



ADULT EDUCATION AGENCIES, COMMUNITY COLLEGES – A PERFECT EXAMPLE PRESENTING A COMPLETE TIE BETWEEN ADULT LEARNERS AND COMMUNITIES

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Abstract:

Meeting the needs of adults who enroll community college with weak academic, economic, and family resources is one of the most prominent problems in higher education today. Research on the employment outcomes of a college education in the United States has primarily focused on four-year degrees, yet over 40% of college students attend a community college. In California, over two thirds of all college students attend community college California possesses a large economy that is unique from the rest of the U.S., and its skilled labor force depends heavily on training from community colleges (Pham, et al., 2019). The current research deals with the following topics: purposes of adult community colleges; issues in community adult education; deference's between adults and younger learners and community service programs.

Keywords: adult education agencies, community colleges, adult learners and communities

1. Purposes of Community Colleges in Adult Education

1.1 The vast increase in knowledge and information

Nobody could say: "*I finished my education. I am not going to take any more school.*" We are all in an educational process throughout our lives. The physician, the engineer, the physicist, the dentist and many others go back to the university now and then to grasp a new process in their areas or learn new knowledge on the professional level.

Community colleges provides adults with workshops, forums exhibitions, and conferences to keep adults up-to-date. Today more than ever, there is a need for a good general education society to maintain world peace. For example, our intricate world includes different cultures, languages, customs, and values. Clearly, the more we understand the world around us, the better prepared we are to stay in it.

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As educators, we are responsible for offering our students a foundation not only to survive in our interdependent global economy, but to thrive. Students need international knowledge in order to participate. students need a good general education. They need language, history, computer literacy, communication, art, etc. (Orris, 1985, p.10).

1.2 The need for educated citizenship

The worldwide nature of the national responsibility, the unclear amount of national budgets, the fast growth of metropolitan areas with suburban needs for services of all kinds, the increase of the population all attribute to an increase both in the seriousness of political decisions and the difficulty of making them intelligently. Modern circumstances make it difficult to accomplish sufficient political and civil understanding without help. The community college is furnished to provide an opportunity for citizen participation in understanding and in solving local and national problems.

1.3 The decrement of social lag

Social lag refers to the serious gap between scientific invention and technological advance, on the one hand, and change in political and economic institutions, on the other. A simple example pairs the effect of technology in releasing women from economic production in the home so that they now make their economic contribution in the office and the factory, with the continuing social belief that women's place is in the home. As a result, women are employed but feel degraded, even though their drudgery is lessened; husbands, too find it difficult to adjust the attitudes of their childhood to the realities of their maturity (Thornton, 1960, p.245).

Community college adult education can help to decrease this social lag and its influence. Mature adults want changes to examine developments in technology and to link their impact on the quality of human life to the notions that stimulate a lot of our activity. The community college will have on its staff, or accessible to it, experts in the social and technical disciplines. Also, it will have classrooms, lecture halls, and laboratories convenient to meetings of adults.

2. Issues in Community College Adult Education

2.1 Adult education credit

Should adult education courses be given college credit ? In the US, some administrators think that a college should not lower its scope and academic levels by giving credit to community college courses. Others think that if the activity of courses falls under the college umbrella, and if it fulfills a community need, then it is worth giving credit for. Some adults participate in these programs to get credit courses, and some do not care for that. Therefore, three attempts were developed to manipulate this problem. Some colleges offer only credit courses in their adult programs and subject is equal to that offered in the daytime schedule. Some colleges emphasize that any course offered is

worthy of credit. The third type of college is an intermediate one. Courses in any field that are parallel to those given in the regular program hold a specific unit of credit; adults may enroll in these classes for credit or noncredit.

2.2 Should adults be treated differently from younger students?

The writer thinks that they should be treated as exactly what they are. Adults. They are mature people, husbands and wives who voluntarily come to the program. They do not need to be coddled. However, they have to be responsible about their assignments. They should not be treated as secondary students because they are part-time students. Also, their grades should be given according to their accomplishments, not as an act of kindness .

Another issue is, should adult students pay more than the daytime students? If community colleges do that, the result would be a drastic dropout from the program. Therefore, the trend today is to admit adult students on the same tuition basis as the daytime students. My opinion in this issue is to decrease the adult students' fee in order to motivate them and increase their participation.

2.3 Adult education standard

The problem of a standard is complicated by many facts. The variety of courses, the lack of competent teachers, the unsuitability of library services during evening hours, the scheduling of classes, students' different backgrounds, etc., all add to the problem. However, careful planning in the offering, in-service training of the faculty, extension of laboratory and library hours, and a specific differentiation of credit and noncredit enrollment can help to explain the usefulness and standard of adult education course.

2.4 Faculty

The teacher must give his or her subject in pragmatic terms, using an easy language that layman can understand. The adult educators have the same skills and competence for teaching as do the daytime class teachers. The community college teacher must be a good listener , patient and understanding, organized, flexible and directional, able to make curriculum tangible, honest and friendly, be knowledgeable of adult life stages and physical emotional needs, able to make other feel good about what they are learning, and encourage student participation. People within the field of education, community leaders, key business and industry personnel, and the general public are relying on adult education specialists to:

- help learners identify their needs;
- help learners define learning outcomes and set their goals;
- link people with learning resources and create learning resources;
- help people transfer new knowledge and skills to solve problems and make decisions (Duffy & Fendt,1984, p.44-45).

Also, adult education specialists have a role in helping people who are learning to adapt to lifestyle changes by supplying experts in:

- career and personal counseling;
- retaining programs targeted for women and single parents;
- preparing adults to market themselves for jobs;
- teaching time management, stress management, communication, parenting, and household management skills;
- designing educational opportunities for the elderly;
- establishing nontraditional training and educational programs with easier access by individuals, via television, self-study materials, and the home computer (Duffy & Fendt, 1984, p.44).

2.5 Curriculum

The curriculum range for adult education is infinite. Course materials may extend over the entire field of human experience. The diversity of the offerings in adult education are so various and solitary to each community college that it could be impossible to set forth a sample curriculum as representative or even desirable. Each college has to decide its own programs within the scope of its community need and demand. Most of the adults' education courses come under the category of occupational education. The courses must vary from training in the elementary skills in typing, metal work, or drafting, to the more difficult skills of a two-year technical curriculum.

The remedial courses in reading and mathematics, and courses which review for the high school equivalency of general education development test, were the most useful. Today many industries require a high school diploma (Monroe, 1972, p.134).

2.6 General education

There are many ways to make general education courses more relevant. Some suggestions are:

- to enhance a student's natural curiosity through confrontation with actual problems;
- to provide immediate application of classroom theory;
- to encourage development of theory through personal experiences;
- to be problem-centered and responsive to contemporary social concerns;
- to focus on creativity as common to all valid intellectual endeavors; and
- to analyze the problem, issues, and activities in which all citizens become involved and need to deal with in daily life (Roark, 1984, p.32).

An integrated general education program should benefit all students by enabling them to integrate their knowledge so that many sources of learning may be drawn upon in making decisions. It should provide students with the beginning of a lifetime of learning and enable them to identify the process of self-actualization.

A general education will enable students to find value in their activities and life experience, as well as increasing their understanding of the breadth and depth of ideas, growth of society and its institutions, and the development and application of the scientific process (Roark, 1984, p. 33).

2.7 Facility

The facilities of a community college need to convey the philosophy that this institution has a commitment to all its students. At night it must be as inviting, safe, and lively as during the day, and there must be complete availability of library, bookstore, food services, physical education facilities, and registration and counseling offices (Gleazer, 1968, p. 85).

The library has a great role in community college programs. It provides a variety of learning resources that are available to students and faculty for independent use. Traditional materials such as books, magazines, and even newer materials like microfilms, are part of the collection. Also, audio-visual resources are readily available in libraries equipped with audiocassette players, filmstrips and slide projectors, and videocassette players (Miller, 1984, p.262).

2.8 Expansion of Community Services Programs

Throughout the US, a growing recognition of community college has brought with its wide enlargement of programs in the community services. In his book *The Community Dimension of the Community College*, (Harlacher, 1969, p.16) listed ten major categories which were devised as a result of Medsker's 1960 study:

- 1) Widespread use of the college physical plant by community groups.
- 2) Assistance by colleges in safety and thrift campaigns, fund drives, and the like.
- 3) Organization of special wants, such as workshops, institutes, forums for business, professional and governmental groups for the purpose of their in-service training of employees or the general improvement of the group.
- 4) Promotion of cultural and recreational activities such as the development of community musical groups and the sponsoring of little theater groups.
- 5) Promotion by the college of community events in which public affairs are discussed.
- 6) Organization projects with other community agencies relating to the improvement of health condition in the community.
- 7) Use of the college staff and students in making studies of the community such as occupational surveys or sociological studies.
- 8) Widespread use of college staff as speakers to community groups.
- 9) Organization of services using staff or students, or films and lecture from outside, to further the conservation of natural resources.
- 10) Research by college staff and students for demonstration and instructional purposes.

Another example would be LaGuardia Community College which provides an excellent environment to explore instructional strategies that comprise significant writing activities, due to its commitment to the practice of Writing Across the Curriculum (WAC) ("Writing in the Disciplines at LaGuardia Community College," n.d.). WAC endeavors are typically focused on one of two possible theoretical frameworks: writing-to-Learn (WTL) or Writing in the Disciplines (WID). The former comprises informal, short writing

activities that serve to promote more critical thinking and reflection about concepts and ideas covered in class. From this perspective, writing is utilized as a tool to cultivate student learning. WID is often termed “learning to write” and focuses on helping students learn the language, conventions, format and discourse of a specialized discipline (Jaafar, et al., 2018).

In addition, some programs might include :

- financial resources to remove barriers to full-time study;
- a limited number of degree pathways;
- consolidated course scheduling;
- cohort design;
- immediate and continuous movement through any required developmental education;
- use of winter and summer sessions; and
- mandatory and intrusive student support services, including advisement, career development, and academic supports (Jafar et al., 2018).

3. Conclusion

Smith et al, discussed the statuses of community colleges in the united states they believe that today, a growing number of community college leaders are laser-focused on a different number: how many entering students complete their coursework and earn a credential or degree. Finding ways to help students overcome the academic and life challenges that have kept graduation rates appallingly low at most of the nation's 1,000 two-year public colleges is now their prime concern.

They added that it has been no small feat to change the national conversation about the role of community colleges in the society from providing access to also promoting success. Hundreds of colleges have adopted innovative approaches to helping more people finish more quickly degrees that matter in the marketplace. Some institutions have (Smith et al., 2015).

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