

# Community ed profile shows student change

By KELI OSBORN  
Of the Emerald

A profile of students enrolled in the University's Community Education Program last spring indicates that more and more "community" students are young, female and college degree-holders, Assistant Registrar Chris Munoz says.

Munoz profiled 100 of the 718 students enrolled in order to "give us an idea of what community education people look like now," he says.

"Assuming the future for higher education is the life-long learner, as opposed to the traditional 18-year-old candidate pool, then the necessity for establishing a clearer picture of the Community Education Program student becomes increasingly important," he says.

The program, which was known as the "non-matriculant program" until summer term 1977, allows persons not formally admitted to the University to take up to six hours of course work per term at reduced fees. The work can later be used for transfer credit, but it does not satisfy the residence requirement toward a degree.

Although the only admissions requirement for the program is Oregon residency, Munoz says a surprising number of CEP students are already college-degree holders.

Thirty-six percent of the sample held bachelors' degrees, 31 percent had master's degrees and 1 percent had already earned a Ph.D.

Munoz says such data is interesting in light of complaints from some who suggest that stricter admissions requirements should be levied in the program. Although 32 percent of the students have no degree — Munoz calls them "undergrads" — a major portion of the CEP students are highly educated, he claims.

The average age of students surveyed in the sample was 31, Munoz says. He adds that 27-year-olds had the greatest representation in the sample, which indicates a "youthful group."

**Assistant Registrar Chris Munoz: 'I suspect that women are motivated due to the seemingly upwardly mobile career opportunities that now exist for them.'**

For spring term 1978, women represented about 62 percent of the program's registrants, according to the profile. A higher percentage of young adult women seem to be enrolling in the program than men, Munoz adds.

"I suspect that women are motivated due to the seemingly upwardly mobile career opportunities that now exist for them," he says.

The profile shows that CEP students do not limit their course selection to late afternoon or evening classes.

"I believe this is important to note," Munoz says. "I have heard those who argue that our publicity (for the program) should be limited to evening courses only."

A higher percentage of CEP students earn As in their coursework than regularly enrolled students, but more choose the pass/no-pass option also. "Community Education students contribute to the overall academic quality of the institution," Munoz claims.

## Researchers detail quitters

It takes up too much time; dealing with federal government agencies is "a hassle I can do without;" and "my children are no longer in school."

Those are the three most important reasons why Oregon school board members leave their posts, according to a survey conducted by University researchers.

Results of the study, conducted by Kenneth Erickson and Barbara Keirnes of the College of Education's Field Training and Service Bureau, are contained in the December issue of the Oregon School Study Council Bulletin.

Other reasons for leaving school boards listed in the survey report include "declining board authority," problems related to "unionization and negotiations" and an increase of "state and federal mandates."

Copies of the December bulletin can be obtained from the University's Field Training and Service Bureau, Room 124, Education Building.

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