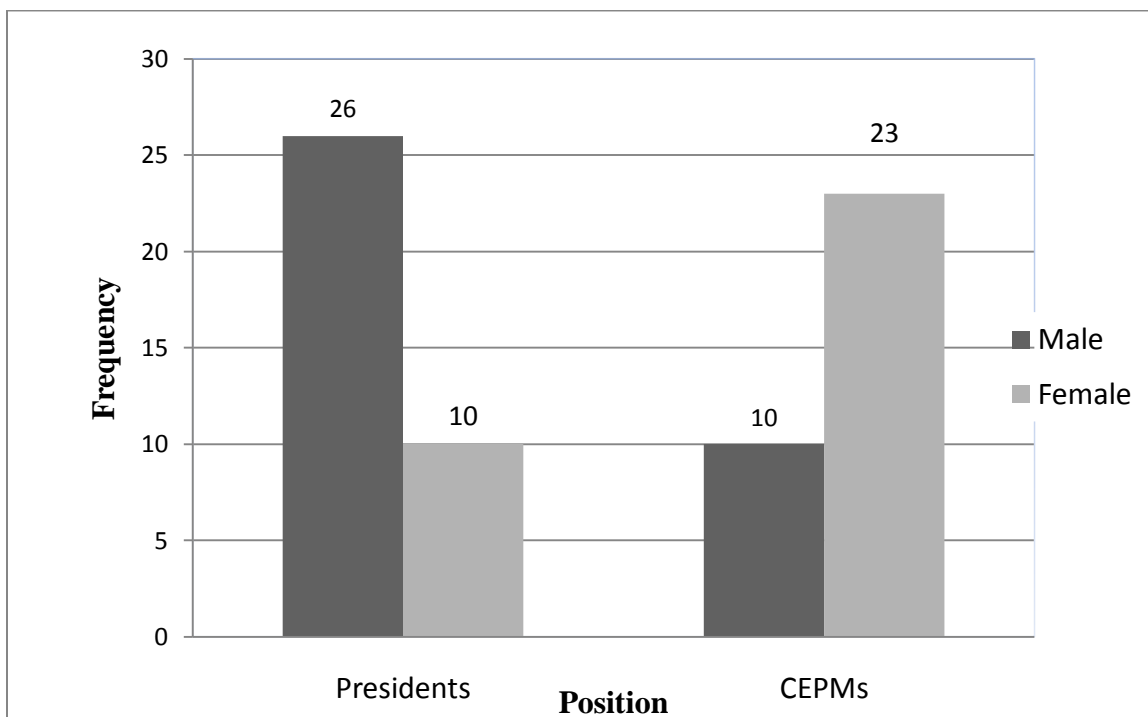


Figure 2. Number of participants who were males or females for Presidents compared to CEPMs.

Figure 3 shows the range of the respondents' ages by their position.

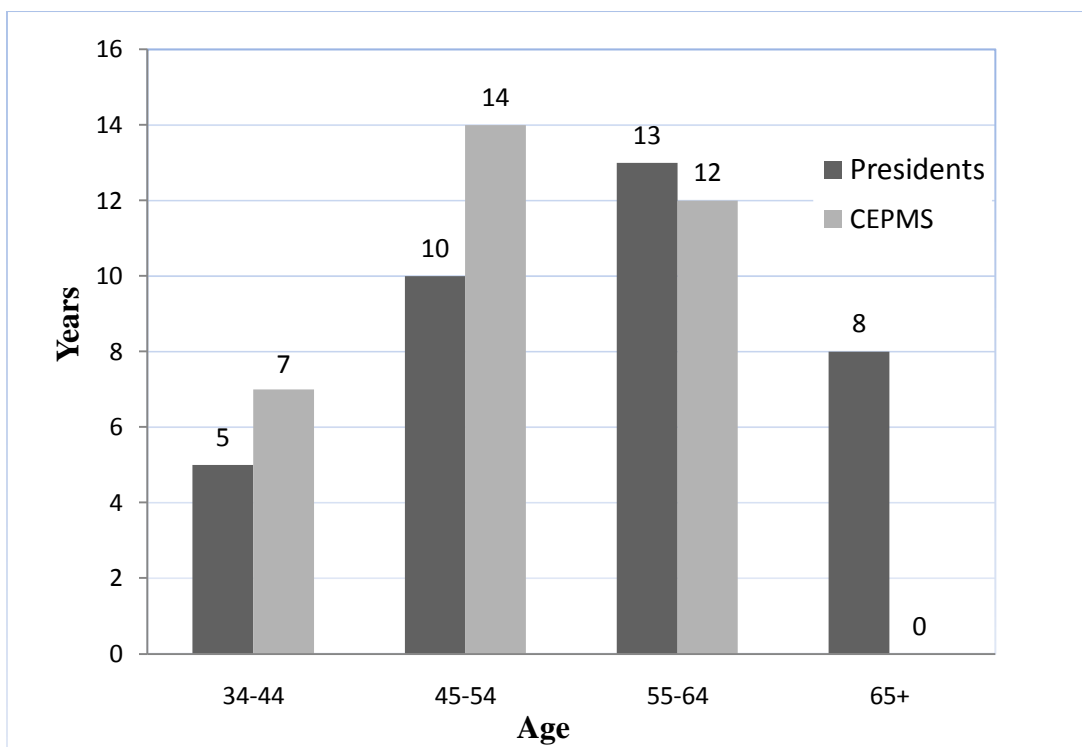


Figure 3. Range of participants' ages by position.

The majority of presidents and CEPMs ages were within the ranges of 45-64 years (71%). CEPM respondents were somewhat younger than presidents who responded to the survey.

For this study, colleges with enrollments of less than 4,000 students were classified as rural; colleges with enrollments of more than 4,000 students, but less than 10,000 students, were classified as suburban; and colleges with enrollments of more than 10,000 students were classified as urban. Two of the presidents indicated their colleges could be considered urban compared to twelve CEPMs reporting their location as urban. Fifteen of the presidents indicated they were from suburban colleges as did ten of the

CEPMs. Most of the presidents classified themselves as rural as did ten of the CEPMs.

Figure 4 indicates the location of the respondent's community college.

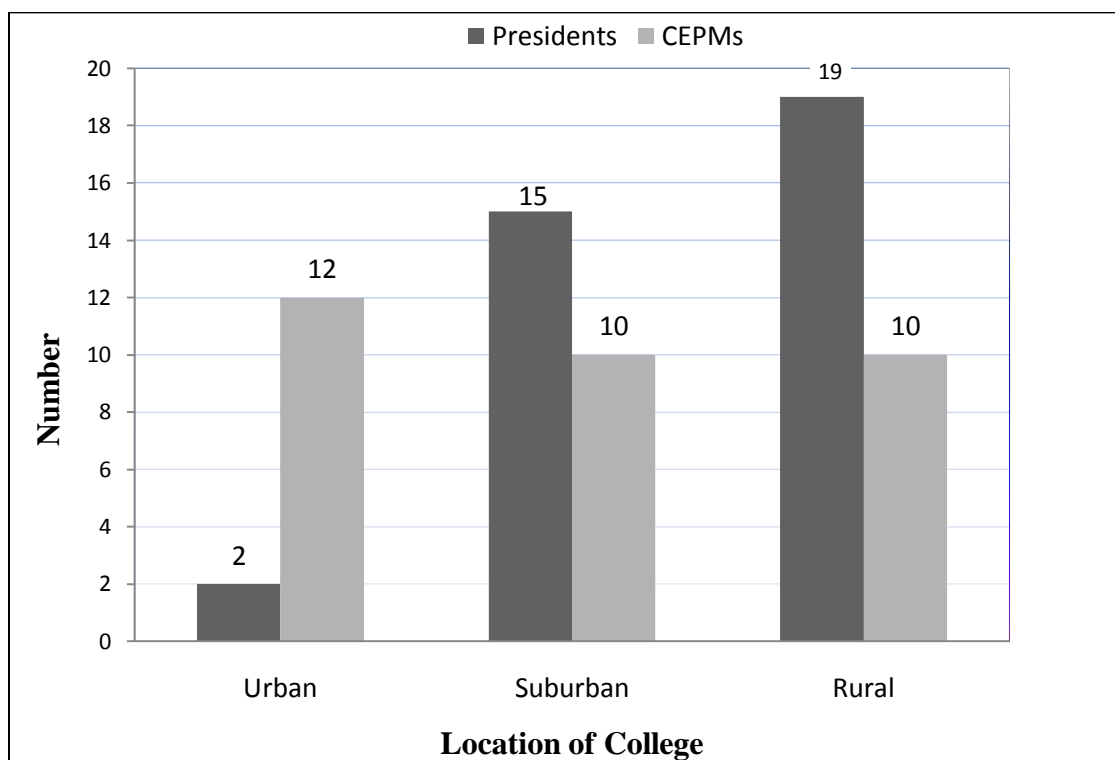


Figure 4. Respondents self-reported location of college by size.

Figure 5 shows the percentage of presidents and CEPMs who indicated previous experience in a continuing education program. Of the 36 presidents who responded, 27 (75%) indicated they had not previously held a position in the area of continuing education compared to 24 (73%) of the CEPMs.

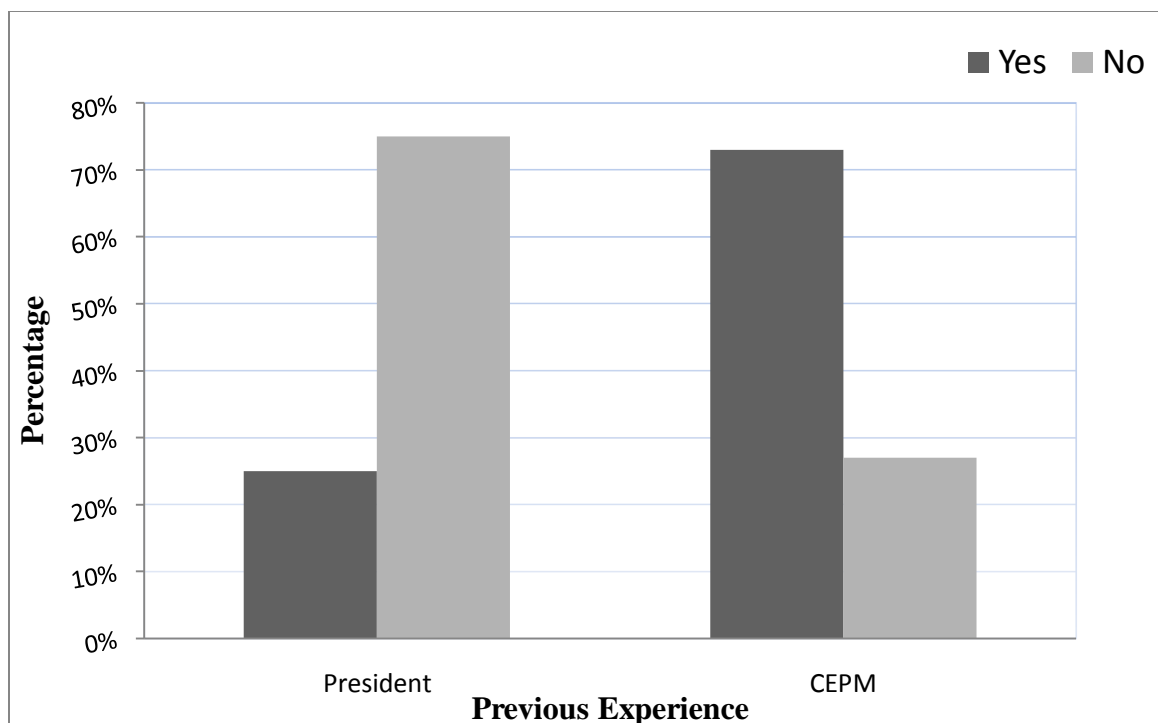


Figure 5. Percent of respondents indicating previous experience in continuing education.

Institutional Demographics

The following institutional information is offered based on the data provided by the respondents. Figure 6 shows the location of the community college administrator by the type of district. Of those responding, 61% of the presidents and 49% of the CEPMs indicated they were located at single-campus institutions, while 28% of the presidents and 33% of the CEPMs indicated they were located in multi-college districts. Eleven percent of the presidents and 15% of the CEPMs indicated they are located in a multi-campus institution. Figure 7 shows who the person responsible for continuing education reports to in their institution.

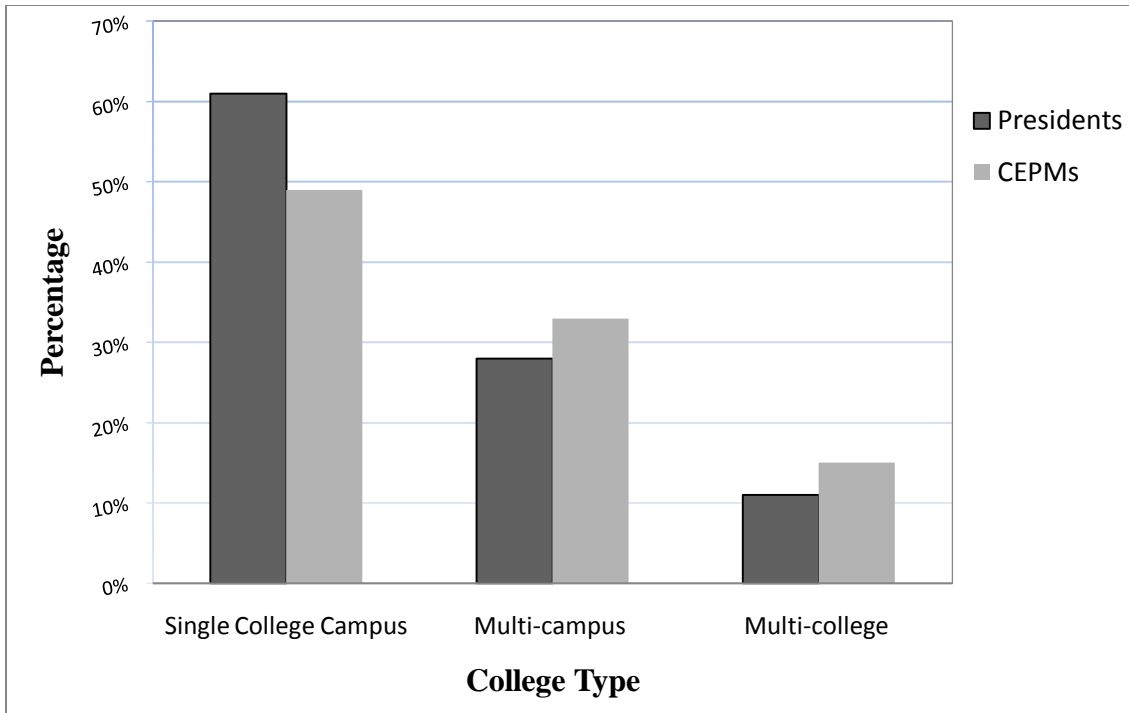


Figure 6. Location of community college administrator by type of district.

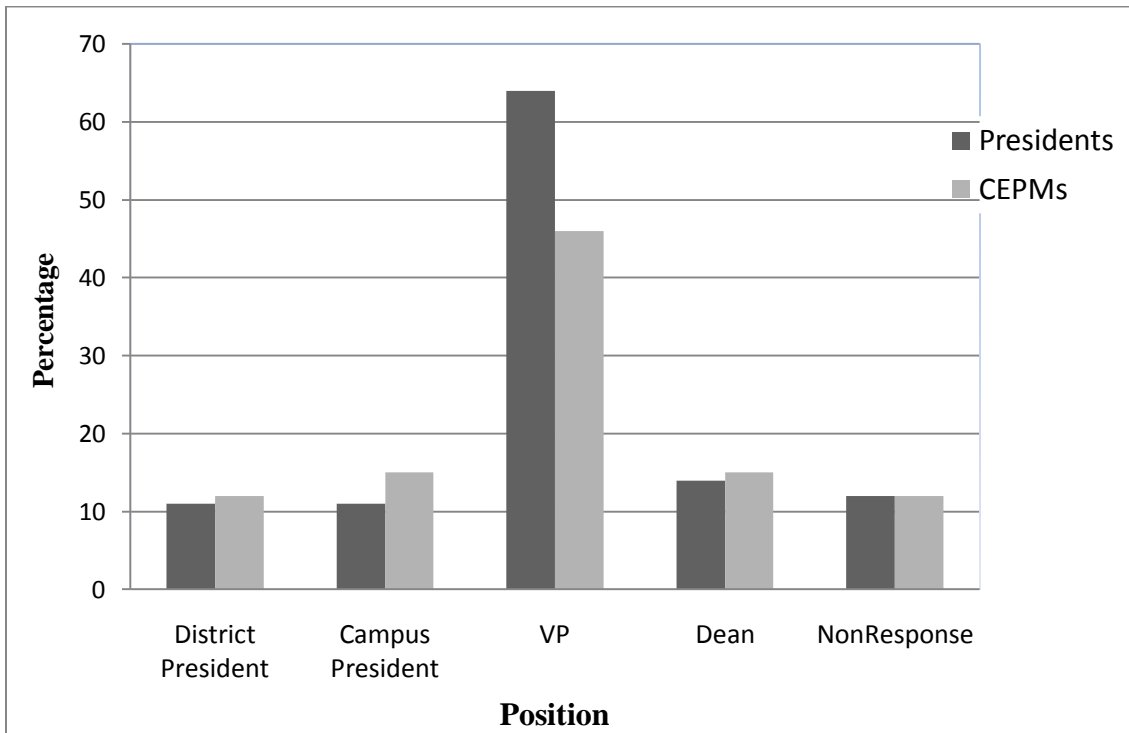


Figure 7. Respondents continuing education reporting lines.

Participants were asked how the continuing education programs were internally structured with respect to staff reporting responsibilities. The majority of the respondents, 64% of the presidents and 46% of the CEPMs, indicated the continuing education administrator reported to the vice president of their institution. Between 11% and 15% of respondents indicated their CEPM reported to a dean, a campus president or a district president.

Forty-one percent of the CEPMs were members of the presidents or chancellor's cabinet or council, while 58% were not. Eighty-two percent of the CEPMs had other duties beyond the continuing education function, while 18% did not. Figure 8 shows the percent distribution of institutions that include the role of the continuing education department in their mission statement.

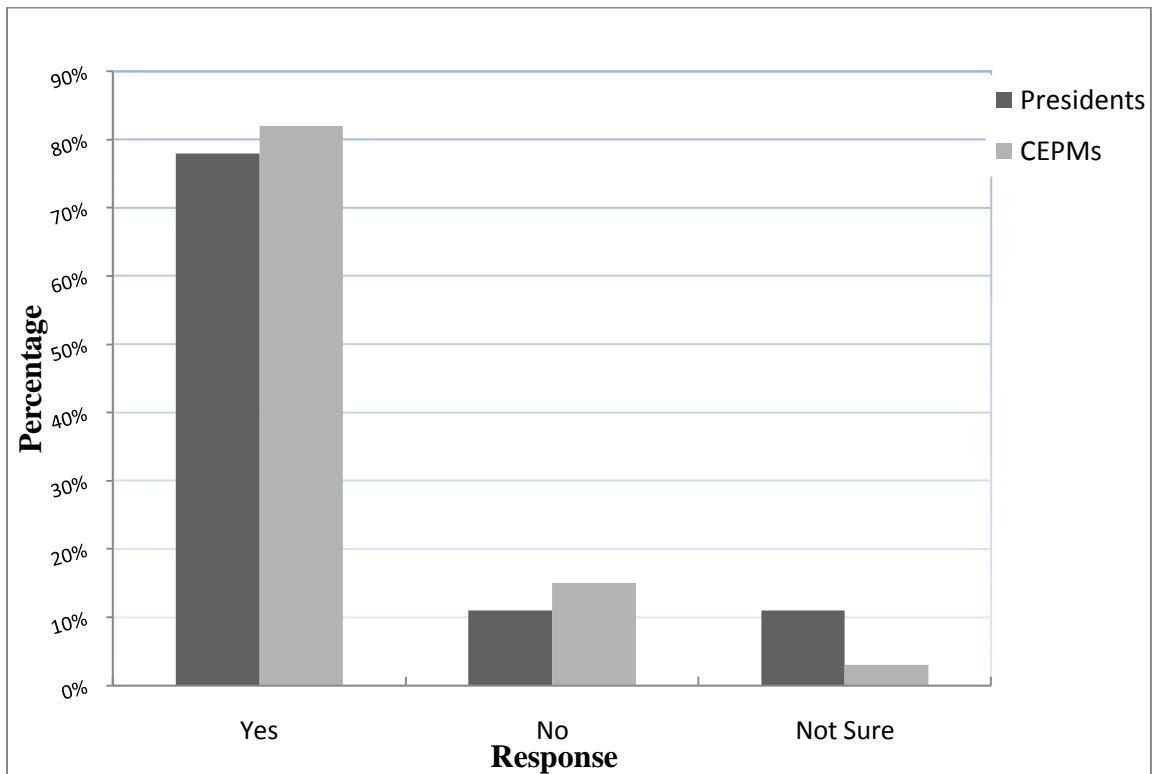


Figure 8. Percent distribution of institutions that include the role of continuing education in the college mission statement.

Survey data showed that 78% of the presidents and 82% of the CEPMs indicated the role of continuing education was included in their college's mission statement. Eleven percent of the presidents and 15% of the CEPMs indicated that the role of continuing education was not included in their institution's mission statement, while 11% of the presidents and 3% of the CEPMs were not sure. Figure 9 shows the percentage of students in the continuing education programs who are considered nontraditional adult learners, ages 30 years and older.

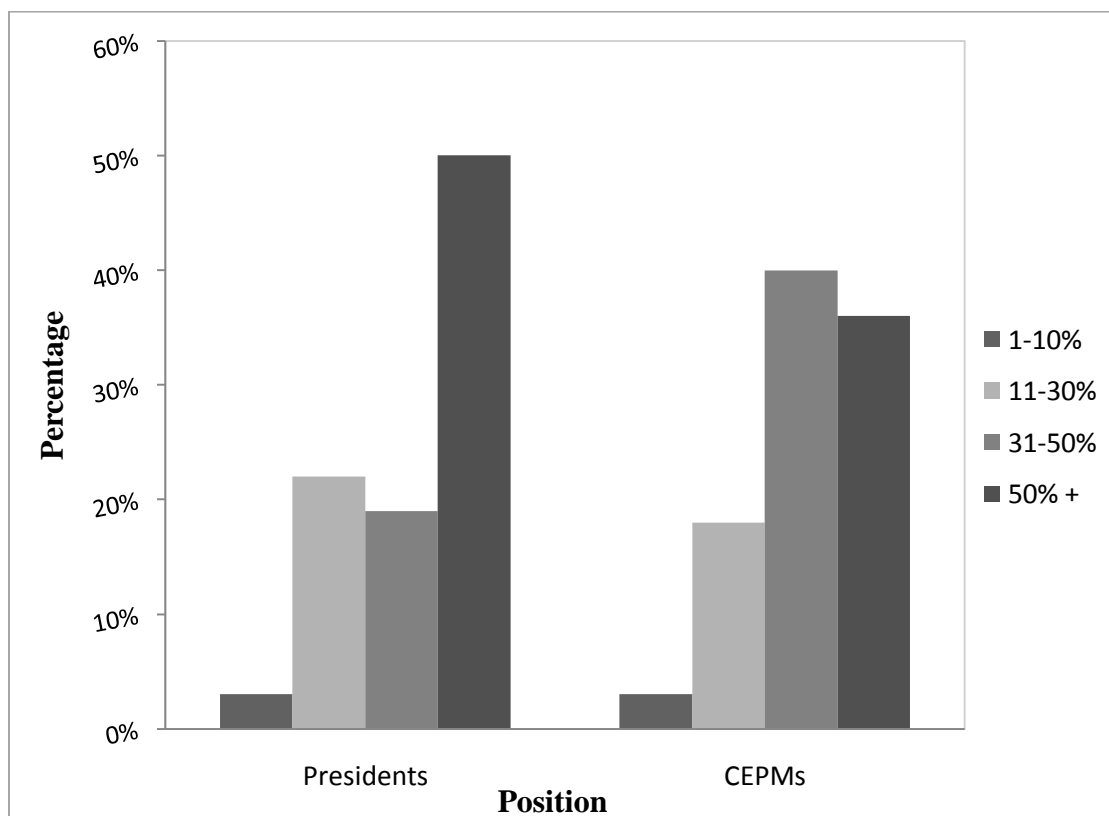


Figure 9. Percentage of students in continuing education programs who are considered non-traditional, adult learners, ages 30 years and older.

Respondents were asked their opinion on the statement, “What percentage of students in your continuing education program would be considered nontraditional adult

learners, age 30 years and older.” About one-half of the responding presidents believe that 50% or more of their students are non-traditional. By contrast, 36% of the CEPMs felt that 50% or more of their students are nontraditional, adult learners.

The next section of this chapter presents data according to the study research questions.

Results According to Research Questions

Research Question 1: What were the perceptions of Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments? To address research question one, descriptive statistics were computed and are provided below. Figure 10 shows the way the continuing education programs were budgeted in institutions either as a part of a larger internal budget, a separate budget, or by some other means.

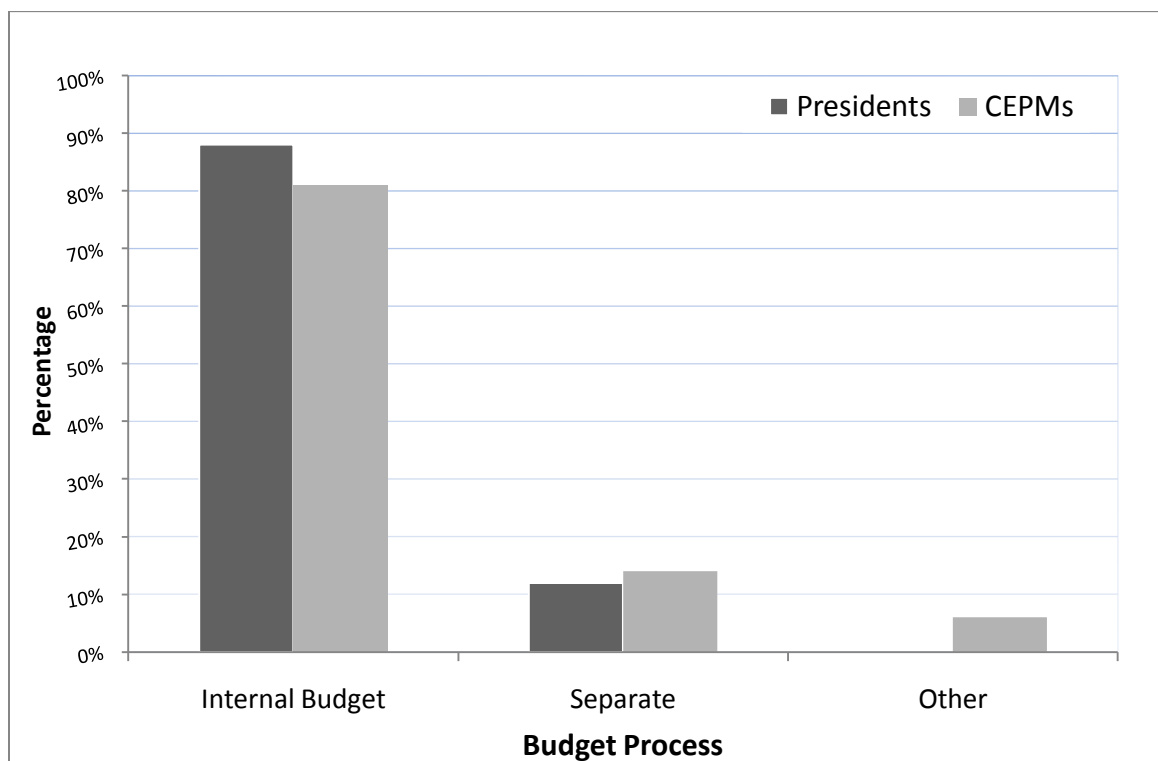


Figure 10. Reported budgeting process for respondents institutions.

Data indicated that 88% of the presidents and 81% of the CEPMs said their institutions allocate funds to the continuing education service component using the internal budgeting process, while 12% of the presidents and 14% of the CEPMs indicated the continuing education service component was funded separately from the college's primary budgeting process. Table 3 provides the participants' reported impact of fiscal pressures with respect to reduced state funding.

Table 3

Respondents Reported Impact of Fiscal Pressures With Respect to Reduced State Funding

Respondents	Yes N (%)	No N (%)
Presidents		
Laid off	8 (22.2)	28 (77.8)
Budgets Decrease	23 (63.9)	13 (36.1)
Reduced Course Offerings	12 (33.3)	24 (66.7)
Increased Enrollment	19 (52.8)	17 (47.2)
Decreased Enrollment	12 (33.3)	24 (66.7)
CEPMs		
Laid off	12 (36.4)	21 (63.6)
Budgets Decrease	18 (54.5)	15 (45.5)
Reduced Course Offerings	11 (33.3)	22 (66.7)
Increased Enrollment	13 (39.4)	20 (60.6)
Decreased Enrollment	15 (45.5)	18 (54.5)

Note. Respondents were allowed to choose all that apply.

The majority of presidents (64%) and CEPMs (55%) have seen their budgets decrease. Of the responding CEPMs, 46% indicated they have seen a decrease in their enrollment, as did 33% of the presidents. Less than half (39%) of the CEPMs and more than half (53%) of the presidents indicated seeing increases in enrollments. Thirty-six

percent of the CEPMs and 22% of the presidents indicated they have had to lay off employees. Less than half (33%) of the CEPMs and the presidents (33%) indicated they have had to reduce the number of course offerings at their institutions. Table 4 presents information as to whether the respondents' institutions continuing education department is responsible for generating all or some of their own operating revenue.

Table 4

Participants Reporting Dependency of Continuing Education Programs on Self-Supporting Funds

Position	<u>Yes</u> N (%)	<u>No</u> N (%)
Presidents	16 (44.4)	19 (52.8)
CEPMs	16 (48.5)	17 (51.5)

Note. President data missing two responses.

Less than half of the presidents and CEPMs indicated that their continuing education department was dependent upon generating self-supporting funds. Slightly more than half of the presidents and CEPMs indicated their continuing education department was not dependent on generating self-supporting funds. Table 5 shows whether participants' institutions offered continuing education courses that did not meet profit expectations.

Table 5

Participants Reporting Whether Continuing Education Unit Offers Courses Not Meeting Profit Expectations

	<u>Yes</u> N (%)	<u>No</u> N (%)
Presidents	34 (94.4)	2 (5.6)
CEPMs	28 (84.8)	5(15.2)

Data indicated that 85% of the CEPMS and 94% of the presidents offered courses which did not meet profit expectations. Only 6% of the presidents and 15.2% of the CEPMS indicated they offered courses which did not meet profit expectations. Table 6 shows the reason respondents offered courses even though they did not meet profit expectations.

Table 6

Participants Reporting Reasons Why Courses That Are Not Profitable Are Offered

<u>Response</u>	<u>Presidents</u> N (%)	<u>CEPMs</u> N (%)
Public service commitment	33 (91.7)	28 (84.8)
Testing the market with a new course	23 (63.9)	16 (48.5)
Trying to build a new program	24 (66.7)	15 (45.5)

Note. Respondents were allowed to choose all that apply.

More than 90% of the presidents and 85% of the CEPMS offered courses that did not meet profit expectations because of public service commitments to their communities. To a lesser degree, courses that are not profitable may also be supported because they are

testing the market with a new course or building a program. Table 7 shows where respondents report receiving revenue for their continuing education departments.

Table 7

Respondents Reporting the Source of Support for the Continuing Education Department

	<u>Presidents</u> N (%)	<u>CEPMs</u> N (%)	<u>Average</u> N (%)
State appropriation	29 (80.6)	23 (69.7)	52 (75)
Tuition for funded courses	26 (72.2)	23 (69.7)	49 (71)
Tuition/fees for non-funded courses	30 (83.3)	23 (69.7)	53 (77)
Corporate endowments	3 (8.3)	1 (4.3)	4 (13)
Personal endowments	2 (5.6)	5 (15.2)	7 (10)
Federal grants	22 (61.1)	17 (51.5)	39 (57)
State grants	28 (77.8)	21 (63.6)	49 (71)
Corporate grants	14 (38.9)	5 (15.2)	19 (28)
Individuals	11 (30.6)	15 (45.5)	26 (38)

Note. Respondents were allowed to choose all that apply.

The majority (n = 53, 77%) of respondents identified tuition/fees for non-funded courses as a primary source of revenue for continuing education programs. Tuition for state funded courses was identified by 71% (n = 49) of all the respondents. State grants were identified by 71% (n = 49) of the respondents and 75 % (n = 52) of respondents indicated state appropriations were the primary sources of revenue for the continuing education function. Table 8 provides the respondents' opinions regarding the adequate allocation of funds for their continuing education department at their institutions.

Table 8

Adequacy of Financial Support for the Continuing Education Programs

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	8 (22.2)	5 (15.2)
Agree	19 (52.8)	17 (51.5)
Neutral	7 (19.4)	5 (15.2)
Disagree	2 (5.6)	3 (9.1)
Strongly Disagree	--	3 (9.1)

When respondents were asked their opinion whether their institutions provided adequate financial support to the continuing education program, 27 (75%) of the presidents and 22 (67%) of the CEPMs strongly agreed or agreed. Seven (19.4%) of the presidents and 5 (15.4%) of the CEPMs remained neutral. Two (5.6%) of the presidents and six (18%) of the CEPMs disagreed or strongly disagreed when asked if they felt their continuing education program received adequate financial support. Table 9 examines the level of agreement among presidents and CEPMs as to whether the institution offered fewer continuing education courses today due to funding changes that occurred in the 1990's. The reader will recall from chapter 2 that state funding was eliminated for all non-credit courses in the mid 1990s.

Table 9

Extent to Which Institutions Are Offering Fewer Continuing Education Courses

Response	<u>Presidents</u> (N, %)		<u>CEPMs</u> (N, %)
Strongly Agree	4	(11.1)	4 (12.5)
Agree	12	(33.3)	6 (18.2)
Neutral	6	(16.7)	4 (12.5)
Disagree	10	(27.8)	12 (36.4)
Strongly Disagree	4	(11.1)	6 (18.2)
Total	36	(100)	33 (100.0)

Sixteen (44.4%) of the presidents and 10 (30.7%) of the CEPMs either agreed or strongly agreed that the number of course offerings at their institutions were adversely affected by the state funding changes in the 1990s. Six (16.7%) of the presidents and four (12.5%) of the CEPMs remained neutral. Fourteen (38.9%) of the presidents and 18 (54.6%) of the CEPMs disagreed or strongly disagreed that their institution offers fewer continuing education courses due to funding changes in the 1990s. Table 10 presents data on whether presidents and CEPMs felt the state's current funding method for continuing education programs was adequate for their institutions.

Table 10

Adequacy of State funding for Continuing Education Programs

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	1 (2.8)	--
Agree	8 (22.2)	7 (21.2)
Neutral	8 (22.2)	10 (30.3)
Disagree	16 (44.4)	10 (30.3)
Strongly Disagree	3 (8.3)	3 (9.1)

Nineteen (53%) of the presidents and 13 (39%) of the CEPMS disagreed or strongly disagreed that the state provides adequate funding for continuing education. Only about 20% of respondents indicated state funding is adequate. Table 11 shows whether administrators had a systematic process for setting fees for non-reimbursable continuing education courses.

Table 11

Existence of a Systematic Process for Setting Fees for Non-Reimbursable Continuing Education Courses

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	3 (8.3)	5 (15.2)
Agree	25 (69.4)	15 (45.5)
Neutral	6 (16.7)	6 (18.2)
Disagree	1 (2.8)	6 (18.2)
Strongly Disagree	1 (2.8)	1 (3.0)

Colleges often set fees for continuing education courses that are not reimbursed by the state. Twenty-eight (78%) of the presidents and 20 (61%) of the CEPMS indicated

they strongly agreed or agreed that their institution had a systematic process for setting fees for non-reimbursable continuing education courses. Table 12 provides data on respondents' opinions regarding whether the state of Illinois economic recession, the lack of state support, and decline in property tax revenue have caused their continuing education department staff and programs to be reduced or eliminated.

Table 12

Respondents' Level of Agreement Regarding the Effects of Illinois' Fiscal Difficulties and Their Institutions' Reductions in the Continuing Education Department

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	2 (5.6)	2 (6.1)
Agree	11 (30.6)	17 (51.5)
Neutral	9 (25.0)	4 (12.1)
Disagree	8 (22.2)	9 (27.3)
Strongly Disagree	5 (13.9)	1 (3.0)
Missing	1 (2.8)	- ---

Thirteen (36%) of the presidents and 19 (58%) of the CEPMs either agreed or strongly agreed that their institution was affected by state and local fiscal pressures; however, nine (25%) of the presidents and four (12.1%) of the CEPMs indicated they were neutral with regards to this issue. On the contrary, 13 (36%) of the presidents and ten (30%) of the CEPMs either disagreed or strongly disagreed that fiscal pressures caused staff or programs to be reduced or eliminated. Table 13 indicates the percent of the respondents' institutions budget allocated to the continuing education department.

Table 13

Percentage of the Institution's Total Budget Allocated to the Continuing Education Budget

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
1-10%	25 (69.4)	23 (69.7)
11-20%	9 (25.0)	9 (27.3)
21-30%	--	1 (3.0)
Missing	2 (5.6)	--

The majority of presidents and CEPMs, 25 (69.4%) of the presidents and 23 (69.7%) of the CEPMs reported that 1-10% of their institutions total budget was allocated to the continuing education unit. Figure 11 presents the percentage of institutions with a senior citizens waiver policy. A senior citizens waiver policy is mandated by state law and says that public institutions of higher education must allow senior citizens to enroll in credit courses at no cost, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.

Based on survey data, 30 (83.3%) of the responding presidents and 26 (78.8%) of the CEPMs indicated they had a senior citizens waiver policy. Four (11.1%) of the presidents and seven (21.1%) of the CEPMs indicated they did not have a senior citizens waiver policy.

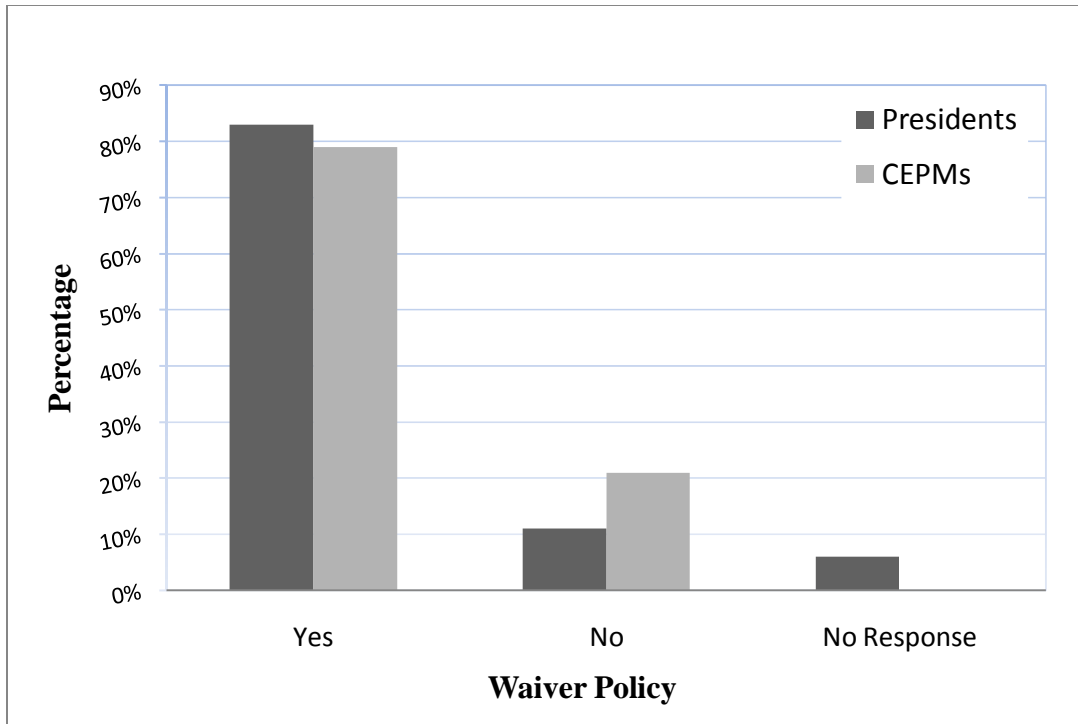


Figure 11. Percentage of institutions with a senior citizens tuition waiver policy.

Figure 12 shows the ages in which tuition was waived in the respondents' continuing education departments.

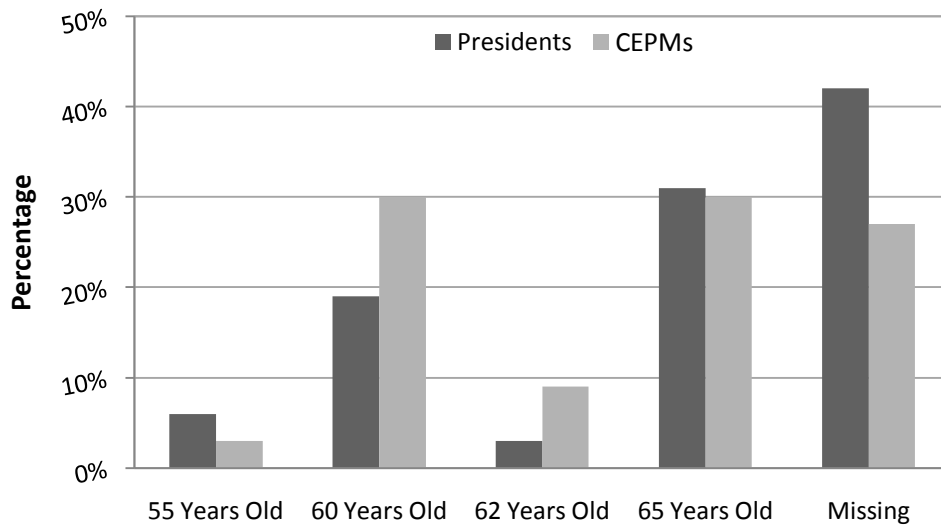


Figure 12. Percent of ages in which tuition is waived in the participant's continuing education department.

Of those that responded, 11 (31%) of the presidents and ten (30%) of the CEPMs indicated 65 years old as the age in which seniors qualified for their tuition waiver. It is notable that 42% (n = 15) of the presidents and 27.3% (n = 9) of CEPMs chose to not answer this question.

Interview Findings

For this study, the reader will recall that interviews were done with randomly selected presidents and CEPMs from Illinois community colleges representing rural, suburban and urban settings. The interview questions (Appendix D) were designed to elicit further information to supplement the data gathered from the survey.

Responses from the interviews are focused on each of the research questions identified for this study. However, in general, there were seven key themes that emerged in total from the interviews conducted for this study. They relate to the need for:

1. Better communication with board of trustee members,
2. The continuing financial problems having an adverse effect on community college continuing education programs,
3. Continuing education departments to continue to offer courses which may not meet profit expectations,
4. The expansion of partnerships with other agencies and organizations in the local community,
5. More streamlining of administrative services,
6. The importance of serving the baby-boomer generation,
7. Continuing education departments to pursue grants and other secondary sources of revenue.

With respect to research question one, presidents and CEPMs were asked what they visualized as the biggest challenges for their college's continuing education program both now and in the future. The respondents were unanimous in their beliefs that the state of Illinois' financial problems were having an adverse effect on their colleges' continuing education programs.

Respondents indicated that due to the current level of state support, community colleges are operating on funding levels that existed ten years ago, and they cannot continue to offer classes and services without additional state resources. Administrators noted that the state of Illinois' educational system is seemingly collapsing as state leaders *are playing games* with budgets and retirements (pensions) and this is very discouraging. In order to be more financially effective, respondents said they are streamlining existing services and they have had to focus more on vital services to the institution, which affects their continuing education department. For example, one president said "because of funding constraints and because of the way revenue streams are set up, community education, unfortunately, if it doesn't generate enough revenue, it gets looked at more closely at a number of schools, including our own." Another president said "I see these financial problems continuing unfortunately until there is enough funding to support the mission. By and large, we are all, university and community colleges, at funding levels from over a decade ago." The same president went on to say:

At some point you can't continue the same degree of service if you are not seeing the funding. You just have to streamline and unfortunately with community education, the way we are funded, the noncredit courses are the first to go. It's not that we devalue them, we just can't support them.

From these three responses, it should be clear that funding pressures are affecting the ability of community colleges to continue an array of vital continuing education services. This was a consistent theme that emerged from the interviews and was not readily apparent from the review of survey responses.

In order for continuing education departments to be more effective in the future, a challenge for administrators will be to get better at finding out exactly what the people and businesses in their districts need. For instance, one president said “the biggest continuing challenge for their continuing education program is their effectiveness at conducting good, solid scans to see what are the needs of the community.” In addition, continuing education administrators will be challenged to position themselves in the community as the *go to* place as there will be increasing competition for training from other places. For example, one CEPM said:

The biggest challenge will be for us to position ourselves as the department, the *place to go* for training. We are competing with places such as the chamber and the American Society for Training and Development and we need to position ourselves to be the best and to deliver it the most economically.

An interesting phenomenon here is that on the one hand presidents and CEPMs recognize the need to streamline services because of increasing financial pressures. On the other hand, there is an important need to continue to position the community colleges as an important access point for individuals desiring continuing education.

Another financial concern and challenge expressed by respondents focused on serving senior citizens, specifically the baby-boomers. Senior citizens are coming to the colleges in increasing numbers and they want classes and programs that do not cost them

anything. Administrators indicated this can cause financial concerns due to how the state law (Higher Education Senior Citizens Act) reads. Interviewees indicated that some colleges are waiving tuition for senior citizens type classes, while others have classified classes for senior citizens as non-credit only; therefore, seniors must pay the applicable fees.

This part of the interview process was particularly useful in clarifying the survey's responses. The survey may have confused respondents. When queried in interviews, the researcher feels that some administrators answered the survey question "Does your institution have a senior citizen waiver policy" no, because their continuing education doesn't waive tuition. When in reality, their institution does waive tuition for senior citizens choosing to take credit classes in other parts of their college.

Research Question 2: What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?

To address research question two, descriptive statistics were computed and the frequency and percentages are provided in several tables which follow. However, it is important to note that the responses to previous survey questions shown in previous parts of this chapter also relate to the question of whether or not financial pressures are affecting the future of administration in continuing education. For example,

- It was reported previously that 36% of the presidents and 58% of the CEPMs strongly agreed or agreed that the state's economic recession caused staff and programs to be reduced or eliminated in their continuing education departments. One quarter of the respondent presidents, and 12% of the CEPMs remained

neutral. Thirty-six percent of the presidents and 30% of the CEPMs disagreed or strongly disagreed that the state's economic problems are causing staff and programs to be reduced or eliminated in their continuing education departments.

(Table 12)

- Earlier it was reported that about one-half of the responding presidents believed that 50% or more of their students were non-traditional adult learners, age 30 years and older. By contrast, CEPMs felt that about 36% of their students were nontraditional, adult learners. (Figure 9)

Table 14 shows the perceptions of respondents as to the adequacy of classroom space their continuing education function receives.

Table 14

Respondents' Perceptions of the Adequacy of Continuing Education Classroom Space

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	14 (38.9)	---
Agree	12 (33.3)	10 (30.3)
Neutral	2 (5.6)	8 (24.2)
Disagree	7 (19.4)	9 (27.3)
Strongly Disagree	---	6 (18.2)
TOTAL	36 (100)	33 (100)

Most (72%) of the respondent presidents and only 30% of the respondent CEPMs either agreed or strongly agreed that their continuing education department had adequate classroom space available. Less than a quarter (19%) of the presidents and almost half (46%) of the CEPMs disagreed or strongly disagreed when asked if their continuing education unit had adequate classroom space. Table 15 shows the opinions of presidents

and CEPMs with respect to the adequacy of continuing education office space at their colleges.

Table 15

Respondents Perceptions of the Adequacy of Continuing Education Office Space

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	17 (47.2)	9 (27.3)
Agree	13 (36.1)	13 (39.4)
Neutral	4 (11.1)	2 (6.1)
Disagree	2 (5.6)	5 (15.2)
Strongly Disagree	-- --	4 (12.1)
TOTAL	36 (100)	33 (100)

Thirty (83%) of the presidents and 22 (67%) of the CEPMs strongly agreed or agreed that their continuing education units had adequate office space for staff. Table 16 shows the respondents' opinions on whether their colleges were adequately staffed with administrators.

Table 16

Respondents' Perceptions of the Adequacy of Continuing Education Administrative Staff

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	4 (11.1)	8 (24.2)
Agree	23 (63.9)	14 (42.4)
Neutral	---	2 (9.1)
Disagree	6 (16.7)	7 (21.2)
Strongly Disagree	2 (5.6)	---
Missing	1 (2.8)	1 (3.0)
Total	36 (100)	33 (100)

Twenty-seven (75%) of the presidents and 22 (67%) of the CEPMs strongly agreed or agreed when asked if their continuing education functions were adequately staffed with administrators. None of the presidents and two (9.1%) of the CEPMs remained neutral. Eight (22.2%) of the presidents and seven (21.2%) of the CEPMs disagreed or strongly disagreed. Table 17 shows whether administrators felt their continuing education function was adequately staffed with support personnel.

Table 17

Respondents Perceptions of the Adequacy of Continuing Education Support Personnel

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	3 (8.3)	3 (9.1)
Agree	20 (55.6)	12 (36.3)
Neutral	3 (8.3)	4 (12.1)
Disagree	8 (22.2)	11 (33.4)
Strongly Disagree	2 (5.6)	3 (9.1)
Total	36 (100)	33 (100)

The study examined the adequacy of continuing education support personnel. Sixty-four percent of the presidents and 15 (45%) of the CEPMs either agreed or strongly agreed that they were adequate. Three (8.3%) of the presidents and 4 (12.1%) of the CEPMs remained neutral. Ten (28%) of the presidents and 14 (43%) of the CEPMs disagreed or strongly disagreed that their institution was adequately staffed with support personnel. Table 18 presents data indicating whether presidents and CEPMs felt their institutions' continuing education department was adequately prepared to deal with an influx of students from the baby-boomer generation.

Table 18

Respondents' Perceptions of the Adequacy of Continuing Education Departments With Respect to the Influx of Baby-Boomer Students

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	2 (5.6)	4 (12.1)
Agree	13 (36.1)	16 (48.5)
Neutral	10 (27.8)	3 (9.1)
Disagree	8 (22.2)	6 (18.2)
Strongly Disagree	1 (2.8)	3 (9.1)
Missing	2 (5.6)	1 (3.0)
Total	36 (100)	33 (100)

Of those responding, 15 (42%) of the presidents and 20 (61%) of the CEPMs strongly agreed or agreed when asked if their institution's continuing education department was adequately prepared to deal with an influx of the baby-boomer generation. Ten (27.8%) of the presidents and 3 (9.1%) of the CEPMs remained neutral. Nine (25%) of the presidents and 9 (27%) of the CEPMs disagreed or strongly disagreed.

Interview Findings

The reader will recall that qualitative data was collected in the form of interviews with respondents in order to clarify data gathered from the survey. The interview questions can be found in Appendix D.

With respect to research question two, presidents and CEPMs were asked if an increase in financial pressures had affected their ability to administratively support their continuing education department in terms of administrators, support staff and classroom

space. Respondents were in agreement that the financial pressures had affected their ability to support continuing education functions.

While none of the respondents indicated they have simply *let go* employees, they were consistent in saying that when their staff retired or left the continuing education department, the positions had not been filled, had been downgraded, or had been replaced with a part-time person. One president said “when our Dean of Community Education retired last year, we ended up creating a part-time position.” The sense in continuing education departments is not to even ask for additional administration or support staff and *to do more with less*. During *belt tightening* times the continuing education administration needs to focus more on process and efficiency. Several respondents indicated that non-credit administrators, staff and courses have been merged (or soon will be) with workforce development or corporate education departments in order to keep staff employed and to create more efficiency. One president said:

We are looking at a reorganization very soon where we will combine our community education and workforce education programs. We will be making more cuts in workforce training and some of that will be credit bearing. We are just trying to streamline and make it as efficient as possible.

Another president, when asked if the financial pressures had affected their ability to administratively support their continuing education department, said:

We have just been fortunate so far that when we have lost somebody in continuing education we have been successful in helping the trustees understand why we can't let a position go. We had a Dean of Workforce Development retire and we did a search and one of the trustees felt we ought not to be doing this

search. In fact, they held up the search having a discussion about why we were filling that position.

As funding continues to decrease in the community colleges, administrators in the future will look for ways to reorganize administratively to better provide money to continue programs. At this time it is probably too early to have noticed any significant reduction in staff.

While one respondent indicated they had not lost any existing staff, they absorbed responsibilities from other departments on campus which had lost staff. In addition, their existing staff was now spending more time applying for grant money which was taking more time administratively. Respondents felt that keeping existing grants and pursuing new grant money would be a challenge with respect to the future of their college's continuing education programs.

Research Question 3: What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education? To address research question three, descriptive statistics were computed and the frequency and percentages are provided in several tables which follow. However, it is important to note that the responses to previous survey questions shown in previous parts of this chapter also relate to the question of whether or not financial pressures are affecting the future of programs in continuing education. For example,

- Earlier it was reported that 39% of presidents and 55% of CEPMs disagreed or strongly disagreed that their institution was currently offering fewer continuing education courses today due to funding changes in the 1990s. (Table 9)

- Seventy-five percent of the presidents and 67% of the CEPMs strongly agreed or agreed that administrator staffing is currently at acceptable levels. (Table 16)
- Respondents (61% of CEPMs and 42% of presidents) did believe their institutions' continuing education departments were adequately prepared to deal with the influx of the baby-boomer generation, although 28% of the presidents remained neutral. (Table 18)
- As shown in Table 12, 36% of presidents and the majority of the CEPMs (58%) believed that the state's recession, lack of state support and decline in property tax revenue caused staff and programs to be reduced or eliminated in the continuing education units at their college.
- Earlier it was reported that about one-half of the responding presidents believed that 50% or more of their students were non-traditional adult learners, age 30 years and older. By contrast, CEPMs felt that about 36% of their students were non-traditional, adult learners. (Figure 9)

Table 19 presents data indicating whether respondents have seen enrollment increases in non-credit, personal leisure-type classes.

Table 19

Respondents Perceptions of Increases in Non-Credit, Leisure-Type Courses

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	3 (8.3)	2 (6.1)
Agree	14 (38.9)	9 (27.3)
Neutral	10 (27.8)	7 (21.2)
Disagree	6 (16.7)	13 (39.4)
Strongly Disagree	2 (5.6)	1 (3.0)
Missing	1 (2.8)	1 (3.0)
Total	36 (100)	33 (100)

Seventeen (48%) of the presidents and 11 (33%) of the CEPMS strongly agreed or agreed when asked if their institution had seen an increase in the number of non-credit students being served. Ten (27.8%) of the presidents and seven (21.2%) of the CEPMS remained neutral. Eight (22.2%) of the presidents and 14 (42%) of the CEPMS disagreed or strongly disagreed with the statement. Table 20 examines what programs are administered or managed in the continuing education units at responding Illinois community colleges.

There were similarities between the types of programs offered by the groups in this study. For example, 89% (n = 32) of the presidents indicated that non-credit/community education classes were managed by their continuing education departments. Presidents also indicated that vocational skills classes (n = 23, 64%), workforce development classes (n = 24, 67%) and corporate education classes (n = 24, 67%) were managed by their continuing education departments.

Table 20

Programs Managed or Administered by the Continuing Education Component within Institutions

	President		CEPM	
	Yes (N, %)	No (N, %)	Yes (N, %)	No (N, %)
Vocational Skills Classes	23 (63.9)	12 (33.3)	27 (81.8)	6 (18.2)
Workforce Development	24 (66.7)	10 (27.8)	23 (69.7)	10 (30.3)
GED, ABE, ASE Programs	15 (41.7)	19 (52.8)	6 (18.2)	26 (78.8)
NonCredit/Community Ed Classes	32 (88.9)	3 (8.3)	31 (93.9)	2 (6.1)
ACT Centers	8 (22.2)	24 (66.7)	9 (27.3)	24 (72.1)
Corporate Ed	24 (66.7)	10 (27.8)	20 (60.6)	13 (39.4)
Welfare to Work Grants	12 (33.3)	21 (58.3)	9 (27.3)	24 (72.7)
Workforce Investment Act	15 (41.7)	18 (50.0)	18 (54.5)	15 (45.5)
Illinois Worknet Centers	12 (33.3)	20 (55.6)	8 (24.2)	24 (72.7)
Small Business Development Center	14 (38.9)	18 (50.0)	11 (33.3)	21 (63.6)

Note. Respondents were allowed to choose all that apply.

For CEPMs, 94% (n = 31) indicated that non-credit/community education classes were managed by their continuing education departments. CEPMs also indicated that vocational skills classes (n = 27, 82%), workforce development classes (n= 23, 70%) and corporate education classes (n = 20, 60%) were managed by their continuing education departments. The respondents further indicated that ACT centers, GED programs, welfare to work programs and Illinois Worknet Centers were least likely to be managed or administered in the continuing education departments at Illinois community colleges.

Interview Findings

The interviews that were done as part of this study yielded further data with respect to research question three, as the presidents and CEPMs were asked about the wide array of responsibilities found in continuing education programs and what their perspectives were on the role of continuing education at the community college level. The interview questions (Appendix D) were designed to elicit further information to clarify data gathered from the survey.

The following points summarize the conversations with those respondents with respect to the role of continuing education at the community college level.

- Continuing education is in the mission of the college and the mission drives activities. One president said “community education, first of all, is part of our mission and it has been a long standing function of the Illinois Community College System. So, in that respect, we do believe in it and our mission helps drive that.”
- One CEPM said the role of continuing education is to:

Offer learning opportunities for individuals who are not necessarily seeking degrees or certificates, whether they (learning opportunities) be for credit (vocational type programs or business training) or for non-credit to improve your skills on a professional level or a personal level with hobby and recreational learning.

- Another CEPM, when asked about the role of continuing education, said:

We are offering the leisure learning programs, such as art, photography and crocheting, but we are increasingly focusing on the vocational skill programs. Anything with Continuing Education Units (CEUs) attached to it we are going after pretty aggressively. We are moving away from the leisure stuff and we aren't really interested in adding courses such as gardening and arts and crafts.

- The role of continuing education is to meet the needs of the community which are not being met by other parts of the college and other parts of the community such as local agencies and organizations. The majority of respondents indicated they offered non-credit, leisure type courses and vocational skills type classes. Only one interview respondent indicated offering GED and Literacy in their continuing education departments.
- Continuing education is a good *testing* ground for new curriculum, software and equipment. One CEPM said “non-credit classes often get converted into vocational skills (credit) or eventually get converted to credit that ends up as a certificate or a degree. So, it (continuing education) is kind of a proving ground for curriculum.” This CEPM went on to say “often the continuing education

departments are the entrepreneurial part of the college that tries new things and if they work they may become credit.”

- The role of continuing education is to offer non-credit (personal leisure) activities which are of interest to the community. Classes such as art, classes for kids, gardening and music are often classified as non credit.
- Continuing education is a blend of a variety of activities, including workforce development, corporate education, Workkeys, and even adult education and GED could easily be included. These different activities just evolved into the continuing education departments over time due to budgets and other resources in place at the time when these activities came into existence.

In addition, the presidents and CEPMs were asked whether the financial pressures had affected programming in their continuing education departments. Most of the respondents indicated they had seen increases in enrollments, while at the same time having to decrease programming due to state budget problems. The increases in enrollment were attributed to programming primarily associated with the baby-boomers, although one respondent said their continuing education department had seen increases in programming for children. Respondents indicated that boomers were more active and they did not want to be referred to as seniors or the *walking brigade* anymore. The boomers wanted titles of their classes and programs to fall under headings such as “Active in Retirement”, or the “Institute of Lifelong Learning”. Administrators felt that the boomers were needed on their college campuses not only as students, but as resources. One of the CEPMs said:

I have seen an increase in individuals in this age group (boomers) participating in our Institute for Lifelong Learning, not so much for the classes, but for the trips we offer. Our Institute of Lifelong Learning is a program that is open for adults of any age, but the programming is geared for those that are 50 years of age and older.

In reference to the baby-boomers and future challenges to continuing education departments, one president said:

We are already seeing a larger population of baby-boomers and there are basically two sides to that coin. Number one, we would like to tap into them as resources to help instruct and to help lead, but we also know that we need them as students as well and to take some of the continuing education courses and we do see this occurring already. Again, so much of this boils down to funding streams and support and we are really having to focus on vital services more than we are community ed. Funding will be essential to maintaining these programs.

In reference to senior citizens at their college, another president said:

What is going to be a major issue are the growing number of individuals who are 50 and older who want to return after they retire or start a second career. For example, we are running a 50 plus program in our non-credit area and we have been running it with a grant and the grant is coming to an end and we have no money to put those activities into our operational budget. I think it is a sin to not continue those activities because that population is growing and it will continue to grow and they are going to expect things from us as the population changes.

The baby-boomers are the largest generation in the history in America and they are going to have a significant impact on the character of continuing education in the future. It is clear that administrators recognize that new and creative ways will be needed to address the educational needs of this generation.

A final challenge mentioned during the interviews is that administrators need to work harder at educating faculty and board of trustees members so they will see the long term value of continuing education programs. With respect to the financial pressures affecting the colleges, one urban president said:

The financial pressures coming externally from the state have impacted on the college. With all of that said, when the financial pressures have been exerted, the internal college community has risen up and is happy to see the non-credit area impacted negatively. It is very sad to say but when resources got tight, the college responded by saying let's get rid of the continuing education people because it is non-credit and we have to hold on to credit. I don't think this serves us well.

This same president went on to say:

I am very proud to tell you Barry, that through all of the rough times here we are pretty much holding on to a very stable staff in our non-credit area and I believe we are doing that because our non-credit staff, like continuing education people I have worked with my entire career, they have linked themselves to the external community. There is pressure in the local area not to damage what we have going. The community would rise if we tried to do away with some of our continuing education programs.

While many of the respondents indicated they have seen increases in enrollment (Table 3, Table 19), some interview respondents indicated programming had decreased for several reasons, including:

- Administrators have not been able to replace positions when staff leave and this has directly and adversely affected programming. One CEPM said:

I have seen a decrease in programming because of financial issues and budget cuts with salaries as we are not hiring people when someone leaves. Their position is not being replaced with a new person. The duties are given to a new staff member. As a result, the amount of programming as decreased.

- Non-credit personal leisure courses have been phased out as they are not reimbursable, thus not as cost-effective to offer. Because non-credit courses are not state funded they are often the first to go. The reader may recall that funding for the personal leisure courses was eliminated in the 1990's.
- Non-credit courses are less attended now as people use *discretionary* money for these courses and this type of money is not as readily available now due to difficult economic times.
- Boards of Trustees members do not always understand the long term impact in the community when they want to eliminate non-credit classes. During tough times, trustees want to see cuts. One president said:

It was a struggle to help trustees understand that we must hold on to these (non-credit) positions and classes because, as you know, when the

economy starts to turn, we are going to need them back, there is no doubt about it, and the economy will turn at some point.

There was a sense from the conversation that trustees are often more concerned with their short time in office, not the long-term mission of the college.

With respect to programming, interview responses indicated that some colleges are working hard now to form partnerships with local educational institutions and with other agencies and organizations to offer programs. For example, one CEPM said:

We are now working with CCI (Condensed Curriculum International) to offer healthcare classes and we are working on a partnership with Omnikron University (online educational provider) in offering some high level technical computer classes. So, anything which is considered “higher level” which is workforce training related seems to be the direction we are moving.

Partnering was seen as a challenge that continuing education departments will have to meet if they are to be successful in the future.

One responding CEPM felt that “online learning and competing with other organizations who offer online learning classes” is another challenge for continuing education departments in regards to programming. According to the new federal laws, going into effect July 1, 2011, online training delivered by an institution in another state will be prohibited unless the college has that state’s permission (WCET Advance, 2011). It is felt that some states will grant permission and others will want to charge fees. If a college goes into another state with online training without that state’s permission, there could be large fines assessed by the Federal government.

In addition, responding administrators indicated they were examining whether to offer more vocational skills training credit classes which *make a profit* and generate state reimbursement. One president said:

My continuing education department has put greater emphasis on the programs that are more assured of being cost effective or for profit. We don't do many things in areas of leisure anymore and at least during this point and time I don't see us doing any more because they would not be cost effective.

The more cost effective types of courses often produce Continuing Education Units (CEU's) for students who need them to keep a license updated. The reader will recall that state professions such as teaching, real estate, healthcare and food safety, to name a few, all require their employees to stay updated in their profession.

Research Question 4: Were there significant differences between respondent's position, location and type of college and their perceptions regarding the fiscal, administrative and programmatic issues affecting the future of continuing education departments?

This question examined whether there were significant differences between respondent's perceptions and three independent variables of respondent's position, location and type of college. The nine tables that follow are structured to provide chi-square analysis information related to this research question. For example, the opening three tables examined the respondent's position and perception of fiscal issues, the respondent's position and perception and administrative issues and the respondent's position and perception of programmatic issues effecting the future of continuing education. A significance level of $p < .05$ was used with these analyses.

Presidents/CEPMs Perceptions by Position

The data in Table 21 identifies whether any significant differences were found between presidents and CEPMS and their perceptions with respect to the fiscal issues affecting the future of continuing education departments. Survey items 15, 19, 20, 23, 26 and 30 were questions designed to elicit a response to perceptions about fiscal issues.

Table 21

Reported Differences Between Presidents and CEPMS and Their Perceptions Regarding the Fiscal Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
15 (adequate financial support)	4.21	.378
19 (fewer courses since 1990's)	2.76	.599
20 (funding methods are adequate)	2.15	.709
23 (process for setting fees)	6.45	.168
26 (IL lack state support)	5.88	.208
30 (% of total budget to cont ed)	1.06	.586

No significant differences were found for these questions, which suggests the presidents and CEPMS had similar feeling regarding these issues.

Table 22 presents the results showing whether there were any statistically significant differences between presidents and CEPMS with respect to administrative issues affecting the future of continuing education. Survey items 16, 17, 21, 22, 25 and 26 were questions designed to elicit a response to perceptions about fiscal issues.

Table 22

Reported Differences Between Presidents and CEPMs and Their Perceptions Regarding Administrative Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
16 (adequate class space)	23.99	.000*
17 (adequate office space staff)	8.29	.081
21 (adequate administrators)	8.48	.075
22 (adequate support personnel)	2.69	.611
25 (baby-boomers)	5.98	.201
26 (IL lack state support)	5.88	.208

Cross tabulations were computed and further examination of the data revealed a significant Chi-square of 23.99 ($p < .000$) between the position of the respondent and administrative issues. Participants were asked the extent to which they agreed continuing education departments received adequate classroom space. Data from the cross tabulations indicated that the largest difference between the observed and expected counts was for the response choice of strongly agree. The CEPMs had an expected count of 6.8; however, the data indicated that none of the CEPMs chose this response. The presidents had an expected count of 7.2, however, 14 were found to strongly agree with this statement. The differences between the observed and the expected counts for both groups was the same at 6.8 indicating that the presidents ($n = 14$) strongly agreed there was adequate classroom space where none of the CEPMs strongly agreed that there was adequate classroom space for their continuing education departments. See Appendix F for detailed cross-tabulations.

Table 23 presents the results from the chi-square analysis between presidents and CEPMs with respect to programmatic issues affecting the future of programs in

continuing education departments. No significant differences were found in this analysis, indicating the observed and expected counts of the presidents and CEPMs were not that different. Survey items 19, 20, 21, 24, 25, and 26 were questions designed to elicit a response to the programmatic issues affecting the future of continuing education departments.

Table 23

Reported Differences Between Presidents and CEPMs and Their Perceptions Regarding the Programmatic Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
19 (fewer courses since 90's)	2.76	.599
20 (funding methods are adequate)	2.15	.709
21 (adequate administrators)	8.48	.075
24 (increase noncredit)	4.60	.330
25 (baby-boomers)	5.98	.201
26 (IL lack state support)	5.88	.208

Presidents/CEPMs Perceptions by Location of College

Table 24 examines whether there were any statistically significant differences among presidents and CEPMs (by location) with respect to fiscal pressures affecting their continuing education departments. Survey items 15, 19, 20, 23, 26 and 30 were questions designed to elicit a response to fiscal pressures.

Table 24

Respondents' Reported Differences Between Their Location and Perceptions Regarding the Fiscal Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
15 (adequate financial support)	8.86	.715
19 (fewer courses since 1990's)	11.57	.481
20 (funding methods are adequate)	16.24	.181
23 (process for setting fees)	7.26	.840
26 (IL lack state support)	7.76	.803
30 (% of total budget to cont ed)	6.42	.378

Of the six survey items analyzed, none were found to be statistically significant.

Table 25 examines whether there were any statistically significant differences among presidents and CEPMs (by location) with respect to financial pressures affecting the future of administration and delivery of continuing education. Survey questions 16, 17, 21, 22, 25 and 26 were questions designed to elicit a response to these fiscal pressures.

Table 25

Respondents' Reported Differences Between Their Location and Perceptions Regarding the Administrative Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
16 (adequate class space)	19.27	.082
17 (adequate office space staff)	8.86	.715
21 (adequate administrators)	14.06	.297
22 (adequate support personnel)	13.97	.307
25 (baby-boomers)	23.62	.023*
26 (IL lack state support)	7.76	.803

Cross tabulations were computed and further examination of data revealed a significant chi-square of 23.62 ($p = .023$) between the location of the respondent and an administrative issue addressed in this survey. Participants were asked if their institution was adequately prepared to address the influx of the baby-boomer generation. Data from the cross tabulations indicates that the greatest difference between the observed and expected counts was for the responses of disagree and neutral. The expected count for rural respondents who disagreed was 5.7, however data indicated that nine of the rural respondents disagreed with this statement. In addition, eight of the 13 respondents remained neutral on the question and the expected count was 5.3.

Table 26 examines whether there were any statistically significant differences among presidents and CEPMs (by location) with respect to fiscal pressures affecting the future of programs in continuing education departments. Survey items 19, 20, 21, 24, 25, and 26 were questions designed to elicit a response to the programmatic pressures affecting the future of continuing education departments.

Table 26

Respondents Reported Differences Between Their Location and Perceptions Regarding the Programmatic Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
19 (fewer courses since 90's)	11.57	.481
20 (funding methods are adequate)	16.24	.181
21 (adequate administrators)	14.06	.297
24 (increase noncredit)	11.20	.512
25 (baby-boomers)	23.62	.023*
26 (IL lack state support)	7.76	.803

*The significance level for the test was set at $p < .05$.

As previously reported and explained in Table 25 a significant Chi-square of 23.62 ($p = .023$) was found when participants were asked in survey item number 25 if their institution was adequately prepared to address the influx of the baby-boomer generation. See Appendix F for more detail on the cross-tabulations. There was no significant difference found in the five other survey items, which would suggest the respondents had similar feelings with regards to these programmatic related questions.

Presidents/CEPMs Perceptions by Type of College

Table 27 examines whether there were any statistically significant differences among presidents and CEPMS (by type of college) with respect to fiscal pressures affecting their continuing education departments. Survey items 15, 19, 20, 23, 26 and 30 were questions designed to elicit a response to fiscal pressures.

Table 27

Respondents' Reported Differences Between Their Type of College and Perceptions Regarding the Fiscal Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
15 (adequate financial support)	10.41	.580
19 (fewer courses since 1990's)	11.52	.485
20 (funding methods are adequate)	9.29	.678
23 (process for setting fees)	10.49	.573
26 (IL lack state support)	18.07	.113
30 (% of total budget to cont ed)	4.39	.625

Of the six survey items analyzed, none were found to be statistically significant.

Table 28 presents the results from the chi-square analyses between presidents and CEPMS (by type of college) with respect to financial pressures affecting the future of

administration and delivery of continuing education. Survey questions 16, 17, 21, 22, 25 and 26 were questions designed to elicit a response to these administrative issues.

Table 28

Respondents' Reported Differences Between Their Type of College and Perceptions Regarding the Administrative Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
16 (adequate class space)	6.45	.892
17 (adequate office space staff)	4.26	.978
21 (adequate administrators)	25.49	.013*
22 (adequate support personnel)	17.66	.126
25 (baby-boomers)	9.32	.675
26 (IL lack state support)	18.07	.084

*The significance level for the test was set at $p < .05$.

Cross tabulations were computed and further examination of the data revealed a significant Chi-square of 25.49 ($p = .013$) between the respondents type of college and an administrative issue. Participants were asked if their institutions continuing education department was adequately staffed with administrators. Data from the cross tabulations indicated that administrators from multi-campus districts were less likely to strongly agree that their continuing education department had adequate administrative support.

Table 29 examines whether there were any statistically significant differences among presidents and CEPMs (by type of college) with respect to fiscal pressures affecting the future of programs in continuing education departments. Survey items 19, 20, 21, 24, 25, and 26 were questions designed to elicit a response to the programmatic issues affecting the future of continuing education departments.

Table 29

Respondents' Reported Differences Between Their Type of College and Perceptions Regarding the Programmatic Issues Affecting the Future of Continuing Education Departments

Survey Item	Chi Square	<i>p-value</i>
19 (fewer courses since 90's)	11.52	.485
20 (funding methods are adequate)	9.29	.678
21 (adequate administrators)	25.49	.013*
24 (increase noncredit)	12.35	.418
25 (baby-boomers)	9.32	.675
26 (IL lack state support)	18.08	.113

*The significance level for the test was set at $p < .05$.

As previously reported and explained in Table 28, a significant Chi-square of 25.49 ($p = .013$) was found when participants were asked if their continuing education unit was adequately staffed with administrators.

Additional Survey Data

Data in chapter 4 were provided to address the four study research questions. Those questions examined the fiscal, administrative and programmatic status of continuing education to the extent to which financial pressures were impacting programs. It is important to note that four additional questions were asked to help the researcher get a perspective on the future of continuing education in Illinois. While data were not directly related to the study research questions, they did however give one a perspective on continuing education in the future, and can perhaps assist in future studies.

Table 30 addressed the survey question which asked respondents if the role of continuing education was well understood at their institution.

Table 30

Respondents' Level of Understanding of the Role of Continuing Education at Their Institution

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	5 (13.4)	4 (12.1)
Agree	23 (63.9)	11 (33.3)
Neutral	5 (13.9)	8 (24.2)
Disagree	2 (5.6)	8 (24.2)
Strongly Disagree	---	2 (6.1)
Missing	1 (2.8)	---
Total	36 (100)	33 (100)

Seventy-eight percent of the presidents and 45% of the CEPMS strongly agreed or agreed, while 14% of the presidents and 24% of the CEPMS remained neutral. Only 5.6% of the presidents and 30% of the CEPMS disagreed or strongly disagreed when asked if continuing education was well understood at their institution.

Table 31 examines whether the respondents felt the continuing education function received fair recognition at their institution.

Table 31

Respondents' Perceptions of Recognition Given to the Continuing Education Function

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	4 (11.1)	4 (12.1)
Agree	21 (58.2)	11 (33.3)
Neutral	8 (22.2)	8 (24.2)
Disagree	2 (5.6)	8 (22.2)
Strongly Disagree	1 (2.8)	2 (6.1)
Total	36 (100)	33 (100)

Sixty-nine percent of the presidents and 45% of the CEPMs strongly agreed or agreed when asked if the continuing education function received fair recognition at their institution. A similar percent of presidents (22%) and CEPMs (24.2%) remained neutral. Twenty-eight percent of the CEPMs and only 2.8% of the presidents disagreed or strongly disagreed when asked about the level of recognition their continuing education function received. Table 32 reports whether respondents defined the continuing education function to be critical at their institution.

Table 32

Respondents' Perceptions of the Institutions Definition of Continuing Education

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	8 (22.2)	4 (12.1)
Agree	17 (47.2)	7 (21.2)
Neutral	8 (22.2)	8 (24.2)
Disagree	3 (8.2)	13 (39.4)
Strongly Disagree	---	1 (3.0)
Total	36 (100)	33 (100)

Data indicated that 69% of the presidents and 33% of the CEPMs strongly agreed or agreed that their institution defined the continuing education function to be critical. Twenty-two percent of the presidents and 24% of the CEPMs chose to remain neutral with respect to the question. Forty-two percent of the CEPMs and only 8% of the presidents disagreed or strongly disagreed when asked if their institution defines the continuing education function to be critical.

Table 33 shows the presidents and CEPM's perceptions regarding the future of continuing education.

Table 33

Respondents' Perceptions on the Future of the Continuing Education Function

Response	<u>Presidents</u> (N, %)	<u>CEPMs</u> (N, %)
Strongly Agree	6 (16.7)	3 (9.1)
Agree	14 (38.9)	15 (45.5)
Neutral	9 (25.0)	8 (24.2)
Disagree	7 (19.4)	6 (18.2)
Strongly Disagree	---	1 (3.0)
Total	36 (100)	33 (100)

Respondents were asked whether the future of the continuing education function looked very promising at their institution. Data indicated that both the presidents (56%) and the CEPMS (55%) strongly agreed or agreed. A similar percent of the presidents (25%) and CEPMS (24%) chose to remain neutral. Nineteen percent of the responding presidents and 21% of the CEPMS disagreed or strongly disagreed when asked if the future of the continuing education function looked promising at their institution.

Interview Findings

The researcher found the interviews to be very useful in clarifying and expanding on the survey results. Throughout the chapter there have been a series of challenges identified by respondents that were reported according to each research question. However, it is useful to reiterate these challenges as a summary in the context of the future of continuing education in Illinois. The challenges that were identified from the interviews include:

- Continuing education administrators need to be able to conduct good scans in the community in order to be effective in the future. By offering only the classes that

the community wants will help cut down on advertising and other unnecessary costs associated with offering courses.

- As one president said:

The biggest challenge for all of us is how to help our trustees and our boards understand what the future needs are and not the present needs.

The trustees tend to get focused on today, because they might not be trustees in 20 years and it's killing us.

- Continuing education administrators will be challenged to try and keep existing grant money in their departments. In addition, CEPMs may want to work more closely with their college grant writer and pursue other grant opportunities which may be available.
- CEPMs and presidents will need to get their boards of trustees to see the value in continuing education programs. During tough times, trustees often want to see cuts in programs. In addition, it is difficult for trustees to see past their terms in office. Trustees need to understand that it could be difficult to get students back to their campuses if programs are eliminated.
- Presidents and CEPMs will be challenged to keep up with the influx of baby-boomers and other senior citizens as they will want and expect quality courses and programs in the future. They will want personal and leisure type classes, along with vocational skills type classes designed to help prepare them to return to the workforce.
- Since colleges are operating at funding levels from ten years ago, presidents and CEPMs will have to focus on more vital services and streamline existing

resources during the state's economic downturn. Offering quality programs with decreased budgets and increasing enrollments will be very difficult.

- CEPMs will need to form more partnerships. These partnerships can be with other educational institutions, local chambers of commerce, or other federal, state and local agencies.
- CEPMs may want to pursue online classes for students. They will be challenged as they are competing with other educational institutions who are offering the same courses and programs and they will be challenged to meet new federal laws affecting the licensing of online courses.

CHAPTER 5
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS

Summary of Findings

The purpose of this study was to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose was to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

This was a descriptive study utilizing dual methods. A descriptive survey was distributed to Illinois community college presidents and continuing education program managers (CEPMs) to gather statistical data to show administrator perceptions of Illinois community college continuing education programs. A qualitative interview methodology was then used to gather data to further clarify and expand on survey responses.

Four research questions guided this inquiry. Those questions were:

1. What were the perceptions of Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments?
2. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?

3. What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education?
4. Were there significant differences between respondents position, location and type of college and their perceptions regarding the fiscal, administrative and programmatic issues affecting the future of continuing education departments?

The respondents were identified and selected from the Illinois Council for Community College Administrators 2010 directory. Each president and continuing education program manager received an email which included a cover letter and a link to the online survey. The original email did not generate a sufficient response rate for the study. A follow-up email was distributed two weeks after the first. A third and final email was sent three weeks after the initial distribution, which resulted in a final response rate of 75%. The overall usable responses were 69, or 72% of the sample.

Three presidents and three continuing education program managers were randomly selected from the Illinois Community College Board (ICCB) Fiscal Year 2010 Salary Report listing for follow-up interviews. A summary of the interviews can also be found in this chapter.

With respect to the demographics of survey respondents, most of the respondent CEPMs were female, had been in their positions for 3-10 years, were between 45-64 years old, were from urban community colleges, and indicated previous work experience in continuing education.

Most of the respondent presidents were male, had been in their positions 2-4 years, were between 45-64 years old, were from rural community colleges, and had not previously held a position in the area of continuing education.

Findings

Research Question 1

What were the perceptions of Illinois community college administrators with respect to the impact of financial pressures affecting the future of continuing education departments?

Most of the respondents said their institutions:

- Allocated funds to the continuing education service component using the internal budgeting process.
- Had seen budgets for continuing education decrease.
- Offered courses which did not meet profit expectations because of the public service commitments to their communities, because they were testing the market with a new course, building a program or trying to *prove the worth of* new software or equipment.
- Depended on tuition and fees, state grants and state appropriations as the primary sources of revenue for their continuing education programs.
- Indicated the continuing education department did not depend on generating self-supporting funds.
- Provided adequate financial support to the continuing education program.
- Had a systematic process for setting fees for non-reimbursable continuing education courses.

- Allocated 1-10% of their institutions budget to the continuing education unit.
- Had a senior waiver policy.

About half of the CEPMs indicated they had seen decreases in their enrollments, as did a third of the presidents. Slightly more than half of the presidents and slightly less than half of the CEPMs indicated seeing enrollment increases. Twenty-two percent of the presidents and 36% of the CEPMs indicated they had to lay off employees. One-third of both the presidents and CEPMs indicated they had reduced the number of course offerings at their institutions. A surprising 20% of respondents indicated state funding is adequate. Approximately one-third of the respondents felt that fiscal pressures caused staff or programs to be reduced or eliminated at their institutions.

When interviewed about the challenges facing continuing education departments, the presidents and CEPMs indicated that the state of Illinois' financial problems were having an adverse effect on their college's continuing education programs. Due to the states financial problems, respondents indicated they are not hiring new staff, not replacing positions due to retirements or attrition, and they were focusing on vital services and streamlining resources. As a result, non-credit continuing education programs were often looked at as the *first to go*. In addition, interview data indicated that administrators would need to focus on exactly what the community wants in efforts to be more efficient in the future to not waste time and resources.

Research Question 2

What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of administration and delivery of continuing education?

Most of the respondents said:

- Their continuing education units have adequate office space.
- Their continuing education functions are adequately staffed with administrators.
- Most of the respondent presidents and only 30% of the respondent CEPMs felt their continuing education department has adequate classroom space available.
- Only 43% of the CEPMs and 28% of the presidents felt their continuing education departments were adequately staffed with support personnel.
- Their institutions continuing education departments were adequately prepared to serve the baby-boomer generation.

As reported earlier in this chapter, the respondent interviews suggested that the state financial pressures were having an adverse effect on the administration and subsequent delivery of continuing education. While none of the respondents said they have *let go* continuing education staff, they were consistent in saying that when staff retire or left their departments, those positions had not been filled, had been downgraded, or had been replaced with a part-time person. Some respondents indicated they have merged some staff and programs, are now pursuing more grant money and absorbing responsibilities from other departments in an effort to address the financial pressures affecting their college's continuing education department.

Research Question 3

What were the perceptions of Illinois community college administrators with respect to the financial pressures affecting the future of programs in continuing education?

Most of the respondents said:

- Non-credit/community education, vocational skills, workforce education and corporate education classes were managed by their continuing education program.
- ACT Centers, GED/ABE/ASE programs, Welfare-to-Work programs and Illinois Worknet Centers were least likely to be managed or administered in the institutions continuing education departments.
- There was an increase in the number of non-credit students taking personal leisure type classes.

Interview respondents were asked about their perspective on the wide array of responsibilities and the role that the continuing education department plays at the community college level. Respondents said things such as: continuing education is in the mission of the community college; continuing education is designed to offer learning opportunities for people who are not seeking degrees or certificates; continuing education is a good place to *test* and *prove* new curriculum, software and equipment; continuing education is the part of the institution which offers non-credit, personal leisure classes; and continuing education is designed to meet the needs of the community which are not being met by other parts of the college or other segments of the community.

With respect to continuing education programming issues and state and financial pressures, the majority of CEPMs and presidents said they had seen enrollment increases, while at the same time having to decrease programming. The increases in enrollment were attributed primarily to the senior citizen population and specifically to the baby-boomers. *Boomers* were seen not only as students in non-credit leisure type courses and

“encore” (vocational skills classes designed to get boomers back into the workforce) type courses, but as resources (instruction, leadership) to the colleges.

In regards to programming and financial pressures, some colleges had seen decreases in programming. It was noted that programming had been adversely affected when staff left (such as retirements) and responsibilities were consolidated among remaining administrators. Non-credit courses were not being offered as much now as they were not as cost-effective to offer and because people did not have as much *discretionary* money available due to difficult economic times.

It was found that board of trustee members did not always look favorably on non-credit classes during difficult economic times. Sometimes presidents had to remind their trustees about the importance of non-credit activities and their part in the mission and future of the college. Partnerships and online learning were also seen as challenges to programming and the future of continuing education departments. It was discovered during interviews there was more of an emphasis now on vocational skills classes which generate credit hours and CEUs for students as these were considered classes which generate dollars from the state.

Research Question 4:

Were there significant differences between respondent’s position, location and type of college and their perceptions regarding the fiscal, administrative and programmatic issues affecting the future of continuing education departments?

When examining whether there were any significant differences between the respondent’s position and fiscal, administrative and programmatic issues, one significant chi-square was found. At statistically significant difference ($X^2=23.99$, $p = .000$) was

found between the position of the respondent and one administrative issue. Specifically, respondents were asked the extent to which they agreed continuing education departments receive adequate classroom space.

When investigating whether there were any significant differences between the respondents (by location of college) and fiscal, administrative and programmatic issues, one significant chi-square was found. A statistically significant difference ($X^2 = 23.62$, $p = .023$) was found between the location of the respondent and one programmatic issue. The significance was found when participants were asked if their institution was adequately prepared to address the influx of students from the baby-boomer generation.

When examining whether there were any significant differences between presidents and CEPMs (by type of college) and fiscal, administrative and programmatic issues, one significant chi-square was found ($X^2 = 25.49$, $p = .013$). The significance was found when respondents reported differences between their type of college and whether their institution's continuing education department was adequately staffed with administrators.

Discussion

A summary of the literature documents the nation's economic crisis and its impact on community colleges and their continuing education programs. Amadeo (2010), Giegerich (2010), Lee (2010) and others addressed the United State's economic recession and the effect it has had on the nation's unemployment rate, the higher education system, and its effect on community colleges. Bradley (2009) and Boggs (2009) both noted that the President of the United States has put community colleges at the center of the debate on how to best revive the American economy. The literature examined the impact of

higher unemployment and how it causes people to come back to school. This study further showed the courses and programs in community college continuing education departments are often very much in demand and would be difficult to eliminate as the public needs and expects these courses. The research from this study confirms that Illinois community college continuing education programs are seeing enrollment increases, while at the same time seeing decreases in their budgets due to state and federal funding issues. During difficult economic times, a continuing education department's non-credit, *luxury* type classes, often fall under scrutiny and are targeted as *the first to go*.

Per the literature review and prior to the study, the researcher hypothesized that a large number of respondents would recall state funding changes in the 1990s, which eliminated non-credit course reimbursement. It appears as though institutional memory of those 1990s changes is limited. This study shows that less than half (44%) of the presidents and only 31% of the CEPMs felt this issue had had an impact on continuing education. Perhaps the respondents simply did not remember or never knew about the elimination of non-credit course reimbursement. The reader will recall (Figure 3) the data indicated that 58% of the presidents and 36% of the CEPMs were more than 55 years of age.

The researcher was pleasantly surprised to learn from this study that continuing education administrators and staff are not being laid off or *let go* during these tough economic times, at least at alarming rates. The literature stated (Giegerich, 2010) that unemployment rates in Illinois are higher (11.1%) than nationwide. The interview portion of this study found that, for the most part, colleges have been able to streamline

services, consolidate staff and create part-time positions when staff leave or retire instead of adding to the unemployment in their community.

There were differences in the survey data responses versus what was found in the interviews when discussing whether there were staff layoffs as a result of reduced state funding. Twenty-two percent of the presidents and 36% of the CEPMs indicated in the survey they had to lay off employees, whereas only one interview respondent indicated they had to lay off staff. The interviews indicated that colleges have not been filling positions due to retirements and when staff left. Interview respondents indicated they had reassigned and consolidated staff, but they had not laid any off. At the conclusions of the interviews, the researcher had a sense that layoffs in continuing education departments were not taking place on a large scale basis. While there were no large scale layoffs it appeared as though fiscal pressures did not have a statewide impact on continuing education. The extent to which institutions have decreased support for continuing education is an institution by institution decision.

The literature is clear that baby-boomers are coming to community colleges (Banks, 2007; Freedman; 2007; Read, 2007) and they have needs, desires and expectations from their local community college. This research study found that the baby-boomers are coming to Illinois colleges and only 61% of the CEPMs felt their college was ready. Not even half of the presidents (42%) believed their college was adequately prepared to deal with an influx of the baby-boomer generation. Of even greater concern, 28% of the presidents remained neutral when asked this question. Often times these boomers will want the non-credit classes, which are clearly being reduced, while at the same time enrollments are increasing. Data also showed senior citizens were

not only desired on campus as students, but as resources such as volunteers and instructors. Although not discovered in the study, the researcher feels these senior citizens can also be valuable to the college alumni and foundation departments.

Prior to this study the researcher felt like waivers for senior citizens was going to be a significant issue in continuing education departments statewide. The research data clearly showed that almost all of the colleges have senior citizens tuition waivers policy (for tuition/credit classes) as required by Illinois state law. Based on the interviews, the researcher suspects that the respondents who said they did not have a senior citizens waiver probably misread the survey question. A past study by this researcher (Hancock, 2007) found that the senior citizens tuition waiver policy was the main reason why students enrolled in continuing education classes at a select midwestern community college. A direct result of a large number of seniors taking tuition waived classes is equal to a significant amount of money not being collected for the institution. For instance, Kim Dixon, Dean for Financial Operations at John A. Logan College in Carterville, Illinois, said her institution waives approximately 10% of its total tuition dollars annually due to senior citizens taking classes (K. Dixon, personal communication, April 11, 2011). Senior citizens waivers can clearly become a financial concern for institutions who have a large number of seniors taking tuition waived classes. The respondents from this study indicated that waivers for senior citizens are not a sizable issue for their continuing education department because most of them only offer non-credit courses.

Since this research study used a modified version of the survey that was used by Lily Tercero (2004) in her dissertation study, the researcher thought it would be interesting to compare some of the results. Both studies found statistically significant

differences when examining president and CEPM opinions on whether their continuing education department received adequate classroom space. In both studies the presidents felt their continuing education departments received adequate classroom space. Data would suggest that perhaps there was a communication gap between presidents and CEPMs with respect to this issue. Perhaps CEPMs were less likely to agree with the question because of the barriers and obstacles they face on a daily basis when requesting classroom space for their continuing education classes.

Ironically, both studies asked presidents and CEPMs if their continuing education departments received adequate office space and no statistically significant differences were found in either study. This would indicate the respondents in both studies were in agreement that their continuing education department receives adequate office space. Statistical significance was found in this study when comparing presidents and CEPMs (by location of college) and whether their continuing education departments were prepared for the influx of baby-boomers. In addition, significance was found when comparing respondents (by type of college) and whether their continuing education department was adequately staffed with administrators.

Conclusions

Based upon the study findings, the following conclusions are presented:

- While 94% of the presidents and 85% of CEPMs indicated their continuing education department did offer some courses which did not meet profit expectations, they continued to offer them because of the public service commitment to the people in their respective districts. Survey data indicated and interview data confirmed these courses should be offered as they are good for

testing the market with a new course or software program, and they are a proving ground for new curriculum. In addition, respondents indicated they are often trying to build a new program when they offered courses which did not meet profit expectations. It is strongly suggested that while these classes may appear to *cost* the college money initially, in the long run the college benefits from these courses and they should continue to be offered, even in difficult economic times.

- While presidents and CEPMs identified state appropriations, tuition and fees as primary sources of funding for continuing education programs in the survey data, interview data indicated that pursuing grant opportunities seemed like an important option for the future. Current funding sources are clearly inadequate and unreliable, therefore, presidents and CEPMs may want to consider other secondary sources of revenue such as grants, corporate and personal endowments, and even funding from individuals.
- The financial pressures affecting community college continuing education programs in Illinois are enormous and are having an adverse effect on programming and administration. Only 20% of respondents felt state funding was adequate for continuing education programs. Presidents and CEPMs are having to *do more with less* as institutions are having to focus on more vital services and streamlining existing resources. Continuing education departments are seeing their budgets decreased, while at the same about half of respondents have indicated seeing enrollment increases.
- More resources need to be allocated to community college continuing education departments. Respondents' data indicated that most institutions allocated between

1-10% of their institution's total budget to their continuing education department. Data from the Illinois Community College Board (ICCB) indicated that approximately 27% of the state's almost one million students are enrolled in non-credit type continuing education courses and another 8% of continuing education students enroll in vocational skills, workforce development related credit courses often found in continuing education departments. These findings should be of great interest to presidents, CEPMs and even Chief Financial Officers as they plan future budgets.

- There was difficulty obtaining the best CEPM from each college for this study. The researcher feels too many *higher level* continuing education administrators participated in this research project, simply because they were the only ones listed in the Illinois Council for Community College Administrators (ICCCA) Directory. During the survey process, it was discovered that *lower level* CEPMs, such as a director or coordinator, are often not listed in the directory that was used in this study. Some colleges only identified a Dean of Instruction as the CEPM, and, in many cases a vice president or a Dean of Continuing Education participated in this study as the CEPM. As noted in Chapter 3, each college president or their designee is responsible for updating the annual ICCCA Directory of Administrators. As a result, it is believed there were not as many statistically significant differences found between respondents and the items analyzed in the survey as too many of the CEPMs were close to the president in the organizational structure. These respondents might be less likely to express any concerns even if they were aware of them. Additionally, they might be too

far away from the issues affecting a *lower level* continuing education program manager.

- The colleges should make necessary accommodations for senior citizens and the baby boomers. This group of people has paid taxes to their college their entire life and they expect and deserve quality programs. These programs may be in the form of personal, hobby leisure type courses designed to *enhance the students' reservoir of knowledge*, or these programs may be Encore classes which are designed to help the senior retool for a second or third career. This study found there was a statistically significant difference when presidents and CEPMs (by location of college) were asked if their institutions were prepared for the influx of baby-boomers. It would appear from data that the rural colleges appeared to be less prepared for the baby-boomers than the suburban and urban colleges. Perhaps this is because resources are tighter at rural community colleges.
- Illinois state law states that higher education institutions offer tuition waivers for senior citizens age 65 years and older, yet 11% of presidents and 21% of CEPMs indicated their institution did not have a senior waiver. Interviews indicated that many continuing education departments only served students in non-credit courses, so possibly the survey respondents did not read the question closely. Surprising, survey data indicated that some institutions chose to waive tuition for senior citizens at even earlier ages than state law requires.
- More presidents and CEPMs need to be made aware that continuing education is in the mission statement of the ICCB and should be in each individual colleges mission statement. Unfortunately, 22% of the presidents and 18% of the CEPMs

indicated their institution did not include, or they were not sure if the role of continuing education was included in their mission statement. If survey respondents and other college administrators were aware of the ICCB and their own college's mission statement, they might be more likely to give continuing education more emphasis and priority at their institution.

- Presidents need to continually communicate the importance of continuing education programs with their board of trustees members. In addition, CEPMs need to communicate more with their presidents. The workforce development and corporate education programs, along with the non-credit personal leisure programs, are both important and necessary in order to meet the needs of the stakeholders and the mission of the college. Data from this study showed that trustees do not always understand the importance of continuing education programs, specifically the non-credit component. Data further showed that 75% of presidents did not have a background in continuing education.
- It is clear that there has been an impact of dwindling state resources on continuing education in Illinois community colleges. That impact varies from college to college. However, survey results and interviews made it clear that without additional resources, increased emphasis on continuing education is unlikely.
- There were statistically significant differences between presidents and CEPMs when asked if there was adequate classroom space for their continuing education department. This difference may indicate a need for colleges to review the processes currently in place for reviewing and allocating space for continuing education departments.

Recommendations

General Recommendations

1. State continuing education associations such as the Illinois Council for Continuing Education and Training (ICCET), the Illinois Community College Economic Development Association (ICCEDA), and the Illinois Council for Continuing Higher Education (ICCHE) should take and use this study as a guide in order to clarify the role of continuing education departments at their respective institutions. It is suggested that continuing education departments focus most efforts on non-credit, workforce development and corporate education type programs. The results should be distributed to the Illinois Board of Higher Education (IBHE) and the ICCB with hope for some level of standardization throughout the state community college system.
2. Administrators may want to identify secondary sources of funds for their continuing education programs. This study indicated administrators might consider pursuing grant money, such as from corporations or other agencies which fund educational programs. Individuals and corporate and personal endowments might be avenues for administrators to pursue for funding. It is suggested that retired, wealthy students taking continuing education classes might be willing to provide funding for their college's continuing education programs.
3. Illinois community colleges might consider allocating more dollars to their continuing education departments, as data indicated that only 1-10% of their institution's total budget was allocated for continuing education. Ironically, data from the literature shows that approximately 35% of the almost one million

students attending an Illinois community college do so in a continuing education program.

4. There are dramatic differences in the way community colleges implement state law regarding senior waivers. State law indicates that senior citizens waivers for seniors enrolled in credit courses must be offered to people 65 years of age and older. However, some community colleges offer senior citizens waivers at a much earlier age per data from the study survey. One way for a community college offering a senior waiver for people under the age of 65 would be for them to increase the age for eligibility to 65 years of age in accordance with state law. However, this might not be feasible in that seniors currently receiving a senior waiver who are less than 65 would become concerned that this advantage were taken away. Community colleges will have to weigh the public relations concerns associated with raising the senior waiver against the ability to generate new resources.
5. College administration, faculty and staff need to be aware that the mission of the ICCB and their own college's mission statement includes reference to continuing education programs. In addition, all college employees need to understand the importance of a well-rounded community college and the importance of its continuing education programs to the institution as a whole.
6. The information from this study should be distributed statewide to presidents, academic vice presidents and continuing education program managers. This is the first study of its kind in Illinois that examines continuing education in a broad

context. It can be used to send a benchmark for future studies and policy making at the state and local levels.

7. It appears as though some community colleges *play the money game* and try to force non-credit courses into a credit generating mold so that an institution can receive reimbursement from the state. While some of those courses might be appropriate for credit, others may not. The ICCB should convene an adhoc study group to assist the colleges as they make determinations regarding the applicability of credit and non-credit generating coursework.

Recommendations Related to Practice

Recommendations for Presidents

1. Presidents need to educate themselves and communicate with their board of trustees members on the value of continuing education in their respective districts. Data from this study showed that 75% of presidents had never previously held a position in the continuing education area and trustees did not always understand the value of non-credit continuing education programs. This would suggest presidents need to make concerted efforts to become as knowledgeable about their college's continuing education department for not only themselves, but so they can keep their boards of trustees educated.
2. When updating the annual Illinois Council for Community College Administrators (ICCCA) Directory of Administrators, the presidents should list the continuing education program manager (generally directors and coordinators), not just the vice-presidents and deans of continuing education.

3. There is a whole generation of people, typically called the boomers, born between 1946 and 1964 that make up the largest single generation in the history of America. By some estimates, eight to ten thousand people per day in this generation are reaching retirement age. As a result, the age of the constituency in various community colleges is increasing. The median age of people in communities served by community colleges will increase and those individuals will become individuals that will need additional services by the community colleges and it will be those individuals voting on referendums of importance to the community colleges. It is incumbent upon community colleges to increase and expand their efforts to serve seniors. This will require intensive community needs assessment and focus groups to determine what programs and courses are best suited for an institution's seniors.

Recommendations for Continuing Education Program Managers (CEPMs)

1. In response to state financial pressures, CEPMS need to do a better job of communicating with presidents and their respective communities on the benefits of continuing education and how it serves people in their respective districts. CEPMS should make every effort to let their districts stakeholders know what courses and programs their departments offer. Advertising through radio, television, newspapers, twitter, facebook, regular mail and email are recommended methods. In addition, CEPMS can make appearances on radio, television shows and at local agencies, organizations and clubs in efforts to inexpensively promote their programs. With financial pressures adversely effecting continuing education and marketing budgets, CEPMS need to seek the

free and inexpensive methods of advertising. In addition, CEPMs need to be continually asking constituents what they want from their continuing education departments. They can do this in their marketing, advertising and student/course evaluations of their programs.

2. CEPMs should consider packaging and advertising encore classes for senior citizens and baby-boomers in a way that is easy for them to understand. While community college continuing education departments already have many of the short-term, vocational skills, workforce training related classes that senior citizens need to retool for a second or third career, they need to be easy for seniors to find and understand. In addition, these types of classes need to be offered during times when seniors are most likely to attend. For instance, CEPMs may want to schedule these classes on weekday mornings, in locations at the college away from where younger, traditional students would be taking classes.
3. CEPMs should consider forming more partnerships with local agencies and organizations and even with online for-profit institutions to offer the courses and programs their stakeholders want and need. Colleges cannot always afford to offer courses on their own and a partnership would make it more economically possible for both parties involved.

Recommendations for Future Research

1. Future studies should examine the stakeholders around the state, including entities such as the Illinois General Assembly, the Illinois Community College Board and the Illinois Board of Higher Education. A study of this nature would help all parties to better understand the significance of continuing education

programs at Illinois 48 community college campuses. This study would be conducted with hopes that a higher level of importance would be placed on continuing education programs which would equate to more state funding.

2. Further studies might examine only noncredit or credit portions of continuing education departments. By focusing on only one of these areas at a time, results might be more focused.
3. Future studies might examine if there is any statistical significance on the survey questions that did not fit into this study's research questions. Several questions were asked in this study that did not directly relate to any of the research questions, but might be of interest in other studies which are examining at the future of continuing education programs.
4. Future researchers need to try and get a better selection of CEPMs if repeating a study of this nature. Data from this study suggests that too many deans and vice-presidents completed the survey. It seems high that 41% of the CEPMs who responded said they were members of the presidents or chancellors cabinet. Future studies might also include using state continuing education association membership lists in addition to the ICCCA Directory when trying to identify the CEPMs to be used as respondents.
5. Although this study did find that the percent of the institution's continuing education budget is between 1-10%, additional research as to the accuracy of this estimated figure might be useful for college presidents, CEPMs and Chief Financial Officers for future programmatic and budgetary planning purposes.

6. Future studies might examine more closely the location (urban, suburban and rural) of where the college is located. This study did not specifically examine individual responses by the location of the community colleges. It appears that there is some discrepancy in the responses among community colleges in different locations.

In summary, the high number of respondents to the survey and the willingness of individuals to participate in the interviews suggests a great deal of interest in Illinois among administrators about the future of continuing education. The researcher was encouraged by this response and the willingness of leaders in Illinois to focus attention on the importance of continuing education in Illinois community colleges.

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APPENDICES

APPENDIX A

From: Lily Tercero [lft2007@yahoo.com]
Sent: Tuesday, April 27, 2010 8:54 PM
To: Barry Hancock
Subject: Request to use my survey

Dear Barry: I thoroughly enjoyed our recent telephone conversation. It's wonderful to hear that you are proceeding with the completion of your dissertation.

This is to confirm that I am in receipt of your letter asking permission to use my survey in your dissertation. I am honored by your request and delighted to know that my work will be helpful to you. In fact, it's very humbling to know that an individual of your caliber has acknowledged my work!

As I stated during our phone visit, all I ask is that you acknowledge the use of my survey in your dissertation. And, yes, it would be wonderful to receive an executive summary of your dissertation.

I wish you the very best as you proceed to finalizing this most important and exciting chapter in your life. Please feel free to call me if you have any questions or if you need any further assistance.

There is one additional request I would like to make: Please send all correspondence and materials to my home address or my personal email address, as listed below.

Lily F. Tercero
P.O. Box 214
Fort Worth, Texas 76101
Email: lft2007@yahoo.com
Cell Phone: 817-929-5913

Good luck!!!

Lily

APPENDIX B

Email Solicitation Letter

From: Barry Hancock
To: President or Continuing Education Program Manager
Subject: Research Request

Dear (Title) (Last Name):

This email is to request your assistance with the completion of my doctoral dissertation study. I am Barry Hancock, a doctoral candidate in the Workforce Education and Development Department at Southern Illinois University in Carbondale. I obtained your name, title and contact information from the Illinois Council for Community College Administrators Associations (ICCCA) 2010 Directory.

The purpose of my dissertation is to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose of this study is to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

As one of Illinois community college presidents or continuing education program administrators your view and opinions are critical. Please note that only aggregated and summary data will be published. All responses will be treated with strict confidence. I will be happy to provide an executive summary upon request.

Please go to Survey Monkey by clicking on this URL www.surveymonkey.com and fill out this survey by November 30, 2010.

If you have any questions about this study, please feel free to contact Dr. John Washburn at (618) 453-6726 or jwash@siu.edu, Department of Workforce Education and Development, Southern Illinois University, Carbondale, Illinois 62901, or me, Barry Hancock, (618) 922-8891, barryhancock@jalc.edu, 13918 Timberline Rd, Marion, Illinois 62959.

If you do not want to receive any future emails about this study, please reply back with OPT-OUT in the subject line. If you do not respond to this survey or return the opt-out message, you will be contacted again with this request up to three more times over the next five weeks.

Sincerely,



Barry R. Hancock
Doctoral Candidate at Southern Illinois University in Carbondale

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research study may be addressed to the Committee Chairperson, Office of Research Development and Administration, Southern Illinois University, Carbondale, Illinois, 62901-4709. Phone (618)-453-4533. E-mail siuhsc@siu.edu

APPENDIX C

A Statewide Community College Administrator Survey on the Perceptions of Illinois Community College Administrators on the Impact of the U.S. Economic Recession and State Financial Pressures on Programs for Adults

The purpose of the study is to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st century. More specifically, the purpose of this study is to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures. All responses will be treated with strict confidence.

About You

Directions: Indicate your answer by checking the appropriate box or writing your response on the line provided.

1. What is your position at the College?
 - a) President? _____
 - b) Continuing Education Program Manager? _____
 - c) Other? _____

2. How many years have you served in your current position? _____

3. Have you ever held a position in the continuing education service program?

Yes No

If yes, please specify the type of position(s) held:

4. Gender: Male Female
5. Age: Under 35

35-44
45-54
55-64
65 and over

6. Are you located at a Suburban, Rural or Urban Community College
 - a) Urban- more than 10,000 full time students per semester _____
 - b) Suburban- between 4,001 and 10,000 full time students per semester _____
 - c) Rural- less than 4,000 full time students per semester _____

Institutional Information

Directions: Please check the appropriate box or write your response on the line provided.

- 1) Your institution operates as a
 Single College District Multi-Campus District Multi-College District
- 2) What is the job title of the highest level continuing education administrator at your institution? _____
- 3) To whom does the highest level continuing education administrator at your college report?
 Reports directly to the district chancellor or president
 Report directly to the campus president or college president
 Reports directly to a VP
 Reports directly to a Dean
 Other (Please specify)
-
- 4) Is the administrator a member of the president's/chancellors executive administrative team, i.e., Cabinet or Council? Yes No
- 5) Does this administrator have other duties beyond oversight of the continuing education function? Yes No
- 5a) If yes, what other functions does this individual oversee?

- 6) Does your institutional mission statement include the role of continuing education?
 Yes No Not Sure
- 7) Are the following programs managed or administered by the continuing education component within your institution?
- | | Yes | No |
|---|--------------------------|--------------------------|
| Vocational Skills(1.6 credit classes) classes | <input type="checkbox"/> | <input type="checkbox"/> |
| Workforce Development | <input type="checkbox"/> | <input type="checkbox"/> |
| GED, ABE, ASE Programs | <input type="checkbox"/> | <input type="checkbox"/> |
| NonCredit/Community Ed Classes | <input type="checkbox"/> | <input type="checkbox"/> |
| ACT Centers | <input type="checkbox"/> | <input type="checkbox"/> |
| Corporate Ed | <input type="checkbox"/> | <input type="checkbox"/> |
| Welfare to Work Grants | <input type="checkbox"/> | <input type="checkbox"/> |
| Workforce Investment Act | <input type="checkbox"/> | <input type="checkbox"/> |
| Illinois Worknet Centers | <input type="checkbox"/> | <input type="checkbox"/> |
| Small Business Development Center | <input type="checkbox"/> | <input type="checkbox"/> |

8) Has your college's continuing education unit experienced any of the following as a result of the state's economic recession and the reduced funding to your institution? (check all that apply)

- Laid off employees
- Seen their budgets decrease
- Reduced number of course offerings
- Seen an increase in enrollment
- Seen a decrease in enrollment

9) How does your institution allocate funds for the continuing education function?

(Select only one response)

- It is part of the college's internal budgeting process where budgets are submitted
 - It is considered separately from the college's main budgeting process
 - Other (Please specify) _____
-

10) Is the continuing education unit dependent upon generating self-supporting funds?

Yes No

10a) *If yes*, is the unit expected to generate an annual profit? Yes No

10b) *If yes*, approximately what percentage of profit is the unit expected to achieve?

_____ 1-10% _____ 11-20% _____ 21-30% _____ more than 30%+

11) Does your continuing education service unit offer courses that do not meet profit expectations? Yes No

11a) *If yes*, why do you offer such courses?

(Check all that apply)

- Public service commitment
 - Testing the market with a new course
 - Trying to build a new program
 - Other (Please specify)
-
-

12) Does your continuing education department receive revenue from the following sources? Check all that apply.

	Yes	No
State appropriation	<input type="checkbox"/>	<input type="checkbox"/>
Tuition for funded courses	<input type="checkbox"/>	<input type="checkbox"/>
Tuition/Fees for non-funded courses	<input type="checkbox"/>	<input type="checkbox"/>
Corporate endowments	<input type="checkbox"/>	<input type="checkbox"/>
Personal Endowments	<input type="checkbox"/>	<input type="checkbox"/>
Federal grants	<input type="checkbox"/>	<input type="checkbox"/>
State grants	<input type="checkbox"/>	<input type="checkbox"/>
Corporate grants	<input type="checkbox"/>	<input type="checkbox"/>
Individuals	<input type="checkbox"/>	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>

Directions: Please circle the response that best represents your opinion using the following scale:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	SA	A	N	D	SD
13) The role of the continuing education function is well understood at my institution.	SA	A	N	D	SD
14) The continuing education function receives fair recognition at my institution.	SA	A	N	D	SD
15) My institution provides adequate financial support to the continuing education function.	SA	A	N	D	SD
16) Continuing education units receive adequate classroom space.	SA	A	N	D	SD
17) Continuing education units receive adequate office space for staff.	SA	A	N	D	SD
18) My institution expects the same standards of quality from the continuing education unit as it expects from academic technical-occupational and credit programs.	SA	A	N	D	SD

19) My institution offers fewer non-credit continuing education courses today due to funding changes in the 1990's which eliminated non-credit course reimbursement.	SA	A	N	D	SD
20) The ICCB's method for funding continuing education programs is adequate for my institution?	SA	A	N	D	SD
21) The continuing education functions at my institution are adequately staffed with administrators?	SA	A	N	D	SD
22. The continuing education functions at my institution are adequately staffed with support personnel.	SA	A	N	D	SD
23) My institution has a systematic process for setting fees for non-reimbursable continuing education courses.	SA	A	N	D	SD
24) My institution has seen an increase in the number of students being served in non-credit, personal leisure-type classes such as quilting, ballroom dancing, kids classes, etc...	SA	A	N	D	SD
25) My institution's continuing education department is adequately prepared to deal with an influx of the baby-boomer generation.	SA	A	N	D	SD
26) The state of Illinois' economic recession, the lack of state support and a decline in property tax revenue is causing staff and programs to be reduced or eliminated in my continuing education department.	SA	A	N	D	SD
27) My institution defines the continuing education function to be critical.	SA	A	N	D	SD
28) The future of the continuing education function looks very promising at my institution.	SA	A	N	D	SD

Comments:

29) Based on overall institutional priority, please **rank order** each statement from 1 to 9, with 1 being the “most important” and 9 being the “least important.” (Each line must have a different number.)

- _____ Adult literacy/basic skills/GED programs
 _____ Continuing adult education programs for occupation/cultural upgrading
 _____ Transfer courses in arts and sciences
 _____ Remedial education
 _____ Support services such as counseling and guidance to assist students
 _____ Technical programs leading to associate degree or certificate
 _____ Vocational programs leading directly to employment in semi-skilled/skills occupations
 _____ Workforce development programs to meet local and statewide needs
 _____ Non-credit, Personal/Leisure, Hobby type courses.

30) In your opinion, approximately what percentage of the institution’s total budget is allocated to the continuing education component budget?

_____ 1-10% _____ 11-20% _____ 21-30% _____ more than 30%+

31) Does your institution have a senior citizen tuition waiver policy?

Yes _____ No _____

31a) If yes, at what age is tuition waived? _____

32) What percentage of students in your continuing education program would be considered nontraditional, adult learners, age 30 years and older?

_____ 1-10% _____ 11-30% _____ 31-50% _____ more than 50%

Please provide any additional comments that you think are important for this survey.

Thank You for Your Participation!

If you have misplaced your return envelope, please send to:
 Barry Hancock
 700 Logan College Road
 Carterville, IL 62918

APPENDIX D

Interview Protocol

NOTE: The protocol below identifies the primary interview questions for this study.

Perceptions of Illinois Community College Administrators on the Impact of the U.S. Economic Recession and State Financial Pressures on Programs for Adults

Interviewee: _____

Rural, Urban or
Suburban College _____

Place: _____

Time: _____

Date: _____

Introduction:

Once again, thank you for volunteering to be a part of this project. The purpose of the study is to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose of this study is to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures. This interview consists of a few questions about your feelings regarding the continuing education department at your institution. There are no right or wrong answers.

Please be honest and candid as you can when answering the questions. I promise to protect your confidentiality. As one of Illinois community college presidents or continuing education program administrators your view and opinions are critical. Please note that only aggregated and summary data will be published. All responses will be treated with strict confidence. I will be happy to provide an executive summary upon request. When the study is complete, I will destroy the audio recording of our conversation.

You are free to stop the interview at any time. This interview will take approximately 30 minutes and you may ask questions if you would like. Results from this study will be presented in my dissertation and possibly at educational conferences and for publication.

If you have any questions about this study, please feel free to contact my dissertation chairman Dr. John Washburn at (618) 453-6726, Department of Workforce Education and Development, Southern Illinois University, Carbondale, Illinois 62901, or me, Barry Hancock, (618) 922-8891, barryhancock@jalc.edu, 13918 Timberline Rd, Marion, Illinois 62959. I appreciate your time and valuable input.

Sincerely,

A handwritten signature in cursive script that reads "Barry R. Hancock".

Barry R. Hancock
Doctoral Candidate at Southern Illinois University in Carbondale

Questions

1. One of the survey questions asked about the responsibilities of the continuing education program. It appears that there is a wide array of responsibilities of the colleges as some continuing education departments are doing credit (workforce development, corporate ed, vocational skills classes) and non-credit activities (personal/leisure courses) and others are doing Work Keys, ACT Centers, etc. . . What is your perspective on the role of continuing education at the community college level?
2. One of the study research questions addressed the perceptions of administrators with respect to the impact of the financial issues affecting the future of programs in continuing education departments. Data indicates that many Illinois community college continuing education departments have seen increases in enrollments, decreases in budgets, and a reduction in staff. In your estimation, how has the financial pressures affected programming in your continuing education department?
3. Has an increase in the financial pressures affected your ability to administratively support the continuing education department in terms of administrators, support staff, and classroom space?
4. What do you see as the biggest challenges for your College's continuing education program both now and in the future? (i.e. . . senior waivers, budgets, increased enrollments, retiring baby-boomers, or others?)

APPENDIX E

Request for Interview and Informed Consent Form

From: Barry Hancock
To: President or Continuing Education Program Manager
Subject: Research Request (Interview)

Dear President:

As you know I recently did a survey of presidents and continuing education program managers to get perceptions of the extent to which the impact of the United States Economic Recession and state and financial pressures affected programs for adults. Specifically I was examining the impact of these financial pressures on community college continuing education programs. My survey data suggested that there was a mixed perception among presidents and continuing education program managers with respect to how financial pressures are impacting Illinois community college continuing education programs. I wanted to follow up the quantitative survey portion of the study with a qualitative aspect which includes asking you a few questions.

Below is the Informed Consent Form as required by the SIUC Human Subjects Committee. Please reply back to me indicating:

1. Are you willing to participate in a 10-15 minute interview on the phone or in person?
2. If yes, is it ok if I record the interview?
3. Do you have time this week or next when we can talk?

Project Title: Perceptions of Illinois Community College Administrators on the Impact of the U.S. Economic Recession and State Financial Pressures on Programs for Adults

Purpose of the Study: The purpose of the study is to provide data leading to a systematic understanding of how Illinois community college continuing education programs are delivered in the 21st Century. More specifically, the purpose of this study is to examine the perceptions of community college administrators with respect to the future of continuing education in the face of increasing financial pressures.

Estimate of Participants Time: A 30 minute interview.

Privacy: This study is completely voluntary. You have the right to refuse to participate and you are free to withdraw your participation at any time without penalty. Additionally, you may choose to not answer any questions. I will protect your privacy to the maximum extent allowable by law. The interview will be audio-recorded and I will also take notes. Your name, institution and/or any other identifiable information will be

omitted. I will keep all information in a locked cabinet and I will be the only person, along with my dissertation chairman who will have access to the interview.

Contact Persons for Participants

Dr. John Washburn
Southern Illinois University
Pulliam Hall
Workforce Education/Development
Carbondale, IL 62901
(618) 457-6726 or jwash@siu.edu

Barry Hancock
13918 Timberline Road
Marion, IL, 62959
(618) 922-8891 or
barryhancock@jalc.edu

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research study may be addressed to the Committee Chairperson, Office of Research Development and Administration, Southern Illinois University, Carbondale, Illinois, 62901-4709. Phone (618)-453-4533. E-mail siuhsc@siu.edu

Based on the information above, you agree to participate in the study “The Perceptions of Illinois Community College Administrators on the Impact of the U.S. Economic Recession and State Financial Pressures on Programs for Adults” conducted by Barry Hancock and supervised by Dr. John Washburn. Participation in this study involves one interview. Please note that the researcher (Barry Hancock) may contact you at a later time if there is a need to clarify any responses.

Sincerely,



Barry R. Hancock
Doctoral Candidate at Southern Illinois University in Carbondale

APPENDIX F

Crosstabs and Chi-Square Data for Statistically Significant Findings

Data for Table 22

Reported Differences Between Presidents and CEPMs and Their Perceptions Regarding the Administrative Issues Affecting the Future of Continuing Education Departments

Crosstab			AdequateClassspce_16					Total
			SD	D	N	A	SA	
CurrentPostion	CEPM	Count	6	9	8	10	0	33
		Expected Count	2.9	7.8	4.9	10.7	6.8	33.0
	President	Count	0	7	2	12	14	35
		Expected Count	3.1	8.2	5.1	11. 3	7.2	35.0
Total		Count	6	16	10	22	14	68
		Expected Count	6.0	16. 0	10. 0	22. 0	14. 0	68.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.994 ^a	4	.000
Likelihood Ratio	31.955	4	.000
Linear-by-Linear Association	16.715	1	.000
N of Valid Cases	68		
a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.91.			

Data for Table 25 and Table 26

Reported Differences Between Location and Perceptions Regarding the Administrative Issues Affecting the Future of Continuing Education Departments

			CEPrepBabyBoom_25					Total	
			SD	D	Nal	A	SA		
Location	Urban	Count	0	2	1	9	1	13	
		Expected Count	.8	2.8	2.6	5.7	1.2	13.0	
	Suburban	Count	2	3	4	12	4	25	
		Expected Count	1.5	5.3	4.9	11.0	2.3	25.0	
	Rural	Count	2	9	8	8	0	27	
		Expected Count	1.6	5.7	5.3	11.9	2.5	27.0	
	NonResponse	Count	0	0	0	0	1	1	
		Expected Count	.1	.2	.2	.4	.1	1.0	
	Total		Count	4	14	13	29	6	66
			Expected Count	4.0	14.0	13.0	29.0	6.0	66.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.619 ^a	12	.023
Likelihood Ratio	21.320	12	.046
Linear-by-Linear Association	4.458	1	.035
N of Valid Cases	66		
a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .06.			

Data for Table 28

Reported Differences Between Type of College and Perceptions Regarding the Administrative Issues Affecting the Future of Continuing Education Departments

Crosstab			CEAdequateAdministrators_21					Total	
			SD	D	N	A	SA		
CollegeType	Single College District	Count	1	6	1	21	7	36	
		Expected Count	1.1	7.0	1.6	19.9	6.4	36.0	
	Multi-Campus District	Count	1	4	0	12	4	21	
		Expected Count	.6	4.1	.9	11.6	3.8	21.0	
	Multi-College District	Count	0	3	1	4	1	9	
		Expected Count	.3	1.7	.4	5.0	1.6	9.0	
	NR	Count	0	0	1	0	0	1	
		Expected Count	.0	.2	.0	.6	.2	1.0	
	Total		Count	2	13	3	37	12	67
			Expected Count	2.0	13.0	3.0	37.0	12.0	67.0

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.488 ^a	12	.013
Likelihood Ratio	11.211	12	.511
Linear-by-Linear Association	1.240	1	.265
N of Valid Cases	67		
a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .03.			

VITA

Graduate School
Southern Illinois University

Barry Hancock

barryhancock@jalc.edu

Murray State University
Bachelor of Science, Secondary Education, May 1986

Southern Illinois University Carbondale
Master of Science in Education, Health Education, May 1990

Special Honors and Awards:

President, Illinois Council for Community College Administrators (2002, 2010)
President, Illinois Council for Continuing Education and Training (2000)
Miss America System Pageant Judge (1996-2011)
Winner-2011 Illinois Council for Continuing Higher Education Evans Research
Scholarship
Illinois Community College Board, Leadership and Core Values Committee—
2009-present
Illinois Community College Board, Finance Advisory Committee—2003, 2010
State Legislative Lobby Day Chair/Coordinator for Illinois Council of
Community College Administrators-2004-present
Marion Youth Baseball and Softball Board of Directors-1988-2001, Coach-2001-2010
Community Education Expert for Vocational Programs, United States
Penitentiary, Marion, IL, 2009-present
Community Relations Board, U. S. Federal Penitentiary, Marion IL, 1997-present
Center for Excellence Award at John A. Logan College-2000

Dissertation Title:

Perceptions of Illinois Community College Administrators on the Impact of the
U.S. Economic Recession and State Financial Pressures on Programs for Adults

Major Professor: John Washburn, Ed.D

Publications:

Hancock, B. R. (2007, Spring). Elements that lead to a successful continuing
education program at a select Midwestern community college. *Online Journal for Workforce
Education and Development*, (II), 3.