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ABSTRACT

              This document provides a list of dissertations, ERIC
documents, and journal articles on contemporary issues of interest to
community college leaders. The topics addressed include adjunct faculty,
dual/concurrent credit, economic and workforce development, technology and
distance education, development/fund raising, student retention, strategic
planning, transfer and articulation, developmental education, and
faculty/staff development, and teaching. (RC)

# Useful Information for Community College Leaders

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# Useful Information for Community College Leaders

(Note: NCIA published this article in the May 2003 issue of *Instructional Leadership Abstracts*; the edited version below explains this PDF file).

*Each of us has faced at least one gut-wrenching instructional leadership challenge. Desirous of the perfect solution, many of us have invested valuable time to analyze a situation, develop a number of possible options, and select a response—also known in some circles as "reinventing the wheel"—only to watch our chosen action cause more organizational headaches, turmoil, or outright failure. This issue of **Instructional Leadership Abstracts** offers an edited version of a recently-completed study by Jay Leist, our NCIA Research Assistant, and John Murray, an Associate Professor of Higher Education in Texas Tech's College of Education. Together, they explored one way to possibly improve institutional decision-making. Their efforts suggested that a greater reliance on "the available research" can provide us with a variety of long-lasting solutions, and alleviate the costly and frustrating phenomenon of reinventing the wheel. The study was presented at the 2003 AACC Convention.*

Community college administrators routinely face an array of problems that can impede organizational goals and adversely impact student learning. When confronted with an issue, administrators often respond in a predictable manner. They first call a meeting with faculty and/or staff members to discuss the matter. After considerable deliberation, these "troubleshooters" eventually develop a course of action. If the action fails to resolve the matter, the organization will often repeat this cycle until some degree of success is realized.

Recent conversations with community college administrators have indicated that institutions often "reinvent the wheel" when solving problems. This process can waste precious organizational resources and create workforce frustration. More importantly, it often ignores the plethora of research available about today's community colleges, and the valuable lessons other institutions have learned about what "wheels" do and do not work.

A common reason for not considering the research involves the time necessary to identify sources, obtain copies of the papers/articles/dissertations, and read the materials. The idea of distilling useful information into a succinct summary and providing easy access to the materials forms the basis for this study. Concerned by the apparent willingness of institutions to implement courses of action that either did not work (or only partially succeeded) at other campuses, the authors decided to explore the following question: what current research is readily available to assist community college instructional leaders and practitioners in confronting daily organizational problems?

To answer this, the authors worked with several Higher Education (HIED) colleagues to identify 11 broad categories of major issues affecting today's instructional administrators: adjunct faculty; dual/concurrent credit; economic development and workforce; development/fund-raising; technology and distance education; student retention; strategic planning; transfer and articulation; developmental education; faculty/staff development; and teaching issues.

Jay placed himself in the role of an administrator faced with institutional problems cutting across all 11 categories and conducted a five-month review of dissertations, ERIC documents, and professional academic journal articles. Limiting himself to resources published during or after January 2000, he discovered a vast assortment of practitioner- and research-based

findings, helpful hints, and proven strategies to combat many of the issues facing today's community college leader. In reviewing these resources, he focused on the following question: does this item contain sufficient information to possibly help solve an institutional problem (in a specific categorical area)?

To catalog his efforts, Jay created a simple matrix—it follows this article. The file lists dissertations, ERIC documents, and professional academic journal articles according to each of the 11 categories. It also includes enough information to facilitate accessing each item from the Internet or a local library, and provides a short synopsis regarding content, scope, and/or findings. For each category, dissertations are listed with an internal tracking code, the name of the university involved, the author's last name, the year of publication, and a short synopsis. For example,

SR-D-37      Texas Tech University      Street      2000      Evaluates the effects of early, regular, and late registration on the academic success and retention of community college (CC) students

ERIC documents are listed in a similar manner; however, the specific ERIC clearinghouse number is used in place of a university name. For example,

SR-E-05      ED457890                  Glenn      2000      Identifies Texas public CCs that have graduated the highest percentage of black males; analyzes why this occurred

Journal articles likewise follow this format, and also include the name of the periodical and a reference citation. For example,

TDE-J-10      EJ637672                  Hancock   2001      Explores how technology can
             *Community College Journal,*                   improve CC mission attainment
             v. 72, no. 2, pp. 16-21, Nov.

The results of this study suggest that administrators and their staffs have access to a wealth of data to assist in solving many of the operational problems affecting today's community colleges. HIED researchers, practitioners, and students aspiring to become future administrators are constantly researching new ways to improve America's two-year institutions. For a number of reasons, community college instructional leaders often do not utilize this valuable information when they face issues and challenges. Hopefully, this study will encourage administrators to at least explore the various research outlets available to them—to see how other institutions have fared in solving certain problems. By doing so, many instructional leaders may avoid "reinventing the same wheel."

## Table of Contents

## Adjunct Faculty (AF)

### Dissertations

| | | | | |
|---|---|---|---|---|
| AF-D-01 | Fielding Institute | Byler | 2000 | Provides tips for professional development programs for CC early childhood AF |
| AF-D-02 | U. of Texas | Granville | 2001 | Offers information about the integration of AF into a CC organization |
| AF-D-03 | Sam Houston State U. | Lewis | 2000 | Explores what AF members value in the area of CC institutional support |
| AF-D-04 | Kansas State U. | Merkle | 2001 | Examines job satisfaction of CC AF at rural off-campus sites |
| AF-D-05 | U. of Central Florida | Morrison | 2000 | Discusses Integrating AF into a metropolitan CC mathematics department |
| AF-D-06 | Geo. Washington U. | Naquin | 2001 | Highlights AF perspectives on educational technology integration |

### ERIC Documents

| | | | | |
|---|---|---|---|---|
| AF-E-01 | ED458407 | Bruening, et al | 2001 | Describes characteristics of AF involved in career and technical education programs |
| AF-E-02 | ED446793 | Buck, et al | 2000 | Explains how to prepare future CC AF |
| AF-E-03 | ED447530 | Burk | 2000 | Describes the phenomenon of AF exploitation by academic departments |
| AF-E-04 | ED454706 | Curry | 2001 | Depicts how AF status exacerbated challenges of teaching adult ESL CC students |
| AF-E-05 | ED443446 | Fischer | 2000 | Compares CC AF salaries in Florida |
| AF-E-06 | ED451735 | Grieve, et al | 2000 | Offers a compendium of information regarding various topics affecting CC AF |
| AF-E-07 | ED454898 | Jacobs | 2001 | Discusses the decreasing the number of AF at a Utah CC to increase faculty standards |
| AF-E-08 | ED451870 | Labeouf | 2000 | Highlights problems in using AF at CCs, and ways to avoid future conflicts |
| AF-E-09 | ED443452 | Lyons, et al | 2000 | Chronicles a five-component plan to develop AF |
| AF-E-10 | ED450866 | Marashio, et al | 2000 | Provides a compendium of information, to include an article about AF as academic citizens |

| AF-E-11 | ED439758 | Miller, et al | 2000 | Provides a compendium of information, to include evaluating and improving CC AF efforts |
| AF-E-12 | ED454937 | Nussbaum | 2001 | Argues that AF are used when full-timers should be utilized, and that AFs warrant more pay |
| AF-E-13 | ED440671 | Phillippe, et al | 2000 | Provides a compendium that addresses CC staffing and the increases in AF |
| AF-E-14 | ED454180 | Price, et al | 2000 | Explores how growing numbers of AF affect elementary and high school teachers |
| AF-E-15 | ED447500 | Schell, et al | 2001 | Provides a compendium that addresses the counterproductive conditions in which AF teach, and their roles/rewards |
| AF-E-16 | ED454904 | Weglarz | 2000 | Offers a study of AF job satisfaction |
| AF-E-17 | ED448476 | Weispfenning | 2000 | Explains how to avoid the job-related abuse of AF |

**Journal articles**

| AF-J-01 *Academe,* v. 87, no. 4, pp. 37-41, Jul-Aug | EJ631178 | Cassebaum | 2001 | Describes how a class rift between full-time and AF makes for lose-lose v. 87, scenario |
| AF-J-02 *Change,* v. 32, no. 3, pp. 38-43, May-Jun | EJ609961 | Fulton | 2000 | Highlights the plight of AF in Higher Education, and how they can enhance the quality of CC programs |
| AF-J-03 *New Directions for Institutional Research,* v. 27, no. 1, pp. 77-86, Spring | EJ611512 | Gappa | 2000 | Details employment conditions and levels of satisfaction of AF |
| AF-J-04 *College Composition and Communication,* v. 52, no. 1, pp. 43-68, Sep | EJ614463 | Harris | 2000 | Shows how material interests of AF can conflict with institutional norms and objectives |
| AF-J-05 *Planning for Higher Education,* v. 28, no. 3, pp. 45-54, Spring | EJ605206 | Kirk | 2000 | Addresses the problems of AF in the context of teaching quality |
| AF-J-06 *Thought & Action,* v. 16, no. 1, pp. 99-106, Summer | EJ613164 | Laiacona | 2000 | Describes how unionization improved the salaries and voices of AF |
| AF-J-07 *Social Policy,* v. 30, no. 4, pp. 4-10, Summer | EJ609182 | Mattson | 2000 | Details the academic labor movement of AF in higher education and what can be done |
| AF-J-08 *Academe,* v. 86, no. 6, pp. 34-37, Nov-Dec | EJ618321 | Moser | 2000 | Offers way to organize AF to improve their working conditions and status |

| AF-J-09 | EJ629926 | Naquin | 2001 | Provides a review of the legal implications of relying on AF |
| *Inquiry,* | | | | |
| v. 6, no. 1, pp. 34-42, Spring | | | | |

| AF-J-10 | EJ635284 | Perna | 2001 | Examines how the concentration of AF women is related to family needs |
| *Journal of Higher Education,* | | | | |
| v. 72, no. 5, pp. 584-611, Sep-Oct | | | | |

| AF-J-11 | EJ635321 | Smallwood | 2001 | Discusses how a stint as an AF converted a union foe to a labor activist |
| *Chronicle of Higher Education,* | | | | |
| v. 48, no. 10, pp. A16-A17, Nov | | | | |

| AF-J-12 | EJ631144 | Smallwood | 2001 | Provides a "survival manual" for AF |
| *Chronicle of Higher Education,* | | | | |
| v. 47, no. 47, pp. A12-A14, Aug | | | | |

| AF-J-13 | EJ603851 | Tyree, et al | 2000 | Addresses the need to improve the working conditions of AF |
| *Community College Journal,* | | | | |
| v. 70, no. 4, pp. 24-28, Feb-Mar | | | | |

| AF-J-14 | EJ628187 | Unger | 2000 | Describes the academic apartheid and predicament of AF |
| *Thought & Action,* | | | | |
| v. 16, no. 2, pp. 61-64, Fall | | | | |

| AF-J-15 | EJ623666 | Valadez, et al | 2001 | Reports on commitment of CC AF: roles, benefits, and job security |
| *Community College Journal of Research and Practice,* | | | | |
| v. 25, no. 2, pp. 97-108, Feb | | | | |

| AF-J-16 | EJ635277 | Volk, et al | 2001 | Discusses institutional resource allocation—high AF usage |
| *Journal of Higher Education,* | | | | |
| v. 72, no. 4, pp. 387-413, Jul-Aug | | | | |

| AF-J-17 | EJ633289 | Winter, et al | 2001 | Chronicles the effects of full-time versus AF, in response to the aging of CC instructors |
| *Community College Review,* | | | | |
| v. 29, no. 1, pp. 18-34, Summer | | | | |

## Dual/Concurrent (DC) Credit

**Dissertations**

| | | | | |
|---|---|---|---|---|
| DC-D-01 | Virginia Polytechnic Institute | Catron | 2001 | Chronicles the *Virginia Plan for Dual Enrollment*—provides a history of the plan and relevant administration issues |
| DC-D-02 | U. of Texas | Chew | 2000 | Explores planning factors for DC credit and distance-learning programs for special populations |
| DC-D-03 | Texas A&M-Commerce | Davis | 2001 | Compares and contrasts levels of career indecision and personalities of DC enrollment high school and CC students |
| DC-D-04 | U. of Missouri-Columbia | Girardi | 2001 | Identifies 14 factors to predict public high school DC partnerships with Missouri colleges and universities |
| DC-D-05 | Brigham Young U. | Kruger | 2000 | Determines cost savings of DC enrollments for state of Utah coffers |
| DC-D-06 | Northern Arizona U. | Lee | 2001 | Explores success of a CC vocational program offering DC enrollment |
| DC-D-07 | U. of Utah | Sagers | 2000 | Evaluates program quality and acceleration of DC enrollments |

**ERIC documents**

| | | | | |
|---|---|---|---|---|
| DC-E-01 | ED447851 | Andrews | 2000 | Presents findings of Illinois survey about DC enrollments and state funding issues |
| DC-E-02 | ED463823 | Andrews | 2001 | Outlines nationwide DC programs |
| DC-E-03 | ED459662 | Arendale | 2001 | Discusses developmental education issues and trends, and potential for strategies for DC |
| DC-E-04 | ED450645 | Ctr. for CC Policy | 2001 | Presents chart-form data about state policies related to DC options for high school students |
| DC-E-05 | ED457947 | Kruger | 2000 | Determines cost savings of DC enrollments for state of Utah coffers |
| DC-E-06 | ED448815 | Palmer | 2000 | Provides a compendium of information for establishing/sustaining DC programs between CCs and local school districts |
| DC-E-07 | ED451856 | Schuetz | 2000 | Covers ways for high schools and CCs to build successful student transitions |
| DC-E-08 | ED452766 | Virginia Council of Higher Education | 2001 | Discusses DC programs and how they can help students plan for college |

## Journal articles

DC-J-01        EJ620264        Andrews        2000        Describes DC trends, examples, and
*New Directions for Community Colleges,*        issues; provides several lessons learned
        v. 27, no. 4, pp. 31-39

DC-J-02        EJ631181        Andrews        2000        Examines state initiatives, quality
*Journal of Staff, Program, & Organization Development,*        issues, and course types of DC
        v. 17, no. 4, pp. 201-206, Winter        programs

DC-J-03        EJ609586        Lowery, et al        2000        Describes successful DC program
*American Secondary Education,*        involving small rural Texas high school
        v. 28, no. 4, pp. 22-26, Summer        and a nearby CC

DC-J-04        EJ645736        Marshall, et al        2002        Studies perceptions of 33 Illinois high
*Community College Journal of Research and Practice,*        school students enrolled in a DC
        v. 26, no. 3, pp. 237-242, Mar        program

## Economic Development and Workforce (EDW)

### Dissertations

| ID | Institution | Author | Year | Description |
|---|---|---|---|---|
| EDW-D-01 | U. of Southern Cal. | Camacho | 2001 | Offers a qualitative look at contract education and EDW efforts in a multi-campus Southern California CC district |
| EDW-D-02 | U. of Louisville | Cotham | 2000 | Examines perceptions of CC leaders regarding EDW issues in Tennessee |
| EDW-D-03 | E. Tenn. St. U. | Fulmer | 2002 | Describes initiation of a Virginia CC consortium to promote EDW goals |
| EDW-D-04 | U. of Nevada-Reno | Gaskin | 2000 | Discusses CC mission expansion in California to address EDW objectives |
| EDW-D-05 | E. Tenn. St. U. | Grau | 2001 | Chronicles EDW through business incubation at Tennessee CCs |
| EDW-D-06 | Baylor U. | Johnson | 2000 | Provides a self-audit tool to gauge EDW performance at CCs |
| EDW-D-07 | Texas A&M U. | Nobles | 2001 | Addresses gaps in the research about basing workforce education on a state system of established skill standards |
| EDW-D-08 | Northern Illinois U. | Saunders | 2000 | Covers selected facets of federal and state decision-making regarding EDW |
| EDW-D-09 | Iowa State U. | Vittetoe | 2001 | Identifies EDW as a likely area of focus external constituencies use to gauge a CC leader's service to the community |

### ERIC documents

| ID | ED# | Author | Year | Description |
|---|---|---|---|---|
| EDW-E-01 | ED439743 | Carnevale | 2000 | Discusses career qualifications and the challenges CCs face in educating and training the workforce |
| EDW-E-02 | ED456946 | Cunningham | 2000 | Describes EDW efforts at tribal colleges |
| EDW-E-03 | ED441949 | State of Florida | 2000 | Reviews CC EDW programs in Florida |
| EDW-E-04 | ED459878 | Gaskin | 2000 | Discusses CC mission expansion in California to address EDW objectives |
| EDW-E-05 | ED463801 | Hanks, et al | 2002 | Explores the divisive issue of providing effective EDW services from within a traditionally-run CC |
| EDW-E-06 | ED463814 | Hawaii Univ. | 2002 | Details the strategic plan for the Univ. of Hawaii CCs; includes system-wide promotion of EDW priorities |
| EDW-E-07 | ED451874 | Hilbert, et al | 2000 | Highlights collaborative effort in North Carolina between a CC and university to promote EDW objectives |

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|---|---|---|---|---|
| EDW-E-08 | ED456868 | Hodge | 2000 | Details efforts by a Washington state CC to measure its short-term and long-term EDW contributions |
| EDW-E-09 | ED450834 | Houston CC | 2000 | Describes Houston CC's contributions to the City of Houston's EDW needs |
| EDW-E-10 | ED462121 | Houston CC | 2001 | Summarizes Houston CC's effectiveness in meeting its EDW goals |
| EDW-E-11 | ED464697 | Howard CC | 2001 | Assesses EDW contributions by a CC in Maryland |
| EDW-E-12 | ED446792 | Illinois CC Board | 2000 | Highlights accountability and EDW initiatives of 48 CCs in Illinois |
| EDW-E-13 | ED440253 | Imel | 2000 | Discusses education's role in developing welfare-to-work programs |
| EDW-E-14 | ED443458 | Knutzen | 2000 | Highlights key points and trends from the strategic plan for Columbia Basin (WA) College; includes EDW findings |
| EDW-E-15 | ED464666 | Lancaster | 2000 | Provides annual EDW report of North Carolina's CC system |
| EDW-E-16 | ED450856 | Levin | 2001 | Covers effects of globalization on CCs, to include government policies that emphasize EDW outcomes |
| EDW-E-17 | ED463811 | Nat'l Ctr. for Higher Education Management Systems | 2001 | Focuses on CC services provided in Pennsylvania to strengthen EDW priorities |
| EDW-E-18 | ED445723 | North Carolina CC System | 2000 | Presents state EDW initiatives, goals, and objectives |
| EDW-E-19 | ED455896 | North Carolina CC System | 2001 | Identifies state EDW goals to develop programs for each service area |
| EDW-E-20 | ED453855 | Santa Fe CC | 2000 | Describes Florida's future goals, to include student-centered EDW initiatives |
| EDW-E-21 | ED455400 | Schwager, et al | 2000 | Details need for more EDW collaboration between California CCs and the information technology industry |
| EDW-E-22 | ED457887 | Texas HIED Coordinating Board | 2000 | Assesses EDW factors likely to affect the state's CCs through 2005 |
| EDW-E-23 | ED443461 | Tollefson | 2000 | Describes national characteristics of CCs, and how EDW issues are now high-priority items in many institutions |
| EDW-E-24 | ED452366 | Wonacott | 2001 | Emphasizes critical nature of leadership in career and technical education |

**Journal articles**

| | | | | |
|---|---|---|---|---|
| EDW-J-01 | EJ633304 | Boggs | 2001 | Contends that CCs have emerged as the nation's leaders in EDW |
| *Community College Journal*, v. 72, no. 1, pp. 23-26, Aug-Sep | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-02 | ------------- | Breeden | 2002 | Discusses the Georgia technical college system's training innovations in EDW |
| *Community College Journal*, v. 72, no. 6, pp. 36-39, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-03 | EJ629925 | Drury | 2001 | Proposes creation of an entrepreneurial college within CCs to emphasize EDW by offering non-credit courses |
| *Inquiry*, v. 6, no. 1, pp. 26-33, Spring | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-04 | EJ631370 | Elsner | 2001 | Describes key points from AACC's first summit on EDW |
| *Community College Journal*, v. 71, no. 6, pp. 18-23, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-05 | ------------- | Forde | 2002 | Chronicles how CCs have advanced EDW nationwide |
| *Community College Journal*, v. 72, no. 6, pp. 32-35, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-06 | ------------- | Heelan | 2000 | Underscores important contributions made by CCs to support EDW goals |
| *Community College Journal*, v. 70, no. 6, p. 6, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-07 | EJ631376 | Lerman, et al | 2001 | Declares that CCs could be the nation's leading trainers/retraining suppliers of future information technology workers |
| *Community College Journal*, v. 71, no. 6, pp. 41-44, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-08 | EJ632974 | Levin | 2001 | Examines governmental policies of U. S. and Canada toward EDW goals in CCs |
| *Higher Education*, v. 42, no. 2, pp. 237-262, Sep | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-09 | EJ631377 | Moisan | 2001 | Chronicles how a CC in Oregon helped open a workforce transition center after a major local employer closed its doors |
| *Community College Journal*, v. 71, no.6, pp. 45-47, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-10 | EJ633305 | Risley | 2001 | Analyzes the CC balance of power shift between general education proponents and supporters of EDW goals/objectives |
| *Community College Journal*, v. 72, no. 1, p. 27, Aug-Sep | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-11 | ------------- | Russell | 2001 | Highlights Michigan's network of CC training centers to ensure technical skills training for business and industry |
| *Community College Journal of Research and Practice*, v. 25, no. 9, pp. 703-714, Oct-Nov | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-12 | ------------- | Templin | 2002 | Argues that CCs should facilitate the creation of an industry-driven EDW strategy in sectors most likely to be influenced by technology |
| *Community College Journal*, v. 72, no. 6, pp. 8-12, Jun-Jul | | | | |

| | | | | |
|---|---|---|---|---|
| EDW-J-13 | EJ613469 | Thomas, et al | 2000 | Describes how one Minnesota CC addressed a workforce issue by developing customized training |
| *Community College Journal*, v. 70, no. 6, pp. 28-31, Jul | | | | |

# Development/Fund-Raising (DFR)

## Dissertations
None

## ERIC documents

| | | | | |
|---|---|---|---|---|
| DFR-E-01 | ED461390 | Anderson | 2001 | Purports that DFR efforts at CCs lag for three distinct reasons; offers strategies to counteract DFR problems |
| DFR-E-02 | ED463802 | Castro, et al | 2000 | Analyzes CCs as models for adaptation in Latin America; suggests that the private sector should do more with CCs |
| DFR-E-03 | ED457895 | de la Garza | 2000 | Explores various ways CCs are financed |
| DFR-E-04 | ED455903 | Hall | 2001 | Focuses on grant development and both public and private grant sources available to CCs |
| DFR-E-05 | ED455986 | Institute for Higher Higher Education | 2000 | Describes funding issues surrounding tribal college infrastructure development |
| DFR-E-06 | ED439737 | Merisotis, et al | 2000 | Addresses trends in CC financing, to include reliance on private programs |
| DFR-E-07 | ED441361 | Resek, et al | 2000 | Examines higher education costs in Illinois; includes costs paid by donations and endowments |
| DFR-E-08 | ED457903 | Roueche, et al | 2001 | Reports how a Colorado CC improved student success by seeking external funding support |
| DFR-E-09 | ED451844 | Western Iowa Tech | 2000 | Chronicles strategic planning initiatives to increase financial support through development of new funding sources |

## Journal articles

| | | | | |
|---|---|---|---|---|
| DFR-J-01 Community College Journal, v. 72, no. 4, pp. 16-19, Mar | EJ643589 | Brumbach | 2002 | Applies "growth pole theory" to CC development; advises CCs to take an entrepreneurial approach to education |
| DFR-J-02 Community College Journal, v. 72, no. 4, pp. 28-32, Mar | EJ643592 | Craft, et al | 2002 | Discusses ways in which CCs are approaching DFR issues |
| DFR-J-03 Community College Journal, v. 72, no. 4, pp. 20-23, Mar | EJ643590 | Edwards | 2002 | Discusses planned giving for CCs; offers overview of associated tax laws and details items for a CC DFR plan |
| DFR-J-04 Community College Journal of Research and Practice, v. 26, no. 1, pp. 47-60, Jan | EJ641667 | Hall | 2002 | Discusses conceptual link between DFR and relationship building; asserts that CCs have relationship-building expertise |

DFR-J-05   EJ641663   Jackson, et al   2002
*Community College Journal of Research and Practice*,
v. 26, no. 1, pp. 1-6, Jan

Discusses new trends in CC DFR; suggests that many CC presidents have little data to help DFR efforts

DFR-J-06   EJ615355   Jackson, et al   2000
*Community College Journal of Research and Practice*,
v. 24, no. 9, pp. 729-744, Nov

Identifies and rank orders trends and issues affecting private fund-raising at 42 North Carolina CCs

DFR-J-07   EJ641664   Keener, et al   2002
*Community College Journal of Research and Practice*,
v. 26, no. 1, pp. 7-23, Jan

Reports that resource development in CC grants and foundations offices are providing substantial external revenue

DFR-J-08   EJ632926   Penney   2001
*Metropolitan Universities: An International Forum*,
v. 12, no. 2, pp. 44-48, Spring

Discusses collaborative effort between a Massachusetts university and area CCs to jointly increase fund-raising

DFR-J-09   EJ629636   Pulley   2001
*Chronicle of Higher Education*,
v. 47, no. 34, pp. A28-A30, May

Provides data on college fund-raising, to include CC giving

DFR-J-10   EJ603854   Roueche   2000
*Community College Journal*,
v. 70, no. 5, pp. 16-22, Apr

Asserts that relationship building is still best strategy for insuring future survival of CCs

DFR-J-11   EJ625091   Selingo   2001
*Chronicle of Higher Education*,
v. 47, no. 29, pp. A28-A30, Mar

Describes fund-raising of Penn State University president and turning two-year branches into four-year institutions

DFR-J-12   EJ605400   Watkins   2000
*Community College Journal of Research and Practice*,
v. 24, no. 2, pp. 95-106, Feb

Examines how public CCs generated revenue from grants and contracts, in the face of a recession

## Technology and Distance Education (TDE)

**Dissertations**

| | | | | |
|---|---|---|---|---|
| TDE-D-01 | Colorado State U. | Aljarrah | 2000 | Establishes evaluative data about online courses taken by CC students; offers baseline of knowledge to develop and improve online courses |
| TDE-D-02 | Eastern Mich. U. | Austin | 2000 | Focuses on key factors involved in creating quality TDE programs at 3 CCs |
| TDE-D-03 | E. Tenn. St. U. | Benton | 2001 | Studies perceptions of CC chief academic officers and chief TDE officers, regarding faculty satisfaction toward online distance education |
| TDE-D-04 | U. of Central Florida | Berg | 2001 | Compares CC student learning styles, instructional preferences, withdrawal rates, and performances between online and traditional English classes |
| TDE-D-05 | Oregon St. U. | Blount | 2002 | Describes and communicates a student-constructed model of student services for TDE |
| TDE-D-06 | U. of Sarasota | Bressler | 2000 | Examines factors of existing CC TDE learning programs which aid in program success |
| TDE-D-07 | Oregon St. U. | Cannon | 2001 | Identifies internal support systems that contribute to success of CC faculty teaching in a TDE setting |
| TDE-D-08 | Geo. Mason U. | Cassidy | 2002 | Reports on the state and applicability of accredited TDE studio art courses at CCs and universities |
| TDE-D-09 | U. of Alabama | Colagross | 2000 | Examines and compares perceptions of administrators at 29 Alabama CCs concerning TDE issues |
| TDE-D-10 | Florida Atlantic U. | Coleman-Ferrell | 2001 | Develops a predictive model of CC student performance in Internet-based TDE courses |
| TDE-D-11 | Texas Tech U. | Crouch | 2001 | Investigates Texas CC faculty and administrator perceptions and satisfaction regarding online courses and institutional TDE policies |
| TDE-D-12 | U. of California-Santa Barbara | DelVecchio | 2001 | Compares CC student inputs, actions, and outcomes between an online and traditional English course |

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| TDE-D-13 | Geo. Mason U. | Douglas | 2002 | Explores online criminal justice course delivery at the CC level, and issues surrounding TDE for police officers |
| TDE-D-14 | Capella U. | Ganey | 2000 | Uses Myers-Briggs Type Indicator to determine which CC students are more likely to enroll and participate in TDE courses |
| TDE-D-15 | Florida St. U. | Gilbert | 2000 | Compares traditional and nontraditional CC students, and how TDE courses and perceptions of faculty contact impact the retention of students in each category |
| TDE-D-16 | Texas A&M-Commerce | Glenn | 2001 | Compares traditional CC learning environments with TDE course opportunities |
| TDE-D-17 | Geo. Mason U. | Guiliano | 2001 | Focuses on TDE implementation of CC introductory composition courses, to help students master subject matter |
| TDE-D-18 | U. of Sarasota | Harakal | 2000 | Studies a TDE consortium supporting a New Jersey CC, 3 area high schools, and a county public library |
| TDE-D-19 | U. of Florida | Hodge | 2000 | Analyzes differences between states that have a TDE policy for CCs, and those that do not |
| TDE-D-20 | U. of Arkansas | Inbody | 2000 | Determines if television production techniques for an Oklahoma CC TDE course impacted student attendance, attention, and satisfaction |
| TDE-D-21 | Indiana St. U. | Keen | 2001 | Examines a variety of issues surrounding CC faculty and administrator perceptions about TDE |
| TDE-D-22 | Northern Illinois U. | Kovala | 2000 | Focuses on TDE policies emerging from development of online courses, and how these courses can transform a CC |
| TDE-D-23 | U. of Houston | Loffredo | 2001 | Compares TDE delivery of a CC physical education course with two other instructional styles for the same subject |
| TDE-D-24 | Northern Arizona U. | Moore | 2001 | Compares perspectives, demographics, and experiences of CC students enrolled in both TDE and traditional courses |
| TDE-D-25 | North Carolina State U. | Noble | 2000 | Profiles demographics of CC radiological technology faculty nationwide, and their attitudes toward TDE |

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| TDE-D-26 | Geo. Washington U. | O'Ouinn | 2002 | Determines what factors motivate CC faculty to participate in TDE |
| TDE-D-27 | U. of Central Florida | Ricci | 2002 | Describes the system infrastructure needs and perceptions of 28 Florida CCs regarding TDE course delivery |
| TDE-D-28 | Northern Illinois U. | Schilke | 2001 | Studies attrition from web-based CC courses by reviewing experiences of learners who withdrew from classes |
| TDE-D-29 | Pepperdine U. | Shihadi | 2001 | Addresses receptivity to online instruction and ways to develop or update curriculum to incorporate TDE |
| TDE-D-30 | Northern Illinois U. | Siebert | 2000 | Examines the level of concern among CC faculty toward TDE programs that use interactive television |
| TDE-D-31 | Auburn U. | Smith | 2001 | Compares levels of success between Alabama CC students attending traditional and TDE presentations of introductory algebra |
| TDE-D-32 | U. of Alabama | Taylor | 2000 | Determines the challenges facing CC faculty and administrators in designing and implementing a TDE program |
| TDE-D-33 | Virginia Commonwealth U. | Terrell | 2001 | Evaluates a variety of issues facing full-time CC counselors in Virginia; identifies TDE as having a major impact on their roles as educational counselors |
| TDE-D-34 | U. of Cincinnati | Waldrop | 2000 | Examines the design, implementation, and evaluation of TDE courses at an Ohio CC |
| TDE-D-35 | U. of Southern Mississippi | Wiggins | 2000 | Examines relationships between a wide range of factors and course satisfaction and grade achievement for TDE classes at a Mississippi CC |
| TDE-D-36 | Texas A&M U. | Williamson | 2000 | Compares CC faculty and staff perceptions of distance technology before and after training |

**ERIC documents**

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| TDE-E-01 | ED462118 | Bower, et al | 2001 | Analyzes student satisfaction levels with interactive television courses and instructors at 3 Florida CCs |
| TDE-E-02 | ED463782 | Carl Sandburg CC | 2001 | Describes the development of technology infrastructures between an Illinois CC and local K-12 schools to promote active student learning |

| TDE-E-03 | ED445766 | Connecticut CC System | 2000 | Presents the TDE plan for all CCs within Connecticut |
| TDE-E-04 | ED439749 | Florida State Board of CCs | 2000 | Focuses on two-way interactive courses to learn more about student and faculty perceptions of TDE learning |
| TDE-E-05 | ED459899 | Germanna CC | 2001 | Reports progress within the Virginia CC system; assesses TDE efforts |
| TDE-E-06 | ED452814 | Hengehold, et al | 2000 | Provides Virginia's CC infrastructure plan for TDE |
| TDE-E-07 | ED445859 | Jensen | 2000 | Describes TDE infrastructure between a rural Nebraska school district and an area CC |
| TDE-E-08 | ED455751 | Lee | 2001 | Argues that staff development may be the biggest constraint CCs face in establishing TDE courses |
| TDE-E-09 | ED464525 | Loane | 2001 | Discusses accreditation issues surrounding TDE |
| TDE-E-10 | ED454915 | Lund, et al | 2000 | Explores how an Arizona CC overcame many obstacles in fielding interactive television courses |
| TDE-E-11 | ED457893 | Marashio, ed. | 2001 | Addresses wide range of articles about New Hampshire CCs, to include the impact of TDE |
| TDE-E-12 | ED447843 | Milliron, et al | 2000 | Provides major assessment of TDE, and its impact on learning within CCs |
| TDE-E-13 | ED464630 | Nunaley, et al | 2002 | Explores the various stages through which CC faculty members progress, when being trained for TDE |
| TDE-E-14 | ED457334 | Olmstead | 2001 | Analyzes academic performance of students enrolled in a TDE dental hygiene program at a Wisconsin CC |
| TDE-E-15 | ED444407 | Phipps, et al | 2000 | Identifies 24 benchmarks essential to ensuring excellence in Internet-based TDE learning |
| TDE-E-16 | ED451861 | Pruett | 2000 | Provides the technology master plan for one Virginia CC |
| TDE-E-17 | ED457889 | Rogers | 2001 | Analyzes funding issues related to TDE in the North Carolina CC system |

| TDE-E-18 | ED454929 | Ross | 2001 | Details "hybrid" curriculum of an Arizona CC English class that simultaneously exposes students to both online and traditional classroom instruction |
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| TDE-E-19 | ED448840 | Ross | 2000 | Details Arizona CC English professor's experiences in a Hybrid Electronic Course; format led to more interaction with students, but was harder to teach |
| TDE-E-20 | ED439744 | Ryland | 2000 | Explores how CCs are charting their future paths by emphasizing TDE |
| TDE-E-21 | ED444617 | Simpson, et al | 2000 | Describes problems faced and strategies used to resolve issues affecting TDE program at a Texas CC |
| TDE-E-22 | ED455901 | Stern | 2001 | Credits CC learning assistance centers with enhancing student success; discusses computer-aided instruction |
| TDE-E-23 | ED463012 | Sullivan | 2001 | Addresses how CCs will position themselves, in light of the future of educational technology and learning |
| TDE-E-24 | ED446722 | van Dusen | 2000 | Examines issues of access, cost, and quality in TDE programs |
| TDE-E-25 | ED457941 | Virginia CC System | 2001 | Provides final report of the state's efforts to develop a TDE strategic plan |
| TDE-E-26 | ED461391 | Wallace, ed | 2002 | Includes various newsletters on institutional effectiveness at a Texas CC; includes report on TDE learning |
| TDE-E-27 | ED463025 | Western Assoc. of Schools & Colleges | 2001 | Includes various reports on CC accreditation issues, to include TDE |
| TDE-E-28 | ED458894 | Wisconsin Tech. College System Board | 2001 | Provides an eTech College plan for governance, curriculum, student services, marketing, and tech support |
| TDE-E-29 | ED452368 | Wonacott | 2001 | Discusses implications of TDE for career and technical education programs; underscores critical nature of faculty development for TDE courses |
| TDE-E-30 | ED438010 | Zeszotarski | 2000 | Expands the definition of computer literacy for CC students |

**Journal articles**

| TDE-J-01 | EJ639653 | Berg | 2001 | Discusses issues concerning TDE, such as meaningful ways to use the Internet, and the pros and cons of posting lecture notes |
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*Michigan Community College Journal: Research and Practice,* v. 7, no. 2, pp. 9-28, Fall

TDE-J-02    EJ645745    Caverly, et al    2002
*Journal of Developmental Education,*
v. 25, no. 3, pp. 35-36, Spring

Explores "type 3" online educational discussions, in which instructors create online learning communities

TDE-J-03    EJ643576    Cooley, et al    2001
*Journal of Faculty Development,*
v. 18, no. 1, pp. 35-47

Analyzes professional development aspects of incorporating information technology into teaching and learning

TDE-J-04    EJ645761    Cote    2001
*Community & Junior College Libraries,*
v. 10, no. 2, pp. 61-77

Discusses ways to provide CC library services to students in TDE classes

TDE-J-05    EJ621916    Darnell, et al    2000-2001
*Community College Journal,*
v. 71, no. 3, pp. 21-23, Dec-Jan

Describes CC accomplishments and lessons learned in developing a virtual campus and TDE courses/programs

TDE-J-06    EJ611803    Davis    2000
*Community & Junior College Libraries,*
v. 9, no. 2, pp. 3-13

Asserts that library services for TDE students should be tailored to specific needs, since many CCs fail to provide special services for distance learners

TDE-J-07    EJ613413    Donlevy    2000
*International Journal of Instructional Media,*
v. 27, no. 3, pp. 225-230

Weighs value of TDE programs to improve access to college and increase success of economically disadvantaged and under-served student populations

TDE-J-08    EJ637675    Farmer    2001
*Community College Journal,*
v. 72, no. 2, pp. 34-39, Nov

Provides planning guidelines for North Carolina's development of a virtual learning community for 58 state CCs

TDE-J-09    EJ621670    Flynn    2000
*Educause Quarterly,*
v. 23, no. 4, pp. 34-37

Discusses use of information technology to enhance CC academic offerings and focus on diversity of students

TDE-J-10    EJ637672    Hancock    2001
*Community College Journal,*
v. 72, no. 2, pp. 16-21, Nov

Explores how technology can improve CC mission attainment

TDE-J-11    EJ637678    Hengehold    2001
*Community College Journal,*
v. 72, no. 2, pp. 50-54, Nov

Reports that Virginia CCs have partnered to establish a robust network of TDE offerings

TDE-J-12    EJ637673    Lord, et al    2001
*Community College Journal,*
v. 72, no. 2, pp. 22-31, Nov

Discusses a Georgia CC's decision to provide every student and faculty member a laptop; explores why student headcount has nonetheless fallen

TDE-J-13    EJ628410    Milliron    2001
*Michigan Community College Journal:*
*Research and Practice,*
v. 7, no. 1, pp. 75-78, Spring

Discusses how educators can use e-mail to cultivate learning-centered conversations with diverse students

TDE-J-14    EJ625268    Palma-Rivas    2000
*New Directions for Community Colleges,*
v. 28, no. 4, pp. 73-83, Winter

Examines TDE program implementation from a minority student's perspective

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| TDE-J-15 | EJ649245 | Perez, et al | 2002 | Describes a CC research project that explored the implementation of a successful TDE programs involving developmental math courses |

*T. H. E. Journal,*
  v. 29, no. 8, pp. 16, 20-22, 24, Mar

| | | | | |
|---|---|---|---|---|
| TDE-J-16 | EJ637674 | Reichard | 2001 | Argues that CCs should require students to own laptops; doing so will reduce institutional technology costs |

*Community College Journal,*
  v. 72, no. 2, p. 32, Nov

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|---|---|---|---|---|
| TDE-J-17 | EJ639664 | Sullivan | 2001 | Examines the role that gender plays in how CC students evaluate their TDE experiences |

*Community College Journal of Research and Practice,*
  v. 25, no. 10, pp. 805-818, Dec

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|---|---|---|---|---|
| TDE-J-18 | EJ597675 | Swalec, et al | 2000 | Summarizes how one Illinois CC used multiple technologies to serve a diverse group of students |

*Community College Journal,*
  v. 70, no. 3, pp. 42-46, Dec-Jan

## Student Retention (SR)

**Dissertations**

| | | | | |
|---|---|---|---|---|
| SR-D-01 | U. of Wyoming | Arndt | 2000 | Examines whether a one-semester orientation/survival skills course aided retention of high-risk CC students |
| SR-D-02 | Seattle U. | Baca | 2000 | Analyzes effects of personalized intervention by CC staffers on student retention during first year of college |
| SR-D-03 | U. of Utah | Bergerson | 2002 | Explores how new students make sense of an institution's efforts to integrate them into a college community, and how their precollege values affect retention |
| SR-D-04 | U. of Central Florida | Billings | 2001 | Determines how student support programs, services, and activities affect retention among CC minority students |
| SR-D-05 | U. of Florida | Bilsky | 2000 | Explores whether CC target groups share common perceptions of, and satisfaction with, their institution, and how these affect student retention |
| SR-D-06 | U. of Oregon | Bishop | 2001 | Uses Tinto's theory of retention to analyze the outcomes of a policy change on the success of students not making satisfactory academic progress |
| SR-D-07 | U. of North Carolina at Greensboro | Boyles | 2000 | Examines a structural model for predicting student retention at a CC |
| SR-D-08 | U. of Massachusetts at Amherst | Brinkerhoff | 2000 | Investigates factors that contribute to adult undergraduate student success, and how faculty-student interaction affects retention |
| SR-D-09 | East Tenn. St. U. | Burnett | 2001 | Determines perceptions of senior North Carolina CC administrators regarding retention efforts on their campuses for at-risk students |
| SR-D-10 | U. of Missouri, Columbia | Crabtree | 2000 | Compares performance, retention, and demographics between online and online and on-ground students |
| SR-D-11 | U. of Nevada, Las Vegas | Crawford | 2000 | Analyzes a number of Extended Opportunities Programs and Services within the California CC system, and their impact on persistence/retention |
| SR-D-12 | U. of Central Florida | Dillman | 2002 | Improves understanding of the enrollment decision and college experience of Native Americans, and recommends ways to enhance retention |

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| SR-D-13 | Florida Int'l U. | Ellison | 2002 | Examines an effective institutional response to promote freshman retention and academic success |
| SR-D-14 | U. of Northern Colorado | Fox | 2000 | Determines the interactive effects of gender, ethnicity and First-Year Experience program participation impact student adaptation to college |
| SR-D-15 | Old Dominion U. | Freeze | 2000 | Identifies noncognitive factors that can impact CC freshman academic performance and retention |
| SR-D-16 | Fielding Grad. Inst. | Garnanez | 2002 | Examines the impact a college preparation training program and student handbook can have on retention rates of Navajo college-bound students |
| SR-D-17 | Florida State U. | Gilbert | 2000 | Determines whether retention rates varied between traditional and nontraditional CC students taking the same distance education telecourses |
| SR-D-18 | Texas A&M-Commerce | Glenn | 2001 | Ascertains which public CCs in Texas have retained and graduated the highest percentage of black males, and why |
| SR-D-19 | Temple U. | Hallesky | 2001 | Examines faculty mentor actions at two-year technical colleges, since mentoring is a way to improve retention in, and enrich, undergraduate education |
| SR-D-20 | Penn State U. | Healy | 2000 | Determines the extent that the backgrounds and first-term experiences of Native American students affect their persistence into the second semester |
| SR-D-21 | East Tenn. St. U. | Henry | 2000 | Finds that a CC support services program led to higher retention and graduation rates, but not better GPAs |
| SR-D-22 | Iowa St. U. | Hernandez Milangos | 2001 | Assesses Hispanic/Latino student learning experiences and their impact CC retention, graduation, and transfer |
| SR-D-23 | U. of Akron | Horn | 2000 | Determines students' perceptions of their learning community experiences in relation to their persistence in college |
| SR-D-24 | U. of Minnesota | Johnson | 2000 | Examines factors that may influence the persistence of a CC student in rural Minnesota; highlights family involvement as significant to retention |

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| SR-D-25 | U. of Central Florida | Joseph | 2000 | Assesses effect(s) developmental advising has on the retention of students at a Florida CC |
| SR-D-26 | Ohio U. | Kafsky | 2001 | Analyzes whether the presence of a Freshman Orientation Course has a significant influence on retention rates of first-time, full-time freshman students |
| SR-D-27 | U. of Missouri, Kansas City | Matti | 2000 | Investigates the various factors that influence persistence of minority students at two CCs |
| SR-D-28 | Pepperdine U. | McDaniel | 2000 | Uses admission criteria to determine if retention of freshman students can be predicted |
| SR-D-29 | Indiana St. U. | Moman | 2002 | Examines the effects of a mentoring intervention program on student retention and GPAs at a CC |
| SR-D-30 | U. of Southern Mississippi | Pepe | 2001 | Asks if retention levels can be predicted by correlating a learning style inventory, the Gregorc Style Delineator, with CC students in selected classes |
| SR-D-31 | U. of Florida | Pitts | 2001 | Examines critical thinking skills and dispositions of CC nursing students, and correlates these items with GPAs, age, gender, and ethnicity, to predict retention and academic success |
| SR-D-32 | Arizona State U. | Scarbrough | 2002 | Investigates the impact of 12 so-called "gatekeeper courses", and their impact on CC efficiency, effectiveness, and student retention |
| SR-D-33 | U. of La Verne | Schuler | 2001 | Compares CC student satisfaction, achievement, and retention between a multimedia-based lecture and traditional lecture in a freshman chemistry course |
| SR-D-34 | North Carolina State U. | Shumate | 2001 | Predicts CC student satisfaction and retention based on the organizational climate of the institution |
| SR-D-35 | Saint Louis U. | Sleet | 2000 | Examines student retention and academic achievement from the perspective of African-Americans attending a private, mostly white college |
| SR-D-36 | Texas A&M U. | Sosa | 2000 | Compares academic success indicators of traditional high school and GED graduates entering a CC, to include retention rates |

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| SR-D-37 | Texas Tech U. | Street | 2000 | Evaluates the effects of early, regular, and late registration on the academic success and retention of CC students |
| SR-D-38 | U. of Central Florida | Thomas | 2001 | Examines the effects graphing calculators introduced in CC algebra classes had on student success, student retention, and course demographics |
| SR-D-39 | U. of Southern Cal. | Walker Marsh | 2000 | Explores institutional factors that affect academic persistence of underprepared CC freshmen |
| SR-D-40 | U. of North Carolina at Greensboro | Walther | 2000 | Provides an approach for measuring the relationships between CC student satisfaction and student retention |
| SR-D-41 | Capella U. | Watson | 2002 | Identifies factors that influenced the retention and predictors of success of selected CC respiratory care students |
| SR-D-42 | Ohio U. | Weiland | 2001 | Explores the relationships between selected student characteristics, responsibilities, and retention strategies at an Ohio CC |
| SR-D-43 | U. of the Pacific | White-Daniels | 2002 | Determines the relationship of Tech prep to student enrollment in a California CC |

## ERIC documents

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| SR-E-01 | ED449837 | Aragon, ed. | 2000 | Provides a compendium of methods and models for increasing retention and learning among CC minority students |
| SR-E-02 | ED454907 | Armstrong | 2001 | Examines predictive validity of placement test scores with course grade and retention in CC English and math classes |
| SR-E-03 | ED457211 | Basham, et al | 2001 | Assesses the usefulness of the College Student Inventory; discusses the development of practices that make retention an outcome rather than a goal |
| SR-E-04 | ED459885 | Gilbert | 2000 | Studies the high dropout rate in distance education courses |
| SR-E-05 | ED457890 | Glenn | 2001 | Identifies Texas public CCs that have graduated the highest percentage of black males; analyzes why this occurred |
| SR-E-06 | ED464662 | Hagedorn, et al | 2002 | Reports on the Los Angeles Transfer and Retention of Urban CC students, to gather data on retention and persistence |

| SR-E-07 | ED452886 | Harter | 2000 | Describes a multifaceted support program to help students attain academic success and improve institutional retention rates |
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| SR-E-08 | ED443447 | Johnson, et al | 2000 | Provides five key ingredients for a multi-dimensional retention program for first-time CC students |
| SR-E-09 | ED454890 | Jones | 2000 | Examines CC retention by comparing characteristics of students in "poor" standing with those in "good" standing |
| SR-E-10 | ED464643 | Kelly and Kross, eds. | 2002 | Analyzes many factors that can impact student success, to include the role of libraries in institutional retention efforts |
| SR-E-11 | ED455353 | Malone | 2001 | Examines both white and African American faculty responses to retention issues affecting African American students on "white" college campuses |
| SR-E-12 | ED465038 | Matus-Grossman, et al | 2001 | Suggests several models and strategies for CCs wishing to increase access and retention for low-wage workers |
| SR-E-13 | ED464520 | Milam | 2001 | Describes the emerging study known as Knowledge Management, a field that can enable colleges to increase student retention and graduation rates |
| SR-E-14 | ED453875 | Miami-Dade CC | 2001 | Addresses retention rates of students enrolled in Miami-Dade's new "College Survival Skills" intervention courses |
| SR-E-15 | ED459038 | Nevarez | 2001 | Explains how institutional climates that help students retain their cultural identity, while developing a sense of belonging, can improve retention rates |
| SR-E-16 | ED448796 | Northern Virginia CC | 2000 | Examines patterns of "fall to spring" retention rates of first-time CC students |
| SR-E-17 | ED446799 | Rajasekhara, et al | 2000 | Investigates two types of retention, semester and annual, and how they vary by student status, race, gender, degree sought, and age |
| SR-E-18 | ED445718 | Romero, ed. | 2000 | Chronicles strategic enrollment management plan development to specifically increase student enrollment and improve retention at a CC |

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| SR-E-19 | ED451978 | Saggio | 2001 | Examines the impact of institutional culture on American Indian and Alaska Native students' persistence beyond the freshman year at a bible college |
| SR-E-20 | ED463777 | Shields | 2002 | Displays CC longitudinal minority enrollment data and trends to assist in future minority student recruitment and retention |
| SR-E-21 | ED444617 | Simpson, et al | 2000 | Describes the issues faced and strategies implemented to resolve low retention rates, and other problems, in a CC distance learning program |
| SR-E-22 | ED455901 | Stern | 2001 | Defines the concept known as Learning Assistance Centers, and focuses on how they can enhance academic success and student retention |
| SR-E-23 | ED463792 | Stewart, et al | 2001 | Showcases predictive models to identify student characteristics associated with persistence and success in a CC administration of justice program |
| SR-E-24 | ED458855 | Swing, ed. | 2001 | Provides a collection of essays about assessing the first-year experience of college students; includes an essay about national research on retention |
| SR-E-25 | ED451859 | Szelenyi | 2001 | Reviews recent approaches and models for diverse CC learning environments, to include fostering retention and educational achievement of minorities |
| SR-E-26 | ED446633 | Thayer | 2000 | Reviews recent literature about retention in higher education; highlights factors affecting students from low income and first generation backgrounds |
| SR-E-27 | ED456877 | Tidewater CC | 2001 | Provides the results of a distance learning study, to determine enrollment patterns, retention, and success rates in distance learning courses |
| SR-E-28 | ED465390 | Viterito, et al | 2002 | Discusses the need to improve CC recruitment and retention efforts to help resolve the national shortage of registered nurses |
| SR-E-29 | ED459877 | Wilson | 2001 | Examines the collaborative retention efforts of a CC and four-year university to jointly encourage students to remain in a teacher education program |

## Journal articles

SR-J-01    EJ645752          Andreu          2002
*Community College Journal of Research and Practice,*
          v. 26, no. 4, pp. 333-344, May

Provides more than 20 variables institutional researchers may choose when researching CC retention issues based on Tinto's and Bean's models

SR-J-02    EJ613504          Armstrong          2000
*Community College Journal of Research and Practice,*
          v. 24, no. 8, pp. 681-695, Sep

Examines the predictive validity of placement test scores with course grade and retention in English and mathematics courses

SR-J-03    EJ618310          Bers, et al          2000-2001
*Journal of College Student Retention,*
          v. 2, no. 3, pp. 205-217

Examines characteristics of CC students who enrolled but left before the census date

SR-J-04    EJ611819          Borglum, et al    2000
*Community College Journal of Research and Practice,*
          v. 24, no. 7, pp. 567-576, Aug

Describes how Tinto's retention model applies to two-year institutions; explores impacts of academic and social integration on withdrawals

SR-J-05    EJ641662          Bryant          2001
*Community College Review,*
          v. 29, no. 3, pp. 77-93, Winter

Discusses student assessment and placement, and student success and retention; reviews literature on recent shifts in CC student composition

SR-J-06    EJ625267          Clements          2000
*New Directions for Community Colleges,*
          v. 28, no. 4, pp. 63-72, Winter

Presents findings concerning the impact of a multifaceted CC program to create a more inclusive campus environment and enhance minority student retention

SR-J-07    EJ616826          Dixon, et al          2000
*Michigan Community College Journal:*
*Research & Practice,*
          v. 6, no. 2, pp. 95-99, Fall

Measures the impact of a peer-assisted learning program on student academic performance and retention rates

SR-J-08    EJ616812          Errico, et al          2000
*Research and Teaching in Developmental Education,*
          v. 17, no. 1, pp. 49-61, Fall

Recommends improving student retention through early use of financial, academic, and career counseling, and a freshmen orientation program

SR-J-09    EJ643354          Hagedorn, et al    2001-2002
*Journal of College Student Retention,*
          v. 3, no. 3, pp. 243-263

Analyzes correlates of retention for African-American males in CCs, to identify factors leading to persistence

SR-J-10    EJ625262          Jalomo          2000
*New Directions for Community Colleges,*
          v. 28, no. 4, pp. 7-18, Winter

Examines student outcomes and criticisms surrounding standardized testing; discusses strategies to assess minority student persistence

SR-J-11    EJ629915          Mainor          2001
*Tribal College Journal,*
          v. 12, no. 4, pp.10-13, Summer

Describes a collaborative project between a university and four tribal colleges that used a "family-strengths" approach to aid student retention

| SR-J-12 | EJ613501 | Makuakane-Drechsel | 2000 | Analyzes correlates of retention among Asian Pacific Americans at four CCs in Hawaii |

*Community College Journal of Research and Practice*, v. 24, no. 8, pp. 639-655, Sep

| SR-J-13 | EJ635273 | Nora | 2001-2002 | Depicts how Tinto's "rites of passage" and support of significant others impact the persistence process |

*Journal of College Student Retention: Research, Theory, and Practice* v. 3, no. 1, pp. 41-56

| SR-J-14 | EJ625264 | Sanchez | 2000 | Discusses relationships of learning preferences to motivation and retention; profiles learning preferences of Hispanic and Native American learners |

*New Directions for Community Colleges*, v. 28, no. 4, pp. 35-44, Winter

| SR-J-15 | EJ625266 | Stromei | 2000 | Highlights AMIGOS—the Arranged Mentor for Instructional Guidance and Organizational Support model; advocates its use to enhance retention |

*New Directions for Community Colleges*, v. 28, no. 4, pp. 55-62, Winter

| SR-J-16 | EJ617648 | Ting | 2000 | Examines factors related to academic performance and student retention of Asian American freshmen at a predominately white institution |

*Journal of College Student Development*, v. 41, no. 4, pp. 442-449, Jul-Aug

| SR-J-17 | EJ646665 | Tresman | 2002 | Offers a strategy for improved student retention in distance education programs |

*International Review of Research in Open and Distance Learning,* v. 3, no. 1, Apr

| SR-J-18 | EJ631392 | Valeri-Gold, et al | 2001 | Presents a longitudinal retention study about college developmental students and why they persisted in college |

*Research and Teaching in Developmental Education,* v. 17, no. 2, pp. 27-40, Spring

| SR-J-19 | EJ650979 | Wild, et al | 2002 | Offers recommendations for increasing CC retention, including training staff on retention issues and strategies affecting minority populations |

*Community College Journal of Research and Practice,* v. 26, no. 6, pp. 503-519, Jul

## Strategic Planning (SP)

**Dissertations**

| | | | | |
|---|---|---|---|---|
| SP-D-01 | U. of South Dakota | George | 2001 | Studies the roles of technology and leadership in the SP process of public CCs in the Great Lakes region |
| SP-D-02 | U. of Brit. Columbia | Holden | 2000 | Conducts a social audit of a community college to learn how stakeholder processes compliment traditional SP processes |
| SP-D-03 | Geo. Mason U. | Malami | 2002 | Encourages CC leadership to develop an SP to promote lifelong learning activities for the "baby-boomer" generation |
| SP-D-04 | UCLA | McGinness | 2001 | Examines CC administrator and faculty member attitudes and perceptions towards shared governance and SP; offers an action plan |
| SP-D-05 | Cardinal Stritch U. | Metzger | 2001 | Offers a qualitative study about possible commonalities and trends to increase CC effectiveness in SP for technology-based instruction |
| SP-D-06 | Royal Roads U. | Nyquist | 2001 | Explores how the learning practices of a teaching staff can mesh with a corporate SP process to increase the competitiveness of a college |
| SP-D-07 | Fielding Grad. Inst. | Regalado Rodriguez | 2001 | Examines the efforts of a college to align its academic, student support services, and administrative structures with the direction set by a SP process |
| SP-D-08 | Nova Southeastern | Staley | 2002 | Tests the contextual and system dimensions of SP in Texas colleges |
| SP-D-09 | U. of Northern Colo. | Tucker | 2000 | Studies the impact of SP processes on the organizational administrative culture within a regional CC; uses a case study design |
| SP-D-10 | Oregon State U. | Webster | 2001 | Documents a CC faculty development process to think systematically and strategically about curriculum reform |

**ERIC documents**

| | | | | |
|---|---|---|---|---|
| SP-E-01 | ED462125 | Cabrillo College | 2001 | Presents a CC master plan through 2004, to include strategies for accomplishing six broad-based goals |

| SP-E-02 | ED458928 | California CCs | 2000 | Provides a template of strategies for improving and strengthening technology throughout the California CC system through 2005 |
|---------|----------|----------------|------|-------------------------------------------------------------------------------------------------------------------------------|
| SP-E-03 | ED445766 | Connecticut CCs | 2000 | Presents the distance education plan for Connecticut CCs; describes system organization, mission, and strategic goals |
| SP-E-04 | ED453901 | Corning CC | 2000 | Identifies results of the State University of New York's student opinion survey and SP priorities and achievements |
| SP-E-05 | ED463816 | El Centro College | 2000 | Provides an SP through 2005; discusses the college mission, vision, and core values, and provides information on goals and success indicators |
| SP-E-06 | ED451845 | Fisher | 2000 | Provides a CC self-assessment report; identifies shortcomings in the deployment of the SP, especially in the area of awareness among employees |
| SP-E-07 | ED445761 | Florida Assoc. of CCs | 2000 | Offers a look at the mission, goals, current objectives, and operational plans for the 2000 SP for Florida's CCs; highlights their SP process |
| SP-E-08 | ED453838 | Garten, et al | 2001 | Contains research articles regarding library administration and organization; discusses SP for integrated information resources and services |
| SP-E-09 | ED459898 | Germanna CC | 2001 | Provides the 2001-2006 SP for a Virginia CC; incorporates 11 goals |
| SP-E-10 | ED463814 | Hawaii Univ. | 2002 | Presents the 2003-2007 SP for all CCs in Hawaii; addresses a variety of system priorities |
| SP-E-11 | ED462121 | Houston CC System | 2001 | Summarizes the achievements realized by this Texas CC system, in accomplishing its SP goals and objectives for 1997-2000 |
| SP-E-12 | ED447842 | Howell | 2000 | Compares long-range planning with SP in the CC; argues that SP should emphasize process over product, and include environmental scanning |
| SP-E-13 | ED463031 | Iowa Dept. of Ed. | 2001 | Explains Iowa's 5-year plan to improve the overall service and performance of the state's CCs; includes four major strategic goals |

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| SP-E-14 | ED455852 | Kangas, et al | 2000 | Describes a variety of SP trends that affected a large California CC district during 2000 |
| SP-E-15 | ED457713 | Knutzen | 2001 | Details the environmental scanning process and SP efforts used to effect change at a Washington-state CC |
| SP-E-16 | ED455751 | Lee | 2001 | Discusses the need for CCs to have a SP that incorporates distance education concerns |
| SP-E-17 | ED458651 | Maylath, ed. | 2000 | Presents 48 papers on strategic development of programs in technical and scientific communication; highlights SP planning in a specific setting |
| SP-E-18 | ED458929 | Mission Coll. | 2001 | Highlights a California CC master plan for education and facilities |
| SP-E-19 | ED465362 | North East Association for Institutional Research | 2001 | Offers 17 papers related to institutional research, to include one that collectively examines SP, institutional research, and and effectiveness |
| SP-E-20 | ED445735 | Paradise Valley CC | 2000 | Links the SP, institutional effectiveness and student outcomes assessment, and resource allocation processes at one Arizona CC |
| SP-E-21 | ED463803 | Pensacola Jr. College | 2000 | Describes an integrated approach one Florida CC used to assess, integrate, and improve institutional effectiveness; lists 12 major functions, to include SP |
| SP-E-22 | ED447759 | Pitter | 2000 | Presents the SP methodology used by the State University System of Florida to evaluate the viability of new degree programs |
| SP-E-23 | ED451738 | Rowley, et al | 2001 | Offers administrators information about institutional SP; includes suggestions on how to implement a plan to help both the institution and the community served |
| SP-E-24 | ED439744 | Ryland | 2000 | Suggests SP implications for the future of CCs, especially in the area of technology as a force for change |
| SP-E-25 | ED462106 | Santa Barbara City College | 2001 | Summarizes the 2002-2005 college plan for this California institution; details 17 goals and includes plans for accomplishing each goal |

| SP-E-26 | ED457887 | Texas Higher Education Coordinating Board | 2000 | Provides the 2001-2005 SP for public CCs in Texas; assesses external as well as internal factors relevant to the role of CCs in the state |
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| SP-E-27 | ED463808 | Thomas, ed. | 2002 | Provides 15 articles about the new demands facing CCs; includes an essay about linking strategic and financial planning |
| SP-E-28 | ED454919 | VanWagoner | 2001 | Examines ways a CC can engage its faculty in academic and SP |
| SP-E-29 | ED462990 | Wayne CC | 2001 | Describes the 2001-2002 SP guide used by one North Carolina CC; includes a planning calendar and SP model |

**Journal articles**

| SP-J-01 | EJ621917 | Alfred | 2000-2001 | Advocates strategic thinking as a way for college leaders to plan institutional strategies and directions for the future |
|---|---|---|---|---|
| | *Community College Journal*, v. 71, no. 3, pp. 24-28, Dec-Jan | | | |
| SP-J-02 | EJ628515 | Baldwin | 2001 | Explains how CCs in Appalachia are helping to boost local economies and expand educational opportunities through a 9-step SP process |
| | *Appalachia*, v. 34, no. 1, pp. 2-9. Jan-Apr | | | |
| SP-J-03 | EJ643587 | Herbkersman, et al | 2002 | Chronicles the process of an Ohio CC involved in SP; discusses the need to create a comprehensive grants development process as part of SP |
| | *Community College Journal*, v. 72, no. 4, pp. 8-13, Mar | | | |
| SP-J-04 | EJ616820 | Jeffress | 2000 | Asserts that CC leaders must think strategically, and understand what is strategic and essential to long-term survival of the institution |
| | *Michigan Community College Journal: Research & Practice*, v. 6, no. 2, pp. 39-45, Fall | | | |
| SP-J-05 | EJ633470 | Rubin | 2001 | Challenges colleges in economically-distressed regions to become catalysts for economic development; chronicles SP approaches used in rural settings |
| | *Rural America*, v. 16, no. 2, pp. 12-19, Summer | | | |
| SP-J-06 | EJ603852 | Warford, et al | 2000 | Argues that institutional planning for workforce development programs requires strategic positioning |
| | *Community College Journal*, v. 70, no. 4, pp. 30-33, Feb-Mar | | | |

## Transfer and Articulation (TA)

### Dissertations

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|---|---|---|---|---|
| TA-D-01 | Middle Tenn. St. U. | Beaver | 2000 | Provides descriptive data about the Physical Education programs at North Carolina CCs; investigates TA of these programs |
| TA-D-02 | Texas Tech U. | Bush | 2002 | Analyzes legislative policy actions and coordinating board mandates for TA in Texas; identifies several reason the state has changed its TA policy |
| TA-D-03 | Virginia Polytech U. | Catron | 2001 | Examines a CC dual-credit English program, and its strengths and weaknesses, to include TA issues throughout the state |
| TA-D-04 | U. of Central Florida | Dillman | 2002 | Investigates the college experiences of Native Americans; suggests better TA agreements between CCs and four-year schools as a way to help these students |
| TA-D-05 | Oklahoma St. U. | Eversole | 2001 | Explores the patterns of communication between persons tasked with facilitating course TA between state institutions; questions the delays for TA agreements |
| TA-D-07 | Texas Woman's U. | Morrison | 2000 | Investigates TA between CC child development and early education programs at four-year schools; includes student and faculty perceptions of TA |
| TA-D-08 | U. of Toronto | Renaud | 2000 | Looks at the perceived and actual barriers to TA between colleges and universities; finds that some government intervention is necessary for progress |
| TA-D-09 | Geo. Mason U. | Solomon | 2001 | Argues for CCs as the prime provider of lower-level undergraduate education; calls for continued research about TA |

### ERIC documents

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|---|---|---|---|---|
| TA-E-01 | ED449854 | Alpern | 2000 | Considers factors that influence CC transfer students' satisfaction with their baccalaureate institutions; chronicles their TA expectations and experiences |
| TA-E-02 | ED464670 | Bailey et al | 2000 | Reports on performance, graduation, and transfer of immigrants and natives at City University of New York CCs |
| TA-E-03 | ED465398 | California Community Colleges | 2002 | Offers a report on the transfer capacity of the state's CCs; explores threats to seamless transfers and a new way to calculate transfer rates |

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| TA-E-04 | ED464672 | California State Postsecondary Education Comm. | 2002 | Provides information on undergraduates who transfer from CCs to four-year state institutions; includes requirements and information on legislation related to TA |
| TA-E-05 | ED462113 | U. of California-Davis | 2000 | Discusses the effort of UC-Davis and the state's CCs to strengthen transfer student academic success |
| TA-E-06 | ED457948 | Chatman College | 2001 | Argues that California CC students in TA agreements are more prone to enroll in state universities, and more likely to graduate than other transfers |
| TA-E-07 | ED454931 | City College of San Francisco | 2001 | Proposes a TA network between urban CCs, Black colleges and universities, and Hispanic-serving institutions, to improve minority degree attainment |
| TA-E-08 | ED465409 | City College of San Francisco | 2002 | Explains how institutions from the National Articulation and Transfer Network help CCs build agreements to aid minority degree attainment |
| TA-E-09 | ED441533 | Coley | 2000 | Depicts the diversity of today's CC students and the many programs and activities offered by these institutions; includes discussions about TA functions |
| TA-E-10 | ED448816 | Community College League of California | 2000 | Discusses TA issues as part of the state's efforts to develop its Master Plan for Education |
| TA-E-11 | ED462130 | Cuseo | 2001 | Analyzes "vertical transfers" from two-year to four-year institutions; highlights strategies to facilitate this transition, one that can benefit both types of institutions |
| TA-E-12 | ED456884 | Education Commission of the States | 2001 | Compares nationwide RA policies in an effort to study the transfer of CC students to four-year institutions |
| TA-E-13 | ED441530 | Florida State Board of Community Colleges | 2000 | Reports articulation statistics for undergraduates in Florida's state university system that first started their post-secondary education in CCs |
| TA-E-14 | ED456872 | Florida State Dept. of Education | 2001 | Provides additional articulation statistics for undergraduates in the state's university system that first started their post-secondary education in CCs |
| TA-E-15 | ED455900 | Handy | 2001 | Details a unique TA agreement between an Arkansas CC and a private liberal arts college; suggests ideas CCs can use to talk TA with four-year schools |

| TA-E-16 | ED458926 | Heslop | 2000 | Profiles students who transferred from a British Columbia CC to a provincial four-year school; contrasts their successes with four-year university attendees |
| --- | --- | --- | --- | --- |
| TA-E-17 | ED448158 | Hudson | 2000 | Investigates CC recruiting role in developing new K-12 teachers; reviews TA agreements for this program; argues that institutional barriers hurt transfers |
| TA-E-18 | ED455856 | Hungar, et al | 2001 | Presents national study findings about policies affecting CC transfer; includes obstacles to TA and successful models for overcoming them |
| TA-E-19 | ED456869 | Kim | 2001 | Compares environmental differences of two- and four-year schools; describes ways to improve transfer processes, especially for minority students |
| TA-E-20 | ED462115 | Kozeracki, et al | 2000 | Details how students at a California CC perceive their academic preparedness for transfer to a four-year institution; provides tips to improve CC programs |
| TA-E-21 | ED456889 | Laanan, ed. | 2001 | Offers numerous research and policy discussions about TA, and how students are affected by their movement through the higher education pipeline |
| TA-E-22 | ED464675 | MacLellan, et al | 2002 | Reports on the Stanford Bridge Project; examines policies impacting Maryland high school-to-CC students; analyzes TA issues and offers recommendations |
| TA-E-23 | ED452931 | McHewitt, et al | 2001 | Discusses transfer rates of students that entered Virginia's CC in 1995; provides college-specific rates by ethnicity and gender |
| TA-E-24 | ED453872 | McQuay | 2000 | Lists TA concerns in the U. S. CC System; highlights the "two-plus-two" concept between CCs and four-year schools; offers tips for improving TA |
| TA-E-25 | ED449841 | Mississippi State Board for Community and Junior Colleges | 2000 | Provides the Mississippi articulation agreement; lists the minimum program requirements for students moving from state CCs to state universities |
| TA-E-26 | ED450850 | Oregon University System | 2000 | Offers a follow-up to a 1999 plan about TA implications between Oregon's CCs and the state's universities; informs key decision-makers of critical TA data |

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| TA-E-27 | ED452924 | Parkland College | 2001 | Contains student data from the 1999-2000 Transfer Program Graduate Follow-Up Survey involving an Illinois CC and four-year schools in the state |
| TA-E-28 | ED451866 | Philadelphia Community College | 2000 | Explores how an articulation agreement between Philadelphia CC and Temple University may have affected student persistence rates in a positive manner |
| TA-E-29 | ED463798 | Prather | 2000 | Discusses a report from Los Angeles CCs on how to better determine transfer rates of their students; provides new formula for creating a best estimate |
| TA-E-30 | ED439770 | Rifkin | 2000 | Focuses on TA between CCs and four-year institutions; suggests several ways for state policymakers and educational leaders to improve TA rates |
| TA-E-31 | ED462107 | Santa Barbara Community City College | 2001 | Examines the traits and performances of three consecutive CC cohort groups that successfully transferred to a four-year state university |
| TA-E-32 | ED457913 | Solomon | 2001 | Inquires into the academic successes of CC students that transferred to a four-year school; calls for more TA research |
| TA-E-33 | ED450855 | Townsend, et al | 2000 | Discusses articulation agreements and the transfer behavior of students; argues that states need these agreements to facility student transfers |
| TA-E-34 | ED466258 | Washington State Board for Community and Technical Colleges | 2000 | Identifies performance goals for Washington's community and technical colleges for 2000-2001; includes goals to ready students for four-year schools |

**Journal articles**

| | | | | |
|---|---|---|---|---|
| TA-J-01 | EJ618287 | Blumenstyk | 2000 | Describes articulation agreements and how "for-profit" institutions are seen as increasingly "transfer friendly" |
| *Chronicle of Higher Education,* v. 47, no. 15, pp. A 30-31, Dec | | | | |
| TA-J-02 | EJ649303 | Castandea | 2002 | Examines transfer rates by geographic location and race; calls for more study of the transfer differences between rural, urban, and suburban students |
| *Community College Journal of Research and Practice,* v. 26, no. 5, pp. 439-449, Jun | | | | |
| TA-J-03 | EJ637695 | Eggleston, et al | 2001 | Provides a literature review of support programs to assist the CC transfer student at four-year institutions; offers ideas to assist transfer student needs |
| *New Directions for Community Colleges,* v. 30, no. 2, pp. 87-98, Summer | | | | |

TA-J-04     EJ614989     Evelyn, et al    2000
*Black Issues in Higher Education*,
        v. 17, no. 13, pp. 30-38, Aug 17

Chronicles programs in California and Georgia to solidify transfer relationships between black students at CCs and nearby historically black colleges

TA-J-05     EJ613474     Frieman, et al  2000
*Community College Journal*,
        v. 71, no. 1, pp. 28-31, Sep

Describes the articulation agreement development between CCs and four-year schools in Maryland to aid Early Childhood Education

TA-J-06     EJ637696     Helm, et al    2001
*New Directions for Community Colleges*,
        v. 30, no. 2, pp. 99-104, Summer

Covers issues CC institutional support issues and offers innovative approaches to prepare students for transfer to a four-year institution

TA-J-07     EJ625286     Ignash, et al   2000
*Community College Review*,
        v. 28, no. 3, pp. 1-21, Winter

Reports that, although some progress has been made in establishing state-level TA agreements, the effort remains uneven across the nation

TA-J-08     EJ637694  Johnson-Benson, et al 2001
*New Directions for Community Colleges*,
        v. 30, no. 2, pp. 77-86, Summer

Addresses issues pertaining to transfer students at Santa Monica College; data helped this CC adjust its curriculum and modify transfer support services

TA-J-09     EJ637690     Kane     2001
*New Directions for Community Colleges*,
        v. 30, no. 2, pp. 25-38, Summer

Traces design, development, and implementation of a CC honors program into a transfer agreement the University of California, Los Angeles

TA-J-10     EJ637693     Kozeracki   2001
*New Directions for Community Colleges*,
        v. 30, no. 2, pp. 61-76, Summer

Discusses various methodological perspectives of research done on transfer students; looks at who is doing the research and what data is gathered

TA-J-11     EJ637688     Laanan    2001
*New Directions for Community Colleges*,
        v. 30, no. 2, p. 5-14, Summer

Presents perspectives on transfer students and their adjustment to college; argues that institutional awareness of transfer issues can aid student success

TA-J-12     EJ641658     Morphew, et al  2001
*Community College Review*,
        v. 29, no. 3, pp. 1-21, Winter

Explores transfer agreements between two urban CCs and an elite private women's college; reveals how such linkages can help all parties concerned

TA-J-13     EJ632926     Penney    2001
*Metropolitan Universities: An International Forum*,
        v. 12, no. 2, pp. 44-48, Spring

Highlights a collaborative effort between the University of Massachusetts-Boston and area CCs; discusses many benefits realized through this transfer agreement

TA-J-14     EJ625301     Scott    2001
*Community College Journal*,
        v. 71, no. 4, pp. 16-19, Mar

Discusses how England's higher education system has benefited from TA agreements; lists TA issues that have developed over the past 20 years

| TA-J-15 | EJ611813 | Striplin | 2000 | Determines the transferability of non-liberal-arts courses from 26 California CCs to Cal State and the University of California |

*Community College Review,*
v. 28, no. 1, pp. 67-78, Summer

| TA-J-16 | EJ626830 | Welsh, et al | 2001 | Explores the apparent disconnect between the collection of transfer student information and its use in shaping public policy about articulation |

*Community College Journal of Research and Practice,*
v. 25, no. 4, pp. 313-332, May

| TA-J-17 | EJ637689 | Zamani | 2001 | Explains how innovative programs and policies to revive the transfer function in CCs; credits CC and university partnerships and other TA initiatives |

*New Directions for Community Colleges,*
v. 30, no. 2, pp. 15-24, Summer

## Developmental Education (DVE)

**Dissertations**

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|---|---|---|---|---|
| DVE-D-01 | Columbia U. Teachers College | Angulo | 2002 | Examines how feminist pedagogical strategies and methods can promote mathematics achievement of minority females in DVE algebra classes |
| DVE-D-02 | U. of Central Florida | Bekas | 2002 | Investigates CC student responses to a DVE writing instructor's feedback on college-prep writing assignments; looks at how feedback improved their writing |
| DVE-D-03 | U. of Connecticut | Butcaris | 2002 | Addresses the extent that instructor use of experiential methods and student self-regulatory behaviors affect student writing performance |
| DVE-D-04 | U. of Pennsylvania | Cantafio | 2002 | Explores what happens when students take an inquiry stance on their own learning by co-constructing courses that interrupt the arrangements of DVE |
| DVE-D-05 | Delta State U. | Cox | 2001 | Explains a mathematics study skills program incorporated into a CC intermediate algebra class to try and improve student performance |
| DVE-D-06 | Baylor U. | Dodge | 2001 | Looks at forms of DVE remediation, and how they are defined and enforced in Texas CCs; discusses how courses appear in a CC DVE plan |
| DVE-D-07 | U. of Southern California | Dooley | 2001 | Offers a way to keep so-called "gate-keeper courses" (DVE math and English) from keeping remedial students from transferring to four-year schools |
| DVE-D-08 | UCLA | Eastcott | 2001 | Considers the need for CCs to increase emphasis on student discipline and accountability, to improve success rates in DVE math programs |
| DVE-D-09 | North Carolina State U. | Felzer | 2002 | Investigates the effects of differing methods of testing in DVE math courses; assesses Internet-based testing versus traditional testing |
| DVE-D-10 | SUNY at Binghamton | Galligan | 2001 | Focuses on a variety of CC issues concerning needs and beliefs of at-risk students; looks at DVE concerns |
| DVE-D-11 | E. Tenn. St. U. | Gray-Barnett | 2001 | Compares the performance of students at a Tennessee CC who had completed various DVE courses with students who had not taken similar classes |

| DVE-D-12 | Virginia Polytechnic and State U. | Hall | 2001 | Describes the degree to which the writing of nontraditional females, all displaced garment workers, improved based upon DVE instruction at a CC |
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| DVE-D-13 | Southern Illinois U. at Carbondale | Humphreys | 2001 | Provides a descriptive analysis of CC students' performance, experience, knowledge, and perceptions in a computer-assisted DVE English class |
| DVE-D-14 | Rutgers U. | Hurley | 2002 | Determines the relationship between the discussion content and the content of the post-discussion written work of DVE reading students at a New Jersey CC |
| DVE-D-15 | U. of Tennessee | Jordan | 2001 | Investigates organization of and services offered by math learning centers in Tennessee CCs; considers student perceptions of the centers |
| DVE-D-16 | U. of South Florida | Kuranda-D'Urso | 2001 | Examines perceptual modality performances and short-term memory capacity of DVE math and English students at a Florida CC |
| DVE-D-17 | U. of Texas | Lang | 2001 | Studies the success in DVE reading programs at four Hispanic-serving CCs in Texas; offers three cybernetic elements aiding the successes enjoyed |
| DVE-D-18 | U. of Mississippi | Levy | 2001 | Examines strengths of high school GPA and ACT math sub-score as predictors of CC math GPA; can also serve to predict DVE student math scores |
| DVE-D-19 | Seton Hall U. | Linfante | 2002 | Determines if students that enroll in DVE English can eventually succeed in English composition, and if certain variables contribute to their success |
| DVE-D-20 | Indiana State U. | Moman | 2002 | Uses a longitudinal study to examine the effects of a mentoring intervention program; involves DVE courses at an Indiana CC |
| DVE-D-21 | U. of Texas | Noonan | 2001 | Investigates the role of financial aid in determining the success of CC students enrolled in DVE courses at a large urban CC |
| DVE-D-22 | U. of South Florida | Paul | 2001 | Uses Multi-Modal Paired-Associates Learning Test subscores for CC DVE students, determines whether scores can predict enrollment after one term |

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| DVE-D-23 | U. of South Florida | Stephens | 2002 | Examines individual behaviors and perspectives of five DVE reading students within the context of a DVE reading program at a CC |
| DVE-D-24 | Arizona State U. | Vicich | 2002 | Investigates the problem-solving behaviors of seven DVE algebra students enrolled in a one-term course at a CC |
| DVE-D-25 | Andrews U. | Wenger | 2002 | Explores learning and study strategies as they relate to success in an open-entry/open-exit CC DVE reading course |

**ERIC documents**

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|---|---|---|---|---|
| DVE-E-01 | ED45962 | Arendale | 2001 | Discusses current issues and trends in DVE; advocates that DVE programs allow instructors to maintain high academic standards |
| DVE-E-02 | ED459873 | Clark | 2001 | Focuses on the reactions of nontraditional females enrolled in a DVE writing class at a Georgia CC; discusses how support systems help persistence |
| DVE-E-03 | ED465124 | Drago-Severson | 2002 | Focuses on learners' meanings by using a developmental "lens" to better understand adult basic education and English as a second language classes |
| DVE-E-04 | ED454920 | Fields, et al | 2001 | Examines potential relationships between reading proficiency and performance in general psychology classes due to DVE reading courses |
| DVE-E-05 | ED459897 | Germanna Community College | 2002 | Analyzes transfer student success related to DVE programs in writing and math at a Virginia CC; assesses student outcomes for 1995-1996 |
| DVE-E-06 | ED459900 | Germanna Community College | 2002 | Analyzes student outcomes at a Virginia CC from 1994-2000; discusses how DVE math and English coursework impacted student persistence |
| DVE-E-07 | ED457946 | Goss and Goss, eds. | 2001 | Provides a compendium of exemplary initiatives from the National Council of Instructional Administrators (NCIA); includes a section of CC DVE initiatives |
| DVE-E-08 | ED455865 | Grubb | 2001 | Suggests that CCs are signaling that DVE is not "real" education, due to its under-funding, segregation from regular courses, and reliance on adjunct faculty |

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| DVE-E-09 | ED466244 | Jenkins | 2002 | Recommends that DVE course delivery methods be retooled, to counter the high dropout rates DVE programs experience in CCs |
| DVE-E-10 | ED465014 | Kegan, et al | 2001 | Provides a research monograph of a variety of issues affecting adult basic education/English for speakers of other languages; looks at DVE in urban CCs |
| DVE-E-11 | ED454892 | Lancaster | 2001 | Chronicles the DVE program at an Alabama CC; shows how the program reduced student withdrawals and poor grades in math, reading, and English |
| DVE-E-12 | ED457894 | Liebowitz, et al | 2001 | Reports on the need and opportunity for change in CCs; includes overviews of CC DVE and adult literacy programs |
| DVE-E-13 | ED459871 | Lundell and Higbee, eds. | 2001 | Discusses theoretical perspectives on DVE from both old and new standpoints; originates from a college that ended its degree programs to focus solely on DVE |
| DVE-E-14 | ED457893 | Marashio and Marashio, eds. | 2001 | Contains articles about pedagogy from New Hampshire's community technical colleges; discusses teaching techniques for DVE writing courses |
| DVE-E-15 | ED464658 | McClendon, et al | 2002 | Reports that enrollments in DVE math at a Florida CC are up, while funding is down; offers a remedial curriculum with varied instructional formats |
| DVE-E-16 | ED466282 | Melendez et al | 2001 | Outlines goals and structure of a New York City CC program that targets bilingual students with poor academic skills; discusses vocational training |
| DVE-E-17 | ED457903 | Roueche, et al | 2001 | Chronicles how an urban Denver CC improved student success; suggests a centralized model for DVE at CCs |
| DVE-E-18 | ED463010 | San Antonio College | 2001 | Provides the 2000-2001 fact book for a Texas CC; includes information about the institution's DVE enrollment |
| DVE-E-19 | ED455901 | Stern | 2001 | Describes Learning Assistance Centers; explains how these differ from DVE offices and how they can better link nontraditional students to their CCs |
| DVE-E-20 | ED465314 | Texas State Higher Education Coordinating Board | 2002 | Reports biennial information on DVE appropriations in Texas public institutions of Higher Education |

**Journal articles**

DVE-J-01    EJ635596    Best, et al    2001
*Research and Teaching in Developmental Education*,
v. 18, no. 1, pp. 15-23, Fall

Provides first-phase data of a two-year pilot study of a university-level math requirement that accommodates the needs of DVE students

DVE-J-02    EJ635597    Brothen, et al    2001
*Research and Teaching in Developmental Education*,
v. 18, no. 1, pp. 25-31, Fall

Argues that many DVE students do well in college regardless of their basic academic ability; suggests importance of proper DVE environments

DVE-J-03    EJ639661    Burley, et al    2001
*Community College Journal of Research and Practice*,
v. 25, no. 10, pp. 767-782, Dec

Examines dropout/stopout patterns of CC DVE students; associates student success to a variety of factors

DVE-J-04    EJ635602    Cantone    2001
*Research and Teaching in Developmental Education*,
v. 18, no. 1, pp. 66-70, Fall

States that cooperative learning in DVE math classes offers greater success rates than do traditional remedial courses; explores learning communities

DVE-J-05    EJ643611    Glickman, et al    2002
*Research and Teaching in Developmental Education*,
v. 18, no. 2, pp. 57-84, Spring

Reports that CC intermediate algebra students taught with Reform-Computer Assisted Instruction fared well compared with students taught by lecture

DVE-J-06    EJ635603    Hartman, et al    2001
*Research and Teaching in Developmental Education*,
v. 18, no. 1, pp. 79-83, Fall

Chronicles how the visual arts can help remedial reading and writing students to "see" the process of writing

DVE-J-07    EJ639667    Kachgal, et al    2001
*Journal of Developmental Education*,
v. 25, no. 1, pp. 14-24, Fall

Explores procrastination of students in a college study skills course; lists three critical areas: writing term papers, studying for exams, and weekly reading

DVE-J-08    EJ649262    Kozeracki    2002
*Community College Review*,
v. 29, no. 4, pp. 83-100, Spring

Presents current controversies, explores outcomes-related data, and addresses faculty training involving DVE in CCs

DVE-J-09    EJ647636    Oudenhoven    2002
*New Directions for Community Colleges*,
no. 117, pp. 35-44, Spring

Identifies several pressing issues in CC remedial and DVE programs; looks at student diversity, inconsistent policies, mandatory placement, etc.

DVE-J-10    EJ649245    Perez, et al    2002
*T. H. E. Journal*,
v. 29, no. 8, pp. 16, 20-22, 24, March

Chronicles an action research project among CCs that explored the start-up of successful distance learning programs for DVE math courses

DVE-J-11    EJ652548    Perin    2002
*Community College Review*,
v. 30, no. 1, pp. 27-44, Summer

Discusses the two primary methods that CCs use for organizing DVE; compares mainstreaming and centralization, and offers ideas to make both more efficient

DVE-J-12   EJ631391   Phillips   2001
*Research and Teaching in Developmental Education,*
    v. 17, no. 2, pp. 15-26, Spring

Uses survey responses from DVE reading students to show that more emphasis is needed in student/faculty interactions to help combat attrition

DVE-J-13   EJ652348   Reitano   2002
*Academe,*
    v. 88, no. 4, pp. 32-35, Jul-Aug

Describes one CC's efforts to reintegrate and reinvigorate its core commitments; includes a discussion about the institution's DVE program

DVE-J-14   EJ633300   Roueche, et al   2001
*Community College Journal of Research and Practice,*
    v. 25, no. 7, pp. 517-537, Aug

Discusses a year-long study of a Denver CC; advocates creating a centralized DVE model

DVE-J-15   EJ647638   Seybert   2002
*New Directions for Community Colleges,*
    n. 117, pp. 55-65, Spring

Explains the assessment of student learning outcomes in a variety of domains, to include remedial and DVE

DVE-J-16   EJ643608   Snyder   2002
*Research and Teaching in Developmental Education,*
    v. 18, no. 2, pp. 37-41, Spring

Examines the effects of course-based reading strategy training on the reading comprehension skills of DVE college learners

DVE-J-17   EJ628407   Townsend   2001
*Michigan Community College Journal:*
*Research and Practice,*
    v. 7, no. 1, pp. 45-51, Spring

Illustrates how the values of remedial education, and others, influence the higher education policies in existence at CCs

DVE-J-18   EJ631392   Valeri-Gold, et al   2001
*Research and Teaching in Developmental Education,*
    v. 17, no. 2, pp. 27-40, Spring

Offers longitudinal study results of 23 college DVE students queried about their educational needs and objectives; discusses persistence in DVE learners

DVE-J-19   EJ628401   Waycaster   2001
*Community College Journal of Research and Practice,*
    v. 25, nos. 5-6, pp. 403-416, Jul

Uses findings from a study of DVE math courses at Virginia CCs; argues that remediation is a core function of higher education that serves society well

DVE-J-20   EJ650959   Windham   2002
*Visions: The Journal of Applied Research for the*
*Florida Association of Community Colleges,*
    v. 3, no. 1, pp. 6-19, Spring

Analyzes remedial education in Florida CCs; focuses on student characteristics, achievement in remedial and college courses, and costs of DVE to the state

## Faculty/Staff Development (FSD)

**Dissertations**

| | | | | |
|---|---|---|---|---|
| FSD-D-01 | U. of Arizona | Brigham-Sprague | 2001 | Provides a case study of a CC in major disarray; recommends several areas for more study, to include analyzing faculty staffing and loading patterns |
| FSD-D-02 | U. of Indiana | Demmon | 2001 | Examines integration of computer use into professional and classroom actions of full-time CC faculty; identifies need for FSD in pedagogical use of technology |
| FSD-D-03 | U. of Alberta | Finlay-Parker | 2002 | Considers FSD needs of college instructors, and how to meet these needs; includes faculty feedback about FSD and institutional support |
| FSD-D-04 | Loyola U.-Chicago | Gibson-Harman | 2001 | Explores work experiences of master's prepared professional staffers in CCs; includes findings about the professional development of this critical CC cadre |
| FSD-D-05 | U. of Texas | Husain | 2001 | Suggests CC faculty and administrators reexamine their institutional and pedagogical roles, due to the Internet's impact as a teaching and learning tool |
| FSD-D-06 | U. of So. Florida | James | 2002 | Discusses general education faculty support for a CC's role in workforce education; highlights impact of FSD efforts in workforce education programs |
| FSD-D-07 | U. of San Francisco | Lobo | 2001 | Chronicles the need for FSD to better understand the needs and concerns of first-generation, low-income college students |
| FSD-D-08 | Royal Roads U. | Nyquist | 2001 | Explores how knowledge gained from continuing FSD processes can translate into a better posturing of the institution in a competitive marketplace |
| FSD-D-09 | Geo. Mason U. | Olanrewaju | 2002 | Uses Herzberg's motivation-hygiene theory to look at a CC business faculty; offers FSD as one possibility to enhance motivation |
| FSD-D-10 | Northern Illinois U. | Ryan | 2001 | Examines effectiveness of technology in CC instruction; finds that CCs need to offer better FSD opportunities regarding use of technology in each curriculum |

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| FSD-D-11 | U. of Central Florida | Ricci | 2002 | Describes infrastructure needs and perceptions of 28 Florida CCs engaged in web course delivery; argues for more FSD to improve online course quality |
| FSD-D-12 | Geo. Mason U. | Teasdale | 2001 | Provides a 41-year look at how FSD was handled at a CC; lists reasons for CC FSD and why many programs have lacked constancy |

**ERIC Documents**

| | | | | |
|---|---|---|---|---|
| FSD-E-01 | ED451863 | Becker, et al | 2001 | Offers ways to increase FSD expertise in information technology; provides partnership inputs from the American Association of CCs and Microsoft Corp. |
| FSD-E-02 | ED465383 | California Tomorrow | 2002 | Chronicles a multi-purpose study; includes information about the forms of FSD needed to support a CC comprised of students of color and immigrants |
| FSD-E-03 | ED459868 | Eickmeyer | 2001 | Details a student outcomes assessment of general education at an Arizona CC; includes results of a conference to provide opportunities for FSD |
| FSD-E-04 | ED463786 | El Centro College | 2001 | Provides indicators of success in achieving one CC's goals between 1997-2000; includes FSD in the area of technology acquisition and awareness |
| FSD-E-05 | ED464689 | Fowler-Hill | 2002 | Depicts faculty recruitment and selection strategies used by learning-centered CCs; shows commitment level to FSD for strengthening instructional skills |
| FSD-E-06 | ED459898 | Germanna Community College | 2001 | Discusses the 2001-2006 strategic plan for a Virginia CC; includes initiatives to enhance FSD leadership and management abilities |
| FSD-E-07 | ED459872 | Gibson-Harman | 2001 | Explores work experiences of master's prepared professional staffers in CCs; includes findings about the professional development of this critical CC cadre |
| FSD-E-08 | ED456878 | Kamm | 2001 | Offers case studies for CCs to use to improve a variety of areas, including FSD for large and small groups, and instructor workshops |
| FSD-E-09 | ED456869 | Kirkpatrick | 2001 | Explores CC efforts to increase student attendance and performance by improving faculty diversity; discusses FSD in terms of workshops/conferences |

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|---|---|---|---|---|
| FSD-E-10 | ED452618 | Lancaster, et al | 2001 | Advocates the need for more FSD about CC students with disabilities, to remove negative attitudes and behaviors these students often encounter |
| FSD-E-11 | ED455751 | Lee | 2001 | Argues that efforts to move higher education to the web is hindered by a lack of FSD in integrating technology into instruction |
| FSD-E-12 | ED455896 | North Carolina | 2001 | Provides facts from North Carolina's 2001 CC system fact book; includes information about the goals of recruiting and retaining CC faculty |
| FSD-E-13 | ED454937 | Nussbaum | 2001 | Presents an overview of budgetary needs of California's CC system for 2001-2202; discusses foregoing the need to attend FSD activities |
| FSD-E-14 | ED451978 | Saggio | 2001 | Recommends several ways to enhance persistence of American Indian/Alaska Native students; includes FSD efforts to reduce culturally-insensitive faculty |
| FSD-E-15 | ED462991 | San Antonio College | 2001 | Chronicles the academic program review of one CC; identifies institutional aims in improving curriculum and FSD |
| FSD-E-16 | ED462106 | Santa Barbara Community College | 2001 | Summarizes the 2002-2005 college plan of one CC; lists 17 goals, to include enhancing the performance and satisfaction of faculty and staff |

**Journal articles**

| | | | | |
|---|---|---|---|---|
| FSD-J-01 | EJ647640 | Gibson-Harman, et al | 2002 | Identifies key challenges for CCs concerning FSD; proposes several potential solutions for each challenge |
| | *New Directions for Community Colleges*, no. 117, pp. 77-90, Spring | | | |
| FSD-J-02 | EJ649095 | Kezar | 2002 | Illustrates how case studies can serve as FSD tools to promote collaborative leadership and create pluralistic higher education leaders |
| | *Metropolitan Universities: An International Forum*, v. 13, no. 2, pp. 68-79, May | | | |
| FSD-J-03 | EJ647651 | Lockhart, et al | 2001 | Discusses strategies for incorporating diversity into FSD programs; provides a seven-step program planning model |
| | *Journal of Faculty Development*, v. 18, no. 2, pp. 57-64 | | | |
| FSD-J-04 | EJ632827 | Macdonald | 2001 | Suggests a model that uses group meetings to encourage professional development of faculty; lists conditions required for this model to succeed |
| | *Teaching in Higher Education*, v. 6, no. 2, pp. 153-167, Apr | | | |

# Teaching Issues (TI)

## Dissertations

| | | | | |
|---|---|---|---|---|
| TI-D-01 | SUNY-Binghamton | Bennerson-Mohamed | 2002 | Examines CC English Department faculty attitudes about Ebonics, and how this non-standard English can lead to friction with African-American students |
| TI-D-02 | Oregon State U. | Cannon | 2001 | Identifies internal support systems that contribute to CC teaching in a distance education setting; recommends hints for CCs beginning to use this delivery mode |
| TI-D-03 | Ohio State U. | Di Marco | 2002 | Lists social reconstructive/emancipatory pedagogy in a computer-mediated art course as a way to invoke personal and social perspectives to facilitate learning |
| TI-D-04 | Saint Louis U. | Hampton | 2001 | Offers a possible teacher preparation curriculum for CCs; lays a groundwork for effective teaching, and the seamless transition to four-year education degrees |
| TI-D-05 | North Carolina State U. | Kelly-Kleese | 2001 | Examines how CC administrators and instructors define scholarship, and what methods CCs use for the production of and participation in scholarly work |
| TI-D-06 | Kansas State U. | Merkle | 2001 | Measures the job satisfaction of CC adjunct faculty who taught at rural, off-campus sites; finds that compensation and fringe benefits are critical concerns |
| TI-D-07 | U. of South Florida | Nelson | 2001 | Looks at how collaboration is cultivated in the electronic environment; offers strategies for electronic communication in classrooms |
| TI-D-08 | Lynn U. | Pont | 2001 | Examines sexual harassment policies and procedures in South Florida CCs; determines that these schools are at legal risk due to a variety of factors |
| TI-D-09 | Ohio State U. | Stephan | 2001 | Explores how race serves as a source of the goals, values, and beliefs teachers hold relative to teaching English as a Second Language |
| TI-D-10 | U. of St. Thomas | Thompson | 2001 | Showcases a Community of Learners group, and how each member's experiences during a budgetary crisis affected their teaching and/or life |

**ERIC Documents**

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|---|---|---|---|---|
| TI-E-01 | ED462702 | Aiex | 2002 | Looks at how academe prepares business students to communicate in today's increasingly global business world via organizational communication |
| TI-E-02 | ED463805 | Bathe | 2001 | Studies TI surrounding online learning; offers faculty feedback from a variety of survey areas about the online delivery of college coursework |
| TI-E-03 | ED462848 | Brilliant | 2001 | Surfaces TI affecting second language learning; advocates use of counseling intervention, to include student referrals and instructor consultations |
| TI-E-04 | ED464523 | Cummings | 2001 | Identifies postsecondary challenges after 9-11, in international education; advocates need for more focus on the Middle East, Asia, and Africa |
| TI-E-05 | ED454706 | Curry | 2001 | Explores effects of multiple attainment levels on a CC writing classroom; looks at different forms of "educational capital" students bring to classrooms |
| TI-E-06 | ED455859 | Dixon, et al | 2001 | Provides survey results regarding TI at a California CC; offers six broad areas of findings from faculty members |
| TI-E-07 | ED457336 | Hine, et al | 2001 | Offers 22 research papers about TI; cuts across a wide range of adult, continuing, and community education topics |
| TI-E-08 | ED464054 | Houck | 2002 | Chronicles TI involving an area CC and a comprehensive university that jointly built a standards-based program to prepare elementary teachers |
| TI-E-09 | ED460664 | Illinois State Board of Higher Education | 2002 | Discusses TI surrounding nontenure-track faculty; cautions institutions to ensure a balance between tenured/ tenure-track and nontenure-track faculty |
| TI-E-10 | ED456869 | Kim | 2001 | Provides an overview of issues affecting transfer students, to include inclusion of culturally competent personnel that can communicate in cross-cultural situations |
| TI-E-11 | ED455902 | Kirkpatrick | 2001 | Advocates diverse faculty/staff mentor programs as one multicultural strategy for CCs; argues that diversity is needed for CC survival and achievement |

| TI-E-12 | ED451749 | Koch | 2001 | Offers an annotated bibliography on educational theory and practice related to the first college year; includes several broad TI categories |
| TI-E-13 | ED456693 | Kreiser, ed. | 2001 | Provides policy documents on TI, ranging from academic freedom to ethics, and from research and teaching to intellectual property, and more |
| TI-E-14 | ED454888 | Martinez, ed. | 2001 | Covers TI from the Journal of the Faculty Association of California CCs; discusses a wide range of subjects chronicled in four editions of the journal |
| TI-E-15 | ED464520 | Milam | 2001 | Describes emerging study of Knowledge Management (KM); advocates KM to enhance institutional organizational learning, best practices, etc. |
| TI-E-16 | ED455393 | Noll, et al | 2001 | Compiles various business education articles; addresses TI in the areas of curriculum, teaching, and training and development |
| TI-E-17 | ED456873 | Princeton U. | 2001 | Contains 11 essays about TI affecting CCs; essays published in July 2001 by fellows in the Mid-Career Fellowship Program at Princeton University |
| TI-E-18 | ED447500 | Schell, ed. | 2001 | Addresses 14 TI areas focused on the counterproductive conditions in which part-time and non-tenure-track faculty must teach |
| TI-E-19 | ED459548 | Shaw, et al | 2001 | Summarizes TI involved in the instruction of college students with disabilities; offers a practical approach to teaching these students |
| TI-E-20 | ED464524 | Spradley | 2001 | Provides strategies for educating adult black males in college; argues that faculty can play a pivotal role in aiding success rates for this target population |
| TI-E-21 | ED452368 | Wonacott | 2001 | Surfaces TI created by the ever-increasing use of information and communications technology as a learning medium |
| TI-E-22 | ED459325 | Ziegahn | 2001 | Discusses how teachers can foster learning approaches by improving their awareness of, and sensitivity to, cultural differences |

## Journal articles

TI-J-01     EJ624658          Alesiak          2001
*Teaching English in the Two-Year College,*
          v. 28, no. 4, pp. 393-402, May

Considers how rhetoric, cognitive awareness, and competing cultures of students in a CC composition class provide many TI for instructors

TI-J-02     EJ639653          Berg          2001
*Michigan Community College Journal:*
*Research & Practice,*
          v. 7, no. 2, pp. 9-28, Fall

Offers feedback from two distinguished professors about TI created by technology; discusses Internet use, and pros/cons of posting lecture notes

TI-J-03     EJ652542          Bower          2002
*New Directions for Community Colleges,*
          no. 118, pp. 79-87, Summer

Present CC minority faculty views on a number of TI; reports that discrimination and declining student quality are concerns

TI-J-04     EJ643763          Fisher          2001-2002
*Appalachian Journal,*
          v. 29, no. 1-2, pp. 90-97, Fall-Winter

Describes efforts to merge political activism, scholarship, and teaching; considers transformational education to ready students for societal roles

TI-J-05     EJ624090          Green          2001
*Teaching and Change,*
          v. 8, no. 2, pp. 215-24, Winter

Uses The College Board's Equity 2000 Project to show need for closing the achievement gap; offers ideas, including math and professional development

TI-J-06     EJ652541          Hagedorn, et al     2002
*New Directions for Community Colleges,*
          no. 118, pp. 59-67, Summer

Offers a literature review and national dataset analyses about perceived conditions of women CC faculty; covers "glass ceilings" and "academic funnels"

TI-J-07     EJ649299          Hardy          2002
*Community College Journal of Research and Practice,*
          v. 26, no. 5, pp. 383-399, Jun

Explores current and classical ethical issues CC faculty face as teachers; lists five possible areas for possible future research and study

TI-J-08     EJ639660          Hoffman          2001
*Michigan Community College Journal:*
*Research & Practice,*
          v. 7, no. 2, pp. 97-106

Examines the effects of collaborative group learning in a CC multiethnic classroom; argues that teachers can enhance student success by this model

TI-J-09     EJ647381          Koolsbergen          2001
*Peer Review,*
          v. 3-4, no. 4-1, pp. 25-27, Summer-Fall

Discusses how one CC used learning communities to approach diversity issues; offers ideas for fostering meaningful dialogue on this topic

TI-J-10     EJ621164          Murphy          2001
*Teaching English in the Two-Year College,*
          v. 28, no. 3, pp. 259-264, Mar

Describes a CC internship program that allows area graduate students to teach in two-year colleges, and receive a form of pedagogical training unique to CCs

TI-J-11     EJ647378          Oates, et al     2001
*Peer Review,*
          v. 3-4, no. 4-1, pp. 9-13, Summer-Fall

Examines a variety of TI, to include teaching teams, learning about learning, promotions and tenure, and promoting community and institution citizenship

| | | | | |
|---|---|---|---|---|
| TI-J-12 | EJ630234 | Pate | 2001 | Chronicles development and delivery of an online U. S. History course at a Virginia CC; discusses students who avoid traditional lecture-based courses |
| *OAH Magazine of History,* v. 15, no. 3, pp. 52-54, Spring | | | | |
| TI-J-13 | EJ649278 | Poulakis | 2001 | Describes a CC English teacher's approach to teaching literature in translation, to include developing a translation web site for the subject |
| *Inquiry,* v. 6, no. 2, pp. 7-16, Fall | | | | |

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