



# A National Perspective on Community Colleges

The Truman Commission to the Present

# Founding Legislation



1862: Morrill Act



1907: California (High schools offering postgraduate studies equal to the first two years of college (Vaughan, p.10); 1927,



1921: California passed legislation allowing local control (boards, budgets, operating procedures) which was foundational for creation of other systems in other states.



1920: Founding meeting of AAJC held in St. Louis



1931: Illinois adopts the first Junior College Act

Higher  
Education  
for American  
Democracy,  
1947

PARKLAND COLLEGE LIBRARY  
HIGHER EDUCATION  
FOR  
AMERICAN DEMOCRACY

A Report of The President's Commission  
on Higher Education

- Volume I. Establishing the Goals*  
*Volume II. Equalizing and Expanding Individual Opportunity*  
*Volume III. Organizing Higher Education*  
*Volume IV. Staffing Higher Education*  
*Volume V. Financing Higher Education*  
*Volume VI. Resource Data*

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# The Task of the Commission

"Educational Leaders...felt that somehow the colleges had not kept pace with the changing social conditions, that the programs of higher education would have to be repatterned if they were to prepare youth to live satisfyingly and effectively in contemporary society." (Higher Ed. V1. P.1)

"the numbers of veterans availing themselves of veterans' educational benefits falls short of the numbers that records... show could benefit from higher education" (p.1)

Doubling of the 1947-8 enrollment possible if infrastructure and financial support made available.

# Critical Need for Education

## Four Major Factors

- Impact of technology on society. Impact on interpersonal relations and duties of citizens. New skills and greater maturity needed.
- USA made up of the entire world. "Effect democratic reconciliation, so as to make of the national life one continuous process of interpersonal, intervocational and intercultural cooperation." (p.2)
- Maintaining peace with the rest of the world (United Nations). "[R]equires of our citizens a knowledge of other peoples...such as has not hitherto been so urgent. (p.2)
- Atomic age--"ambivalent promise...underscored the need for education and research for the self-protection of our democracy."

# Principal Goals

Education for a "fuller realization of democracy."

Education "directly and explicitly for international understanding."

Education for "application of creative imagination and trained intelligence" for the solution of social problems . (p.8)

# Education for All

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Lack of educational attainment.

1900—250,000 (4%) enrolled in higher educational institutions.

1947—2,354,000 (16%) included one million veterans.

2020 (fall) 15,850,000

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Financial support--\$1,000,000 invested by federal government in 1947 was less than one-half of one percent of the GNP. Rising tuition, movement away from the "principle of free education." (p.28) Not enough colleges and institutions.

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Dependence on individual's cultural and economic status: "the kind and amount of education they may hope to attain depends, not on their own abilities, but on the family or community into which they happen to be born...or, worse still, on the color of their skin of the religion of their parents." (p.27) It is "depriving the Nation of a vast amount of potential leadership and potential social competence which is sorely needs." (p.29)

# Education Without Barriers



"Educational system in which at no level...will a qualified individual in any part of the country encounter an insuperable economic barrier." (p.36)



High school education must be improved



"Tuition-free education should be available...for the traditional 2-year junior college courses." (p.37)



Financial assistance for competent students in 10th through 14th grades (Higher Education Act 1965)



Lowering tuition costs in public controlled colleges



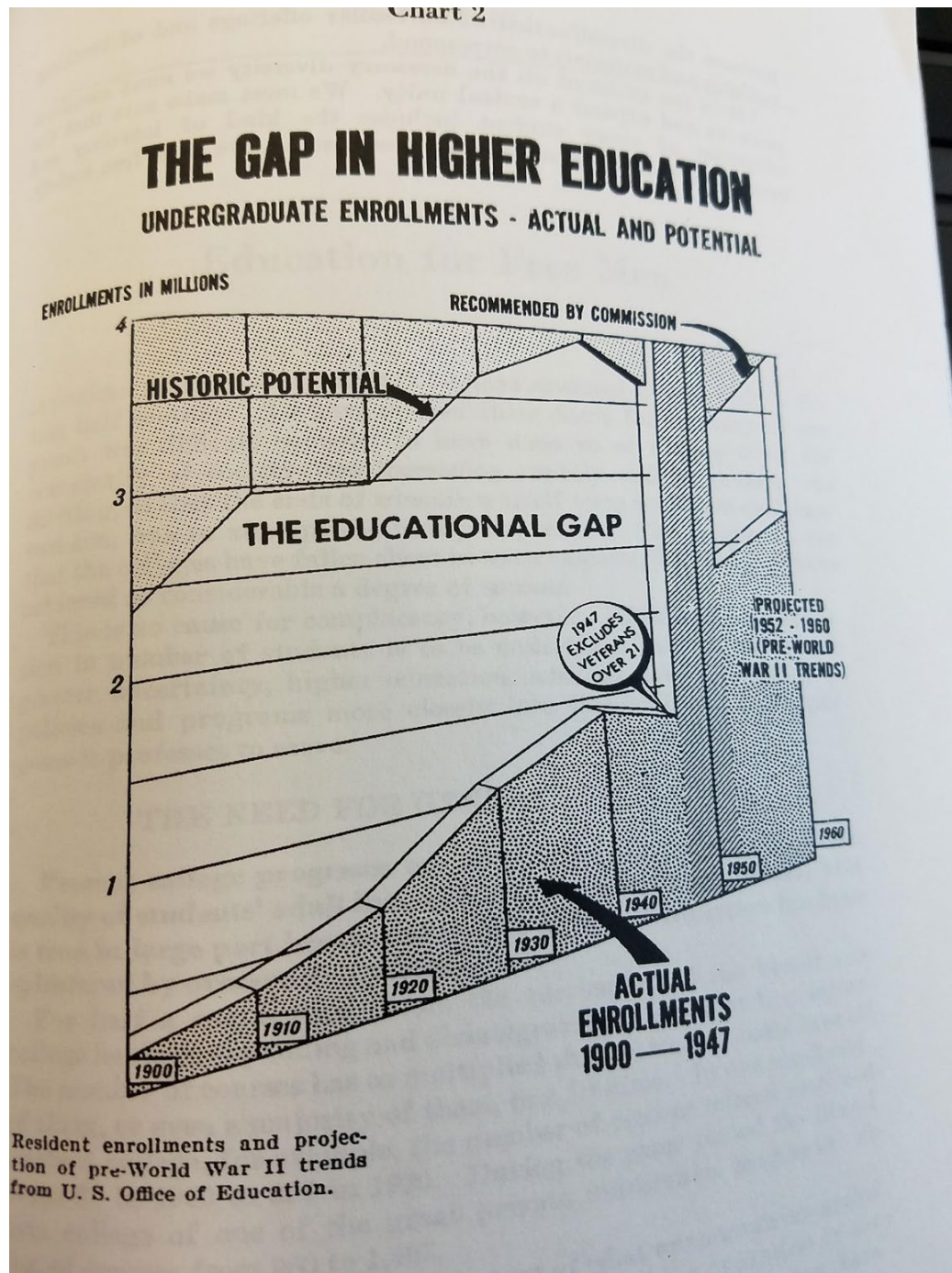
Expand adult education



Public education at all levels equally accessible



# Education Gap



# The Community College

- "Whatever form the community college takes, its purpose is educational service to the entire community, and this purpose requires of it a variety of functions and programs. It will provide education for the youth of the community certainly, so as to remove geographic and economic barriers to educational opportunity and discover and develop individual talents at low cost and easy access. But in addition, the community college will serve as an active center of adult education. It will attempt to meet the total post-high school needs of its community." (p.68)

# Today's College Graduate



"TOO OFTEN [THEY ARE] "EDUCATED" IN THAT [THEY HAVE] ACQUIRED COMPETENCE IN SOME PARTICULAR OCCUPATIONS, YET FALL SHORT OF THAT HUMAN WHOLENESS AND CIVIC CONSCIENCE WHICH THE COOPERATIVE ACTIVITIES OF CITIZENSHIP REQUIRE." (P.48)



COLLEGE MUST FIND THE RIGHT RELATIONSHIP BETWEEN SPECIALIZED TRAINING ON THE ONE HAND, AIMING AT A THOUSAND DIFFERENT CAREERS, AND THE TRANSMISSION OF A COMMON CULTURAL HERITAGE TOWARD A COMMON CITIZENSHIP ON THE OTHER." (P.49)



"IT IS URGENTLY IMPORTANT IN AMERICAN EDUCATION TODAY THAT THE AGE-OLD DISTINCTION BETWEEN EDUCATION FOR LIVING AND EDUCATION FOR MAKING A LIVING BE DISCARDED." (P.61)

# Growing the National System



Joliet Junior College (1901) William Rainey Harper and Stanley Brown



1931 Illinois first Junior College Act



1940 12 public junior colleges in Illinois



1947 AAJC enrollment had grown from less than 51,000 in 1927-8 to more than 400,000 in 1946-7 (Higher Ed. V.2, p.8)



Addition of vocational mission. "Such an institution is not well characterized by the name "junior" college." (p.9)

**Today's college student is decidedly nontraditional (College Students Aren't Who You Think They Are By Elissa Nadworny)**

- Financially independent from their parents
- Having a child or other dependent
- Being a single caregiver
- Lacking a traditional high school diploma
- Delaying postsecondary enrollment
- Attending school part time
- Being employed full time

Close to 74 percent of undergrads fall into one of these categories — and about a third have two or three. 17 million Americans enrolled in undergraduate higher education [National Center for Education Statistics](#).

- 1 in 5 is at least 30 years old
- About half are financially independent from their parents
- 1 in 4 is caring for a child
- 47 percent go to school part time at some point
- A quarter take a year off before starting school
- 2 out of 5 attend a two-year community college
- 44 percent have parents who never completed a bachelor's degree

# Where We Are Today

## AAAC FAST FACTS 2022



TOTAL 1,043

### NUMBER & TYPE OF COLLEGES (2022)<sup>1</sup>

Public 936 Tribal 35 Independent 72

### DEGREES AND CERTIFICATES AWARDED (2019-2020)<sup>8</sup>

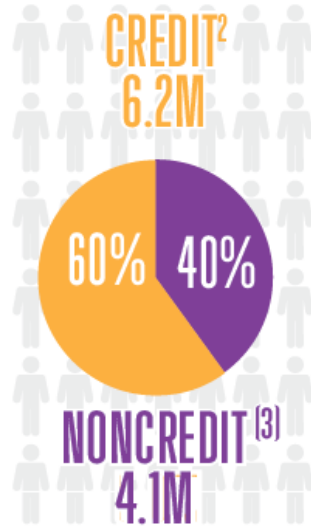
ASSOCIATE DEGREES 865,504  
 CERTIFICATES 599,397  
 BACCALAUREATE DEGREES 21,348

Bachelor's degrees awarded by 145 public and 46 independent colleges.<sup>1,8</sup>



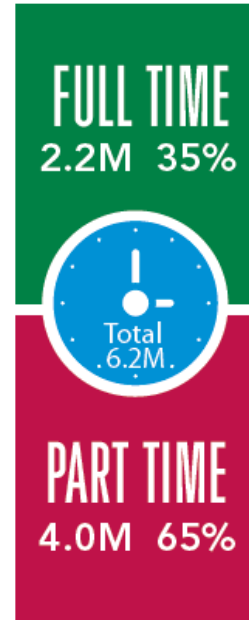
### HEADCOUNT ENROLLMENT (FALL 2020)

Estimated change  
 Fall 2020- Fall 2021: -3.4%<sup>(4)</sup>



TOTAL: 10.3M

### CREDIT BY ATTENDANCE<sup>2</sup>



### GENDER<sup>2</sup>



### DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT<sup>2</sup>

HISPANIC.....27%  
 BLACK .....12%  
 WHITE.....44%  
 ASIAN/PACIFIC ISLANDER .....7%  
 NATIVE AMERICAN ....1%  
 2 OR MORE RACES.....4%  
 OTHER/UNKNOWN...4%  
 NONRESIDENT ALIEN.....1%

### AGE<sup>12, 13</sup>

AVERAGE-27



CREDIT BY  
ATTENDANCE<sup>2</sup>

FULL TIME  
2.2M 35%



PART TIME  
4.0M 65%

**STUDENTS ARE  
COMING.**

**BUT...  
ARE COMMUNITY  
COLLEGES  
EFFECTIVE?**



Today's community colleges have more respect for the level of education they provide.

**How do we measure effectiveness?**

**How should we measure success?**



# Access and Success

Community College 1.0 – ACCESS through  
ENROLLMENTS



Community College 2.0 – ACCESS +  
COMPLETION



Community College 3.0 – ACCESS +  
COMPLETION + POST GRADUATE SUCCESS

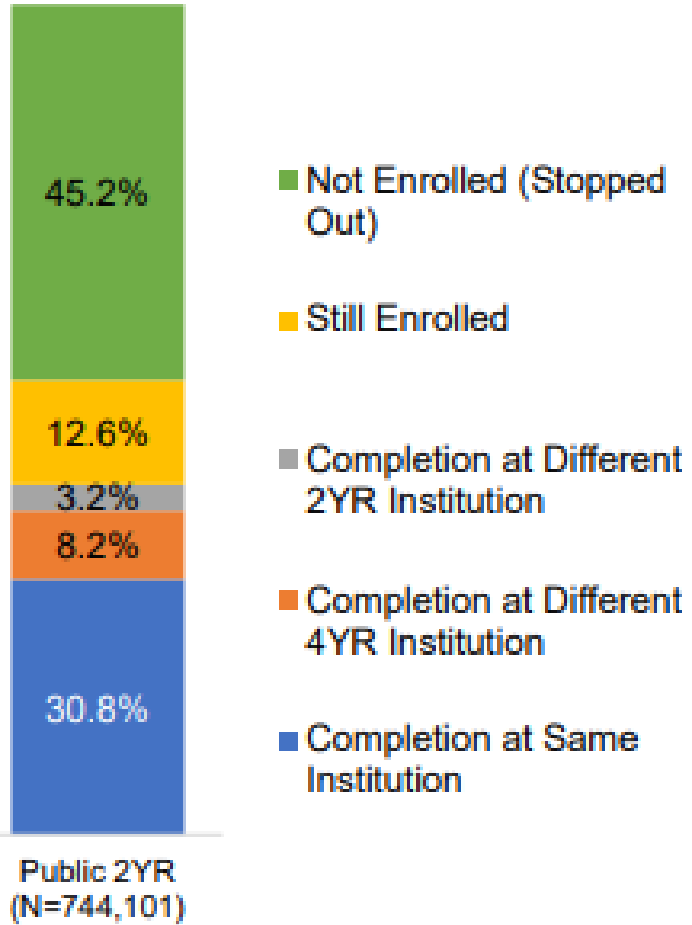
An illustration in the top left corner shows several stylized human figures in various colors (blue, purple, yellow, orange, red, green) standing on overlapping, semi-transparent circular platforms. The background of the top half of the slide is a solid dark red color.

# Why Access Matters: The Community College Student Body

**Community College 1.0**

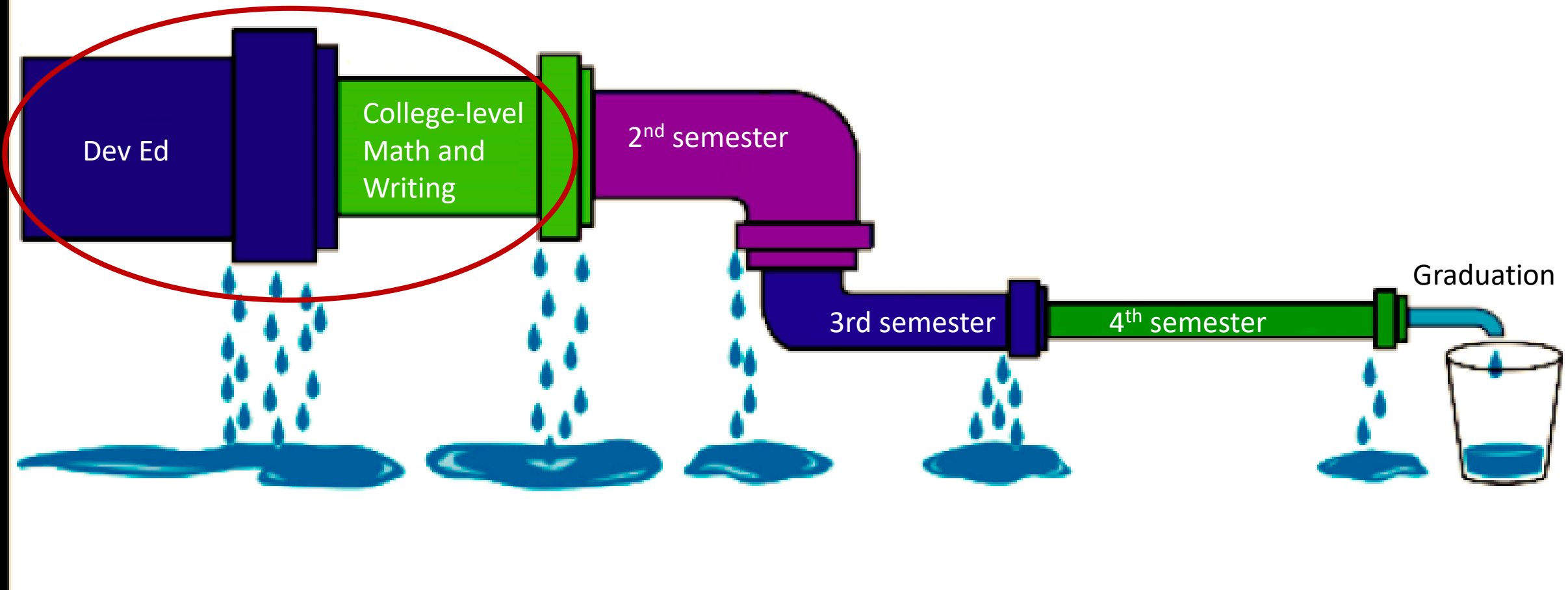
**ACCESS – DIVERSITY in  
ENROLLMENTS**

## Six-Year Outcomes: 2015 Cohort



# Community College 2.0

# COMPLETION

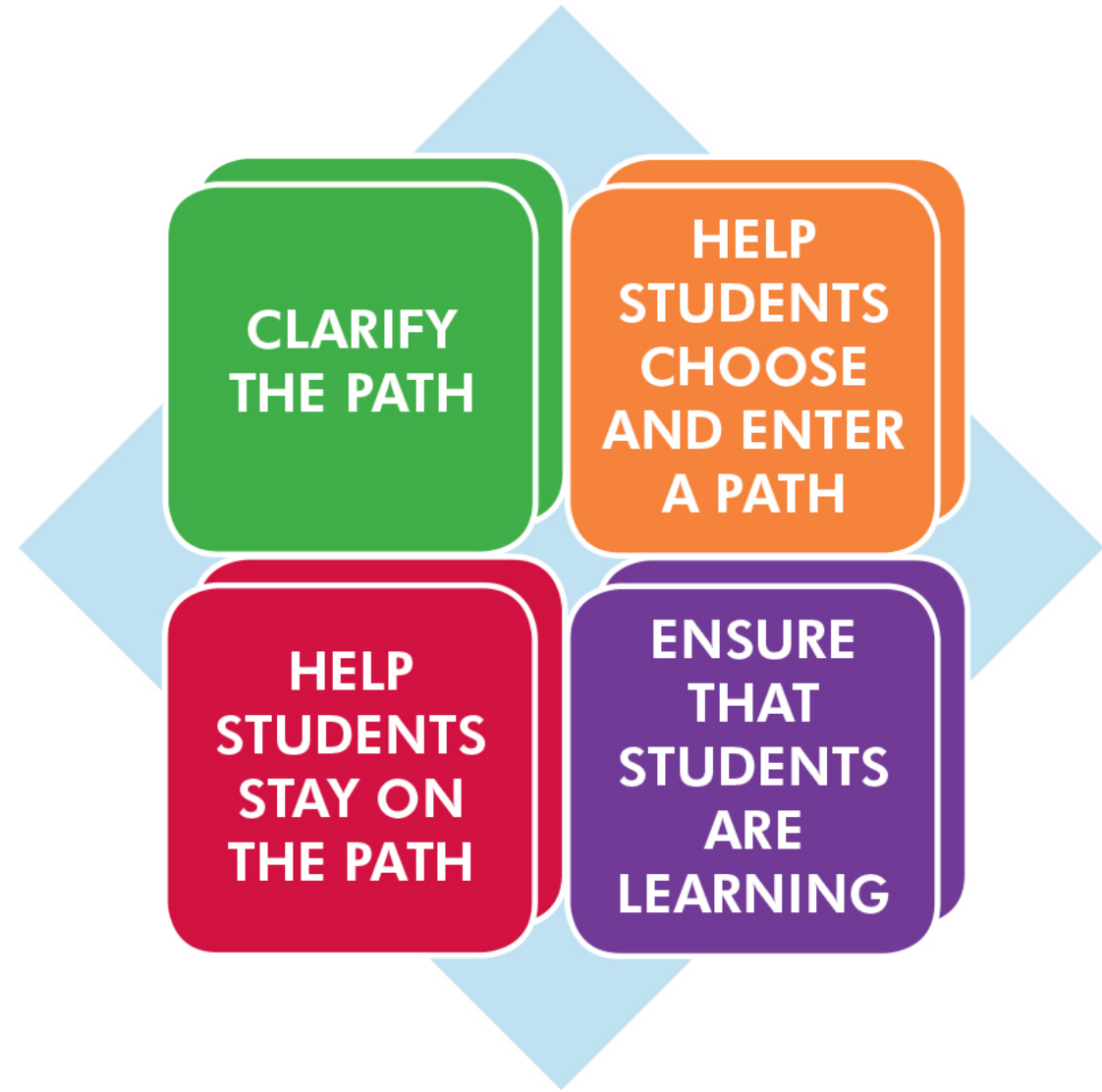


# Leaky Pipeline

## Plugging the Holes

# Guided Pathways

- Equitable student success
- On-time graduation



**But....  
completion  
is not  
enough**



**Students do not go to college to complete degrees**

**Not all degrees are created equal**

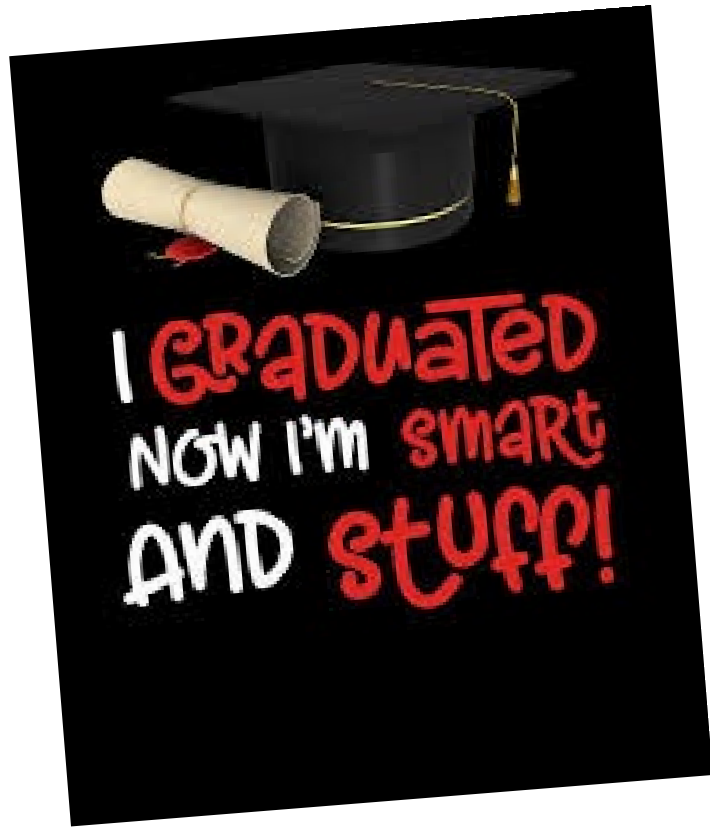
**Some degrees don't have independent value**

**Opportunities upon completion may not be equitable**

# Community College 3.0

## Post-Graduation Success: Equity Outcomes

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<https://fineartamerica.com/featured/i-graduated-now-im-smart-and-stuff-college-graduate-sourcing-graphic-design.html>



<https://ingenium.engr.tamu.edu/you-graduated-without-a-job-offer-now-what/>