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## ABSTRACT

This document contains three issues of "Update on Research and Leadership," a newsletter from the University of Illinois. The first issue examines the integration of Internet technologies with course delivery. The two lead articles describe current efforts to bring new technology to the community college classroom. The second issue addresses the community college mission. Surging numbers of anticipated students and technological innovations in the delivery of course content potentially impact college operations. Colleges must find ways to reduce costs or to create new revenue streams, hence the on-going discussion about partnering and collaboration, the debate over access, and the emphasis on contract training. The third issue focuses on new frontiers in community college leadership. With the onset of the new millennium, increasing attention is being paid to the core values of leaders and their institutions. Colleges can use a variety of works to develop a core values approach to leadership. (JA)

Update on Research and Leadership, 1997-1998

Debra D. Bragg and William Reger IV, Editors

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*On Research and Leadership*



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*Office of Community College  
Research and Leadership*

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**To Our Readers**

This issue of *Update* examines the integration of Internet technologies with course delivery. The two lead articles describe current efforts to bring new technology to the community college classroom. Cheri Rich summarizes the status and recommendations of the Higher Education Task Force's report to the IBHE. Oakley, Evans, and Ward describe the Illinois On-Line Network, a cooperative effort between UIUC and ten community colleges to provide necessary skills and support to deliver courses over the Internet. Four perspectives are presented from Parkland, Sauk Valley, Elgin, and Kaskaskia, describing their efforts, focusing on their difficulties and future needs, and providing some direction for similar efforts at other institutions around the state. James Layton examines the utilization of new technologies and the impact at the community college. His research challenges the "headlong rush" toward adoption of this technology, and argues that alternatives should be given full analysis before being discarded. Also read about the upcoming Cohort in Community College Leadership (Summer, 1998), and On-Line References for help using Internet software and course development.

See OCCRL's website at <http://hre.ed.uiuc.edu/occr1> for unedited articles and other resources.

OCCRL was established in 1989 at the UIUC. *Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system.* The Office is supported by the Illinois State Board of Education, Business, Community and Family Partnerships Center, with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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# The Illinois Century Network: New Dimensions for Education in Illinois

by Cheri Rich, Lake Land College and UIUC

The Higher Education Task Force's report to the Illinois Board of Higher Education (IBHE), *The Illinois Century Network (ICN): New Dimensions for Education in Illinois*, argues that Illinois has the opportunity to build an educational delivery system that removes the barriers of distance, location, and time for its citizens, or Illinois can become "a net importer of educational services in an emerging global market." Other states such as Wisconsin and Pennsylvania and other organizations such as the Western Governor's Association have also recognized the need for new educational/ training and delivery systems.

## Connections or Cooperation

According to the Task Force's report, the ICN would connect Illinois higher education institutions "to elementary and secondary education institutions, public libraries, hospitals, governments, government agencies, industry, corporations, small businesses, and individual citizens." The proposed network calls for a high capacity (155-622 Mbps.) backbone, campus connections (45-155 Mbps.), and campus infrastructure. In order to maximize existing state investments, avoid duplication, and enhance cooperative efforts, it was recommended that the ICN incorporate the existing higher education video

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*Access to the technology we need  
will not come cheaply, but the cost  
of not moving forward will be  
higher in the long-term.*

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network and develop, in cooperation with other state projects being designed by the Illinois State Board of Education (ISBE), the State Library, The University of Illinois Cooperative Extension Service, the Illinois Library Computer Systems Organization, and Central Management Services. Also, a statewide network is proposed to ensure that institutions in isolated or sparsely populated areas of the state have the same opportunity to receive the necessary bandwidth at an affordable cost as do their urban counterparts.

## Project Costs of the Network

Estimated costs associated with the ICN include \$109 million in capital costs for each of the first three years of the project and \$39 million in years four and five for a total of \$405 million. Capital costs include the backbone, the campus connections to the backbone, and campus networking equipment for the public institutions. Operating costs for the project are estimated to be \$14.5 million in the first year; \$22 million, second year; and \$29.5 million, subsequent years. These operating costs would include the managing of the backbone and its connections as well as recurring costs for "network support staff, for personal computer support, and for content development expert staff." Illinois also needs to consider training costs, the start-up and ongoing costs of support and

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# Illinois On-Line Network

by Burks Oakley II, Charles V. Evans, and Lynn E. Halpern Ward, University of Illinois

The Illinois On-Line Network (ION) is a collaborative effort between ten Illinois community colleges (Belleville Area, Black Hawk, Elgin, Highland, John Wood, Lake County, Lake Land, Sauk Valley, Shawnee, and Waubesa) and the University of Illinois. The goal of this initiative is to raise institutional capacity to develop, deliver and support on-line, Internet-based programming for higher education in the State of Illinois.

*It is no longer a question of whether the Internet has a role to play within the higher education community, but rather a question of how to use Internet-based technologies most effectively and appropriately.*

The exponential growth of the Internet and the World Wide Web has greatly increased the capacity for communication and the availability of information on-line, and has begun to change fundamentally the way that people learn and interact. It is no longer a question of whether the Internet has a role to play within the higher education community, but rather a question of how to use Internet-based technologies most effectively and appropriately. The goal of the ION is to nurture meaningful program development that will lead to quality learning opportunities.

The University of Illinois and Illinois' community colleges have a long history of providing educational and public service programming to the citizens of Illinois. Illinois'

community colleges have worked unceasingly to remove barriers to full educational access for citizens within their purview. The remaining barriers of place and time can now be bridged through the thoughtful use of networked technologies such as web-based conferencing software, real time delivery of audio, textual and graphic information, and simulation software. These learning technologies and many others have been adopted by hundreds of faculty across the country.

## On-Line Learning Communities

If Illinois is to prepare its citizens to thrive in coming years, it must create effective, on-line learning communities. While sound instructional design will form the basis of quality on-line learning experiences, equally important in determining the ultimate benefit to participants will be issues of faculty and student training, access, technical infrastructure, and student support. The primary goal of the ION is thus to prepare Illinois' community colleges, their faculty and staff, for the effective utilization of networked information technologies.

The goals of the ION include:

- Shared instructional design and technical assistance
- Community College/University collaboration in the creation of on-line course materials
- Identification and sharing of best practices
- Evaluation of effort and dissemination of findings

Specific tasks to be accomplished through this initiative include:

- Meaningful collaboration among a significant sector of Illinois' higher education community
- Identification of appropriate technical and student support systems
- Regional and statewide workshops

- On-site and on-line training, consulting, and troubleshooting
- Support of public access sites for on-line programming

*Equally important in determining the ultimate benefit to participants will be issues of faculty and student training, access, technical infrastructure, and student support.*

## Developmental Support

All of these goals will be met through collaboration between the participating community colleges and the University of Illinois. Regional, on-site workshops will be organized to present the latest developments in on-line programming and to provide faculty with opportunities to create on-line course materials. These workshops will be tailored both to the needs of faculty with some experience in utilizing networked technologies and those just beginning to recast their programming into on-line formats. Workshops will be presented in various geographical regions of the state. Additionally, ION technical support staff will be available for both on-site and on-line consultation.

A residential summer workshop for community college faculty and technical staff on the campus of the University of Illinois at Urbana-Champaign will allow interaction between community college faculties and University of Illinois faculty and staff who have already created on-line programming.

*Continued on Page 15*

# Community College Leadership Cohort to Begin Summer 1998 at UIUC

UIUC is currently recruiting a new cohort of students for a Community College Leadership (CCL) doctoral program, specifically designed for aspiring community college presidents, vice presidents, deans, and other administrative personnel.

New visionary leadership will be essential to continuing the strong tradition of community college education that we know in Illinois, a tradition built since the mid-20th Century. The College of Education at the University of Illinois at Urbana-Champaign (UIUC) is committed to working with the Illinois community college system to support Illinois' excellent tradition of community college education.

Utilizing the expertise of UIUC's own graduates and other key state leaders, UIUC is committed to beginning an executive CCL cohort in the Summer of 1998. Community college administrators, faculty and support personnel are encouraged to apply. To ensure that the community college of the future is increasingly reflective of its diverse student population, applications from persons affiliated with under-represented groups are highly encouraged.

## Key Features of the Curriculum

The graduate program will involve course work over a period from Summer 1998 to Fall 2001 and a dissertation. The program results in the awarding of the Doctorate of Education (Ed.D.). For students who wish to commit to full-time study, a research-oriented Doctorate of Philosophy (Ph.D.) option is available.

The CCL cohort will begin graduate study on the UIUC campus in May-June, 1998. The "cohort" format was chosen deliberately to meet the needs of working professionals who aspire

to future community college leadership positions, but who cannot participate in graduate studies on a full-time basis. Using the notion of learning communities, the cohort will feature weekend instruction (typically five weekends per semester per graduate course), collaborative teaching and learning,

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*Using the notion of learning communities, the cohort will feature weekend instruction, collaborative teaching and learning, administrative intern-ships, and seminars featuring local, state, and national leaders.*

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administrative internships, and seminars featuring local, state, and national leaders. (For additional information about the program, go to the homepage of the Office of Community College Research and Leadership at <http://hre.ed.uiuc.edu/occr/> where a copy of the strategic plan and other supporting documents appear.)

## Customized Format

A distinguishing feature of the program is that students can remain employed full-time while pursuing the doctoral degree. The customized weekend and summer format is designed to encourage continuous engagement of practice with research and theory to develop essential leadership skills, knowledge and perspectives. The use of educational technologies is planned to enhance classroom instruction.

Sixteen courses relevant to the diverse needs of future community

college leaders are anticipated. Selected courses include:

- The Community College
- Community College Teaching and Learning
- Advancements in Educational Technologies
- Community College Policy and Program Development
- Organizational Theory and Administrative Leadership
- Financial Administration
- Personnel Administration
- Program Evaluation
- Qualitative Research

In addition to these courses, during the second year of the program students will participate in a Community College Administrative Internship. In the third year they will be involved in a Community College Leadership Seminar. These special leadership development experiences are designed to engage students in an on-going dialogue about issues and concerns facing community college education in the future.

Approximately twenty faculty from the College of Education are committed to working closely with students as teachers, advisors, and mentors in the program.

**Applications will be accepted until February 15, 1998 with decisions about admissions scheduled no later than April 1, 1998.**

*For more information and application materials contact:*  
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**James G. Ward, Co-Coordinator**  
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**1310 South Sixth Street**  
**Champaign, IL 61820**  
**(217) 244-4260**

# Developing On-Line Courses: Practical Perspectives from Four Illinois Colleges

## Sauk Valley Community College: Expanding Students' Educational Experience—Integrating Instructional Technology

By Philip E. Gover, Alan Pfeifer, Kris Murray, Sauk Valley Community College

During the 1996-97 school year, Sauk Valley Community College began to see the fruits of presidential leadership. The Board of Trustees approved an administrative reorganization that positioned the information systems area under the instructional services umbrella. They then followed this move with a commitment of 1.6 million dollars (over five years) to upgrade both institutional and instructional computing. Thus the stage was set for the emergence of an aggressive instructional technology policy as expressed in the following areas of development:

1. Creation of an Instructional Technology Center
2. Increased use of technology in the classroom
3. Collaborative efforts with other community colleges and four-year schools
4. Creation of Internet courses

### Instructional Technology Center

Sauk Valley's vision for the Instructional Technology Center (ITC) is to provide the stimulus and foundation support for faculty who desire to incorporate instructional technologies into the teaching/learning process.

The initial success of the ITC was its involvement and encouragement of Sauk Valley faculty. Faculty were involved in the selection of state-of-the-art PC and Macintosh equipment along with a variety of suitable peripherals. Also, because Sauk Valley has seen the benefits of creating faculty mentors, it is actively pursuing the creation of key faculty members knowledgeable in the use of

both general and discipline specific tools.

Sauk Valley also adopted a five-year plan to replace computers in full-time faculty offices and connect them to the College infrastructure that includes the Internet and Sauk Valley's Intranet. The placement of

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*Sauk Valley provides encouragement, facilities, equipment, and training to faculty members interested in using the Internet as either a resource site for course work or as a primary source of course materials and assessment.*

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these machines aided integrated technology-based instruction at Sauk Valley because faculty feel less intimidated working on their own with one-to-one instruction in their offices. The success of this program has also created a greater demand on the services of the ITC as the faculty continue to use its equipment and services to create web and classroom-based material. The ITC also offers group seminars on word processing, spreadsheet, presentation graphics, Internet, Office and ITC hardware use,

for faculty and staff both within and across disciplines.

The addition of equipment and software tools means both additional hardware and software support. The availability of the College LAN (local area network) and servers both Intranet and Internet are critical to the instructional process. Therefore, a downside to the integration of technology and web-based instruction could be the additional cost for support. In order to supply uninterrupted access to faculty and students, serious integration of technology into the educational process requires an investment in backup servers, systems, communication lines, and technology support staff.

Asynchronous learning means that learners will need technical assistance on a 24x7 (24 hours per day, 7 days per week) basis. Learners may have problems with the software on their computer and with dialing their local Internet service provider. These "help desk" questions will become part of the responsibility of the institution when it impedes access and thus learning by the enrollee. Server access and support must be available on that basis as well.

### Technology in the Classroom

Additional opportunities for using technology in the classroom created by the ITC has increased demands on the technical support staff. The faculty using the ITC have found that the amount of time invested in preparing to use technology in the classroom was much greater than preparation time for traditional teaching--a natural consequence of

having to learn the software as well as use it to create presentations. Tools needed by faculty in order to use computer-based technologies require equipping classrooms with user-friendly equipment. At present, however, equipment must move from room to room as needed (often showing up five minutes before class) and is not necessarily the same brand or format from one use to another. Following the standard audio-visual paradigm of mobile overhead projectors and VCR units being shared among faculty may be necessary, but not recommended by faculty. Sauk Valley is in the midst of equipping eight classrooms with computers, projectors, white boards, audio systems, as well as laser disc players. Most faculty acknowledge this initiative as a move in the right direction, and see it as an indication of the administration's commitment to the integration of computer-based technology into education.

## Collaboration

Sauk Valley Community College, like similar institutions, does not have sufficient staff and funding to support significant instructional technology enhancements independently. It is, therefore, imperative to cultivate and develop collaborative initiatives with other colleges and universities which share similar outcome objectives.

Among Sauk Valley's collaborative efforts is a cooperative agreement with the University of Illinois to offer NetMath to high school and adult students. This alliance has been extended through Sauk Valley's participation in a consortium with the University of Illinois and nine other Illinois community colleges that recently received a HECA grant to fund equipment and expertise for expanding their presence on the Internet. This relationship is expected to produce opportunities for staff development, access to further technologies, and the creation of and access to Internet courses and additional educational alternatives for students.

Sauk Valley is an active member of the Western Illinois Education Consortium (WIEC) which was designed to provide educational opportunities for under-served citizens in the region between the Wisconsin border and Quincy, Illinois. Sauk Valley hopes that the mission of WIEC will expand from the simple delivery of interactive audio-video transmissions to more advanced instructional technology delivery systems as they develop. Collaboration with the WIEC will increase the availability of resources at our disposal.

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***To participate in this new learning medium community colleges will need to dedicate resources and appropriate funding in order to support faculty and enable learners to succeed.***

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Sauk Valley provides encouragement, facilities, equipment, and training to faculty members interested in using the Internet as either a resource site for course work or as a primary source of course materials and assessment.

## Humanities 210 Trial Run

During the summer of 1997, an Internet version of Humanities 210 (Man and the Arts) was given a trial run. Two students participating in a program for gifted high school juniors and seniors found that time conflicts prevented them from attending Humanities 210 in the classroom along with their cohort. The administration, the instructor who designed the course, the technical support staff, and the students, decided collectively to allow the students to take the Internet version of the course, even though the course

was not officially scheduled to begin until the Fall semester. The Internet version of Humanities 210 includes:

- material on web pages and links to supplementary material that are the equivalent of in-class lectures and audio-visual presentations;
- synchronous/asynchronous communication through MOO and COW that are equivalent to office hours, class discussion, and all other communication between teacher and learners;
- assignments that take the student to the library or other sources for research.

The students did extremely well in the course. One even submitted his assignments as web pages, a definite extra effort on his part. The writing skills of both students improved through their continuous written conversations with the teacher on topics related to the course. Their performance, however, was anomalous to the general Sauk Valley student population. The course instructor and the technical support staff will launch a study over the next four semesters to shed some light on what cognitive traits and minimum levels of computer literacy are necessary for success and should be required of prospective Internet students.

To participate in this new learning medium community colleges will need to dedicate resources and appropriate funding in order to support faculty and enable learners to succeed. Sauk Valley's experiences make it clear that a participation in technology-based education must involve a shared vision of the entire institution—board of trustees, administration, faculty, and staff.

*For more information, contact Dr. Phillip E. Gover, Vice President of Instructional Services, Alan Pfeifer, Director of Computing and Instructional Technology, or Kris Murray, Instructor of Humanities, at 815-288-5511 or [goverp@svcc.edu](mailto:goverp@svcc.edu), [pfeifer@svcc.edu](mailto:pfeifer@svcc.edu), [murrayk@svcc.edu](mailto:murrayk@svcc.edu).*

## Parkland College: Internet Courses—A New Frontier in Distributed Learning

By Michael J. Miller, Darrin L. Cheney, Parkland College

### Postcard from a Student

*Dear Professor Gordon, I'm writing to tell you how much I appreciated the time and effort you put into making your English Composition course such a great experience. As the result of taking your course, I have just received a promotion at work. I'm still doing the swing shift, but the extra income will allow me to have a baby-sitter at home for my kids while I'm at work. Not only did your course help me learn how to write better, but I also think that my computer skills have improved a lot. Thank you again for a great learning experience. I enjoyed getting to know you and hope I will have a chance to take another class with you. ~ Sarah*

Sarah and Professor Gordon never met face-to-face. Their entire teacher-learner relationship developed via an Internet course and networked communication. Sarah valued her Internet course as authentic learning that advanced her educational and career goals.

This anecdote illustrates some intriguing aspects of the "on-line frontier" that community colleges explore as they create new learning communities in cyberspace. Parkland's initial experience working with faculty to develop Internet courses suggests that sociology rather than technology is at the heart of the enterprise. The Internet functions well as a channel for delivering instruction; more importantly, it creates an arena for developing meaningful human relationships between teachers and learners. Keeping the human dimension in the foreground of mediated instruction is crucial to shaping on-line learning communities that will be gratifying for both students and faculty.

### The Human Dimension of On-Line Instruction

Community colleges pride themselves on personalized instruction and their ability to create supportive learning environments for students. In a new twist on the old "commuter college" motif, the Internet and networked learning allows Parkland to "commute to our students." The Internet and other forms of distributed learning will enable the college to strengthen its commitment to providing flexible educational opportunities. Parkland College's success hinges on re-imagining how it can fulfill its historical commitment to serving learners. Community college leaders must effectively communicate how technology extends and builds upon the community college's foundational mission.

### New Internet Courses at Parkland College

Parkland College began developing Internet courses in the Summer of 1996.

- An initial pilot project provided release time for two faculty to create courses with assistance from a web specialist, and a instructional designer/media producer in the Department of Academic Technologies.
- Existing lecture and course assignments were redesigned and converted to HTML formats, then uploaded to a campus web server.
- Text files, graphics, and links to other Internet resources were combined in the on-line "classroom."
- Teachers and students use both e-mail and FirstClass, a conferencing program, for class

discussion and small group activities.

- Students can access the courses using any web browser via campus computer labs or their home PCs.

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***Keeping the human dimension in the foreground of mediated instruction is crucial to shaping on-line learning communities that will be gratifying for both students and faculty.***

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Building upon the release time model, our Internet curriculum has increased to eleven courses within a year. Parkland's students can now enroll for on-line courses in English Composition, Speech, Sociology, Chemistry, and Sports Psychology. On-line courses are accepted by the Curriculum Council as equivalent to traditional classroom courses. Other Internet courses are in the works, and Parkland is beginning to consider developing a "Virtual College" component as the next logical step in extending its current menu of cyberspace offerings.

### Lessons Learned from the Pilot Project

*Planning and Support.* Custom course development requires time, planning, and design assistance. Faculty are subject specialists, but need support in translating objectives

and materials to an Internet delivery system.

*Faculty Training.* Faculty need to acquire instructional design and computer competencies in order to design and manage an Internet course. These skills are an extension of existing teaching methods, but to acquire them the faculty initially

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***The main barrier community college students face is not distance, but time. Internet courses allow students to accelerate progress toward their educational goals by "time-shifting" schoolwork at their convenience.***

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experience the process as labor-intensive and challenging. Faculty typically enjoy a privileged role that derives from their scholarly expertise, but must rely on those with computing and technical know-how. Creative technologists have design skills but do not always appreciate faculty concerns about technology which, for them, can sometimes be new and uncomfortable territory. Technical support staff need to assist faculty who may not be comfortable with team-based collaboration and more technical course design in activities such as curriculum development, web page design, and beta-testing of on-line courses. Since Internet courses reside on a web server, they require knowledgeable technical staff to make sure everything is working properly.

*Student Training.* Students also need basic computer competencies

in order to succeed in an Internet course. Whether the community college creates formal entry requirements for on-line courses or admits students regardless of their computer skills, it will need to consider student training and support issues.

### **Changes in the Learning Environment**

Exploring the use of the Internet for instruction has compelled Parkland College to reexamine how it designs effective instruction, serves students, and manages the changing roles of teachers and support professionals.

*Changes in Faculty.* Networked communication largely replaces face-to-face interaction between teachers and students. Classroom lectures are placed on web servers as HTML files and interactive discussion lists, which means that traditional class preparation followed by "live" lectures is replaced by the "front-loaded" preparation of on-line materials and design of a cyberspace classroom. Faculty lecture time is shifted into managing e-mail communications and discussions on-line, most of which occur asynchronously.

*Changes in Course Development.* Developing Internet courses requires designing an entire learning environment. The on-line "virtual classroom" has to be constructed consciously to make it a "space" conducive to teaching and learning. Many faculty initially experience this as constraining because they value the spontaneity of classroom interaction.

*Changes in Students.* The main barrier community college students face is not distance, but *time*. Internet courses allow students to accelerate progress toward their educational goals by time-shifting schoolwork at their convenience. Learners value the ability to log on at

midnight or at 5:00 AM, often the only times they have to focus on academic work, and they are willing to make the effort if community colleges can provide access to quality instruction around the clock.

### **Real Costs and Resources**

Skilled personnel, reliable technology, robust network infrastructure, integrated student services, and meaningful faculty incentives are among the key ingredients required. While it is certainly possible to economize in some areas, community colleges are best advised to anticipate the real costs of developing Internet curriculum.

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***The on-line "virtual classroom" has to be constructed consciously to make it a "space" conducive to teaching and learning.***

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College administrations should work through policy and management issues before launching into an ambitious Internet curriculum project. Issues related to faculty compensation, course load, enrollment caps, student support services, development time, and technical infrastructure must be anticipated. Providing quality on-line instruction that meets the needs of "working learners" means that community colleges will have to employ technological tools to create effective teaching and learning environments. The future will be created by educators who can "learn by design."

*For more information contact Dr. Michael J. Miller, Dean of Academic Technologies, or Darrin Cheney, Coordinator, Instructional Technology and Distance Education at 217-373-3893, or [mmiller@parkland.cc.il.us](mailto:mmiller@parkland.cc.il.us) or [dcheney@parkland.cc.il.us](mailto:dcheney@parkland.cc.il.us)*

## Kaskaskia College: Internet Challenges

by Janet Gardner, Kaskaskia College

Kaskaskia College's main campus achieved Internet connectivity in 1995. Internet connectivity has been a catalyst for change in the acquisition and dissemination of information and in the instructional strategies employed by faculty. When Internet connectivity was achieved, the library immediately made use of the Internet for interlibrary loan and reference resources via Telnet, and for delivery of ProQuest Direct's Periodical Abstracts II database, an index to periodicals with full-text availability, replacing the CD-ROM version.

***The demand for more sophisticated training and technical support for faculty and staff and for information literacy instruction for students will increase.***

A college committee was established to develop a home page, employing a student to design and maintain it. The college continued to add information to its web site which underscored the need for a designated web master to assist with the design and development of the web pages. When the Media Center Technician position became vacant last spring, the responsibilities of the position were revised to include the web master function.

The original Home Page Committee has evolved into an Internet Resources Committee (IRC) chaired by the librarian with key membership representing student services, instruction, information technology services, and marketing. The IRC recently developed procedures and standards for the college web site to provide guidelines and to ensure the

same high standards as other forms of published information. The procedures and standards address information created for public pages advertised and linked from the home page and for pages linked to the web server with access limited to those who need it. The guidelines provide some parameters for institutional utilization of an evolving technology and will need to be reviewed and revised frequently.

With Internet access e-mail usage has increased internal and external information dissemination and communication. In courses such as English composition and literature, faculty and students use e-mail to communicate and exchange assignments. There are staff complaints about the time-consuming task of reading and responding to e-mail, and this concern is becoming more prevalent among e-mail users at the college.

### Faculty Training

Internet access also serves as a catalyst for change in the instructional arena. As faculty increase their knowledge and skills in the utilization of the Internet, they require student usage for acquisition of course requirements, course materials, and research assignments.

Faculty are at various stages of growth in their understanding and utilization of Internet technology. Many faculty have attended workshops, seminars, and conferences to increase their knowledge and ability to incorporate Internet technology in the delivery of instruction.

A unique opportunity for training in multimedia and instructional technology is afforded Kaskaskia College faculty and teaching faculty at ten other community colleges and universities as members of the Southwestern Illinois Higher Education Consortium (SIHEC) and the Southern Illinois Collegiate Common Market (SICCM) through

the Regional Center for Distance Learning and Multimedia Development located in Morris Library at Southern Illinois University at Carbondale.

The Regional Center assists teaching faculty in adapting curriculum to technology and to the unique aspects of interactive video (distance learning) classrooms. One-day workshops are scheduled frequently on topics such as: WWW using Netscape, construction of WWW pages, instructional applications of the WWW, information literacy overview, and advanced HyperText markup Language (HTML). Also, the expertise of the Regional Center staff is available to faculty on an individual basis.

### Mini-Grant Program

Last spring, the Regional Center initiated a mini-grant program to encourage faculty of SIHEC and SICCM member institutions to apply for funding of up to \$1,000 per mini-grant to assist in the development of distance learning, multimedia, and web-based instructional products. Funding was awarded for development of innovative course materials, enhancement of existing course materials, and conversion of course materials for distance learning.

Two Kaskaskia College faculty were awarded mini-grants for the development of web-based instructional materials in music and in anatomy and physiology courses. The impact of the mini-grant program extended well beyond the two recipients and the instructional programs in which they teach.

Presentations and demonstrations of mini-grant activities by the college faculty and of other web-based instructional applications (including course requirements and assignments, supplementary course materials, lecture notes, unit outlines, tests, and entire courses) by Regional Center staff at the August faculty workshop

generated a high level of interest and enthusiasm among other faculty. These web-based instructional applications illustrated to faculty that they can begin with one specific application and progress in manageable steps.

In addition, faculty became more aware of the training opportunities and technical support readily available to them at the college and at the Regional Center. In developing applications, they would not be left to struggle on their own until the next scheduled workshop. As a result, faculty have sought individual assistance at the college and have turned to the Regional Center for training and for advice in solving special problems.

### Student Preparation

Of equal importance to faculty and staff training are training and instruction for students. The results of a questionnaire distributed this semester during freshman library orientation indicated that student Internet skills cannot be assumed. Of the 486 students surveyed, 28% had not heard of the Internet or had not used it; 24% had used it but found it confusing; 27% had used it but wanted to improve their searching techniques. Only 21% of the students had used the Internet and felt comfortable with it.

### Information Literacy Course

Students' limited Internet skills reinforce the need for information literacy training for students. The development of an information literacy course emphasizing the basic skills to utilize the electronic information network and to evaluate retrieved information critically is necessary. Currently in the draft stage, this course includes the following topics:

- Creation and transmission of information (both popular and scholarly)
- Structure of information (subject classification, subject headings, base record structure, etc.)

- Construction, application, and revision of a search strategy
- Access to information (reference sources, periodical indexes, on-line databases, World Wide Web)
- Electronic searching concepts (Boolean searching, field searching, controlled vocabulary)
- Use and structure of information among different academic disciplines
- Evaluation of information

***The focus on the teaching and learning process and the utilization of technology as tools to enhance teaching and learning must be maintained.***

To demonstrate and apply course concepts, a variety of electronic resources will be used including:

- On-line library catalog
- Periodical indexes on CD-ROM and on the WWW
- Full-text databases on CD-ROM and on the WWW
- Internet resources

The course will be offered in conjunction with existing student opportunities to learn and hone research skills through library orientation sessions, research sessions related to specific disciplines, individual research assistance, and research skills components incorporated in various courses. The emphasis on information literacy is one of the ways in which the college is addressing what seem to be the driving questions for education in the 21st century: What does it mean "to know"? Is "knowing" what we have in our heads or how well we are skilled to explore the infosphere?

Although much progress is evident at Kaskaskia College in the development

*Continued on page 11*

## Elgin Community College: Training Faculty for the Internet

*by Althea W. Stevens, Elgin Community College*

Internet courses are becoming more prevalent, but these days one does not need to know HTML code in order to create an Internet course. MS Word (Office 97) provides a web development module that makes the development process a breeze.

***Tools very often remain untouched if the recipient of these instruments is afraid to experiment or, worse yet, experiments, fumbles, but cannot discover where the problem lies. The saying that "a better educated society makes for a better workforce" applies to technology in education, i. e., a faculty trained in current technology makes for a more creative dispensing of knowledge.***

Nevertheless, faculty need training for the implementation of technology in the development of their curriculum. How many instructors place a course on the server, update their course, or create special folders? How many are able to test the product before it is placed on the file server? Providing a test site will allow instructors to test a finished product—a Web page or even a partial presentation of a course—before posting it on-line for students. A test site provides the opportunity to experiment in the presentation of a course. Training is the key.

*For further information, contact Dr. Althea W. Stevens, Assoc. Dean of Distance Learning and Instructional Technology at 847-697-1000 ext. 7565 or [astevens@mail.elgin.cc.il.us](mailto:astevens@mail.elgin.cc.il.us).*

*Gardner, continued from page 10*

and utilization of Internet technology, many challenges remain:

- Planning and allocation of sufficient resources are necessary to meet the demand for more sophisticated training and technical support for faculty and staff and for information literacy instruction among students.
- Internet connectivity and/or Internet access at college extension sites and at business and industry instructional sites in the college district must be addressed.
- Frequent upgrades of Internet system hardware and software will be needed.
- Sufficient technical staff to maintain and expand a reliable, robust network and to provide technical support to faculty and staff will be needed.
- The focus on the teaching and learning process and the utilization of technology as tools to enhance teaching and learning must be maintained.

As educational institutions move from the teacher-centered classroom to a distributed learning environment, Internet technology is the vehicle for instruction, for information retrieval, and for interaction with fellow students and instructors. Ultimately the greatest challenge for all of us is adapting to this change.

*For more information contact Dr. Janet L. Gardner, Dean of Instruction at 618-532-1981 or [jlgardner@kccn.kc.cc.il.us](mailto:jlgardner@kccn.kc.cc.il.us)*

## Upcoming Conferences

The League for Innovation in the Community College. June 28-July 1, 1998, Wyndham Anatole Hotel, Dallas, Texas. For further information see: <http://www.league.org>

For a list of other conferences around the country see Oklahoma State University's list of links at <http://www.osu-okmulgee.edu/tlc.htm>

# Community Colleges and the Internet: Uses and Impacts

*by James D. Layton, University of Illinois, Urbana-Champaign*

Will the Internet carry us into the Information Age, or will it contribute to the downward spiral of education in our society? Regardless how educators respond to this question, they have a responsibility to future generations to discuss publicly the issues involved and decide whether it is possible to find a good way to use the Information Superhighway, and to insure that the technology is used wisely.

***Most community college web sites are relatively undeveloped, suggesting that the development of guidelines, plans or policies regarding these technologies and their application is still in the future.***

Community colleges are the least likely higher education institutions to have policies in place concerning the ethical use of computers, the rights and responsibilities of users, guidelines for instructional and administrative use, and purchasing plans for academic computing. Community colleges are also the least likely to have a formal plan for using the Internet and WWW resources in distance education and for off-campus promotion (i.e., marketing and public relations) (Green, 1996).

This article is based on a study which sought to understand the potential impact of Internet technologies, their usefulness, applicability, and the feasibility of their application in functional areas of community colleges. Twenty-seven recognized experts from 10 states on community colleges, educational technologies, and innovative uses of these technologies were asked to rate ten scenarios in the areas of utility, applicability, feasibility and effect.

The ten scenarios described various possible areas of application of the Internet and related technologies in community colleges, and were based on actual uses of web sites by higher educational institutions, as well as a review of literature on present and future educational and administrative uses of this technology. They were not intended to be exhaustive, nor mutually exclusive. The scenarios were:

1. Internal/external communications
2. Instruction, learning, and curriculum enhancement
3. Institutional public relations, student recruitment, and employment
4. Admissions and records
5. Business and industry relations and economic development
6. Library and learning resources
7. Administrative services and logistics
8. Student, faculty, and staff services
9. Professional development
10. Institutional research, planning and financial management

## How useful are these technologies?

The most useful scenario was library and learning resources, with the least useful being student, faculty and staff services. Also highly rated were internal/external communications; instruction, learning, and curriculum enhancement; admissions and records; and public relations, student recruitment, and employment. Serving students was considered the most useful application of the technology, however, an outcome well suited to the generally held notion of community colleges as student-centered institutions.

The redundancy of the applications of these technologies caused some concern. Activities described in the scenarios already took place at their colleges using other technological tools such as local area networks and database software, so their usefulness had already been decided.

There was opposition also to the apparent desire of some community college technology innovators to find institutional uses for or fit institutional needs to the technology, rather than assessing needs and finding ways to meet those needs.

## How applicable are these technologies?

The library and learning resources scenario was rated the most applicable, while business and industry relations and economic development were judged to be the least applicable. Professional development, admissions and records, internal and external communications, and public relations, student recruitment, and employment were rated lower.

In the process of discussing the scenarios respondents mentioned differences in settings (rural versus urban, small versus large), differences in access to connected computers, and differences in access because of a lack of college resources and students from a variety of socioeconomic levels. However, they saw these technologies as easing the impact of

those differences by creating a more equitable learning environment.

## How feasible are these technologies?

The most feasible (likely to occur) scenario was again library and learning resources. Instruction, learning and curriculum enhancement and internal and external communications also were also highly rated for feasibility. The lowest feasibility rating was given to the student, faculty and staff services scenario. Respondents considered feasibility a complex function affected by monetary and resource costs, security problems, resistance from faculty, staff, and students, and

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***No matter how useful an innovation is (or is marketed as being), no matter how universally applicable it seems to be, if it is not feasible then it should not be used.***

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the need for constant maintenance. These were all seen as factors that limited the applicability and usefulness of these technologies.

## What are the likely consequences of these technologies?

Respondents rated the most likely consequences of these technologies to be institutional effectiveness and institutional productivity, with student outcomes the least likely consequence. The library and learning resources scenario had the highest rating in all areas of potential positive impact, while administrative services and institutional research, planning, and financial management

had the lowest overall ratings in all four areas. Student, faculty and staff services were rated the lowest for potential positive impact on institutional productivity and effectiveness, but somewhat higher in the areas of student outcomes and institutional culture and climate.

Respondents considered the negative impacts of these technologies to be cost, resistance and access, typically seeing these as having potential negative impacts in all areas of the community college. In their comments regarding positive impacts, respondents expressed enthusiasm for the use of these technologies and their positive effects on benefiting students, faculty and staff in the library, in instructional activities, and in administrative uses.

## What Does It All Mean?

The findings of this study have specific and general implications for policy.

**Implement the Internet and related technologies appropriately.** The technology cannot be seen as an end in itself and inappropriately or wastefully introduced and applied. As one respondent noted, the promise of these technologies is so far greater than any benefit in reality: "I have not seen its use improve effectiveness, efficiency, or communications on community college campuses. Its promise has yet to be met." This study has shown that the optimum role of the Internet and related technologies is in the library and the learning resources center; in internal and external communications; in instruction, learning and curriculum enhancement; in public relations, student recruitment and employment; and in professional development. Policy makers must see to it that the promise is realized by the judicious and responsible allocation of resources.

**Consider the consequences of adopting the Internet and related technologies.** Policy makers at the local level should initiate a planning process that encourages discussion of the potential effects of adopting this innovation. This study found that

respondents saw the use of these technologies as having at least the potential for negative impacts in their institutions.

**Planning must take into account the feasibility of innovations.** No matter how useful an innovation is (or is marketed as being), no matter how universally applicable it seems to be, if it is not feasible then it should not be used. Respondents believe that while small rural community colleges might expect more benefits to accrue from adopting the technologies in the study, the lack of resources and access severely limits the possibility of such benefits occurring. Larger urban

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***As one respondent noted, the promise of these technologies is so far greater than any benefit in reality: "I have not seen its use improve effectiveness, efficiency, or communications on community college campuses. Its promise has yet to be met."***

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colleges with more resources for applications and greater access, may have less to gain since their students are closer geographically and in less need of distance learning and communication.

Other limitations to feasibility include:

- Startup costs for connectivity, software, hardware and technical support and training.
- Maintenance costs for the continued successful use of these technologies.

- Resistance on the part of students, faculty, and staff to the adoption of the technologies.
- Maintaining security for student records, financial transactions and institutional information.

**Consider local contexts when implementing the Internet and related technologies.** A mismatch between context and technology, such as attempting to use the Internet for distance learning in a rural setting where students do not have access to connected computers, or in an urban setting where distance learning is not needed, means wasted resources and increased resistance on the part of those who see one more fad coming and going. In practical terms, these kinds of mismatches are likely to fail, slowing the pace of change and increasing resistance to future innovations.

**Candid assessment of the usefulness of these technologies in context should be carefully undertaken.** Policy makers should be aware of the technological resources that are already available to accomplish the educational tasks at hand, such as state-wide networks and centralized databases, agencies that provide technical assistance to community colleges, and instructional television and satellite campuses. Failure to consider these factors will cause problems for the adoption and eventual diffusion of these technologies throughout the institution.

### **Many Lanes on the Information Super Highway**

Many proponents of these technologies have expressed the opinion that community colleges and other educational institutions must adopt them and must do it quickly. Respondents to this study generally concurred with these views, which puts them squarely in the category of technological determinists who see the development and adoption of new technologies as inevitable and beneficial. Such a view is also known as the technological imperative, the

belief that "because a particular technology means that we can do something (it is technically possible) then this action either ought to (as a moral imperative), must (as an operational requirement), or inevitably will (in time) be taken" (Chandler, 1997).

There are alternatives to this perspective in the relevant literature. For example, some critics of a rush toward the Information Age have held that the massive effort presently underway to connect our schools to the Internet is a distraction from real education and a drain on scarce resources; that the ultimate impact and educational value of these technologies for students is at best unknown and at worst harmful and negative; and, more generally, that predicted effects such as dehumanization, alienation, isolation and the destruction of communities will result in chaos and contribute to the breakdown of society.

Community college policy makers and practitioners should make an effort to become aware of these and other alternative perspectives if they are to make responsible and informed decisions concerning Internet technologies in their institutions.

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Chandler, D. (1997). Technological or media determinism. Available: <http://www.aber.ac.uk/~dgc/tecdet.html>.

Green, K.C. (1996). Campus computing, 1995. Encino, CA: Campus Computing.

Phelps, D. G. (1994). 2000+: What lies ahead for community colleges as we hurtle towards the 21st century. Community College Journal, Aug./Sept. 1994.

*For more information on this topic, contact James D. Layton, Visiting Asst. Professor at UIUC with the National Center for Research in Vocational Education, at 217-333-0807, or j-layton@uiuc.edu. Dr. Layton is a recent graduate of the Community College Leadership Program at the University of Illinois at Urbana-Champaign.*

## Academic and Occupational Integration and Learning Technologies

by *The Illinois Integration Task Force*

Since 1991, the practice of integrating academic and occupational education within community colleges has grown substantially. To clarify what academic and occupational integration is and how Illinois community colleges can most effectively develop and implement integration strategies, the Illinois Community College Board and the newly formed Illinois Council for Occupational Education, in cooperation with the Illinois State Board of Education and the OCCRL at UIUC, organized a task force on integration composed primarily of community college faculty and administrators.

The Task Force examined many different approaches to integration. Included among these approaches was the use of technology to integrate academic and occupational education. This approach can be defined as the deliberate use of distance learning, computer hardware and software, the Internet, and any other emerging educational/information technology to facilitate the integration of curriculum, academic and occupational.

Fifteen Illinois community colleges report using educational technologies to integrate academic and occupational education, but few are deliberately linking academic and occupational content utilizing these technologies. Yet these technologies are used to facilitate learning in many other ways. Primarily math, English composition and communications, and biology courses are taught using computers to research (via the Internet) or produce class work. Heartland and Sauk Valley appear to be the most advanced in encouraging the use of the Internet in a wide variety of academic and business courses.

Other uses of technology focus primarily on software packages for problem-solving in science, math, agriculture, nursing and engineering. Moraine Valley uses software applications to provide students who are re-entering their Nursing program an opportunity to review their academic and vocational skills. Rend Lake also offers this version of technology use.

Computer labs are also common and are available either to the open student body or at least to specific occupational programs. Shawnee requires computer courses in nearly all occupational curricula, while William Rainey Harper offers links between academic and occupational courses and computer classes, such as a class on Power Point that allows the students to develop presentations for their other classes. This class is team taught and accrues transfer credits. Use of the Internet is not yet very advanced at Illinois Central, because it is seen as "very time intensive." Faculty involvement appears to be crucial in developing and using educational technology, though the administration usually takes the lead in providing students with access to the Internet and computer technology in general.

Clearly, the idea of employing technologies in particular courses is spreading rapidly among community colleges, but using technologies to connect disparate bodies of knowledge is much less evident. And, whereas the potential benefits of new educational technologies may be limitless, the ability to capitalize on them is not. Limited resources and expertise require that community colleges give careful thought to how new technologies will be implemented. How integration can be facilitated by these new technologies should be given careful consideration when the planning is done.

*For more information or a copy of the Integration Task Force Report, please contact Darcy McGrath, Assoc. Dir. for Program Planning and Accountability with the ICCB at 217-785-0123 or at dmcgrath@iccb.state.il.us.*

## On-Line Resources

by *Bruce Scism, UIUC*

The following sites are valuable for those interested in constructing an Internet course and provide instruction, ideas, and practical experiences for developing on-line courses.

<http://www.learnitonline.com/>

On-line tutorials geared towards familiarity with Microsoft Office and Internet software. Tutorials include introductory and advanced levels. Site permits a free trial membership.

<http://help.netscape.com/docs/client/communicator/Contents/Contents.html>

An extensive offering for Netscape users, site administrators, and web page/site developers. Includes javascripting and browser features.

<http://www.tools.cityu.edu.hk/>

Provides very useful help in developing course content delivery and in use of web software. Free subscription to bi-weekly newsletter.

<http://franklin.scale.uiuc.edu/scale>

Sloan Center for Asynchronous Learning Environments. The how-to and experiences of developing courses for on-line delivery.

<http://www.aln.org>

Asynchronous Learning Network. Useful information for content development and delivery. Access to a journal devoted to the development of course delivery.

**See the OCCRL website for more useful site links. OCCRL can be accessed at <http://hre.ed.uiuc.edu/occr>**

If you know of other useful sites or have successful experiences with on-line resources please contact us, and we will post them in this column.

*Rich, continued from page 1*

keeping equipment up-to-date, as well as models for the management of the network.

The Task Force report acknowledges that "access to the technology we need will not come cheaply, but the cost of not moving forward will be higher in the long-term." In discussions held from May through September, the Task Force compared the significance of this project to the designing of a railway system. Proximity to the rail system enhanced the growth and development of some local economies while leaving others behind. In a similar fashion, access to learning technologies provides enhancements in the new century.

The IBHE received the Task Force Report at its October meeting and will consider a motion to endorse the recommendations and delineate the next steps at its November meeting.

## Recommendations

1. ICN should be a program of network services extensive enough to provide universal access to education and information resources at a reasonable cost.
  2. The State of Illinois and the telecommunications industry should develop plans for the use of commercially available services and standards where feasible.
  3. The ICN should leverage previous state and institutional investments in video and networking equipment.
  4. The ICN should be developed in cooperation with other Illinois public sector communications projects and avoid duplication of costly facilities and support.
  5. The State should recognize a baseline computing and communications capability for institutions of higher education.
- The IBHE and the Illinois
- Community College Board (ICCB) should determine the gap between current communications capabilities and help public campuses below the baseline raise their capacity.
6. The State of Illinois should create a statewide organization to fund and manage the ICN. The organization should assume the management responsibilities and meet the organizational criteria described in this report.
    - The State should establish a small working group to investigate the organizational issues, recommend a structure, and prepare a full cost estimate for the Illinois Century Network.
  7. A technical planning group should be established to
    - prepare a requirements statement for the backbone and serve as technical advisors for its procurement;
    - address the issue of how to reach locations with limited communications access, drawing upon existing Central Management Services knowledge;
    - develop plans for integrating the ICN with existing video facilities, and the ISBE network with other existing public sector facilities
  8. The IBHE and the ICCB should prepare a funding strategy to:
    - support development of courses using emerging technologies, collaborative efforts by institutions made possible by these technologies, and pilot projects of new applications, in order to address both training of faculty and students and the employment of staff to manage campus facilities and to support curricular development
    - disseminate successful efforts.

*For further information, contact Cheri Rich, Dean of Instructional Services at 217-333-0807 or crich@lakeland.cc.il.us. Ms. Rich is a graduate student in the Community College Leadership Program at the University of Illinois at Urbana-Champaign*

*Oakley, Evans, and Ward continued from page 2*

A centrally-managed ION server will allow faculty to develop course materials using current technologies, including active server pages, streaming audio and video, and real-time or asynchronous conferencing. The server will also enable on-line communication among Network collaborators and encourage Internet-based communication among faculty and staff, enhancing the participating colleges' sophistication in the development, delivery and support of on-line programming. The synergy between the community college partners and the University of Illinois will produce a continuum of on-line pedagogical knowledge from early post-secondary to the graduate level.

Some limits to universal access remain, such as the absence of necessary hardware and optimal connections to the Internet. An interim solution will be the creation of public access sites on the campuses of the participating community colleges.

The ultimate goal of the ION is the creation of ongoing learning and collaborative environments that will produce additional citizen learning opportunities not constrained by the traditional barriers of time and place.

*For more information, contact Burks Oakley II, Assoc. Vice Pres. for Academic Affairs and Project Director at 217-244-6465 or oakley@uillinois.edu; Charles Evans, Asst. Vice Pres. for Academic Affairs and Dir. of Statewide Programming at 217-333-1460 or c-evans4@uiuc.edu; Lynn E. Halpern Ward, Asst. to the Vice Pres., at 217-244-6465 or lynnward@uillinois.edu. Or access <http://illinois.online.uillinois.edu/>*

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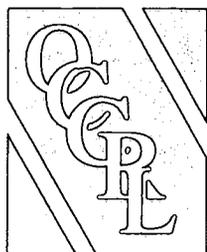
# U On Research and Leadership P D A T E

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## TO OUR READERS

This issue of *Update* examines the community college mission. Surging numbers of anticipated students and technological innovations in the delivery of course content potentially impact the colleges' operations. To assess the impact of these or other variables on the existing mission of the community college, *Update* interviewed leading community college figures, Joseph Cipfl, President/CEO of the Illinois Community College Board and Zelema Harris, President of Parkland College, Champaign, IL. Bruce Scism provides an article questioning whether political reactions to immigration will ultimately test the fundamental principle of open access supported by public revenues. This issue concludes with the dissertation abstracts of two successful doctoral students and an article referencing important resources available on-line.

See OCCRL's website at <http://hre.ed.uiuc.edu/occr1> for unedited articles and other resources.

OCCRL was established in 1989 at the UIUC. *Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system.* The Office is supported by the Illinois State Board of Education, Business, Community and Family Partnerships Center, with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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# Community College Mission—The Perspective of Illinois Leaders

## Interview with Joseph J. Cipfl, President/Chief Executive Officer, Illinois Community College Board

by *Bruce Scism*



*Dr. Joseph J. Cipfl has a long history of administrative and educational experience. Prior to his selection as President/Chief Executive Officer of the Illinois Community College Board in 1997, he was President at Belleville Area College for nine years and, earlier, was an Illinois public school Superintendent for 12 years. Dr. Cipfl has been a principal and a teacher. He received a Ph.D. in Educational Leadership from St. Louis University, a Master of Science degree and a Specialist in Education Degree from Southern Illinois University, and a Bachelor's degree from Illinois State University. He was inducted into the Illinois State University, College of Education's "Hall of Fame" on October 4, 1997. Also in 1997, he was named as one of the Nation's Outstanding College Presidents by Phi Theta Kappa. In 1995, he received the Boy Scouts of America*

*Distinguished Citizen Award. He has also been the recipient of numerous other awards, including being named as one of the Nation's Five Outstanding Educators, a recipient of the PTA Distinguished Scroll Award, and the Education for the 90s Award.*

**UPDATE:** *Let's begin with the meaning of the mission of the community college. Has the mission changed and how do you see it changing as we move into the twenty-first century, if at all?*

**Dr. Cipfl:** Obviously, when we talk about mission of community colleges, I think it would be appropriate to conclude that the mission statement of virtually all community colleges, certainly within Illinois, calls for responsiveness to the needs of the community; requiring community colleges to act in a timely manner with flexibility in their offerings. That is the mission of community colleges.

**UPDATE:** *That almost approaches the comprehensive definition that a community college is all things to all people.*

**Dr. Cipfl:** Well, when you talk about community colleges attempting to be all things to all people, it is a rather all-inclusive statement that almost takes on a ring of negativism. I really think that is an inappropriate description. The role of the community college is to be a resource, an asset, a process of empowerment for the local community. The community college attempts to address a diversity of issues but to suggest that the community college attempts

to be all things to all people, I think, is an inappropriate description. I believe it attempts to assume a meaningful role in the quality of life and the economic development of a community or of a region. In Illinois, we have been very efficient and effective in the operation of our community colleges; creating a structure utilizing cooperative agreements among colleges. In fact, if a particular college does not provide a specific service or a needed program, through cooperation with other community colleges that need can be addressed. Not all colleges have to be all things to all people.

**UPDATE:** *As you describe it, community colleges don't have to be all things to all people. No matter what the needs are, an institution somewhere in the state will provide them?*

**Dr. Cipfl:** They can address that. When you talk about all things to all people, that almost suggests a lack of accountability and a lack of efficiency. I would say to you that community colleges, especially in our state, are some of the most efficient and most effective institutions, literally, in the educational arena. When you take a look at our cost of operation, unit cost, or evaluate us based upon the taxes that we collect or the tuition dollars we charge, we are efficient operations. I think that is a very important issue that must be emphasized.

**UPDATE:** *In the history of the community college, the mission has been, and this is a broad definition, twofold: one of preparation for and transfer to a four-year institution, and one of terminal or vocational education. Do you see any shift as we move into the future?*

**Dr. Cipfl:** Let's go back to your first question, has there been a change since the institutions' inception. Remember, we were called junior colleges in the initial history of our colleges, and now we're called community colleges. That was not simply a cosmetic change, but a fundamental change. In our early days we were junior colleges meaning that the singular and sole responsibility was to provide the freshman and sophomore year of the baccalaureate degree. Now, we are truly the college for the community. One of the primary responsibilities is still the freshman and sophomore year of the baccalaureate degree, but also we're in the arena of occupational training. We're providing customized training for business and industry; contractual training. That's probably the area in which our community colleges are going to grow dramatically. In the decade of the 90's we've witnessed a major threshold in the evolving mission of Illinois' community colleges. Let me just read from a document that I put together for the Governor a few weeks ago:

America's economy has undergone wrenching changes as markets have become global and foreign competition has intensified. New information processing and communications technology have altered jobs in very dramatic ways. Businesses have responded by decentralizing, downsizing, shedding layers of management, increasing their expectations for workers' skills and flexibility. This response is having two profound impacts on community colleges: first, they have assumed lead responsibility for producing the highly skilled and motivated technicians demanded by employers in all economic sectors. This has significantly increased enrollments in occupational and technical

programs. Second, community colleges have become the chief institutions in Illinois for re-skilling the adult population already in the workforce.

**UPDATE:** *Some people feel the heightened emphasis on training is a basis for concern, but you seem to place it in the context of an opportunity for growth and service to the community. Is there any legitimate basis for concern? Is it possible that community colleges could become too beholden to business interests?*

**Dr. Cipfl:** I see this as an immense opportunity. I believe that community colleges are in a state of evolution and growth. As we enter the new millennium, community colleges are going to continue to be the primary provider of higher education in Illinois. As a matter of fact, 63% of the students enrolled in Illinois public higher education are enrolled in community colleges. If we take a look at individuals enrolled in credit and non-credit programs, we're interfacing with almost a million students, which is about 1 out of 11 Illinoisans. But community colleges are not simply going to focus on business. The mission of community colleges, as we approach the new millennium, can be summarized with four statements:

1. Community colleges will provide the first two years of post-secondary education, and are therefore a lower cost and more accessible alternative to four-year institutions, for students ultimately seeking baccalaureate and advanced degrees.
2. Community colleges will offer occupational specific and technical training programs with associate degrees and certification designed for direct job entry for students not intending to pursue four-year degrees.
3. Community colleges will help local employers train their current workers and managers in the skills demanded by a changing business environment.
4. Community colleges will provide a hub for human resource, economic, and community development in the regions they serve. They will support local residents who want to explore new economic opportunities, update their work-related skills, or pursue avocational interests. They will serve as a resource and information center for community and business services and will find and catalyze opportunities for collective action among area employers.

So, there will be four distinct areas, and I do not believe that any one of those areas will consume the other three.

**UPDATE:** *Do you foresee the need for the community college to become more specialized, particularly if it is within the capacity of a community college to develop a niche? A lot of writers are arguing that the mission of an individual college needs to be more narrowly defined - a niche market. All the students are served because the programs and opportunities are available, but they're not necessarily served at the institution in their back yard.*

*continued on page 8*

## Interview with Zelema M. Harris, President of Parkland College

by Eboni Zamani



*Dr. Zelema M. Harris has been president of Parkland College since July 1990. Prior to arriving in Champaign, she served as president of Penn Valley Community College and Pioneer College, in the Kansas City, Missouri area. She has served since 1990 on the Executive Committee of the Presidents' Council, currently as Council President. In addition to her responsibilities at Parkland College, Dr. Harris has continued to publish actively on the subject of community colleges. She is also involved nationally on the boards of the American Association of Community Colleges, the North Central Association's Commission on Institutions of Higher Education, and the national board of directors for CAUSE, the association for managing and using information resources in higher education, and CHEA, the Council for Higher Education Accreditation. Dr. Harris holds a Doctorate in Education from the University of Kansas in Lawrence, Kansas, where she was honored with a place in the university's Women's Hall of Fame in 1988. In 1997 she was honored as "President of the Year" by the American Association of Women in Community Colleges. She also received the 1997 Marie Y. Martin Chief Executive Officer Award, given by the American Association of Community College Trustees.*

**UPDATE:** *Some describe the mission and purpose of community colleges as being synonymous, how would you identify each?*

**President Harris:** The mission is not synonymous with the purpose; the mission states "who we are" and the purpose reflects something that is more quantifiable, measurable, and speaks to what you offer to a specific audience.

**UPDATE:** *How has the mission of the community college changed since its inception and do you see the mission evolving in another direction as we enter a new millennium?*

**President Harris:** The mission of the community college has not changed. Our mission is to make higher education available to all those who can benefit from it. Although our core mission remains the same, certainly, it must evolve with changing times. For instance, some community college systems are looking at offering four-year technical degrees. As workforce preparation has come into its own, there may be few four-year institutions that will be able or willing to provide higher level technical training. In chairing a committee on access four years ago, I did not perceive offering a four-year technical degree as our mission, but as we go forth into the new millennium, more technical training will be necessary. The move towards community colleges providing four-year technical degrees may not gain widespread support. Nonetheless, people have begun to dialogue and discuss the concept. An example of this is Arizona; legislation was introduced for community colleges to offer a four-year degree.

**UPDATE:** *Given that educational institutions of higher learning find themselves forging into new territory, and breaking new ground, what new directions do you see Parkland College heading?*

**President Harris:** Community colleges will have to steer away from being so compartmentalized that customers have to make several contacts to be served. We need to see ourselves as one-stop centers for education and training. Our focus should be on learning outcomes as opposed to degrees. I would like for Parkland College to be viewed as the first place businesses and industries think of when skilled workers are needed and partnering initiatives are created. In the area of accountability, we have no way of documenting what people know when they leave here. Grades do not do a very good job of telling us what a student knows. We must be about the business of illustrating student's competencies and communicating their knowledge base to prospective employers.

**UPDATE:** *Why the shift away from transfer? Doesn't this show a changing mission?*

**President Harris:** I don't think we are moving away from the transfer function. There will always be a need to provide the first two years for students to transfer to a university. The change in this area relates to how we deliver learning options. The major change is in how we are using technology to increase learning options. An increasing number of our students come to campus and enroll in classes between the time committed to

their jobs and families; take courses on the Internet after the children are in bed, and perhaps then watch one of our television courses. The learning revolution has had an impact on the transfer programs, but mostly the effect has been the availability of more learning options and the role of the faculty.

On the other hand, the way we are providing technical training in response to employer demand has experienced the greatest change. Employers are desperate for trained technical workers and are unwilling to have their employees wade through a semester of unrelated curricula. Technology is forcing changes in the workplace and workers need more continuing education. So, I still maintain that our mission has not changed but the technical/vocational training part of our mission has been under attack by business and industry, and we are to respond to those challenges. The decline in enrollment at all of our institutions has been in the technical/vocational area. The growth, however, has been in customized training for business and industry.

**UPDATE:** *Since the community college has multiple functions, what do you feel is the greatest challenge to preserving flexibility, accountability, accessibility, etc. for meeting student needs?*

**President Harris:** The greatest challenge will be the utilization of human resources. The more knowledge people have, the more information they are given, the more they'll be able to give to their students and be effective educators. So we try to get our teachers and staff to think about the needs of the college, of our students, and other constituent groups. It is important for all of us to have shared knowledge; knowledge should not be invested in a few.

**UPDATE:** *In attempting to provide the best educational outcomes for the students you serve, do you feel that the community college should elevate certain functions (e.g., careers) or perhaps identify a core function (e.g., transfer)?*

**President Harris:** I don't feel that the community college should elevate certain functions. All of the functions are necessary because students have different needs and to say one is more viable or important is not in our best interest. Educational outcomes can be provided and documented. However, what we need to elevate isn't a function but our ability to meet the student's needs and goals.

**UPDATE:** *The community college is often criticized as attempting "to be all things to all people" — Do you feel this statement bares truth? Why or why not?*

**President Harris:** No, I don't think so. We serve the people and were established as a "people's college." All of the initiatives we undertake are consistent with our mission and purposes. For example, our mission and purpose drive our strategic plan, which drives our annual operational plan. Our educational needs determine how our discretionary dollars will be spent.

**UPDATE:** *Author James Mahoney states that the core ideas of community colleges have not changed over time. If that is true, how do you think these core concepts shape program emphases?*

**President Harris:** I would be more apt to agree about the core ideas of community colleges remaining unchanged. Parkland College is now implementing the mission of a community college. We did not have a clear picture of what a community college was all about. I took my faculty back to the Truman Report, highlighting our call to be a "people's college." And what are people's colleges? Who are the people? They are the disenfranchised, veterans, women, ethnic/racial minorities, single parents, and the list goes on. What other sector of education would choose to be responsible for ensuring equal opportunity? If you go back to the roots of community colleges, you'll find that we haven't changed much, with the exception of the business partnering which was not done much in the early years.

**UPDATE:** *Parkland College prides itself as a community college that markets education globally, thus extending the definition or conceptualization of "community." Is that explicit in the mission of community colleges in general?*

**President Harris:** With respect to Parkland College, we are global at this point. One thing in particular that has affected community colleges or the globalization and expansion of higher learning is technology. Technological advances have been ever-changing and have affected the mission to the extent that we are equipped to provide more options to students — within the heart of the community we are a global market place. ♦



*Eboni Zamani is a doctoral student studying higher education administration in the Department of Educational Organization and Leadership. Her research interests include community college leadership, affirmative action in higher education and participation and retention of students of color at two- and four-year institutions of higher learning.*

## CONGRATULATIONS

**Danville Area Community College** and the District 507 Tech Prep Consortium are the 1998 recipients of the prestigious U.S. Department of Education Excellence in Tech Prep Education Award and the AACC Parnell Tech Prep/Associate Degree Award. These awards were announced on April 27, 1998 at the AACC annual convention awards banquet in Miami Beach, Florida. Dr. Harry Braun, President, Ms. Debra Mills, Tech Prep Director, and Mrs. Lori Garrett, Science Instructor, all of Danville Area Community College, took part in the awards ceremony. To learn more about Danville's award-winning Tech Prep program, check out the College's website at <http://jaguar.dacc.cc.il.us/etctp/awards.html>.

# Community Colleges: Questions About Mission

by Bruce R. Scism

## Democracy's Colleges

The mission of the community college is defined by a broad spectrum of services and responsibilities: open access, geographical accessibility, affordability, comprehensive programming, scheduling compatible with students' needs, and finally, a commitment toward enhanced intellectual and economic health of the community served. The most common commitment of community colleges is to open enrollment which stands at the root of their description as "democracy's colleges" (Mahoney, 1997, and Griffith & Connor, 1994).

This concept became even more true in the postwar era when the Truman Commission Report and adoption of the GI Bill significantly expanded the community college mission. Both events were controversial because most Americans feared that expansion of education would degrade the quality of higher education. A critical issue was the question of who would benefit from expansion. The Truman Commission report targeted low socio-economic individuals and called for the provision of vocational training and education. The significant point to be emphasized is that the basis for mission expansion was a commitment to the principle that increased educational opportunity would ultimately benefit individuals and, more importantly, society (Callan, 1995).

## Expanding Numbers of Unwanted Students?

The "...civic church of constitutional faith" and a commitment to equality are the unifying elements of an American culture in which the fundamental purpose of institutions of higher learning is to provide for the teaching and "apprenticeship of democracy" (Barber, pp. 4, 44). Continued access to community colleges is critical to this purpose. Barber's specific inclusion of the issue of immigration in his discussion is central to the debate on community college mission, particularly in states such as New York, California, Texas, and Illinois, among others. If new immigrants opt for education and training provided by community colleges, then our notion of the community college as "democracy's college" will be put to the test.

Whereas Borjas (1996) emphasizes, from an economic perspective, that the nation cannot afford to turn immigrants away, Kennedy (1996) claims that the 1965 revisions in U.S. immigration laws have produced an immigrant population with much lower skill levels. These concerns suggest a continued, perhaps an increased, need for remedial development. The historical success of open access may now be a potential burden.

Increasing numbers of students strain available resources, and a restricted fiscal base may ultimately force colleges either to reduce student enrollment or raise tuition and thereby reduce enrollment (Griffith & Connor, 1994). An impending "tidal wave" of human beings is evident in the following figures: by 2009, the graduating high school class will increase by greater than 34% with states like California and Florida experiencing increases of 50% and 73%, respectively (Callan, 1995). This surge in population growth and anticipated demand for education occurs simultaneously with the following factors: continuing

... education's limited financial base has called open access and the comprehensive mission of the community college into question. (Lorenzo, 1994).

public resistance to increased taxes and concerns about the cost of education; an increasingly diverse population and national disagreements over immigration; and competition from other societal needs such as adequate medical care and incarceration facilities. Will taxpayers and their government representatives sufficiently increase levels of funding to facilitate increased enrollment to public institutions? Give the extent of the community college's dependence upon

local support, in the manner of local property taxes, statements to the effect that too many people are already going to college (as was recently made by a central Illinois mayor) do not suggest unqualified and continued support for open access.

The question of funding becomes more urgent when the numbers of immigrants are included in the enrollment "tidal wave." While they seldom find open arms in a new land, the attention focused on the current increase in immigration seems to suggest that grants of financial assistance will not be readily offered. Recent legislative initiatives by Congress would deny the provision of many social benefits even to legal immigrants. It is possible that community colleges could receive unfavorable political attention since they enroll low income and immigrant populations more frequently than four-year institutions.

Will sufficient funding be found to support this "tidal wave" and protect the democratic principles of the community college mission? Lorenzo (1994) suggests that education's limited financial base has called open access and the comprehensive mission of the community college into question. Taxpayers either can not, or do not want to, provide additional resources if it means their taxes increase. In previous decades, mission and program planning occurred with the expectation that existing programs could be maintained and new programs financed from incremental revenue growth. This approach, Lorenzo argues, is doomed to failure in the not too distant future so community colleges must begin to explore the concepts of resource reallocation and abandonment of some programs.

## Technology: A Blessing or A Curse

Few voices in the academic literature call for a reduction in the number of students with access to education; on the contrary, most agree that access must expand because education is more critical now than ever before (Callan, 1995). Colleges must find ways to reduce costs or to create new revenue streams, hence the on-going discussion about partnering and collaboration, the debate over access, and the emphasis on contract training.

Claims are made that the integration of technological advancements into educational delivery structures offers long-term potential reductions in costs. Well-designed on-line courses can result in significant proportional gains for students involved with remedial development. Class sizes are reduced because technology stimulates a greater emphasis on project-oriented learning with less time used by an instructor in a lecture format. Students who can work on their own or in collaboration with others, allow the instructor to focus on those who need more attention and who might otherwise be overlooked in a more traditional setting (Starr, 1996).

Biner and Dean (1997) identified three characteristics that seemed to predict student success as measured by final grades.

Students most likely to succeed are more self-sufficient, less compulsive, and more able to manage their time and daily lives. Their research does not indicate any relationship between gender, age, or socio-economic status, but did show a positive relationship between students who had completed more years of study and success in distance education classes.

These same indicators of success also warn of potential problems associated with the introduction of such technologies. Significant problems must be overcome in order to engage technology at the community college level, and finance its acquisition and maintenance (Green, 1996). Some concerns include:

- Roughly half of all American families own a computer, a 30% increase over 1995, but affluent families are far more likely to own or have access to computers. Students at community colleges are not predominantly drawn from the affluent in society.
- The technology, at least in the short run, is tremendously expensive, and must be frequently upgraded so that its associated costs will recur. Legislatures which fund information systems, and taxpayers ultimately, must recognize that the technology typically has a very short life span of 6 years or less and the average cost of replacing a PC is approximately \$2000 - \$2500. (Jacobs, 1995)
- Networks must be built for students, faculty and administrators, and these hardware systems must be continually upgraded.

All of this means that tremendous financial investments must be made at startup and on a recurring basis. Notwithstanding valid arguments that such investments are less than the cost of new buildings and additional faculty (Graves, 1996), will a skeptical public ask the government to fund the increasing demands of education?

Other critics question whether the new technology will magically transform students who score low grades in a traditional classroom into better students—without massive expenditures for support. Community colleges' efforts seem to be focused on providing on-line instruction and distance instruction for a segment of their existing student body. Proponents argue that the technology will eventually allow colleges to expand their horizon, to expand their potential markets into a national and perhaps a global arena.

Does this entail a corresponding shift in the method of financing institutions—moving away from the property tax and toward a greater emphasis on contract and custom training as a way to finance the growth and expansion? Under the surface of this trend lies the possibility that a number of institutions could go out of business. The mission of the community college might well be changed significantly by the changing definition of "community."

The mission of the community college might well be changed significantly by the changing definition of "community."

While technology has made an impact, the outcome is often not what was initially expected during the initial excitement about the new medium. It is not clear, when reviewing technological innovations throughout history, that the claims propounded for a new technology live up to their expectations (English, 1994). This will probably remain true in

light of the financial limitations facing community colleges and the lukewarm commitment of new resources by state legislatures.

The Fall 1997 issue of *Update* stressed that most community colleges are far from ready to provide significant content delivery through on-line technology. Gover, Pfeifer, and Murray (1997), of Sauk Valley Community College, noted an important distinction in the successful completion of on-line courses between "gifted ... [students and] the general Sauk Valley student population." The community colleges contributing to that issue had an overall positive evaluation of the results and the potentials, but also had concerns with prerequisite student skill levels (regarding technological sophistication), with faculty skills and requisite time commitments of teaching in this mode, and with the cost of technical and hardware support required to deliver courses utilizing the new medium.

Newer technologies that permit increased interactivity can potentially engage a student more actively. Technology, according to Douchette (1997), is transforming the delivery of education and training for an expanding market of adult workers, but while some students will succeed in electronically delivered courses, most will continue to need the hands-on support services that community colleges are accustomed to providing.

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**Questions About Mission (continued from page 7)**


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**Conclusion**

The mission of any educational institution is built upon a foundation of societal agreement pertaining to the institution's essential purposes. The community college has a half-century history of commitment to the fulfillment of community needs through open access. What most distinguishes this commitment, and gives it its democratic underpinning, is the belief that open access applies to anyone who desires to better themselves, including those who were previously excluded, producing, as a result, a better society.

The contemporary political climate challenges this commitment and fosters the idea that open access may not, in fact, apply to all, for two reasons: First, because *all* people do not pay taxes; some present a drain on resources. Immigrants (especially *illegal* immigrants), according to this argument, do not qualify for inclusion in the benefits of society provided by taxpayers. In point of fact, immigrants, legal and illegal, do pay taxes. Property tax is built into the rent structures of the dwellings in which they reside, and sales, excise, and other taxes excluding the income tax, are paid without distinction to status of citizenship. In lower income brackets, many working class families often pay little or no income taxes (they receive refunds of taxes paid), and natural born citizens may not always pay more, proportionately, to support the system than do the immigrant populations. The summary question is then: how do we, as a society, pay for unabridged open access and should we pay for open access that might include significant numbers of immigrant populations? If we conclude that access should be denied to segments of the population, then we change the nature of the democratic purpose underlying the mission of the community college as we have come to know it.

A second refrain often heard is that society cannot afford to send all students to college simply because they want to go. Proponents of integration of technology into the classroom argue that education is made more affordable in the long run. It does this by shifting the learning paradigm and by easing the physical constraints that restrict enrollment. It does so, however, only with tremendous financial costs, at least in the short run. It is also not clear that emerging technology will facilitate the remedial development of low skill members of the population, including students likely to enroll at the community college.

Where the technology does hold the greatest promise of success is in the expansion of the market served; a redefinition of the term "community" is in order. As this occurs, political variables will again be introduced into the mission of the community college that potentially alter what we regard as the role of individual institutions.

One thing that is required is for the institutional leaders to become more vocal, it is what Cavan (1995) calls the "politics of education." Those in leadership roles must lead the discussion about the mission of their institutions and the benefits derived to society as a whole. ◇

*(Referenced sources available on website.)*

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**Dr. Cipfl Interview (continued from page 3)**


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**Dr. Cipfl:** Obviously there will be areas and levels of specialization for colleges and we need to make certain that we provide those opportunities. In some regard, as we serve the citizens of Illinois, the boundaries among our community colleges are going to have to become invisible. We're going to have to create relationships and partnerships among the community colleges. I think we're moving significantly in that direction. Also there are going to be other developments that will enable us to better achieve that goal. When we talk about distance learning, obviously that learning is no longer place specific. When we talk about the Internet, learning will no longer be place specific, nor will it be time specific. Regarding the ability of community colleges to address the needs of the citizens of Illinois, there certainly will be a level of specialization for colleges and I think that will be a strength.

**UPDATE:** *You see the new network technologies as critical in that capacity?*

**Dr. Cipfl:** Critical and vital. Community colleges in Illinois have taken a leadership role, especially in our interactive video network. It was community colleges and the Community College Board that literally spearheaded the way.

**UPDATE:** *Whereas in the past we might have defined the "community" in community college to be that of the local district, will the future definition be much broader, expansive, and comprehensive?*

**Dr. Cipfl:** The definition of community for all of us, wherever we function, is much broader. We're functioning in a global marketplace and community colleges must make certain that we're equipping our students to function in it.

**UPDATE:** *A number of writers suggest that the financial difficulties in which we find ourselves, community colleges and education as a whole, are going to force more selectivity. Mission, as an open door institution, is going to have to change. Do you see that as a legitimate concern for the nation, or for the state of Illinois? Is the financial pressure on higher education going to force a closing of the open door?*

**Dr. Cipfl:** Undoubtedly we must be efficient, we must be effective, and we must maximize every tax dollar that is invested in us. We cannot conclude that the solution to each and every issue or problem is solved / resolved with new or additional dollars. However, the doors of our community colleges must remain open. In this day and time, when the U.S. Department of Labor tells us that 85% of new jobs will require access to postsecondary education, the community college is thrust front and center. We must be equipped, prepared, and willing to provide the necessary skill development for individuals to function successfully in the workplace. When we're saying that 85% of the jobs are going to need access to specialized training, the doors may have to be opened more widely than they've ever

been before. We must become learning institutions. We must use a variety of learning modalities so that we can address the needs of our students. At the same time, we must be ready to economize the manner in which we deliver instruction and services. We may have to set new priorities for the existing dollars. We may have to review existing programs (we, meaning all of education, from kindergarten through higher education) to make certain that we're spending those dollars in areas where they best meet the needs of students. Again, as learning institutions, we must be willing to identify outcomes, reward performance, and maximize dollars. It may mean that existing dollars need to be re-invested in community colleges, rather than other entities of education.

**UPDATE:** *Even with maximization of the dollar and given the benefit of increased efficiency, is it going to require additional, new resources? If so, will contract and customized training be the source of new revenue? Are we going to be able to continue to rely on property tax to fund these endeavors?*

**Dr. Cipfl:** For several years there's been dissatisfaction exhibited relative to the property tax and as we move forward there will be less dependence upon it. More emphasis will be placed upon other types of taxes (sales, income, and other specialized taxes) which are viewed as more fair. Undoubtedly, there may be some heightened costs associated with technology and we may have to partner with other groups in order to make certain that acquisition of necessary technology can occur. You asked another question about contract training: it can be a revenue generator and Illinois community colleges are aggressively pursuing that. We certainly welcome the development and it appears that business and industry do as well.

**UPDATE:** *Some research indicates that new technologies are beneficial, particularly for well-motivated students. The same may not be true, however, for students that lack significant self-discipline. There is also concern that older students now returning to college or who lack experience with the technology, are somewhat intimidated by it. Does any of this impact the mission of the college? Are these serious concerns?*

**Dr. Cipfl:** There were several assumptions built into your question that I'm not sure are absolutely valid. When you're talking about an unmotivated student, I've seen cases where technology motivated that student. It was the traditional method of teaching and learning that caused the student to be poorly motivated; we had not been able to pique their interest. To conclude that technology may impair, or negatively impact, a less-than-motivated student is an incorrect assumption. However, to conclude that technology is the pathway for all students is, likewise, an incorrect assumption. Technology should never be concluded to replace traditional teaching and learning. We're going to have to create a variety of modalities that address the diversity of learning needs before us. Technology will enhance and expand traditional teaching and learning processes rather than replace or compromise them. Likewise, many returning adults are technologically equipped and pretty knowledgeable. I see technology as a way of providing tremendous opportunities for our ability to deliver meaningful knowledge and instruction; in capturing information the likes of which we would have never

thought possible just a few years ago. Certainly there needs to be training opportunities, nurturing opportunities, but technology will be a way of life. It is going to be incumbent upon us in all of education, and particularly community colleges, to help people see technology as an enhancement rather than as something to be frightened or intimidated by. We're going to have to teach individuals how to use technology.

**UPDATE:** *Some writers have suggested that leaders could do a better job of fulfilling the mission by making the community aware of the college's accomplishments. They suggest that attention needs to be paid to the "politics of education." How would you assess that type of statement?*

**Dr. Cipfl:** That statement is absolutely correct. When you consider the number of individuals we're serving, when you consider the learning opportunities we're providing, you realize that we are a fundamental part of the quality of life and the economic development of this state. The public doesn't realize the great asset that exists here in the community colleges. We've got to tell our story much better.

**UPDATE:** *As a final question, what is the greatest threat or opportunity that you see facing community colleges?*

**Dr. Cipfl:** Maybe I said this before, but I do not see community colleges as a place. Rather, I see them as a process: a process of empowerment, a process of enablement, a process of elevation. Community colleges have the ability to energize a community, to energize a region. When we're interacting with business and industry, one of the fundamental items brought to our attention is the need for a well trained, well-informed workforce. It's incumbent upon community colleges to be willing and capable of delivering the necessary kind of instruction and training that attracts or keeps business here. When you take a look at economic strength and quality of life, I'm not sure that there is a defining point where one begins and the other ends. The two are inter-related. You have to have communities; you have to have a state that is economically strong in order to provide the necessary quality of life opportunities. Community colleges are a fundamental factor in the equation of success for the state of Illinois. We are the college for the community. Take a look at the average age of students in our Illinois community college system. At thirty-one years of age those individuals have families, they have jobs, and they have to be able to have accessible education. The role of the community college is only going to grow; is only going to expand. That is both an opportunity and a challenge for community colleges. Their role is going to be greater than ever as we move into the new millennium. ◇



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# New Research on Postsecondary Education

## How Computer-Assisted Instruction Effects the Learning and Attitude of Associate Degree Nursing Students

by Janis Lynn Waite

Today's teaching and learning environment is finding computer technology playing an increasing role in assisting faculty to meet the needs of a diverse student population. Further research is needed to determine the impact of various computer-assisted instruction (CAI) design options on learning. The purpose of this dissertation research was to compare the effects of two alternative teaching strategies, hypertext CAI and linear CAI, on cognitive learning, delayed knowledge, and attitude toward CAI of associate degree nursing students.

Results showed: (a) no statistically significant differences between groups in the scores for either the immediate or delayed post-test; (b) an increase in Comfort and Total attitude scores for the hypertext group; (c) no difference in amount of time spent in-program between groups; and (d) a main effect by campus for the initial post-test, but not for the delayed posttest. Qualitative data provided support for both CAI versions with increased support for the hypertext CAI based on numbers of positive comments received.

The investigator concluded that students tend to have a more favorable attitude toward CAI when given the opportunity to sequence their own instruction, as provided in a hypertext version; that neither version of the CAI treatment was any more efficient in time saving than the other version; and elaboration theory of instruction provided a sound instructional design framework for both the linear and hypertext CAI tutorials. Further research using the full capabilities of hypertext is needed to better determine its impact on learning.

Implications of this study include: a.) CAI should be continued as an instructional strategy for teaching nursing concepts; b.) Students should be provided with an overview of the role of technology in the course of studies and how technology can potentially enhance instruction; c.) Policies should be developed that will foster continued support for technology, whether for the institution or for individual programs of instruction; d.) Quantitative research should be conducted that examines the cost-benefit ratio of use of technology as a stand-alone versus use as a supplement to instruction in nursing curricula. ◇



*Janis L. Waite received both her BS and Master's degree in nursing. Currently, she is the Associate Dean of Nursing and Allied Health at Spoon River College in Canton, Illinois. Her doctoral studies focused on community college leadership and the use of technology in education. Ms. Waite will receive her Doctorate in Education on May 17, 1998.*

## Responding to Academic Dishonesty: Faculty and Student Perspectives

by Douglas J. Bower

The prevalence of academic dishonesty in American higher education is well documented. Neglected in the research is how faculty respond to academic dishonesty and students' perceptions as to how faculty respond. Using a survey research design with a sample of faculty and students at two universities, the purpose of this study was to examine faculty and student perceptions related to the faculty's role in promoting academic integrity and responding to academic dishonesty. Furthermore, with a focus on institutions who classify academic dishonesty as a disciplinary matter, the study examined how policies for responding to academic dishonesty were applied and the relationship of the application of this policy to student academic dishonesty.

The survey was designed by the researcher, using scenarios to gather data relative to faculty response to academic dishonesty. The same scenarios were presented to both faculty and students. A total of 405 faculty and 850 student surveys were analyzed using descriptive and correlational statistical techniques.

Results indicated that: a.) faculty theoretically understand and accept their role and responsibilities related to the promotion of academic integrity; b.) faculty do not recognize or choose not to recognize the magnitude of the problem of academic dishonesty; c.) faculty prefer to decide the appropriate punishment for incidents of academic dishonesty on a case-by-case basis; d.) faculty tend only to report the most severe incidents of academic dishonesty; e.) students recognize that faculty are unlikely to detect, severely punish and/or report incidents of academic dishonesty.

Recommendations suggested by this research include the following: a.) Create an environment of trust and support between administration and faculty; b.) Begin a campus-wide discussion of academic integrity and the importance of responding to academic dishonesty; c.) Faculty need better training related to problems they may encounter in the classroom such as academic dishonesty; d.) Students need to receive increased education related to values and ethics including the importance of honesty and the harm caused by academic dishonesty. ◇



*Douglas J. Bower is Director of Academic Testing and Assessment at Eastern Illinois University. His primary research interests are in the areas of student academic dishonesty, student learning outcomes, academic assessment, community policing, and deterrence. Mr. Bower will graduate with his Doctor of Philosophy degree in Higher Education on May 17, 1998.*

# On-Line Resources

by Bruce R. Scism & Ghazala Ovaice

## Community College Leadership Program Sites on the Web

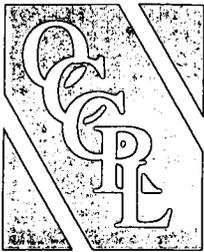
- Colorado State University  
<http://www.colostate.edu/Depts/CCLLeader/>  
 Access a collection of public listservs, book reviews, and a rather large, alphabetically arranged bibliography. Authors interested in submitting articles to *Community College Review* will find a set of guidelines.
- University of Illinois at Urbana-Champaign  
<http://hre.ed.uiuc.edu/occlrl>  
 The site provides information regarding the leadership program, faculty biographies, etc. Additionally, visitors will find access to the *Update* newsletter (published twice annually), research bibliographies and reports, Tech Prep demonstration sites, and links to community college resources as well as links to on-line resources for developing on-line courses and software tutorials.
- New York University  
<http://www.nyu.edu/education/alt/center/>  
 NYU's Community College program takes a unique look at urban community colleges. The site also has links to recent workshops institutes & a site for links to numerous higher education resources on the web.

## Community College Resource Sites

- Eric Clearinghouse for Community College  
<http://www.gseis.ucla.edu/ERIC/eric.html>  
 The site provides on-line access to Digests, Information Bulletins, EdInfo Summaries, Bibliographies, and Virtual Bookstore.
- League of Innovation  
<http://www.league.org>  
 Excellent site for community and technical college resources on the web. The site also has links to Community College related conferences ( e.g., Executive Leadership Institute in August 1998 at the University of Texas at Austin), associations, partnerships, and initiatives sponsored by the League.

## On-Line Development Resources

- McMillan Publishing  
<http://www.mcp.com>  
 Provides an on-line personal library with selections from such publishers as Que and Sams. Viewers are able to select, at no charge, books that are available on-line for 90 days. Additionally, the site offers interactive tutorials (see the 'e-zone') on such as programming (Perl, Visual Basic) and web site development (HTML, Javascripting).
- Ziff Davis University  
<http://www.zdu.com>  
 For a \$4.95 monthly fee, subscribers are allowed unlimited access to on-line courses on such topics as web development, programming, networking, site design, database management.
- Technological Horizons in Education  
<http://www.thejournal.com>  
 Covering topics of interest to educators involved in developing courses for on-line delivery, the monthly publication is available on-line, or a free one-year subscription to the print edition is available.
- Web Techniques  
<http://www.webtechniques.com>  
 An electronic magazine devoted to web site development, it provides examples and source codes for Perl and Java scripting functions. A free, one-year subscription to the print version is also available.
- Leadership Academy, University of Minnesota  
<http://edpa.coled.umn.edu/LeadershipAcademy/ladb/ladb.html>  
 The University of Minnesota Leadership Academy's mission is to provide resources to those interested in administration of two-year institutions. Included in the available resources are links to a database of annotated and categorized bibliographies on leadership, learning organization sites, and excellent links to sites providing information relevant to on-line content delivery.
- Horizon, University of North Carolina  
<http://horizon.unc.edu>  
 This site is devoted to addressing the changes in education delivery. At the site, visitors will find an on-line version of the publication *On the Horizon*, a Jossey-Bass bi-monthly publication. Additionally, visitors are provided a tremendous and useful presentation of resources covering social, technological, economic, environmental, and political issues related to education. Follow the links to: educational on-ramp. ◇



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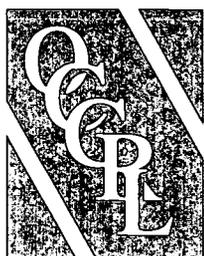
# U On Research and Leadership UPDATE

Vol. 9, No. 3

Fall, 1998

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## TO OUR READERS

This issue of *Update* focuses on new frontiers in community college leadership. As we approach the new millennium, increasing attention is being paid to the core values of leaders and their institutions. President Charles Novak of Richland Community College discusses in an interview with *Update*, current initiatives pertaining to core values. Joan Ortman presents why core values are important and strategies for implementing or enhancing core values in organizational leadership. Also in this issue, Professor Debra Bragg shares information about the Community College Executive Leadership Program. Current and former University of Illinois graduate students specializing in community college leadership offer various perspectives. Sue Thomas outlines the exemplary teaching styles of two community college instructors in meeting the needs of nontraditional and underprepared students. Eboni Zamani reviews Laura Rendon and Richard Hope's book entitled, *Educating a New Majority: Transforming America's Educational System for Diversity*. Judy Marwick details the role of assessing academic outcomes at the community college. Recognizing the importance of two-year colleges to four-year institutions, Mary Perkins highlights the community college transfer function. Concluding this issue, Professor John Schmitz provides current on-line resources related to distance learning and education.

See OCCRL's website at <http://hre.ed.uiuc.edu/occr1> for previous issues and other resources.

OCCRL was established in 1989 at the UIUC. *Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of vocational-technical education in the Illinois community college system.* The Office is supported by the Illinois State Board of Education, Business, Community and Family Partnerships Center, with funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

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# Core Values Initiatives and the Role of the Community College

## Interview with Dr. Charles Novak

by Eboni M. Zamani



*Dr. Charles R. Novak, holds a Ph.D. in Higher Education from the University of Illinois at Urbana-Champaign. He has been involved in community college leadership for more than 25 years. Formerly Vice Chancellor for Academic and Financial Affairs for Illinois Eastern Community Colleges, Dr. Novak has now served as President of Richland Community College since 1989.*

**UPDATE:** *What are core values and why are they important to community colleges today?*

**Dr. Novak:** The Leadership and Core Values Initiative became important to Illinois community colleges in light of the current public debate about moral awareness. Values refer to ideas and forms of behavior that are desirable or worthy and have as their effect the improvement of community and society. The Leadership and Core Values Initiative for the Illinois community colleges is encouraging colleges to explore their own values — what is important to the faculty, staff, and community served by the college — and to ask the question, Will the values people demonstrate today help us or hurt us in the next century? Illinois community colleges decided to explore questions about moral awareness and values in order to find out whether people believe values are important. If they are important, then what role might education play in helping create a new level of moral awareness and values clarification.

**UPDATE:** *Please explain more specifically what core values involve or what they mean (i.e. from an institutional perspective, public perspective, administrative, etc.)?*

**Dr. Novak:** From any perspective — institutional, public, or administrative — the development of moral awareness and exploration of values is both a group- and individual-focused activity. Among all the various groups there may be common or shared values, but different groups also will appreciate differing values because of the varying contexts in which they live. Exploring values leads to the development of a moral awareness and a decision about what kinds of beliefs and practices will, in the long term, be desirable and worthy and produce healthy interactions among peoples.

**UPDATE:** *Why are core values of interest?*

**Dr. Novak:** Values have always been of interest and discussed throughout history, and were manifested in religious beliefs or in the practices of different cultures. The interest of the community colleges in the values in the late 1990's is, perhaps, more important than it would have been a decade or two ago. These days life is too fast to give us the time to reason moral questions thoroughly without practice. The substances and machines we have built and control are too volatile and destructive to be properly managed without broad moral awareness and practice at ethical decision-making. The people and organizational systems we have created have become too large and too complex to be managed only by management and financial theory alone. Seemingly simple decisions can turn out to have disastrous consequences for a multitude of people. Or to put it another way, 100 years ago, if you made a moral mistake, it was highly unlikely that the mistake could annihilate a community or village. Not any more — for instance, think of the 1986 Chernobyl disaster. Chernobyl was caused by a lack of ethics, not a lack of intelligence. What about Exxon Valdez? What about the Union Carbide accident?

**UPDATE:** *What precipitated this initiative anyway? Was there a perception that the community colleges were drifting away from core values?*

**Dr. Novak:** No, there was no perception community colleges were drifting away from their values. The perception is that society is drifting away from its values. That is what precipitated the initiative. The key question is, What role can education play in helping society develop a greater moral awareness, an appreciation for its existence and its individuals?

**UPDATE:** *How will core values impact community college vision and mission in the future — how should they impact vision and mission?*

**Dr. Novak:** If an institution has a values statement for its entire staff or for various staff, the values statement will affect the way people behave in the institution. Community colleges have a common mission. What makes individual community colleges distinctive, however, is the values that they embrace. The values the staff embrace and practice help create a distinctive institution with character and style. That is why no two colleges are the same. That is why different universities are known for different strengths. The people who make up the institution embrace a certain vision and a set of values; the expression of the values set gives the institution distinctive character and style.

**UPDATE:** *Why is this particular interest occurring now?*

**Dr. Novak:** People generally believe that there is a lack of moral awareness across society, and not just in American, but across the globe.

**UPDATE:** *How are core values manifested in what a community college does now and in the future?*

**Dr. Novak:** The staff at the institutions develop value sets, and those value sets will be incorporated into their mission and vision statements. The value sets will help the institution develop a pattern of behavior that should benefit the community it serves. In addition, one of the goals of the initiative is to

explore questions about teaching moral reasoning and values in the curriculum. Should that begin to happen, then students will be exposed to issues associated with moral awareness.

**UPDATE:** *Who is teaching moral reasoning and ethical decision-making — the community colleges? Or, are you speaking of our community college leadership program here at UIUC?*

**Dr. Novak:** A number of experts from across the nation have been engaged to initiate the discussions about values, moral awareness, and the leadership traits which support them. On a statewide basis the Institute for Global Ethics will hold initial seminars, and we are now working on a statewide survey with the Institute and the Gallup organization. We are also working with the Greenleaf Center in Indianapolis to establish a leadership workshop in the spring which will introduce teams of five individuals from each college to leadership traits that support values clarification and ethical practices in the work place. In the future, we will continue to engage individuals and organizations who are at the forefront of leadership theory and values education. This is a long-term project and will evolve over a period of three to seven years.

**UPDATE:** *What other state college systems are promoting core values?*

**Dr. Novak:** None that I know of at this point. Also, I am not aware of anyone who has conducted a statewide study such as the one we are currently contemplating.

**UPDATE:** *What role are the Illinois Community College Board and the Illinois Community College Trustees Association playing in this initiative?*

**Dr. Novak:** The Illinois Community College Board passed a resolution in June of 1997 to engage the Leadership and Core Values Initiative. They are vitally concerned about moral awareness and the leadership traits which support moral awareness and ethical decision-making. The Illinois Community College Trustees Association is a major partner in this effort and contributed to the first values workshop which was conducted in the Spring of 1998. Also, involved with the project are the Illinois Community College Financial Officers Association, the Presidents' Council, and the Illinois Community College Faculty Association. All have committed funds, time and energy to this project in its beginning.

**UPDATE:** *Based on what you know, what impact will the Leadership and Core Values Initiative have on the Illinois Community College System in two years, five years, or more? What is the impact likely to be?*

**Dr. Novak:** As the faculty of the various institutions begin to explore and engage values statements, those statements will become a part of the mission, vision and behavior of the College. The employees will talk about values that are important and will use those values as benchmarks to govern behavior and relationships. As those patterns of behavior develop it will help colleges express more than just algebraic equations, poems, and term papers. It will help them write poems, term papers, and equations that demonstrate an appreciation and understanding of peoples and environments. ◇

# Leadership and Core Values

by Joan Ortman

Businesses and other institutions across the country are embracing a new concept: leadership by core values. Leadership by core values is infiltrating community colleges as well (Baker, 1998). Illinois community colleges are adopting the concept of leadership by core values. The movement was launched in Springfield during early May 1998 at the Leadership and Core Values Institute, sponsored by Ameritech Corporation and spearheaded by the Illinois Community College Board. Five key leaders from each of the Illinois community colleges attended the 2-day institute in order to identify the colleges' core values and to begin developing strategies to infuse those core values throughout their daily operations and their curricula. Richard Smith, Senior Educator of the Greenleaf Center for Servant Leadership, and Rushworth Kidder, President and Founder of the Institute for Global Ethics, facilitated the Institute. Following two days of quiet meditation, reflection, and group dialogue each college group left with its core values identified and an initial draft to implant those values throughout the college operations.

## Core Values and the Organizational Mission, Vision, and Goals

Values have been described as *guiding stars* that help people make decisions about day-to-day activities (Senge, 1990). Core values are the innermost *guiding stars*. They are the most basic standards directing human and organizational existence. Core values shape the way organizational missions and visions are fulfilled. The organizational mission is an abstract statement describing the purpose of the organization. It is basically an unreachable description of why the organization is in existence. While the mission is ongoing, an organizational vision is more short-term. The organizational vision is a specific, achievable statement depicting an image of the desired future of an organization. Together with the vision, goals are developed. Goals are clear statements that represent the employees' commitments to reach the vision. They also include strategies for dealing with any barriers to achieving the vision.

## Why Core Values?

Core values are necessary for organizational survival (Blanchard & O'Connor, 1997). Leadership by core values is an investment in the human resources of an organization. Core values take elements of total quality management and move further. Empowerment and development of organizational members are some of the key conditions of leadership by values. In addition, when managing by values, there are guiding principles that become inherent in all organizational decisions. Those principles align people and instill in them pride and commitment to work towards the organizational vision.

According to Rushworth Kidder, using core values as a way of developing a more ethical society is necessary for survival of the nation. Modern-day tragedies often result from the ethical lapse of individuals charged with ongoing operations.

## Why Community Colleges?

Community colleges, through their wide distribution and open accessibility, touch a broad spectrum of U.S. citizens at some

time or another. Their frequent contacts with all aspects of society fosters a sensitivity to changes within the communities. This increased cognizance of community influences, in turn, allows community colleges to react quickly to the changing needs within those communities.

Besides preparing students for transfer into senior colleges and universities, the community college is a major force in the preparation of students for future work. By identifying ethical work issues and discussing the ramifications of actions on the outcomes of those issues, workers should enter the world of work and perform in a values-based manner and with a greater understanding of what encompasses an ethical dilemma. Community colleges, in more recent years, have also entered the arena of providing educational updates and retraining to workers already employed. They should be fortified with the armor needed to participate as employees in ethical decision making.

Another reason for the community colleges to embrace leadership by values is that a values approach has been demonstrated to be more effective than prior leadership styles. Educational institutions provide a service to humankind. Success in service organizations is about treating people right. Practice of leadership by values naturally leads to the fair and equal treatment of humans. It is an investment in the development of the greatest potential of the workers.

## Strategies

The process for changing an organization to a values driven institution takes some time. It takes about three years of continual analysis of institutional operations and ethical decision making before the process becomes inherent and standard to the institution (Blanchard & O'Connor, 1997). Organizational leaders and members must be patient and persistent.

To change an organization effectively, leaders must look at the culture of the organization. It is within the culture that the values of an organization are found. Many operating values are hidden, yet they are very much a part of the force that drives an organization. Recognizing the values already existing in an organization is an important step to replacing the prior core values with the new selected ones.

The development of a pattern of leadership by core values should approximate the following steps:

- 1.) The President and other key leaders should develop a vision statement describing the future image of the college, which can then be used to spearhead the activities and events that commence the organizational change process. Without the President and other key leaders' support enough resources in time or finances will not be devoted to this new process.
- 2.) All organizational members should become engaged in identifying the college's core values. Activities should be held to identify and prioritize core values for the organization. Through sharing in the values identification process employees feel a greater sense of ownership (Senge et al., 1994; Blanchard & O'Connor, 1997).

- 3.) Employees should become more sensitive to value-related work issues, which can be accomplished by discussing actual issues and identifying the values that are challenged. Some issues will be easy to decide, as in situations where there is a definite right and wrong component. Conflict and confusion are created when choices are forced between two organizational values that are both identified as important.
- 4.) Develop a safe, trusting work environment. Unless trust is established, employees will not feel comfortable discussing work operations. The goal of developing the human resources of the organization to its fullest will be lost.
- 5.) Focus groups are commonly used in leadership by core values. Empowered employees need to be trained to work effectively in these groups. Work projects can be delegated, and increased sharing of decision-making authority should be given to work groups.
- 6.) The organizational structure needs to be assessed for effectiveness. Organizational charts should become leaner and flatter to reflect the increased sharing of decisions by work groups.

Colleges can use a variety of works to develop a core values approach to leadership. A number of colleges in Illinois are using Senge et al., (1994) *Fifth Discipline Fieldbook*. The authors suggest many tactics for creating a learning organization in which every activity of the organization focuses on realizing the vision and living by the shared values of the organization. Terry O'Banion's *A Learning College for the 21st Century* offers helpful strategies for creating a learning college. Like Senge, he focuses on the organizational vision and shared values. George Vaughn, in *Managing Change A Model for Community College Leaders*, describes how ten colleges in the U.S. have taken this model to create a more effective organization. And finally, Ken Blanchard and Michael O'Connor's *Managing by Values* explains the process of changing to a values-driven leadership style in a three-phase approach. Each and every one of these books offers valuable advice to community colleges in Illinois and I urge readers to study them carefully.

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Joan Ortman is a Professor of Nursing at Lincoln Land Community College. Currently she is pursuing a Doctorate specializing in Community College Leadership in the Department of Human Resource Education. Her research focuses on core values and organizational leadership in community colleges.



# Academic Outcomes Assessment

by Judy Marwick

Assessment has received increased emphasis in the last two decades beginning with the 1983 publication of *A Nation at Risk*, which documented the "rising tide of mediocrity" in education in the U.S. While the report focused mainly on the K-12 system, it generated similar concerns about higher education, particularly the community college, because of its open door policy. Assessment as a solution to this concern was originally proposed in two national reports, *Involvement in Learning* (National Institute of Education, 1984) and *Integrity in the College Curriculum* (Association of American Colleges, 1985). In 1989 the North Central Accreditation Commission called on all affiliated institutions to develop programs that assess and document student academic achievement as an essential component of overall institutional effectiveness.

The concept of assessment is not new to the community college, but the increased focus on finding more effective instruments to assess student learning and ensure systematic feedback from the data is new. Community colleges have moved to the forefront of the assessment movement because student learning rather than faculty research is its primary focus. Because the community college is an institution whose mission focuses on student learning, assessment is not only highly consistent with current practice, but also gives the college a means to address questions of quality. Community colleges have always embodied a spirit of innovation and flexibility, and are therefore able to respond quickly to new initiatives. At the same time, the broad mission of the community college presents challenges for developing assessment tools that can accommodate all the varied educational tasks being undertaken.

Although the current assessment movement was initiated by government and accrediting bodies, it can only produce the desired results if it is embraced by faculty. By requiring college faculty to explain what they are doing and to demonstrate how well they are doing it, outside agencies have caused discussion and introspection among faculty. Now faculty need to focus on taking assessment beyond politically mandated stages to its rightful role in improving curriculum and the quality of teaching and learning. If faculty do not sustain this initiative, they will miss opportunities for increased educational funding. They will also motivate agencies outside the academy to attempt to assess educational results. Faculty would do well to avoid this possibility and embrace academic outcomes assessment as their own, since good assessment practices will both improve their student's learning and enhance their profession. ♦

Judy Marwick is an Associate Professor and Chair of the Department of Mathematics and Computer Science at Prairie State College in Chicago Heights, IL. She is also a doctoral student in the Community College Executive Leadership Program at the University of Illinois.



# Community College Leaders Engaged in Graduate Instruction at UIUC

By Debra D. Bragg

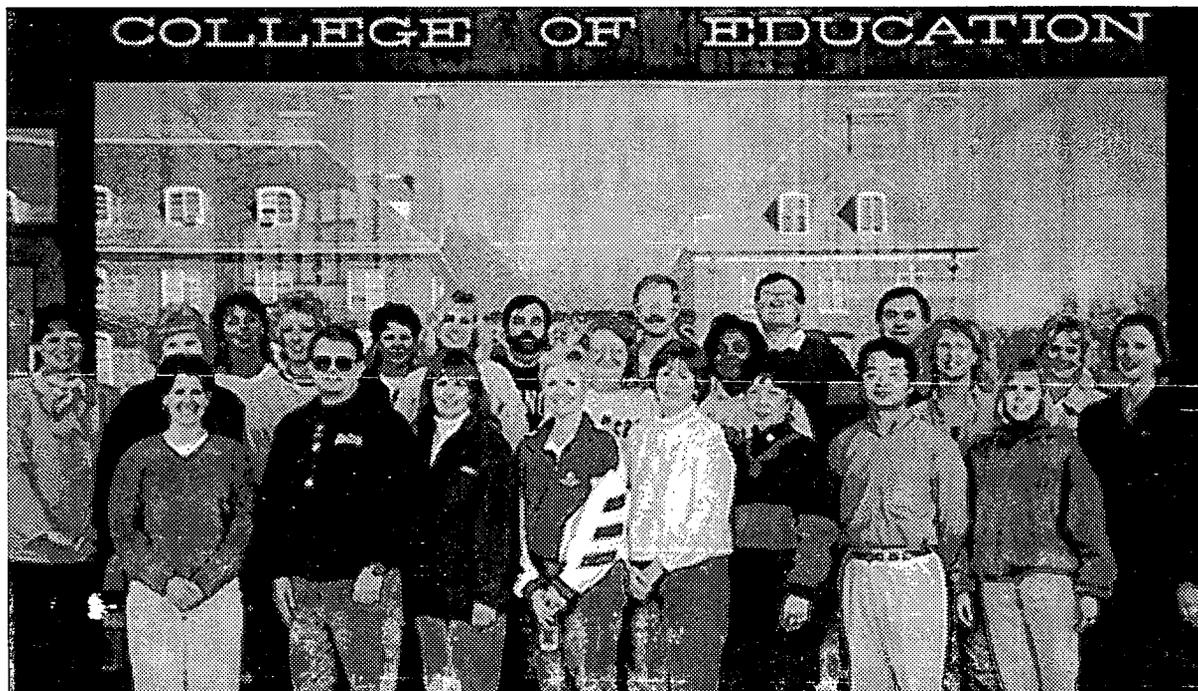
Beginning in May, 1998, UIUC began the Community College Executive Leadership Program (CCELP), specifically designed for aspiring community college presidents, vice presidents, deans, and other administrative personnel. Over the next three years, nineteen community college leaders from across the state of Illinois will participate in intensive graduate instruction, leading to the Ed.D. degree. The first course in the graduate program, offered during Summer 1998, provided an overview of the American Community College. During the current semester, CCELP participants are engaged in the study of "Policy and Program Development in the Community College," a course that combines weekend instruction with interchanges with community college leaders and policy makers through guest lectures and panel discussions.

A highlight of this fall term, CCELP welcomed four Illinois community college presidents to the UIUC campus for a forum on current and future policy issues. Held on December 4, 1998, Dr. Alice Mumaw Jacobs, Dr. Thomas Thomas, Dr. Charles Novak and Dr. Ray Hancock were the featured speakers. CCELP participants planned and conducted the entire event. Titled "Presidential Perspectives", the forum was designed to engage CCELP students, College of Education faculty and the larger UIUC and Illinois Community College System in a lively panel discussion about critical issues affecting higher education. Providing an appropriate setting for a discussion on public

policy, this event was conducted in the UIUC Law School. A reception was held in the Law School Pavilion to recognize panel-discussion participants and planners.

Other important aspects of the CCELP program include:

- A cohort format to encourage the group to form a "learning community" where a comfortable, but challenging educational culture is nurtured.
- Weekend instruction where collaborative teaching and learning methodologies are intertwined with lecture/discussion.
- An administrative internship carried out early in the doctoral program, during summer and fall of 1999, engaging students in various opportunities to explore their leadership goals and capabilities.
- Internet courses designed and offered during years two and three of the program, including an Internet course on educational technologies.
- A Community College Leadership seminar offered in a retreat location during the summer of 2000 to give CCELP participants an intensive leadership experience.
- Qualifying exams during the summer of 2001 followed by a seminar specifically designed to assist CCELP students to prepare their doctoral dissertation proposals. ♦



First Row: Mary Perkins, Jackie Davis, Sunny Abello, Denise Crews, Eileen Tepatti, Yvonne Mitkos, Jung-sup Yoo, Michelle Kazmerski, Judy Marwick

Second Row: Cindy Campbell, Elaine Johnson, Stephanie DeCicco, D. Denny, Joann Wright, Sandy Thomas, Kimberly Ritchhart

Third Row: Debra Bragg, Susan Over, Carol Steinman, Luke Evans, Scott Hamilton, Peter Kimball, Dan Ensalaco

## Congratulations to the 1998 CCELP Cohort Members:

- From John A. Logan College:  
Denise M. Crews  
James Scott Hamilton
- From John Woods Community College:  
Sandra A. Thomas  
Bertie Rose  
D. Denny
- From Lake Land College:  
Cindy L. Campbell
- From Lincoln Land Community College:  
Yvonne M. Mitkos  
Eileen G. Tepatti
- From Moraine Valley Community College:  
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Vern Kays
- From Triton College:  
Sean Sullivan
- From Waubensee Community College:  
Sunny M. Abello  
Stephanie L. DeCicco  
Daniel R. Ensalaco  
Michele A. Kazmerski  
Mary E. Perkins

*The CCELP cohort extends its deepest sorrow at the passing of David Erlanson, Richland Community College in August, 1998. His warm spirit and firm commitment to higher education will forever inspire all of us to achieve our very best.*

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For more information about the CCELP program, please contact:  
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## Exploring the Nurturing “Connecting Chemistries” of Two Exemplary Community College Instructors with Freshmen Considered Nontraditional/Underprepared

*by Helen Sue Thomas*

Two recognized exemplary community college instructors and seven freshmen participated in a qualitative study exploring the existence and nature of a “connecting chemistry” between instructor and student. This doctoral dissertation reveals that teacher beliefs and values affect the development of instructor core teaching motivation and that this motivation is paradigmatic to their professional behaviors. Regardless of core teaching motivation, both participating instructors have intrinsic abilities that “nurture” underprepared and nontraditional students, and build learner self-esteem and confidence. The teacher’s background, character, and inner inspiration or core motivation are critical to being exemplary instructors.

### Core Motivations of Exemplary Community College Instructors

Bonnie’s teaching motivation is directed to the welfare of the individual student and driven by the value she places on helping each student become a better learner. Each student identifies patience as vital in its personal effect. Bonnie’s students often pick up the relevancy of math in everyday situations—Bonnie always contextualizes math by using examples of how applying math helps people successfully buy cars, houses, etc.

Sherre’s core motivation lies in her devotion to the value of English and communication. Her enthusiasm for the subject matter is so powerful that it uplifts the students and empowers them through English. She inspires students to reflect on words and how powerful they can be, and how they can be put together to be credible, and to have people pay attention to them.

Bonnie and Sherre differ in their core motivations, contrasting in the centrality of subject matter vs. individual student-centered motivation. Bonnie has a lower centrality of subject matter motivation but a higher centrality of human level caring (i.e., individual student). We hear Bonnie name specific students and describe how she is concerned about students as individuals. On the other hand, Sherre’s caring is her devotion to English, and works outward to her students.

In summary, Bonnie and Sherre’s case studies support findings that excellent instructors are those who are interested in students, enthusiastic, inspiring, caring, cheerful, and friendly. Each teacher has an intrinsic teaching motivation that promotes good rapport and “connecting” with students, and each has a deep interest in individual student progress. ♦

*In Fall 1998 Helen Sue Thomas completed her Ph.D. in Human Resource Education. Her research interests focus on community college leadership. At present, Sue is a part-time consultant for Illinois Central College in Peoria, Illinois.*

# Responding to Changing Demographics: Embracing Diversity Initiatives in Education

## Review of the Book *Educating a New Majority: Transforming America's Educational System for Diversity*

Laura I. Rendon and Richard O. Hope, (Eds.)

San Francisco, California: Jossey-Bass Publishers, 1996

528 pages - \$34.95

by *Eboni M. Zamani*

The inability of America's public school system to respond to the needs of its diverse citizenry is becoming increasingly problematic as our nation assumes a more multicultural and global profile. Although disparities in resources have always plagued the educational progress of students of color, the increasing diversity (e.g., racial, ethnic, linguistic) of our nation heightens the need to address the acquisition of knowledge for all of society. Because of our nation's historic inability to respond to the needs and desires of students of color, we find ourselves ill-equipped to deal with the educational challenges before us in the new millennium.

According to changing demographics, minority populations are growing. It is projected that in the 21st century, people of color will comprise the majority in several areas of the United States (U. S. Bureau of the Census, 1996). While the number of people of color is expected to rise markedly, there will be fewer European Americans between 1994 and 2010 in Northeastern states dropping from 43,422,000 to 38,379,000. Additionally, European Americans will experience population declines in Midwestern states such as Illinois, Michigan, Ohio, and Missouri, and decreases in overall population in the Southern and Western states as well. Although people of color may not be the majority across all of America, the concerns surrounding the ethnic/racial composition of U. S. citizenship has a far-reaching impact on our educational system and workforce. As a result, American institutions must promote inclusiveness among people of color, especially those from disadvantaged backgrounds.

### Overview of Contents

In *Educating a New Majority: Transforming America's Educational System for Diversity*, Laura I. Rendon and Richard O. Hope (1996) provide examples and approaches for fostering diversity in educational settings. The book documents the extent of diversity in academic institutions, from elementary to university settings, and offers theoretical and practical ideas to enhance the success of students of color. This edited volume is organized into 20 chapters and 4 sections, covering 528 pages. Its 28 authors include university academics and public school administrators who have expertise in educational reform.

Of particular concern to the editors is that, because of the increase in the minority population that is creating a new majority, there are only limited resources available to the public schools in which students of color predominate. They contend

students of color are disadvantaged more often than others because they are held to lower expectations, provided fewer challenges, offered poorly designed curricula, and taught by the least experienced teachers. The editors contend further that new educational policy should equalize opportunities, thereby providing new hope for transforming America's schools and the students of color who attend them.

In section one entitled, "Current Challenges to Minority Education in the Twenty-first Century," various authors detail the discrepancies in resources available to European-American students and students of color, and examine the role of state and federal policies in addressing economic disparities and the extent to which these policies influence access to a quality education. As the nation becomes more diverse, the authors offer a compelling argument for intensifying efforts to diversify faculty.

Section two, "Restructuring Schools to Foster Minority Student Success," addresses the need for restructuring primary and secondary schools to enhance the success of students of color, reinforcing the importance of providing valuable experiences and thoughtful feedback. Like all students, students of color have an unlimited capacity to learn but their lack of instruction in higher-level thinking skills contributes to difficulties in synthesizing, evaluating, analyzing, and applying information. Educators at the kindergarten through high school levels do all students (but particularly students of color) a disservice when they endorse negative stereotypes and perpetuate misconceptions related to students from nontraditional cultural backgrounds (e.g., linking academic ability to racial/ethnic background, economic status, or attempting to have students of color assimilate into the dominant culture).

Section three "Reforming Higher Education," focuses on reforming colleges and universities to improve the educational experiences of students of color at institutions of higher learning. Colleges and universities are losing an unprecedented number of students of color since the campus climate of predominately white colleges and universities has not fully embraced ethnic/racial minority students (Chideya, 1995). The drop out rates for Hispanics at four-year institutions is 54.4 percent and 63.3 percent for African Americans. In contrast, the drop out rate for white college students is 41.5 percent (Porter, 1990). At the two-year college level, retention rates are more difficult to attain due to institutional data being dispersed throughout the colleges, collected at different times, and for various purposes (Moore,

1986; Tinto, 1987). In addition, the task is more arduous at the two-year level given the profusion of services provided for students with widely varying educational objectives. Some African American students choose to attend historically black colleges and universities (HBCUs). HBCUs produce a preponderance of the baccalaureate degrees awarded to African Americans in the United States. In 1993-94 more than 1 in 4 African American baccalaureate degree recipients earned degrees from HBCUs (National Center for Education Statistics, 1996). As stated by Jordon in 1975, "It is black colleges that have graduated 75 percent of all black PhDs, 75 percent of all black army officers, 80 percent of all black federal judges, and 85 percent of all black doctors" (quoted in Barthelemy, 1984, p: 17).

Authors in the fourth section, "Leadership Imperatives for Educating a New Majority," focus on the educational leadership required from kindergarten through college, to promote student diversity and curriculum redesign. These authors argue that it is essential that the process of educational transformation occur at all levels. Retention of students of color is linked to a commitment to embracing diversity and providing adequate services. Each educational institution along the pipeline is interdependent with the other; each has the responsibility of making sure all students are fully integrated academically, emotionally, and socially so they can achieve success at the next level.

*Educating a New Majority* is written for a broad audience. It is an attractive resource guide for professionals in primary, secondary, and postsecondary education that work with low income, at-risk students of color. The book provides particularly valuable information to faculty, staff, and administrators at the community college and university levels where the issues of diversity, equity and educational opportunity are sometimes overlooked. To its credit, the book provides a useful perspective for the novice and experts alike.

Although the material in the book is pertinent to all educators, its broad scope may also be its greatest weakness. The length of the book at 500+ pages and the overall presentation of information is overwhelming. Eliminating the considerable overlap among the chapters could have reduced the book to a more manageable size. Also, some of the chapters are poorly organized with respect to one another, creating discontinuities in the flow and sequencing of key topics.

Of greater concern to me, is that Rendon and Hope's book raises critical issues, but offers too few workable solutions. The book does not go far enough in offering ideas to help close the gap between white students and students of color from kindergarten through postsecondary education. The lack of attention paid to fostering bridges among educational institutions and thus strengthening their interdependence weakens the book's impact. Nonetheless, *Educating a New Majority* extends the discourse regarding the issues surrounding racial and culturally diverse students at various levels, but particularly postsecondary education.

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\*Modified reprint from the *Journal of Vocational Education Research*, 23, (2), pp 169-176. ♦



*Eboni Zamani is a doctoral student studying higher education administration in the Department of Educational Organization and Leadership. Her research interests include community college leadership, affirmative action in higher education and participation and retention of students of color at two- and four-year institutions of higher learning.*

## POSITION ANNOUNCEMENT

### University of Illinois at Urbana-Champaign

**POSITION:** Assistant Professor in Human Resource Education (HRE) (full-time tenure-track) with a specialization in Community College Teaching and Learning. For a copy of the full position announcement and more information about the HRE Department at UIUC access the following website: <http://hre.ed.uiuc.edu/>

**STARTING DATE:** August 21, 1999

**QUALIFICATIONS:** Applicant should have:

- An earned doctorate from an accredited institution.
- A record of scholarly productivity exhibited through research and publications in community college teaching and learning.
- Professional experience in the community college or related postsecondary education setting(s).
- Expertise and experience in one or more of the following areas: instructional delivery, instructional technology, curriculum development, professional development, or assessment and evaluation.
- Interest and expertise in one or more of the following areas are desirable: adult learning, non-traditional and multicultural learners; workforce and human resource development; or continuing or community education.

**CONTACT:** Debra D. Bragg, Search Chair, 217-333-0807

# Community Colleges and the Transfer Function

by Mary E. Perkins

The community college has altered its mission through the years from one of primarily providing a university transfer program to one of providing a comprehensive range of offerings in response to changing societal demands. One of the major criticisms of the community college is that upon becoming comprehensive, the preparation of students for transfer is being neglected. In order to understand the present state of the transfer function, I researched the factors contributing to its decline and the arguments against a strong transfer emphasis. I also collected the perspectives of several practicing educators and researchers in the community college sector.

The rise of workforce development and vocational education gives the impression that the transfer function is disappearing as a community college function. The history of the educational role of the community college does not support the argument that community colleges have experienced a transition from a preoccupation with the liberal arts and transfer to a preoccupation with vocational students. The situation is more complex, with an on-going commitment to a multipurpose institution and shifting emphases among these purposes. Much of the literature on transfer education was written in the 1980's, when transfer education was a national concern. Since that time, relatively little research has been conducted to examine the present state of the transfer function even though public concerns about transfer education in the community college are still readily apparent.

My field research confirmed that transfer education is alive and well within the community college's comprehensive mission, but the level of emphasis placed on the transfer function varies from institution to institution. Depending on the needs of the community, it is important for community college leaders to maintain

their commitment to being collegiate institutions, and emphasizing college level work. Failure to do so, will turn community colleges into training institutions and sustain the misperception that community colleges do not provide the same quality of education as four-year colleges and universities.

In addition, leaders must develop transfer and occupational/vocational programs that parallel one another in terms of general education requirements. At many institutions, there are great variances between the transfer and occupational/vocational programs that place students who change their minds at a disadvantage. Community colleges should stress the facilitation of lifelong learning and career development as their core mission instead of continuing to act as if transfer and occupational/vocational programs are separate from one another. Needed above all are the educational leaders and faculty who are willing to take risks and invest the tremendous time and energy necessary to allow them to go beyond lip service to general education and to come closer to that ideal of excellence and equity in mass higher education. ♦

*Mary E. Perkins is a Recruitment and Retention Manager at Waubonsee Community College in Sugar Grove, IL. She holds a masters degree from the University of Illinois at Chicago in Higher Education Administration. Mary is currently enrolled in the Community College Executive Leadership doctoral program at UIUC.*



## OASIS - Office for African and African American Studies, Information and Services (pilot program)

- Initiated in 1996-97
- Provides programs that promote college and community awareness and appreciation of diversity.
- Seeks to address the concerns of minority students.
- PCETV Productions part of community outreach component premiered November 4, 1998 on Channel 9 (Time Warner Cablevision) and Channel 50 (HealHand Cablevision). Beginning episodes will center on:
  - What hinders African-American student success.
  - The question of rising or decreasing 2-year enrollment.
  - Mentoring efforts.
  - Welfare to work initiatives.

Visit their website at <http://www.parkland.cc.il.us/publications/oasis> or contact Project Director, Melissa Pearson at (217) 373-3759 for more information.

## UPCOMING EVENTS

- February 27 – March 2, 1999, Community College Futures Assembly, "Creating a learning system: Policies to support and reward learning", Orlando, FL. Phone: 407-299-5000, Ext. 3205, FAX: 407-426-9071
- April 7 – 10, 1999, American Association of Community Colleges, Nashville, TN. <http://www.aacc.nche.edu/conf/conferences.htm>
- April 9 – 11, 1999, Council for the Study of Community Colleges, Nashville, TN. Phone: 800-832-8256
- April 20 – 21, St. Charles, IL and June 7 – 8, 1999, Springfield, IL, Connections '99 Conferences; "Building Stronger ETC Pathways". Phone 309-438-5564, FAX: 309-438-5211
- June 20 – 23, 1999, League for Innovation in the Community College Conference, New Orleans, LA. <http://www.league.org>

# On-Line Resources

by John Schmitz

## Recently Announced Distance Learning Programs

New distance learning programs are being announced frequently. It is helpful to check out these new efforts to observe available course offerings, technologies being utilized, and if possible the teaching strategies being followed.

- Utah Electronic Community College  
<http://www.utah-eccl.org/>
- Oregon Community College Distance Education Consortium  
<http://www.lbcc.cc.or.us/occedec/>
- California Virtual University  
<http://www.california.edu/>
- Indiana Higher Education Telecommunication System  
<http://www.ind.net/>
- Virtual University Gazette  
<http://www.geteducated.com/vugaz.htm>

## Distance Learning Resources

- Parkland College Comprehensive Distance Education List  
<http://online.parkland.cc.il.us/ramage/disted/disted.html>
- University of Wisconsin Distance Education Clearinghouse  
<http://www.uwex.edu/disted/home.html>
- University of Illinois UI Online – Enabling Technologies  
[http://www.online.uillinois.edu/links/enabling\\_tech.html](http://www.online.uillinois.edu/links/enabling_tech.html)
- Agriculture Distance Education Consortium  
<http://www.adec.edu/user/links.html>
- Land Grant Training Alliance  
<http://www.ag.ndsu.nodak.edu/lessons/>
- Georgia Tech WWW Surveys  
[http://www.gvu.gatech.edu/user\\_surveys/survey-1998-04/](http://www.gvu.gatech.edu/user_surveys/survey-1998-04/)
- Vanderbilt University The Journal of Asynchronous Learning Networks  
<http://www.aln.org/alnweb/journal/jaln.htm>
- World Bank Global Distance Education Net  
<http://wbweb4.worldbank.org/disted/>
- University of Toronto Distance Education  
<http://www.oise.utoronto.ca/~mpress/distance.html>

## Resources on Education

Resources on educational pedagogy and policy continue to proliferate.

- Office of Vocational and Adult Education (OVAE)  
<http://www.ed.gov/offices/OVAE/AdultEd/WebLinks/>
- NCSA Education Division  
<http://www.ncsa.uiuc.edu/Edu/>

- UNESCO Education Information Service  
<http://www.education.unesco.org/>
- Columbia University Urbana Education Web  
<http://eric-web.tc.columbia.edu/>

## Resources on Internet Connectivity

Much of the optimism surrounding the future of the Internet for education and training depends upon the realization of high-bandwidth connectivity for all.

- Internet 2  
<http://www.internet2.edu/>
- Next Generation Internet  
<http://www.ngi.gov/>
- Metropolitan Research and Education Network  
<http://www.mren.org/>

## Research on the Internet and Distance Learning

Free tutorials on the latest versions of popular software used in the classroom and workplace. Created and compiled by training specialists at Land Grant Universities across the country.

- ZD Net  
<http://www.zdnet.com/anchordesk/bcenter/index.html>

The Anchor Desk Briefing Centers keep you up-to-date on emerging computer and internet technologies. ♦

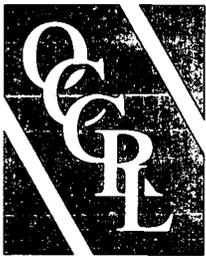


*Professor John Schmitz is an Assistant Professor in Human Resource Education. He is also the manager of the Agricultural Instructional Media Lab (AIM Lab) and a developer of web-based instructional materials. Currently Professor Schmitz is conducting research on digital libraries and distance learning.*

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