

Useful Information for Community-College Leaders—*an Update*

by

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During the 2003 American Association of Community Colleges national convention, we presented a study entitled *Useful Information for Community-College Leaders*. Offered as a possible aid for institutional decision-making, our five-month study involved a database search of dissertations, ERIC documents, and professional academic journal articles published between January 2000 and mid-2002. Several Higher Education (HIED) colleagues identified a total of 11 topical categories as major issues affecting today's instructional administrators. These categories included adjunct faculty; development/fund-raising; developmental education; dual/concurrent credit; economic development and workforce; faculty/staff development; strategic planning; student retention; teaching issues; technology and distance education; and transfer and articulation.

Based on the favorable response this study received, we recently compiled similar information for items published during 2003. Much like the first effort (included herein and also available through ERIC, using Clearinghouse number ED477587), our latest product provides an assortment of practitioner- and research-based findings, helpful hints, and proven strategies to combat many of the issues facing today's community-college leaders. In some instances, the same item will appear in multiple categories.

Our methodology involved using the keywords "community college" and each of the aforementioned 11 category labels. For inclusion in our project, an item had to meet two criteria. First, it had to relate to the daily operation of a typical community college. Readers will note that, in some cases, we included dissertations or journal articles that focused on a four-year

college or university; however, the issue under study could equally pertain to a two-year institution. Secondly, an item had to offer findings, possible solutions, or suggestions that community-college administrators might use to overcome certain problems or issues facing their institution.

Like its predecessor, this study uses the same format for listing information. Dissertations, ERIC documents, and professional academic journal articles are listed by category. Each item includes enough information to facilitate access from the Internet or a local library.

Dissertations are listed with an internal tracking code, the university of origin, the author's last name, and a short synopsis concerning content, scope, and/or findings. For example,

SR-D-06	Anytown University	Franks	Examines decision-making processes used by community colleges to create certification training programs for first-responders combating Homeland Security threat scenarios
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ERIC documents are listed in a similar manner; however, the ERIC Clearinghouse number is used in place of a university name. For example,

DVE-E-01	ED477587	Leist & Murray	Provides a list of dissertations, ERIC documents, and journal articles on contemporary issues of interest to community-college leaders. The topics addressed include...
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Journal articles likewise follow this format, and also include the name of the periodical, a reference citation, and if available, an ERIC Clearinghouse reference number. For example,

AF-J-08	EJ668421 <i>Journal of Developmental Education</i> , v. 26, no. 3, pp. 18-27, Spr 2003	Wheland, Konet, & Butler	Examines five perceived inhibitors of successful performance in an intermediate algebra course
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We completed this study (and its predecessor) with one goal in mind: to provide community-college administrators and their staff members with another information source for solving many

of the operational problems affecting their institutions. HIED researchers, practitioners, and students aspiring to become future administrators are constantly searching for ways to improve America's two-year institutions. For any number of reasons, administrators and their staffs often do not consider the plethora of research available about today's community colleges, and the valuable lessons other institutions have learned about what solutions will or will not work. Hopefully, our study will encourage administrators to at least explore the various research outlets available to them.

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Adjunct Faculty (AF) Issues

Dissertations

AF-D-01	U. of Arizona	Kater	Examines shared governance in public, unionized community colleges (CCs). Suggests that full-time and AF are obligated to participate in governance, and that participation differs by regions
AF-D-02	U. of Nevada, Las Vegas	Lei	Explores variations of teaching and assessment strategies based on status and education level of faculty. Says that AF require more student recall of facts, critical thinking, and theory application than full-time colleagues
AF-D-03	U. of Virginia	Meade	Compares teaching styles and demographic characteristics of AF and full-time faculty. States that full-timers have more student contact than AF, but no differences exist in teaching styles of either faculty type
AF-D-04	Capella U.	Snell	Explains that understanding AF training needs can help increase the overall effectiveness of adjuncts. Provides a methodology others can use to determine specific AF training needs

ERIC documents

AF-E-01	ED477578	American Association of Community Colleges	Summarizes faculty shortages in nursing education. Discusses issues contributing to this shortage. Offers some short-term fixes to alleviate these shortages, to include use of retired nurses on a part-time basis
AF-E-02	ED474189	Columbia Basin College	Highlights faculty profiles at a large CC in Washington state. Provides demographics regarding both full-time and part-time faculty members

AF-E-03	ED475795	Illinois Community College Board	Reports compensation data for all employees at Illinois' 48 public CCs. Devotes a section to AF salary rates, and also includes sections that cover faculty salary policies and information about faculty contracts
AF-E-04	ED478299	Marks	Contains detailed national, regional, and state data on member colleges and universities in the Southern Regional Education Board. Includes characteristics and salaries of full-time and AF members
AF-E-05	ED475550	Maryland State Higher Education Commission	Provides statistics about a variety of issues affecting Maryland's institutions of higher education. Offers data regarding full- and part-time faculty, to include race, gender, and average salaries
AF-E-06	ED475485	Ryan, Wesemann, Boese, and Neuschatz	Examines chemistry courses in CCs. Provides data regarding what types of courses are taught by full- and part-time faculty members. Breaks information down by gender and tenure/non-tenure status
AF-E-07	ED475991	Santa Fe Community College	Offers information on a Florida CC, for fiscal year 2001-2002. Discusses a variety of issues, to include the use of adjunct faculty personnel
AF-E-08	ED474967	Sapp	Lists barriers facing faculty who try to promote social justice (SJ) learning in composition courses. One involves AF fearing cynical administrators, faculty, and students opposed to a SJ classroom mission
AF-E-09	ED475988	South Texas Community College	Discusses factors important for faculty deciding to continue or terminate employment at one CC. Few AF responded to this internal survey; thus, the report only discusses full-time faculty responses

AF-E-10	ED477567	Teachers of English to Speakers of Other Languages	Explores the trend in the number and percentage of part-time, adjunct, and contingent faculty in higher education. Discusses overuse of AF and how this causes a systemic problem with institution-wide effects
<u>Journal articles</u>			
AF-J-01	EJ664612	Modern Language Association	Provides the Modern Language Association's salary recommendations for entry-level full-time and part-time foreign language department faculty, as well as general staffing recommendations
			<i>ADFL Bulletin</i> , v. 34, no. 2, pp. 57-58, Win 2003
AF-J-02	--	Irvin	Examines use of consultants as AF; in this case, in graduate nonprofit management programs. Lists advantages of consultants as AF, and possible incompatible incentives between schools and consultants
			<i>Journal of Public Affairs Education</i> , v. 9, no. 3, pp. 181-192, Jul 2003
AF-J-03	--	Lorenzetti	Offers advice on recruiting and developing online AF. Chronicles policies implemented by a Florida CC program manager for distance learning
			<i>Distance Education Report</i> , v. 7, no. 14, p. 1, Jul 15, 2003
AF-J-04	--	Pincus & Schmelkin	Investigates faculty perceptions of academic dishonesty. Uses feedback from 212 full- and part-time faculty. Finds no difference in perceptions of academic dishonesty due to full-time/AF status
			<i>Journal of Higher Education</i> , v. 74, no. 2, pp. 196-209, Mar/Apr 2003
AF-J-05	EJ664698	Smallwood	Describes how, as AF unionize, they face a choice: join with full-time faculty members, and gain strength in numbers, or go their own way, to keep an independent voice
			<i>Chronicle of Higher Education</i> , v. 49, no. 24, p. A10, Feb 11, 2003

- AF-J-06 EJ671896 Sophos Offers citations that provide overviews of various issues related to AF. Includes AF roles and functions, teaching methods and effectiveness, training, institutional integration, and more
- AF-J-07 EJ666410 Toutkoushian & Bellas Looks at faculty employment, earnings, and satisfaction. Finds that demand-side factors explain most of the gender differences in AF hirings. AF and full-timers seemed equally satisfied with compensation
- AF-J-08 EJ6668421 Wheland, Koney, & Butler Examines 5 perceived inhibitors of performance in an algebra course. Reports that non-native English-speaking faculty, and teaching assistants instead of AF, had no negative impact on student learning

Development/Fund-Raising (DFR) Issues

Dissertations

DFR-D-01	George Mason U.	LaBeouf	Proposes a sample multi-source model that CC foundation administrators can use to start or develop a foundation. Finds that much work is needed for CC foundations to be competitive
DFR-D-02	U. of Pennsylvania	McGuire	Discusses the concept of strategic fund-raising, and the issues and concerns arising when colleges try to link fund-raising with academic planning and budgeting. Provides case studies of seven institutions
DFR-D-03	U. of So. Mississippi	Tisdale	Examines fund-raising and alumni activities of Mississippi CCs. Offers what critical components led to successful/unsuccessful fund-raising. Explores five fund-raising aspects in Mississippi CCs

ERIC documents

DFR-E-01	ED469366	Ah Nee-Benham & Stein, Eds.	Offers a 13-chapter compendium of information regarding tribally-controlled CCs. Includes subjects about DFR to support institutional partnerships and community development of tribal CCs
DFR-E-02	ED476455	Chen & Toy	Describes the Foundation for California CCs, a non-profit foundation whose mission is to save money. Explains a variety of initiatives, to include partnership developments with business/industry

Journal articles

DFR-J-01	--	Carnevale	Chronicles a \$1M grant from the U. S. Dept. of Labor and local foundations for funding technology training centers to help rural-area people learn computer skills.
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Chronicle of Higher Education,
v. 50, no. 2, p. A43, Sep. 5, 2003

Developmental Education (DVE) Issues

Dissertations

DVE-D-01	U. of Missouri, Columbia	Brown	Examines policies and practices in DVE mathematics at Missouri public CCs. Includes organizational structure, assessment and placement, transferability, program evaluation, and staff professional development
DVE-D-02	Morgan State U.	Costner	Assesses CC faculty attitudes toward teaching African-American students. Examines instructors of DVE and/or non-DVE courses, to gauge their openness to using culture as a classroom resource
DVE-D-03	No. Arizona U.	Cress	Investigates the relationship between persistence and academic success of underprepared mathematics and English CC students and their use of learning assistance center services
DVE-D-04	U. of Illinois at Urbana-Champaign	Crews	Explores whether participants in a DVE writing course earned higher grades and more credits, enrolled for more terms, and completed degrees/certificates and/or transferred at greater rates than non-participants
DVE-D-05	Indiana U. of Pennsylvania	Davidson	Describes the origin, evolution, and implementation of a basic DVE writing program at a small, liberal-arts college. Emphasizes how administrators and teachers can develop writing potential in students
DVE-D-06	U. of Virginia	Fleming	Investigates whether CC DVE algebra students can show comparable success rates and levels of achievement when taught using computer-based instruction and traditional lecture-based methods

DVE-D-07	U. of Connecticut	Foley	Examines CC students' grasp of fractions prior to instruction, whether they solve problems presented in different formats with equal accuracy, and the characteristics generated while solving problems
DVE-D-08	U. of Virginia	Hall	Details how an instructor in CC DVE writing can create a community of trust. Offers five categories in which this trust can be cultivated
DVE-D-09	Michigan State U.	Haston	Describes the nature of academic advising within a CC DVE program, to understand the ways in which the process of academic advising is negotiated
DVE-D-10	Bowling Green State U.	Henry	Studies the factors that contributed to persistence rates of over 500 CC students who transferred to an area four-year university. Includes the use of DVE coursework as a variable
DVE-D-11	U. of Illinois at Urbana-Champaign	Johnson	Examines the differences in student characteristics between completers and non-completers in online courses. Includes the use of DVE as a variable
DVE-D-12	Kansas State U.	Knedlik	Compares levels of CC student satisfaction with DVE academic advising, and any possible relationship that those levels of satisfaction may have with retention
DVE-D-13	U. of Missouri, Kansas City	Ray	Explores the role of aptitude and achievement in CC DVE students' perceptions regarding their self-regulated learning, motivational beliefs, and grade expectations
DVE-D-14	Baylor U.	Summerlin	Studies the academic effectiveness of Internet-based developmental mathematics instruction for CC students

DVE-D-15	Morgan State U.	Thomas	Determines what factors contributed to student persistence, and what factors made persistence difficult. Relies on former CC students who successfully completed DVE reading writing courses
DVE-D-16	U. of Kentucky	Walters	Examines music listening as a potential factor in the improvement of competency test results in algebra by CC students who need DVE courses
<u>ERIC documents</u>			
DVE-E-01	ED477911	Chaves	Discusses the challenges that urban CCs face in delivering education to non-traditional and first-generation students. Advocates greater student involvement in certain activities such as learning assistance centers
DVE-E-02	ED473972	Chesson & Rubin	Discusses six policy areas in which states can better equip rural CCs to serve their communities. To improve access, the authors advocate that states fund DVE, literacy, and basic skills instruction
DVE-E-03	ED474570	Cushman, Cervone, & Rowley	Chronicles how one California CC has played a key role in boosting retention and advancement by redesigning curricula into shorter modules and integrating DVE courses into academic classes
DVE-E-04	ED473875	Mazzeo, Rab, & Alssid	Identifies and draws lessons from several CC programs that have reconsidered their DVE and/or adult education offerings, and are creating bridges to college and careers for disadvantaged students

DVE-E-05	ED475435	McCabe	Argues that most academically-deficient students do not lack talent, but do lack preparation. Offers a primer on services that CCs have created for underprepared students
DVE-E-06	ED478368	MDC, Inc.	Provides lessons learned from the Rural Community College Initiative (RCCI). Describes how RCCI teams worked on a variety of topics, to include improving DVE and academic support
DVE-E-07	ED478367	Perin & Charron	Examines students' academic preparedness, as well as assessment and placement policy in 15 CCs. States that many CCs do not require low-scoring students to attend DVE classes
DVE-E-08	ED476176	Ray, Garavalia, & Gredler	Explores gender and aptitude distinctions among DVE college students in task value, reported use of learning strategies, and academic achievement
<u>Journal articles</u>			
DVE-J-01	--	Castanier	Offers an overview of the research involving the interviewing and tutoring of CC students with low levels of literacy skills
			<i>Educational Studies</i> , v. 34, no. 3, pp. 299-317, Fall 2003
DVE-J-02	EJ666648	Garavalia & Ray	Investigates whether aptitude/achievement subgroups of DVE college students differ in their reported use of self-regulated learning strategies, task value, and grade expectations
			<i>Research & Teaching in Developmental Education</i> , v. 19, no. 2, pp. 29-40, Spr 2003
DVE-J-03	EJ666654	Hartman & Stewart	Describes a scavenger hunt in a freshman orientation course. Uses this hunt as a way to locate and utilize campus resources and gain insight into the grading and self-evaluation process
			<i>Research & Teaching in Developmental Education</i> , v. 19, no. 2, pp. 73-78, Spr 2003

- DVE-J-04 --
Mathematics and Computer Education,
v. 37, no. 1, pp. 5-125, Win 2003
- Kelly,
Shore, &
Vasquez,
(Eds.)
- Discusses the use of technology to meet the DVE needs of deaf students to improve their word problem solving skills, the use of algorithmic instructional techniques in the DVE classroom, and other DVE issues
- DVE-J-05 EJ668419
Journal of Developmental Education,
v. 26, no. 3, pp. 2-8, Spr 2003
- Ogden,
Thompson,
Russell, &
Simons
- Assesses Supplemental Instruction (SI), an academic assistance program aimed at improving at-risk student performance. Analyzes data collected from a political science class supported by SI
- DVE-J-06 EJ668423
Journal of Developmental Education,
v. 26, no. 3, pp. 36-37, Spr 2003
- Paul &
Elder
- Provides templates to help students practice analyzing and assessing the logic of a text. Covers how to analyze an article, essay, or chapter; comprehend the logic of a text; and evaluate an author's reasoning
- DVE-J-07 EJ664997
Community College Journal of Research and Practice,
v. 27, no. 3, pp. 255-258, Mar 2003
- Peterman
- Offers 10 annotated references on the topic of peer mentorship in CCs. Describes peer mentorship programs as an effective way to assist under-represented and DVE students
- DVE-J-08 --
Journal of Counseling Psychology,
v. 50, no. 2, pp. 156-164, Apr 2003
- Robinson,
Davis, &
Meara
- Explores the influence of theorized motivational properties on participants' perceived likelihood of achieving their most hoped-for self. Studies low-income females in rural CC DVE classes
- DVE-J-09 EJ673547
Community College Journal of Research and Practice,
v. 27, no. 8, pp. 665-677, Sep 2003
- Rochford
- Argues that few new techniques for teaching remedial writing courses work. Suggests that learning styles, a research-based teaching approach, has demonstrated statistically-significant results

- DVE-J-10 -- Shore & Shore
Mathematics and Computer Education,
v. 37, no. 1, pp. 29-38, Win 2003
- DVE-J-11 EJ668420 Smittle
Journal of Developmental Education,
v. 26, no. 3, pp. 10-16, Spr 2003
- DVE-J-12 EJ666647 Snyder, Hackett, Stewart, & Smith
Research and Teaching in Developmental Education,
v. 19, no.2, pp. 17-28, Spr 2003
- DVE-J-13 EJ666652 Testone
Research and Teaching in Developmental Education,
v. 19, no. 2, pp. 59-63, Spr 2003
- DVE-J-14 -- Villareal
Mathematics and Computer Education,
v. 37, no. 1, pp. 72-78, Win 2003
- Highlights a Maryland CC project aimed at transforming DVE mathematics to engage students in active learning, and offer meaningful health-related applications using problem-based learning
- Reviews several principles for effective DVE teaching, including commitment to teaching under-prepared students, command of the subject matter, and the ability to teach a diverse student population
- Examines academic success and retention of first-year students in need of DVE at a small private university. Determines which variables are predictive of academic achievement, retention, and GPA
- Assesses the instructor's role in ensuring quality online DVE mathematics courses. Argues that an instructor's written communications skills are essential in an online classroom
- Chronicles how a CC mathematics department revamped a DVE algebra class focused solely on computer-directed instruction, after the class initially failed to produce positive results

Dual/Concurrent Credit (DC) Issues

Dissertations

DC-D-01	U. of South Florida	Cesta	Examines effects of an accelerated academic program on CC student graduation rates and time-to-degree. Finds that DC students are more likely to earn an Associate's degree, and in less time, than non-DC peers
DC-D-02	E. Tenn. State U.	Porter	Explores relationships between college retention and completion, and the number of DC credit hours students earn. Finds that students in DC programs have higher retention/graduation rates than non-DC peers

ERIC documents

DC-E-01	ED477914	Andrews	Identifies 3 enrollment trends now affecting CCs: DC, reverse transfer, and job retraining. Indicates these will only increase in the near future. Shows how DC in 48 states offered academic stimulus to high schoolers
DC-E-02	ED475805	Bailey, Hughes, & Karp	Provides alternative view of how students can move from secondary to post-secondary education. Argues that DC programs can help low-achieving students succeed in college; offers two successful models
DC-E-03	ED475986	Hagedorn, Chlebek, & Moon	Chronicles 3 support programs for at-risk high schoolers that include transfer to CCs. One showcased program involves a DC process
DC-E-04	ED476457	Hoffman	Examines whether or not under-represented students are earning college credits in high school, and the implications of dual enrollment for education and policymakers

Journal articles

DC-J-01	EJ671371	Andrews	Describes 4 types of DC options in existence between Olney Central College, Illinois, and participating high schools
			<i>American School Board Journal</i> , v. 190, no. 8, pp. 38-39, Aug 2003
DC-J-02	--	Evelyn	Chronicles former Governor Davis' order of an audit of a popular DC program accessed by California high schoolers. Suggests that some CCs improperly used the courses to get more money from the state
			<i>Chronicle of Higher Education</i> , v. 49, no. 26, p. A26, Mar 7, 2003
DC-J-03	--	Hoffman	Explores the degree to which DC course opportunities will succeed in increasing the number of young, underrepresented students who will earn a college degree
			<i>Change</i> , v. 35, no. 4, pp. 42-48, Jul/Aug 2003
DC-J-04	--	Rajala	Provides a variety of online resources regarding DC course offerings. Explains that many programs—cooperative courses, DC, and early college high schools—exist for students to earn college credit
			<i>T.H.E. Journal</i> , v. 31, no. 4, p. 25, Nov 2003

Economic Development and Workforce (EDW)

Dissertations

EDW-D-01	George Mason U.	LaBeouf	Offers case studies of three Virginia CCs with proven records in fund-raising. Provides ways for administrators to start or develop a foundation to solve funding issues
EDW-D-02	North Carolina State U.	Lamm	Extends decision-making theory into the realm of EDW. Explores the strategic decision processes, and actions and beliefs, that CC, county, and industry leaders use to develop and maintain EDW initiatives
EDW-D-03	U. of Pennsylvania	Nunery	Chronicles how two large universities used retail development to revitalize their campuses and neighborhoods. Shows how institutions and community leaders can spark economic development

ERIC documents

EDW-E-01	ED469366	Ah Nee-Benham & Stein (Eds.)	Focuses on developing and strengthening tribal colleges through various partnerships. Includes chapters on tribal college EDW through the Native American Higher Education Initiative (NAHEI)
EDW-E-02	ED475089	Boggs	Outlines recent activities of the American Association of Community Colleges in six strategic action areas, including EDW
EDW-E-03	ED473972	Chesson & Rubin	Provides a state policy framework to support rural CCs. Argues that states can use rural CCs to promote local EDW and service learning, and provide small business assistance and entrepreneurship education

EDW-E-04	ED472196	Iowa State Dept. of Ed.	Reviews Iowa's CC programs and related services for fiscal years 1999-2002. Includes a section about the role of these CCs on EDW throughout the state
EDW-E-05	ED473875	Mazzeo, Rab, & Alssid	Explains how five CCs adapted developmental and adult education offerings to build bridges for disadvantaged students. Encourages policymakers to adjust EDW efforts to state/local economic changes
EDW-E-06	ED477203	Regional Technology Strategies, Inc.	Offers an initial model of a cluster-based workforce delivery system. Responds to the collective interests of the leadership of ten CC systems to better understand how to support state cluster-based EDW strategies

Journal articles

EDW-J-01	--	--	Argues that CCs must be seen as EDW leaders and as key forces that will transform the U. S. Advocates grants, lottery dollars, and other state and federal funds as ways to further EDW efforts
			<i>Community College Journal</i> , v. 73, no. 6, p. 3, Jun/Jul 2003
EDW-J-02	--	Dassance & Spontak	Highlights how one Florida CC, a county economic development corporation, and a workforce connection teamed together on a year-long project, to focus on and address EDW issues
			<i>Community College Journal</i> , v. 73, no. 6, pp. 48-51, Jun/Jul 2003
EDW-J-03	--	Elsner	States that major forces will recast and redefine CC roles in the future; economic factors, the process of globalization, environmental conditions, and other forces will shape tomorrow's two-year colleges
			<i>Community College Journal</i> , v. 73, no. 5, pp. 56-61, Apr/May 2003

- EDW-J-04 EJ666445
Metropolitan Universities: An International Forum,
 v. 14, no. 1, pp. 67-75, Mar 2003
- Ingman, Clower, & Wallimann
 Asserts that community building is not unique to U. S. higher education. Provides examples of how institutions in Switzerland, Mexico, Northern Ireland, and the U. S. have responded to economic crises
- EDW-J-05 --
Community College Journal of Research and Practice,
 v. 27, no. 1, pp. 1-14, Jan 2003
- Lovell, Crittenden, & Stumpf
 Showcases Mississippi State University's doctoral program for educating future rural CC leaders. Explains that program dissertations must focus on rural economic and community development
- EDW-J-06 EJ668441
Tribal College Journal,
 v. 14, no. 4, pp. 24-25, Sum 2003
- Selden
 Explain why Indian casinos are not providing economic development for large numbers of Native Americans. Argues that most casinos are located in populated areas, while most Native Americans live in rural areas
- EDW-J-07 --
Community College Journal,
 v. 74, no. 2, pp. 44-47, Oct/Nov 2003
- White
 Details a partnership between a CC and several local governmental and nongovernmental agencies to prepare dislocated airport workers for new careers in life sciences and health-care technology
- EDW-J-08 --
Techniques,
 v. 78, no. 3, pp. 26-29, Mar 2003
- Wright
 Chronicles how one CC joined with a city school district, and the city itself, to streamline the path for high school graduates to follow an articulated pathway to certain associate's degrees and better jobs
- EDW-J-09 EJ670148
Tribal College Journal,
 v. 14, no. 3, pp. 15-16, Spr 2003
- Yellow Bird
 Discusses a tourism project at a tribal CC. Explains how the institution has developed economic strategies and employment opportunities for tribes. Shows how high-visibility tourism events can impact tribal economies

Faculty/Staff Development (FSD) Issues

Dissertations

FSD-D-01	U. of Missouri	Brown	Examines current policies and practices in developmental math in Missouri. Focuses on a variety of issues, to include the professional development of developmental math faculty and staff personnel
FSD-D-02	Royal Roads U.	Foster	Provides insight into how a Canadian CC included its employees in a meaningful process to create a shared vision. Harnesses employee feedback to create internal processes to tailor institutional direction
FSD-D-03	Arizona State U.	Kushibab	Offers an analytical review of staff development policy and practices for student services employees of the Maricopa CC District. Tests the policy-science theory that relates to enhanced decision-making
FSD-D-04	Fielding Grad. Inst.	Levy	Chronicles how California CCs planned for the implementation of online distance learning. Includes particulars about FSD to support this undertaking, one involving 108 CCs in 71 CC districts in California

ERIC documents

FSD-E-01	ED475089	Boggs	Outlines recent activities of the American Assn. of Community Colleges, to include leadership development
FSD-E-02	ED473972	Chesson & Rubin	Covers six policy areas. Argues that states can better equip CCs to serve their communities through a multitude of ways, to include FSD

FSD-E-03	ED473686	Ebersole	Acknowledges difficulties first-time CC faculty can face. Offers an orientation for new faculty based on learning-community principles: shared knowledge, shared knowing, and shared responsibility
FSD-E-04	ED476352	Frearson	Examines a survey of English-college managers and leaders, and their responses to FSD
FSD-E-05	ED478035	Oates & Leavitt	Provides fundamental theory about service-learning and learning communities. Depicts adjustments to organization, management, and planning of course activities
FSD-E-06	ED475093	Roueche, Milliron, & Roueche	Focuses on CC teachers and the perspectives they bring to the discourse on education. Provides 10 chapters tied to classroom teaching and FSD
FSD-E-07	ED477912	Stern	Examines four of the delivery methods being employed in the field of professional FSD
FSD-E-08	ED477681	Trident Technical College	Provided a summary of institutional data pertaining to a variety of goals, including FSD for this South Carolina institution
FSD-E-09	ED476673	Van Kollenburg, (Ed.)	Offers a collection of papers related to promoting student learning and teaching. Includes a segment on FSD and student outcomes
<u>Journal articles</u>			
FSD-J-01	--	Allen	Highlights the influence of differing management styles on organizational climate in 12 English Higher Education institutions. Discusses how FSD can help create a symbiotic community within the institution
			<i>Higher Education</i> , v. 46, no. 1, pp. 61-92, Jul 2003

- FSD-J-02 EJ664995
Community College Journal of Research and Practice,
v. 27, no. 3, pp. 225-237, Mar 2003
- Ebbers, Wild, & Friedel
Summarizes survey results of CC personnel in Iowa. Assesses the short-term impact of pending retirements and other changes to the institution on professional and technical staff
- FSD-J-03 --
Community College Journal of Research and Practice,
v. 27, no. 4, pp. 337-347, Apr/May 2003
- Floyd
Addresses approaches to effectively prepare CC faculty and staff to support new learning technologies in the 21st century. Includes a summary of applying the Kouzes-Posner leadership model to CC FSD
- FSD-J-04 EJ670132
Journal of Student-Centered Learning,
v. 1, no. 2, pp. 105-110, 2003
- Outlines Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education." Lists use of principles for FSD, including greater student/faculty contact and creating campus visibility
- FSD-J-05 EJ668422
Journal of Developmental Education,
v. 26, no. 3, pp. 28-34, Spr 2003
- Liff
Argues that, by addressing social and emotional learning in the college classroom, faculty can foster the scholarly and interpersonal growth of students. Highlights learning within the affective domain
- FSD-J-06 --
Community College Journal of Research and Practice,
v. 27, no. 6, pp. 531-547, Jul 2003
- McCormick
Chronicles how workfare-focused policies of New York state and city governments have influenced training offerings at local CCs. FSD at these colleges included new pedagogies and flexible structures
- FSD-J-07 --
New Directions for Community Colleges,
no. 123, pp. 5-110, Fall 2003
- Piland & Wolf (Eds.)
Provides numerous articles on developing CC leaders for the 21st century. Explores development of CC faculty to become leaders, and offers a professional development program model for CC officials
- FSD-J-08 EJ666472
Innovative Higher Education,
v. 27, no. 3, pp. 183-194, Spr 2003
- Sherer, Shea, & Kristensen
Discusses an Internet-enhanced faculty-learning community, which provides valuable opportunities for enhanced and sustained FSD activity

FSD-J-09	EJ665006	Wallin	Uses a three-state study to examine appropriate roles of CC faculty and administrators in assuring access to meaningful FSD opportunities
<i>Community College Journal of Research and Practice,</i>			
v. 27, no. 4, pp. 317-335, May 2003			

Strategic Planning (SP)

Dissertations

SP-D-01	George Mason U.	LaBeouf	Urges combining public administrative assumptions and approaches with transformational leadership to increase funding sources in CCs. Advocates SP that administrators can use to start or develop a foundation
SP-D-02	Fielding Grad. Inst.	Levy	Details how 108 California CCs strategically planned for the implementation of online distance learning (ODL) and what aspects of ODL had been/were going to be implemented
SP-D-03	U. of Pennsylvania	McGuire	Discusses linking of fund-raising (development operations) with academic planning and budgeting (APB). Includes SP for fund-raising, and the issues and concerns arising from this concept

ERIC documents

SP-E-01	ED476352	Frearson	Provides survey results of English college leaders and managers. Advocates the need for increased development in the areas of SP, and developing new approaches to learning
SP-E-02	ED473293	San Antonio College	Offers vision/mission statements for San Antonio College and the Alamo Community College District. Includes overall strategic goals and objectives, unit strategic objectives, and operational/specific objectives
SP-E-03	ED476672	Van Kollenburg	Includes 32 papers related to organizational effectiveness and future directions. Discusses five-year SP while simultaneously incorporating quality initiatives

SP-E-04	ED476682	Westchester Community College	Summarizes outcome measurements pertaining to 10 mission and SP goals of a large New York CC. SP efforts cut across institutional academic goals, instructional costs, curriculum innovation, etc.
<u>Journal articles</u>			
SP-J-01	--	Allen	Introduces the concept of organizational climate (OC), and contributes to an understanding of the recursive relationship between OC and strategic change initiatives. Emphasizes an increase in SP
<i>Higher Education</i> , v. 46, no. 1, pp. 61-92, Jul 2003			
SP-J-02	--	Carreon	Focuses on technology and the various aspects of its use. Explains that “anywhere/anytime” learning is here to stay, and that SP and appropriate funding of technology is essential
<i>Community College Journal</i> , v. 74, no. 2, p. 5, Oct/Nov. 2003			
SP-J-03	--	Eddy	Looks at a strategic alliance among 5 CCs. Reveals that the consortium fell short in completing the change process, partly due to a lack of leadership and the inability to embed alliance visions and strategies
<i>Community College Review</i> , v. 30, no. 4, pp. 1-20, Spr 2003			

Student Retention (SR) Issues

Dissertations

SR-D-01	Northern Illinois U.	Ally	Stresses the need to consider a wide range of administrative issues when delivering any online instruction, to include SR matters
SR-D-02	U. of Missouri, Saint Louis	Freeman	Compares year-to-year persistence of first-time entering African-American male and female CC students to their white counterparts. Uses 70 literature-based variables collected through an earlier longitudinal study
SR-D-03	Northern Arizona U.	Hanson	Examines student status, level of preparedness (academic deficiency), and level of participation (effort) as functions of persistence at a CC with a heterogeneous population
SR-D-04	U. of Nevada, Reno	Henderson	Explores the effect of the science-technology-society (STS) and traditional teaching methods in CC biology classes for non-majors. Uses Bloom's first three levels of learning to investigate both methods
SR-D-05	U. of Illinois, Urbana-Champaign	Johnson	Studies differences in CC student characteristics between completers and non-completers in online courses, as well as for students in similar face-to-face courses; also considers course completion rates
SR-D-06	Kansas State U.	Knedlik	Compares levels of CC student satisfaction with developmental academic advising, and any possible relationship that those levels of satisfaction may have with retention

SR-D-07	U. of Alabama	Marcus	Addresses perceptions of administrators and faculty members regarding the appropriateness of certain performance indicators for CCs, to include SR matters
SR-D-08	Baylor U.	Rodriguez	Evaluates three instructional methods (seminar, traditional, and web-based) used in teaching freshman orientation at a Texas CC. Examines each method in relation to a variety of outcomes, including SR
SR-D-09	Florida State U.	Rowland	Examines factors that contribute to the persistence and academic achievement of students enrolled at a Florida CC
SR-D-10	U. of Pennsylvania	Sauchuk	Offers a case study of SR in two programs at a two-year, for-profit institution; one program had the highest institutional graduation rate; the other had the lowest
SR-D-11	Fielding Grad. Inst.	Tennant	Considers student conceptions of CC team-taught learning communities (TTLC), and categorizes the ways in which students understand the experience, and why TTLCs work
SR-D-12	U. of Missouri, Columbia	York	Investigates the relationship of a student's inherent characteristics and performance, or attrition, in online and face-to-face CC courses
<u>ERIC documents</u>			
SR-E-01	ED469366	Ah Nee-Benham & Stein (Eds.)	Provides 13 chapters related to the Native American Higher Education Initiative (NAHEI). Focuses on developing and strengthening tribal colleges, and includes a chapter on student access, retention, and success

SR-E-02	ED477914	Andrews	Identifies three major CC enrollment trends (dual credit, reverse transfer, and job retraining). Explains how each trend, especially dual credit, can serve as a stimulus for SR
SR-E-03	ED477911	Chaves	Discusses challenges CCs face in delivering education to first-generation, immigrant, economically-disadvantaged, non-white limited-English-ability, and other non-traditional students
SR-E-04	ED478782	Hobneck, Mudge, & Turchi	Examines a program to improve the academic success and retention of student athletes at a central Illinois CC
SR-E-05	ED475558	Maryland State Higher Education Commission	Presents an assortment of statistical data regarding higher education in Maryland. Offers trends in a variety of areas, to include sections covering retention, transfer, and graduation
SR-E-06	ED474579	Neutzling	Argues that the criteria used for calculating the success rates of CC students should differ from those used for four-year schools
SR-E-07	ED478369	Nishimoto & Hagedorn	Addresses the dearth of research on Asian and Pacific-Islander students, by exploring the predictors of persistence and retention, and the course-taking patterns of these students while enrolled in urban CCs
SR-E-08	ED477913	Ryan	Discusses how the established theories and practices used in counseling may not satisfy the needs of nontraditional CC students
SR-E-09	ED475991	Santa Fe Community College	Provides a fact book of information for this Florida CC, for fiscal year 2001-2002. Includes SR information

SR-E-10	ED475548	Skipper & Argo (Eds.)	Offers nine chapters of information about involvement in out-of-class campus activities, and the impact on the student experience. Describes connecting academic and student affairs to enhance SR
SR-E-11	ED477826	Thompson	Details one university's system to communicate with CCs, to provide information about new student performance and identify new student needs. One performance measure includes first-year SR rates
SR-E-12	ED476679	Tovar & Simon	Chronicles the Student Success Project at a California CC. Details the delivery of in-class and co-curricular experiences, and how certain interventions for new students can improve SR
SR-E-13	ED476672	Van Kollenburg (Ed.)	Provides a collection of 37 papers on self-study and institutional improvement. Includes an effort that discusses distance learning as an assessment and retention resource
SR-E-14	ED478603	Ward-Roof & Hatch (Eds.)	Contains 15 papers on various programs dealing with college and university student and family orientation programs. Includes an effort that relates effective SR to academic and social integration
SR-E-15	ED476682	Westchester Community College	Summarizes outcome measurements for 10 mission and strategic planning focus goals for a New York CC. Includes information regarding institutional SR matters
<u>Journal articles</u>			
SR-J-01	EJ663259	Harrell & Forney	Examines period between the start of high school and the first years of undergraduate courses; pertains to Hispanic and first-generation student enrollment and SR in college
			<i>Community College Journal of Research and Practice</i> , v. 27, no. 2, pp. 147-156, Feb 2003

- SR-J-02 --
Tribal College,
v. 14, no. 4, pp. 14-18, Sum 2003
- Heavy
Runner &
Marshall
- Showcases a Family Education Model from a Montana tribal college. Presents an opportunity to formalize the well-tested, resilience-based SR strategies the staff and faculty have used for years
- SR-J-03 EJ668206
Journal of College Student Retention,
v. 4, no. 3, pp. 227-256, 2002-2003
- Hoffman,
Richmond,
Morrow, &
Salomone
- Chronicles a “sense of belonging” measure, to shed light on factors that contribute to college SR. Argues that a better understanding of “sense of belonging” can help lead to more effective retention programs
- SR-J-04 --
Journal of College Student Retention,
v. 5, no. 1, pp. 1-9, 2003-2004
- Karlen
- Attempts to determine intervention protocols that would reduce the attrition rate among female students in the business administration and business management programs at a New York CC
- SR-J-05 --
Journal of College Student Retention,
v. 5, no. 1, pp. 11-22, 2003-2004
- LeSure-
Lester
- Investigates the influence of stress management styles on the college persistence decisions of Latino students enrolled in general liberal arts classes in southern California CCs
- SR-J-06 EJ667413
International Review of Research in Open and Distance Learning,
v. 4, no. 1, Apr 2003
- Ludwig-
Hardman &
Dunlap
- Discusses learner-support services and how, based on the principle of scaffolding, they can contribute to effective retention for online students
- SR-J-07 --
College Student Journal,
v. 37, no. 2, pp. 181-189, Jun 2003
- Owen
- Explores the implications of a relationship between the age of a student and his/her grade-point average, and the retention implications created by this relationship
- SR-J-08 EJ671698
Journal of College Student Retention,
v. 4, no. 4, pp. 361-376, 2002-2003
- Polinsky
- Uses the Student Intention Survey to identify CC students’ goals, the accomplishment of these goals, and how they relate to SR

SR-J-09 EJ668438
Community College Review,
v. 30, no. 4, pp. 64-84, Spr 2003

Summers
Focuses on the scope and
significance of research related to
CC SR. Examines the theoretical
models that explain and attempt to
predict student attrition

Teaching Issues (TI)

Dissertations

TI-D-01	U. of Virginia	Clear	Assesses English composition course dual-enrollment practices in the Virginia CC System, and establishes possible criteria to improve this, the most frequently offered dual-enrollment course within the system
TI-DF-02	U. of California, Santa Barbara	Garey	Examines the use of drama as a significant and effective pedagogy, to create opportunities for more engaged and meaningful learning in higher education, and specifically in the CC environment
TI-D-03	U. of Houston	Ghavami	Determines the effect of small-group exercises that emphasize the cognitive aspects of problem-solving on the achievement of first-year physics students at a CC
TI-D-04	National-Louis U.	Malekpour	Examines holistic science pedagogy in conjunction with a constructivism theory. Demonstrates that learners can better understand decision-making, and more easily relate to social/political and ethical issues

ERIC documents

TI-E-01	ED473686	Ebersole	Highlights an extended orientation program for new faculty members at a Maryland CC. It relies on the principles of learning communities: shared knowledge, shared knowing, and shared responsibility
TI-E-02	ED477913	Ryan	Discusses how the changing demographics of CCs—involving more nontraditional students—may require counseling techniques that are markedly different from those for traditional college students

TI-E-03	ED477912	Stern	Examines four delivery methods being employed by CCs in the area of professional development (PD): new faculty orientation, web-based PD, comprehensive programs, and seminars
TI-E-04	ED475802	Townsend & Ignash	Focuses on the role of CCs in training K-12 teachers. Provides 10 chapters of information tied to this topic
<u>Journal articles</u>			
TI-J-01	EJ673290	Calderon	Describes initiatives in community-based participatory research by students. Combines the practice of critical pedagogy with civic engagement and diversity
			<i>Peer Review</i> , v. 5, no. 3, pp. 22-24, Spr 2003
TI-J-02	--	Castanier	Provides an overview of the research involving the interviewing and tutoring of CC students with low levels of literacy skills
			<i>Educational Studies</i> , v. 34, no. 3, pp. 299-317, Fall 2003
TI-J-03	EJ671907	Flint	Argues that problem-based learning, which stresses relevant learner issues and allows for situational flexibility in the classroom, can better prepare CC students for the workplace
			<i>Community College Journal</i> , v. 73, no. 6, pp. 24-27, Jul 2003
TI-J-04	EJ664992	Hanson	Examines CC role in American society. Details changes in CCs, and their implications, particularly with regard to their impact on pedagogy. Offers the town hall meeting as an alternative teaching method
			<i>Community College Journal of Research and Practice</i> , v. 27, no. 3, pp. 173-190, Mar 2003
TI-J-05	--	Hutchings	Explores the ethical issues in the scholarship of teaching and learning. Explains that what occurs in the classroom can raise ethical concerns that provide new windows into the values of educators
			<i>Change</i> , v. 35, no. 5, pp. 26-33, Sep/Oct 2003

- TI-J-06 -- Kreber Considers the scholarship of teaching. Argues that, to promote changes in policy regarding what is to count as scholarship, identifying and reporting “expert” conceptions will remain insufficient
- TI-J-07 -- Sifferlen Chronicles how CCs are developing training programs to support faculty members in their use of instructional technologies
- TI-J-08 EJ671896 Sophos Offers citations for publications that provide general overviews of various issues related to part-time CC faculty. Includes part-time faculty roles and functions, teaching methods and effectiveness, and more
- TI-J-09 -- Sundeen Describes a composition lesson that examines the intersection between race and literacy. Involves the use of rap music as a legitimate literacy form
- TI-J-10 -- Townsend & Ignash (Eds.) Offers articles on current approaches and possible future approaches concerning the role of CCs in teacher education. Covers several state-specific exemplars, to include CC baccalaureate-degree programs
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Technology and Distance Education (TDE)

Dissertations

TDE-D-01	U. of Memphis	Campos Hernandez	Examines the relationship between the quality of effort of students and their estimate of knowledge gains in information technology and career preparation. Involves a TDE program at a Mexican university
TDE-D-02	George Mason U.	Jamison	Explores whether student completion of asynchronous web-based TDE courses could be predicted by a set of motivation-related variables (e.g., goal activation and salience, multiple goals, goal alignment, etc.)
TDE-D-03	U. of Nevada, Las Vegas	Lei	Investigates variations of teaching and assessment strategies based on status and education level of faculty members at two CCs. Includes how these faculty members approached TDE course instruction
TDE-D-04	Fielding Grad. Inst.	Levy	Focuses on how California CCs planned for the implementation of online distance learning, and what aspects of online TDE have been or are going to be implemented
TDE-D-05	State U. of New York (SUNY), Buffalo	Stephens	Explores conceptual understandings administrative leaders have about TDE in three SUNY sectors (CCs, comprehensive colleges, & research universities), and how these understandings impact TDE support
TDE-D-06	New York U.	Williams	Determines which TDE course delivery technologies provide higher levels of satisfaction among New Jersey CC students; identifies dimensions of a TDE environment that are important to satisfaction

ERIC documents

TDE-E-01	ED475801	Bahr, Horn, & Perry	Describes the process used by the Chancellor's Office of the California CCs (Technology, Research, and Information Services Division) to identify low-transfer rates, as mandated by the legislature
TDE-E-02	ED473972	Chesson & Rubin	Offers a policy framework in support of rural CCs. Discusses the area of technology and how states can help to ensure rural areas have an affordable telecommunications infrastructure
TDE-E-03	ED473971	Hillman	Discusses Pennsylvania's status as the nation's third most rural state, and how rural areas have used TDE. Includes examples of how some rural districts have contracted with out-of-state CCs for course delivery
TDE-E-04	ED477912	Stern	Showcases delivery methods being employed in CCs for professional development (PD). Examines one method used by a Florida CC, involving asynchronous sessions of online PD for faculty
TDE-E-05	ED476672	Van Kollenburg (Ed.)	Provides a collection of papers on self-study and institutional improvement. Devotes a chapter, with multiple papers, to the topic of using TDE to enhance student learning
TDE-E-06	ED476682	Westchester Community College	Summarizes outcome measurements pertaining to 10 mission and strategic planning focus goals of one New York CC. Includes the topic of academic technology

Journal articles

- TDE-J-01 EJ671910 Basham Analyzes the impact of the U. S. Patriot Act on higher education, especially in the area of information technology security. Discusses impacts on TDE learning, and possible lawsuits for lax security
Community College Journal, v. 73, no. 6, pp. 44-47, Jul 2003
- TDE-J-02 -- Bruster Highlights teaching rhetoric and English composition through the use of instructional television and TDE at one Texas CC. Discusses the technology and method used to enhance student-learning experiences
The Delta Kappa Gamma Bulletin, v. 69, no. 3, pp. 42-46, Spr 2003
- TDE-J-03 EJ665007 Floyd Argues that, by skillful leading and investment in PD, CC leaders can help transform campuses into centers of technology-based learning. States that TDE is in line with CC missions of access and equity
Community College Journal of Research and Practice, v. 27, no. 4, pp. 337-347, May 2003
- TDE-J-04 -- Henning Explores the shifting boundaries and implications created by technology regarding student writing and the teaching of writing. Discusses plagiarism and instructional management
Teaching English in the Two-Year College, v. 30, no. 3, pp. 306-316, Mar 2003
- TDE-J-05 -- Valet Describes computer-based learning, and how CCs have used this method to provide flexible and affordable workforce development services for corporate clients
Community College Journal, v. 74, no. 2, pp. 40-43, Oct/Nov 2003
- TDE-J-06 -- Walters & Keim Investigates the role CC deans of instruction have in institutional and facilities planning. Focuses on the challenges that TDE programs and equipment can create for these individuals
Community College Journal of Research and Practice, v. 27, no. 4, pp. 263-272, Apr/May 2003

- TDE-J-07 -- Wang, Examines the attitudes of CC
TechTrends, MacArthur, professors toward online learning;
v. 47, no. 5, pp. 28-31, Sep/Oct 2003 & Crosby specifically, the value they saw in
 technology as an educational tool
 and the level of confidence they
 had in their own computer skills
- TDE-J-08 -- Wright Describes a joint venture between
Techniques, a Virginia city school system, a CC,
v. 78, no. 3, pp. 26-29, Mar 2003 and the city itself—to create an
 Advanced Technology Center and
 streamline the path from TDE to
 high-paying industry jobs

Transfer and Articulation (TA)

Dissertations

N/A

ERIC Documents

TA-E-01	ED476677	American Association of Community Colleges, et al	Identifies obstacles to the associate degree's universal acceptance as the equal of the first 2 years of senior college/university. Suggests steps to fix TA problems; includes comments from survey respondents
TA-E-02	ED475801	Bahr, Horn, & Perry	Describes efforts by the California Community College Chancellor's Office to identify persistently low transfer colleges within the system
TA-E-03	ED476687	Goff	Compares TA policies between Florida and Maryland. Examines state-governance policies to enhance TA between two- and four-year campuses. Offers future projections regarding TA within the states
TA-E-04	ED477197	Goff	Compares TA policies between Missouri and Maryland. Examines a common-transfer framework between CCs and universities, plus the lack of statewide TA and common course numbering systems
TA-E-05	ED475802	Townsend & Ignash	Focuses on the role of CCs in training K-12 teachers. Includes several chapters about TA issues that impact undergraduate teacher education programs
TA-E-06	ED476835	Townsend & Ignash	Examines the roles CCs play in teacher education. Shows how states that allow CCs to offer teacher education have various forms of TA agreements. Also shows CC role in alternative certification programs

TA-E-07	ED476836	Yang	Explores individual and institutional factors on transfer. Argues that transfer from CCs to four-year schools is a function of student characteristics, the type of institution enrolled in, and the tuition gap faced
<u>Journal articles</u>			
TA-J-01	EJ668426	Lindstrom & Rasch	Claims the national teacher shortage has made it critical for two- and four-year colleges to collaborate in aiding transfers of education majors. Adds that students are vulnerable to unnecessary course repetitions
TA-J-02	--	Roach	Explains that historically black colleges and universities need to find ways to be accessible and attractive to students starting at CCs. Shows how some HBCUs have created TA agreements with CCs to aid transfers
TA-J-03	--	Suarez	Focuses on factors that aid the forward transfer of Latinos from a public CC to a four-year public state college. Successful transfers require institutional dedication to the transfer mission by all parties