



This issue of *Instructional Leadership Abstracts* offers another source of research-based information and best practices to aid instructional administrators in their decision-making.

## Useful Information for Community-College Leaders - an Update

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During the 2003 American Association of Community Colleges (AACC) 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 last year, and presented it during the just-concluded 2004 AACC national convention in Minneapolis. Much like our first effort, this latest product provides an assortment of research- and practitioner-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.

In some cases, we included dissertations, ERIC documents, or journal articles that specifically focused on a four-year college or university. We did this whenever the issue under study also pertained 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 threats

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 listing of dissertations, ERIC documents, and journal articles on contemporary issues of interest to community-college leaders. The topics addressed include...

Journal articles likewise follow this format, and

## Useful Information...cont.

also include the name of the periodical, a reference citation, and if available, an ERIC Clearinghouse reference number. For example,

AF-J-08      EJ668421      Wheland, Konet, & Butler

Examines five perceived inhibitors of successful performance in an intermediate algebra course  
*Journal of Developmental Education*, v. 26, no. 3, pp. 18-27, Spr 2003

(NCIA will add the PDF files of this study, and its predecessor, to the organizational web page in mid-June. NCIA members will be able to access both items by visiting [www.nciaonline.org](http://www.nciaonline.org).

We completed both studies 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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## CALL FOR ABSTRACTS

NCIA has a recurring requirement for articles that deal with research-based issues or showcase best practices to enhance an institution's instructional mission. Submitted articles will be considered for inclusion in *Instructional Leadership Abstracts* (ILAs). NCIA publishes ILAs eight times a year (monthly each February through May and September through December). Past issues have included articles focused on student retention, mentoring, the digital divide, survey feedback from Chief Academic Officers regarding a variety of issues, and more.

NCIA encourages community-college administrators, faculty members, and staff personnel to participate in this publishing opportunity - one that offers exposure to a national audience. To be considered, an article must focus on some facet of the community college instructional mission. Articles can be submitted to NCIA as an e-mail attachment; they should be double-spaced (12-point font) and not exceed 1,000 words in length. For more information, please contact the NCIA National Office by e-mail ([ncia.educ@ttu.edu](mailto:ncia.educ@ttu.edu)) or by phone (1-800-782-9698).