

CCRC Currents

COMMUNITY COLLEGE RESEARCH CENTER

Ten Years Later: The Community College Research Center and the Changing Role of Community Colleges

THOMAS R. BAILEY



For the last ten years, the Community College Research Center (CCRC) has studied the most important issues confronting community colleges in the United States. Our mission is to contribute to the development of practice and policy that expands access to the colleges

and promotes the success of all the students who attend them. An independent research institute founded in 1996 by the Alfred P. Sloan Foundation, CCRC has the ability to examine comprehensively and without bias the practices and accomplishments of community colleges. We at CCRC are proud of our record of scholarship, and are gratified that our work is recognized as a positive contribution to the increased interest in improving community colleges specifically and higher education in general.

Currently, community colleges enroll over six million credit students, over one million more than at CCRC's founding. The colleges and the environments in which they operate are significantly different now than they were a decade ago. The occupational landscape has shifted and workers have lost jobs and career paths. Community colleges have played a vital role in reshaping the American workforce to meet new demands, and the success of their agenda has an enormous impact on the national economy. At the same time, the colleges have been facing new challenges: their average tuition has been rising at a greater rate than inflation, financial aid has been steadily declining, and their overall enrollments have increased dramatically as tuition for four-year institutions is out of reach for more and more students.

During this time, CCRC has examined the evolving role of two-year colleges, taking a particularly

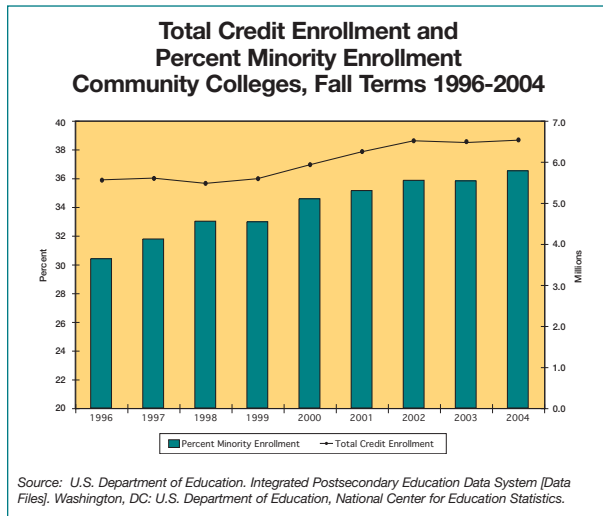
close look at the part they play in economic development and workforce preparation. Much of our work has concentrated on how the private sector and the changing economy have redefined the focus of the community college. CCRC has examined topics such as the multiple missions of community colleges, provision of contract training by community colleges, community college and high school collaboration for improved workforce preparation, labor market returns to community college education, the competitive threat from for-profit institutions, and the integration of occupational and academic education.

CCRC has also focused on the community college equity agenda—the crucial role that the colleges play in providing access and opportunity to a wide range of students. The concept of equity in higher education should be understood as a continuum involving three parts: equity in college preparation, access to college, and success in reaching college goals. While we have studied each of these parts individually, we have now begun to look at them as connected to one another. Many low-income and minority students have less access to a high quality secondary education that would prepare them for college than their more advantaged peers; those who do complete high school are less likely to enroll in college; and once in college, they are less likely to accumulate credits or to complete certificates and

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degrees. The barriers that thwart the educational achievement of these students also deprive the economy of skilled and educated workers. Therefore, society, as well as individual students, has a stake in strengthening the community college system. It is critical conclusions such as these that are inspiring CCRC's work today and our plans for the future.



How successful has this country been in promoting an equity agenda in higher education, and what is the contribution of community colleges? Community colleges—through their lower costs, proximity in the community, and distinct efforts to accommodate the needs of students who are not prepared academically for college—have undoubtedly opened access to higher education for a broad range of students. Thus, the colleges serve a disproportionate number of nontraditional students who are often older than 25; are working either full time or part time; have dependent children or parents; are ethnic minorities; and are low income. More needs to be done, however. Close to one quarter of all high school students never enroll in any college, and they are disproportionately from the poorest families.

One of the most important developments in the ten years since our founding has been a shift in thinking about community colleges—from focusing on their role in providing access to paying greater attention to the postsecondary achievement of community college students. Providing access is not enough if students fail to reach their educational goals. As Glenn DuBois, the Chancellor of the Virginia Community College System succinctly put it, “We...do a good job of getting [students] in. We have to get better at getting them out.” A majority of students who are seeking a credential do not obtain a

degree or a certificate. We at CCRC endorse the increasing emphasis on achievement and degree attainment.

Thus, our work is now primarily focused on understanding the process of retention and graduation and identifying the characteristics of colleges and college programs that promote student persistence and achievement. One factor that has thwarted a greater emphasis on student achievement is that enrollments, or access—rather than student progress—is used as the basis for the regulation and financing of colleges. In addition, data systems are set up primarily to count enrollments, rather than to track individual student progress. Therefore, CCRC has emphasized the need to improve longitudinal data systems that track student progress within and across institutions. We are gratified that there is a growing movement at the state and federal levels and among foundations to strengthen these data. CCRC is currently part of two national initiatives (see *CCRC Research* below) focused on enhancing the availability of these data and particularly on improving the use and analysis of data in support of improved student outcomes.

Poor preparation for college hinders both access and student achievement. Students who receive an inadequate high school education have the odds stacked against them when trying to thrive in college. Community colleges therefore prepare students for college through both their extensive developmental education programs and their increasing involvement with dual enrollment programs. CCRC has conducted research in both of these areas, but developmental education is an immense and crucial function in community colleges and, given its importance, deserves more attention from researchers than it has received thus far. As data availability and analysis improve, we can continue to address the many unanswered questions.

CCRC's leading research on dual enrollment programs demonstrates how community colleges may advance an equity agenda through stronger links to high schools. Dual enrollment is based on the belief that students who experience college before they are regularly matriculated students will gain a better sense of what they will need to know to succeed, and will be familiarized with the culture and broad demands of college. There are continuing challenges for dual enrollment programs: they must reach beyond students who are already college bound and collect sufficient data to document evidence of their effectiveness.

While CCRC has contributed a great deal to the study of community colleges over the past decade, we need to continue examining the equity agenda. It is clear that the overall equity of the higher education system depends fundamentally on factors that are outside the control of the institutions. Policymakers, not community college administrators, control variables such as employment policy, financial aid, child care, and public transportation. In the future, CCRC will further investigate these factors as we work to promote community college equity in all of its facets.

Much has changed in the last ten years as policymakers, researchers, and the general public have gained a greater understanding of the central role that community colleges play both in promoting workforce development and enhancing economic opportunity, but much remains to be done. As we learn more about these colleges and work with a widening range of people, we increasingly admire the imaginative and forward-looking perspective that led the Sloan Foundation to create a national research center devoted to the study of these crucial and poorly understood institutions. It has been an exciting and rewarding decade for us and we expect that the next ten years will be just as fruitful. CCRC will continue to provide insight into community college trends, programs, and outcomes, while examining the external factors that have an impact on their overall effectiveness.

Thomas R. Bailey is the George and Abby O'Neill Professor of Economics and Education, and the Director of both the Community College Research Center and the Institute on Education and the Economy at Teachers College, Columbia University.

In this newsletter, you will learn about our new and continuing research, upcoming seminars and conference presentations, and recent publications. Complete information about CCRC is available on our website, <http://ccrc.tc.columbia.edu>, where you can also sign up to receive bi-weekly E-Alerts and download most of our reports and briefs. We welcome your feedback.

CCRC RESEARCH

Rigorous research and strategic assessment of the problems and performances of community colleges and their students are essential to increase college access and improve the educational opportunities

and outcomes of a diverse student population. CCRC's research, comprised of qualitative and quantitative data collection and analysis, is of national importance in the development of an equity agenda that includes adequate preparation, increased access, and educational achievement for all students.

Achieving the Dream: Community Colleges Count

The Community College Research Center is pleased to announce its continuing involvement in Achieving the Dream: Community Colleges Count. This multiyear national initiative was designed to improve the educational outcomes of community college students, particularly those who face the most barriers to success, including low-income students and students of color. The initiative was formed collaboratively by several national organizations and is currently supported by Lumina Foundation for Education, KnowledgeWorks Foundation, and the Nellie Mae Education Foundation. A particular emphasis of Achieving the Dream is the use of data and research to improve the performance of the colleges and to inform decision making related to community colleges and higher education. Thirty-five community colleges in seven states are working to develop new approaches to improve educational success in postsecondary education for thousands of at-risk students. Through data collection and analysis, CCRC, along with several partner organizations, will provide valuable insights that can help community colleges improve their practices and can be used in the development of state policies and regulations.

As part of the Achieving the Dream initiative, CCRC is participating in a variety of projects, including: an investigation of community college institutional research capabilities and responsibilities; a study of community college institutional effectiveness; an examination of state policies that affect access to and success in community colleges; a literature review of institutional change models; and an evaluation of the Achieving the Dream initiative itself.

CCRC's study of institutional research at community colleges has recently been completed. This project was initiated in order to better understand the current capacity of institutional research, including its structure, the background of staff, the types of data collected, and the methodologies used. The study consisted of a nationwide, randomized

survey of 189 community colleges, and 125 interviews with college administrators and faculty at 28 colleges in 14 states. Researchers found a wide range of capacities at the colleges: some colleges had no institutional research function while a small number had large institutional research departments, generally combining multiple functions such as planning, institutional effectiveness, and assessment. Further findings are expected to be available in summer 2006.

Center researchers have also been attempting to identify community college policies and practices that contribute to the success of disadvantaged students. There has been surprisingly little rigorous research on the institutional characteristics of effective community colleges. A key challenge is the development of a way to compare the performance of different institutions serving diverse mixes of students. Using statistical models that control for student demographics and other factors known to affect student outcomes, CCRC selected six community colleges in the state of Florida according to their relative success in promoting retention, completion, or baccalaureate transfer among African American and Latino students. We conducted a series of two-day site visits at each college in fall 2005 where administrators, faculty, staff, and students were interviewed to identify organizational policies, practices, and cultural characteristics that distinguish the high-impact colleges from the low-impact colleges. CCRC is writing a report on this work, to be available in spring 2006.

We are also conducting a study of state policies affecting community college access and success for underserved students. Educators and policymakers have noted that low-income students and students of color rely increasingly on community colleges, and they have been calling for policy changes to ensure that those students get the maximum benefit from their experience. Any analysis of how community colleges can better serve students naturally leads to a consideration of state policies. But while we know that state policies strongly shape the way that community colleges perform, there is surprisingly little systematic knowledge on the full complement of those policies and how they vary across states. Our study seeks to address this knowledge gap. A report of project findings will be completed in the fall of 2006.

In addition, we have undertaken a literature review of organizational change models at community colleges. The Achieving the Dream model for

institutional change focuses on using college data as a way to analyze student outcomes and evaluate college programs. However, there are many other components to this model that involve a systematic process for developing community-wide involvement in the improvement of college programs. Our literature review will analyze and discuss the various parts of the Achieving the Dream model for organizational change, including comparisons with some other well-known examples of management models currently used by community colleges, such as Total Quality Management, Learning Colleges, and the Baldrige Award. This project will be completed in summer 2006.

Finally, CCRC researchers are coordinating with MDRC to conduct a global evaluation of the Achieving the Dream initiative. This evaluation involves the first 27 community colleges to receive Achieving the Dream grants. We will participate in two aspects of the evaluation. First, during spring 2006 and again in 2008, we will visit ten of the colleges in order to interview college administrators and faculty involved with the initiative. The second part of CCRC's involvement will be a survey of college administrators and faculty, to be conducted in 2006 and 2008. The purpose of this evaluation is to develop knowledge about the implementation of the Achieving the Dream initiative and the organizational and cultural changes that might accompany it. The project will continue through 2009.

Evaluating the Community College Bridges to Opportunity Initiative

The Bridges to Opportunity initiative, funded by the Ford Foundation, is designed to promote state policies that enhance the capacity of community colleges to improve educational and economic opportunities for low-income adults. The project is ambitious in its attempt to engage the highest levels of state leadership in bringing about statewide change in community college policies and practices in order to improve outcomes for the neediest adults. The Foundation's model for the initiative calls for the engagement of key stakeholders in order to influence changes in state policy that will support reforms at the institution and program levels. A sophisticated use of data, especially unit record student tracking data, is also an important part of the strategy. The initiative recognizes that states have their own unique contexts, and thus will develop their own approaches. The six states selected to par-

ticipate—Colorado, Kentucky, Louisiana, New Mexico, Ohio, and Washington—are currently implementing their plans for stakeholder engagement, policy development and implementation, policy impact on practice, and improvement of data collection.

CCRC is assisting Ford by evaluating the activities and impacts of the initiative in the six states. The project is tracking the states' progress in order to assess the effectiveness of each state's approach in implementing its plan. In addition to conducting research specific to each state, CCRC staff are doing cross-state analyses that will yield findings of great interest to the field. Among the questions to be answered are: Does the existence or type of community college governance system in each state affect its ability to achieve the initiative's goals? How important are state and local contexts in developing a strategy for improving both academic and employment outcomes? What types of stakeholders are most important in achieving the goals of the initiative? What is the quality of state-level data systems, and what kinds of infrastructure are necessary to develop the data collection capacity needed to fuel state- and institutional-level change? CCRC's work on this project will be completed in early 2007.

Using State Data to Promote the Success of Underserved Community College Students

Most states collect considerable amounts of data on their public higher education systems. Very often this information is used to ensure compliance with laws and regulations. Rarely is it used systematically and strategically to bring about improvements in student access and attainment. CCRC, together with Jobs for the Future (JFF) and the National Center for Higher Education Management Systems (NCHEMS), has begun an initiative to help states use data to improve access and degree attainment of traditionally underserved students at community colleges. The project is being carried out through a partnership with 11 states that are involved with the aforementioned Bridges to Opportunity and Achieving the Dream initiatives. The national partners are working with each state to develop a plan for better use of the data that they already collect in order to inform improvements in state and institutional policies and practices for the benefit of underserved community college students. This work will be completed in January 2007.

Mapping Pathways to Success for Underserved Community College Students

This project, funded by the Association for Institutional Research (AIR) and the National Postsecondary Education Cooperative (NPEC), examines pathways to success for underserved community college students. CCRC researchers are tracking the experiences and outcomes of low-income students, students of color, students who enroll at an older age, and those who attend community college part time. The tracking will be accomplished through analysis of longitudinal student record data provided by the community college systems in Florida and Washington State. The goal is to reform community college practice and public policy in order to improve degree and labor market outcomes for underserved students. These students represent a substantial proportion of community college enrollees, but they complete postsecondary degrees at lower rates than other students. Project findings will be available in summer 2006.

The National Science Foundation's Advanced Technological Education Program

CCRC is currently conducting a formative evaluation of the National Science Foundation's (NSF) Advanced Technological Education (ATE) Regional Centers. NSF is funding the research. The ATE Regional Centers are focused on developing technician education in fields such as information technology, nanofabrication, and manufacturing at a large number of community colleges in particular economic regions. Our first round of fieldwork has indicated that professional development for community college faculty is very much at the center of this initiative. While some centers are focusing on providing workshops to a large number of faculty, others are focused on developing new technical curricula with a smaller number of faculty. We are currently in our second round of fieldwork, which is expanding on our professional development research and furthering our knowledge about the relationships forged with local industry. A report will be available in winter 2007.

Student Persistence in Community Colleges

Despite the growing importance of earning a

postsecondary credential, many students who enroll in college do not complete a degree. With support from the Alfred P. Sloan Foundation, CCRC has begun a new project to explore the processes of community college student persistence and dropout. By interviewing first-year students at two community colleges in the New York metro area, CCRC researchers will investigate the ways that students make use of institutional features such as counseling and advising, the formal and informal ways that they become integrated into the community college, and the factors that encourage or discourage them to persist to a degree. The study has been designed to include both students who are on-track to graduate and those who have decided to leave postsecondary education. By analyzing data gathered at these sites, CCRC researchers will be able to provide institutions with specific information about how their institutions can support student persistence.

Postsecondary Content Area Reading-Writing Intervention: Development and Determination of Potential Efficacy

CCRC has been awarded a grant from the Institute of Education Sciences of the U.S. Department of Education for an intervention study with community college developmental education students. The project will be wholly funded by federal dollars, in the amount of \$1,168,758 over a three-year period beginning June 2006 through May 2009. CCRC will collaborate with three community colleges where a panel of developmental education instructors will work with CCRC researchers and other project staff to design and administer an intervention intended to improve students' content area reading and writing skills. Bronx Community College of the City University of New York, and Hillsborough Community College in Tampa, Florida, will participate. A third college will be recruited.

The intervention is the Content Comprehension Strategy Intervention (CCSI), a self-directed curricular supplement that provides guided practice in reading comprehension and writing skills using text from science textbooks of the type that students will encounter in later coursework. CCSI focuses on summarization, clarification of information, and the generation of questions about science text; provides preparation for tests that students must pass to move beyond remediation; and teaches for generalization of skill. The project focuses on the academic

needs of developmental education students who intend to obtain nursing, allied health, science, and technology degrees. It is expected to be effective for students in other majors as well. The research methodology includes randomized assignment and control groups, providing a means of drawing conclusions about the effectiveness of the instructional approach.

ANNOUNCEMENTS

CCRC TO PUBLISH A NEW BOOK:

Defending the Community College Equity Agenda

Edited by Thomas R. Bailey and Vanessa Smith Morest

In recent decades, the role of higher education in our society has changed considerably. The demand for college credentials is no longer confined to the highest tier of employment. Instead, at least some college attainment is now a necessity for jobs that pay middle-class wages, making college access fundamental to providing economic opportunity in the United States. In order to provide authentic access to opportunity, however, our higher education system must also attend to equality of opportunity. Equity needs to exist not only in access to college, but also in preparation for college, and in achievement in college.

This tripartite understanding of the community college role in promoting higher education equity developed out of CCRC's National Field Study of Community Colleges, and forms a framework for our upcoming book: *Defending the Community College Equity Agenda*. In this book, CCRC researchers analyze how colleges have tried to improve their performance with respect to low-income students, students of color, and nontraditional students, given the challenges that their students face. The findings are based on extensive fieldwork at 15 community colleges in six regionally diverse states, carried out between 2000 and 2002. Researchers conducted over 400 interviews with more than 600 community college administrators, faculty, and students. Generous support from the Alfred P. Sloan Foundation made both the research and the book possible.

Defending the Community College Equity Agenda is an edited volume in which each of the contributing authors prepared a chapter on a specific area of com-

munity college practice. Chapters in the book cover a variety of topics, including community college missions, the accountability movement, the impacts of the growth of the for-profit higher education industry, distance education, industry certifications, guidance and counseling, remediation, and dual enrollment. Each chapter presents recommendations for improving these functions.

Community college faculty and administrators are justifiably proud of the role that their institutions play in opening up higher education to vast numbers of lower-income, minority, and first-generation college students. However, more attention must be paid to improving students' experiences once they are enrolled. While doing so may not seem controversial, the incentives and management systems that guide community colleges remain grounded in enrollment-driven models that give primacy to overall access but do not ensure equitable access. It is our hope that *Defending the Community College Equity Agenda* will encourage discussion at the institutional, state, and federal levels about college achievement and how community colleges can shape the experiences and progress of their students during those critical college years and beyond.

The book, to be published by The Johns Hopkins University Press, is expected to be released in summer 2006.

Melinda Mechur Karp Defends with Distinction



Melinda Mechur Karp, CCRC Senior Research Associate, defended her doctoral dissertation in December 2005, earning her Ph.D. in Sociology and Education, with distinction, from Teachers College. The dissertation, *Facing the Future: Identity Development among College Now Students*,

explores the ways that students learn about college and come to see themselves as college students during their first semester in a dual enrollment program. CCRC Director, Thomas Bailey chaired the dissertation committee.

Karp has been with CCRC since beginning her master's degree program at Teachers College in 1999. Her work focuses on the transition from high school to college and work, particularly for disadvantaged youth.

CCRC SEMINAR SERIES

Community Colleges and Educational Equity

Co-sponsored by the Teachers College
Campaign for Educational Equity

Thursday, April 6, 2006

12:00 – 3:00 PM

179 Grace Dodge Hall

Teachers College, Columbia University

In 2005, Teachers College launched the ambitious Campaign for Educational Equity, dedicated to promoting equity in excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country.

Community colleges are increasingly becoming the popular choice for millions of Americans in their pursuit of a postsecondary education. Over half of all U.S. undergraduates start at a community college, and many are students of color, from low-income households, and/or first-generation college students. These students also tend to have multiple responsibilities outside of the classroom, such as full- or part-time jobs and families. Community colleges are the students' first choice because of their open access promise, low cost, and commitment to serving the needs of underserved and academically underprepared students. Despite the fact that student enrollment in community colleges has increased dramatically, many struggle to complete their education and obtain the certificates and degrees necessary to improve their economic opportunities.

This seminar will explore how community colleges promote educational equity on the postsecondary level. Michael A. Rebell, Executive Director of the Teachers College Campaign for Educational Equity, will provide a brief overview, introducing the Campaign's mission, goals, and specific projects. Thomas R. Bailey, CCRC Director, will describe some of the national trends in postsecondary education and how they relate to the equity agenda in higher education. Nan Poppe, President of the Extended Learning Campus of Portland Community College, will discuss how urban community colleges increase opportunity for traditionally underserved communities. Finally, Eduardo Marti, President of Queensborough Community College and a trustee at Teachers College, will discuss the role of the City University of New York

(CUNY) system in advancing the equity agenda.

This seminar will provide insight into the Teachers College Campaign for Educational Equity and the increasingly important role that community colleges play in providing educational opportunity for all students.

If you would like to attend, please contact CCRC at (212) 678-3091.

UPCOMING CONFERENCE PRESENTATIONS

League for Innovation in the Community College Annual Conference, Atlanta, Georgia March 19-22, 2006

Promoting Student Success Through Institutional Transformation at Community Colleges

Sunday, March 19, 2006, 1:15–2:15 PM

Hilton Atlanta, Carter, Third Floor

Session Presenters:

Thomas Bailey, Director, CCRC
Davis Jenkins, Senior Research Associate, CCRC
Kay McClenney, Director, Community College Survey of Student Engagement

Teaching and Learning on the Frontier: Low-Skilled Adults and Community Colleges

Monday, March 20, 2006, 8:00–9:00 AM

Hilton Atlanta, Crystal Ballroom A, First Floor

Session Presenters:

James Jacobs, Associate Director, CCRC
Judith Taylor, Program Director, Building Economic Opportunity, Jobs for the Future

How Community College Leadership Can Implement Applied Baccalaureate Programs

Monday, March 20, 2006, 11:00 AM–12:00 PM

Hilton Atlanta, Board, Fourth Floor

Session Presenters:

James Jacobs, Associate Director, CCRC
David Borofsky, President, Bates Technical College
Malcolm Grothe, Dean, Technical Education, South Seattle Community College

Opening the Black Box: Using Institutional Research to Improve Retention

Monday, March 20, 2006, 1:30–2:30 PM

Hilton Atlanta, Board, Fourth Floor

Session Presenters:

Vanessa Smith Morest, Assistant Director, CCRC
Nancy Ritze, Associate Dean, Institutional Research, Planning, & Assessment, Bronx Community College
Peter Crosta, Research Fellow, CCRC

Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices

Monday, March 20, 2006, 3:00–4:00 PM

Hilton Atlanta, Cabinet, Fourth Floor

Session Presenters:

Gene Bottoms, Vice President, Southern Regional Education Board
Katherine Hughes, Assistant Director, CCRC
James McKenney, Director, Economic Development, American Association of Community Colleges
Laurance Warford, Project Director, College and Career Transitions Initiative, League for Innovation in the Community College

A Matter of Degrees: How Research Can Improve College Success and Degree Completion

Tuesday, March 21, 2006, 3:00–4:00 PM

Hilton Atlanta, Club, Fourth Floor

Session Presenters:

Timothy Leinbach, Research Associate, CCRC
Patricia Windham, Associate Vice Chancellor for Evaluation, Florida Community College System
Ted Wright, Special Assistant to the President for Strategic Initiatives, Broward Community College

American Educational Research Association

2006 Annual Meeting, San Francisco, California
April 7-11, 2006

Lessons from the International Baccalaureate's Middle Years Program: Whole School Reform in an Institutionalized Setting

Friday, April 7, 2006, 12:00–2:00 PM

Moscone Center North, Exhibit Level, Room 110

Session Presenters:

Vanessa Smith Morest, Assistant Director, CCRC
Melinda Mechur Karp, Senior Research Associate, CCRC

Institutional Research in Community Colleges

Saturday, April 8, 2006, 10:35 AM–12:05 PM

Moscone Center South, Mezzanine Level East, Room 202

Session Presenters:

Vanessa Smith Morest, Assistant Director, CCRC
Timothy Leinbach, Research Associate, CCRC
Monica Reid, Research Assistant, CCRC
Andrea Soonachan, Research Assistant, CCRC
Peter Crosta, Research Fellow, CCRC

Public Policy and Its Influence on Student Access and Institutional Success

Saturday, April 8, 2006, 12:25–1:55 PM

Moscone Center South, Mezzanine Level West, Room 252

Session Presenters:

Kevin Dougherty, Senior Research Associate, CCRC
Monica Reid, Research Assistant, CCRC
Kenny Nienhuser, Research Assistant, CCRC

Public Policies and Their Effects on Community Colleges and Their Students

Monday, April 10, 2006, 12:25–1:55 PM

Moscone Center South, Mezzanine Level West, Room 252

Session Presenters:

Thomas Bailey, Director, CCRC
 Mariana Alfonso, Research Affiliate, CCRC
 Juan Carlos Calcagno, Research Fellow, CCRC
 Peter Crosta, Research Fellow, CCRC

Racial Politics and Attainment in Higher Education

Tuesday, April 11, 2006, 8:15–10:15 AM
 Moscone Center South, Mezzanine Level West, Room 274

Session Presenters:

Kevin Dougherty, Senior Research Associate, CCRC
 Monica Reid, Research Assistant, CCRC
 Kenny Nienhuser, Research Assistant, CCRC

American Association of Community Colleges

86th AACC Annual Convention, Long Beach, California
April 22-25, 2006

Bringing It Together: Blending Credit and Non-Credit

Sunday, April 23, 2006, 10:00–11:00 AM
 Long Beach Convention Center, Room 102A

Session Presenters:

James Jacobs, Associate Director, CCRC
 Carol Brown, President, Eastfield College
 Andrew Meyer, Vice President, Anne Arundel Community College

Breaking Through Adult Basic Education

Monday, April 24, 2006, 8:45–9:45 AM
 Long Beach Convention Center, Room 104C

Session Presenters:

James Jacobs, Associate Director, CCRC
 Elaine Baker, Director of Workforce Initiatives,
 Community College of Denver
 Nan Poppe, President, Extended Learning Campus,
 Portland Community College
 Jerry Rubin, Vice President, Building Economic
 Opportunity, Jobs for the Future

Promoting Student Success Through Institutional Transformation at Community Colleges

Monday, April 24, 2006, 10:00–11:00 AM
 Long Beach Convention Center, Room 103B

Session Presenters:

Thomas Bailey, Director, CCRC
 Davis Jenkins, Senior Research Associate, CCRC
 Edwin Massey, President, Indian River Community College

Leading the Way in Institutional Research

Monday, April 24, 2006, 1:15–2:15 PM
 Long Beach Convention Center, Room 202B

Session Presenters:

Thomas Bailey, Director, CCRC
 Diane Troyer, President, Cy-Fair College
 Karen Stout, President, Montgomery County Community College

Improving Student Transitions and College Readiness

Monday, April 24, 2006, 1:15–2:15 PM
 Long Beach Convention Center, Room 101A

Session Presenters:

Katherine Hughes, Assistant Director, CCRC

James McKenney, Director, Economic Development,
 American Association of Community Colleges
 Laurance Warford, Project Director, College and Career
 Transitions Initiative, League for Innovation in the
 Community College
 Gene Bottoms, Vice President, Southern Regional
 Education Board

*Join our researchers, staff,
and affiliates at the*

CCRC

Open Reception

at the

86th AACC Annual Convention
Sunday, April 23, 2006

7:00 pm – 9:00 pm

**Hyatt Regency Long Beach
Pacific Room**

Please also visit the

CCRC Booth #213

at the

AACC Academic Marketplace
April 22-25, 2006
Long Beach Convention Center

See you there!

Association for Institutional Research

2006 Annual Forum, Chicago, Illinois
May 14-18, 2006

Using State Student Unit Record Data to Map Pathways to Success for Nontraditional Community College Students

Tuesday, May 16, 2006, 1:00–2:30 PM
 Chicago Sheraton Hotel and Towers, Ohio Room, Level 2

Session Presenters:

Davis Jenkins, Senior Research Associate, CCRC
 Timothy Leinbach, Research Associate, CCRC
 Peter Crosta, Research Fellow, CCRC
 Patricia Windham, Associate Vice Chancellor for
 Evaluation, Florida Community College System
 David W. Prince, Senior Manager, Research and Analysis,
 Washington State Board for Community and
 Technical Colleges

Please check CCRC's website for conference details and updates: <http://ccrc.tc.columbia.edu>

SELECTED PUBLICATIONS

BOOKS

ASHE Reader on Community Colleges

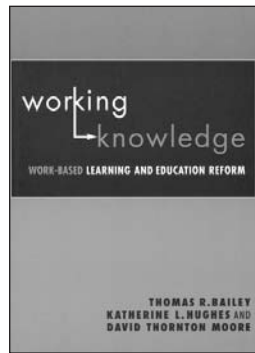
Edited by Debra Bragg and Barbara Townsend (Senior Editors), Kevin Dougherty, Frankie Laanan, and Berta Vigil Laden (Associate Editors). Pearson Custom Publishing, 2005

This volume contains a compilation and analysis of recent research publications on community colleges. In separate sections, the book addresses the following: the variety of community colleges; the different theoretical analyses of the social role of the community college; the finance, governance, and administration of the community college; the curricular missions, faculty, and students of the community college; and the impact of community college attendance on students.

Working Knowledge: Work-Based Learning and Education Reform

Thomas R. Bailey, Katherine L. Hughes and David Thornton Moore. RoutledgeFalmer, 2004

This book, based on over five years of research on work-based learning in high school and community college programs across the country, explores the potential for using work-based learning as part of a broad education reform strategy. It also includes techniques that practitioners can use to provide their students with high-quality work-based learning experiences.



REPORTS AND PAPERS

Access and Achievement of Hispanics and Hispanic Immigrants in the Colleges of the City University of New York

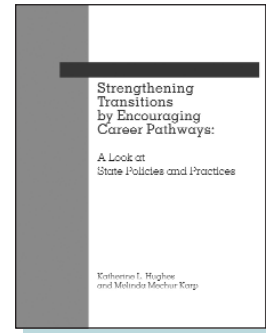
D. Timothy Leinbach. Community College Research Center, March 2006

As the only public institution for higher education in the city, the City University of New York (CUNY) historically has played a central role in the education of minority and immigrant New Yorkers. The largest minority and immigrant populations of students are Hispanic. The research presented in this upcoming report uses student enrollment, credit accumulation, and outcome attainment data to assess the extent to which CUNY provides access to postsecondary educational opportunity and achievement for Hispanic students.

Strengthening Transitions by Encouraging Career Pathways: A Look at State Policies and Practices

Katherine L. Hughes and Melinda Mechur Karp. American Association of Community Colleges and League for Innovation in the Community College, January 2006

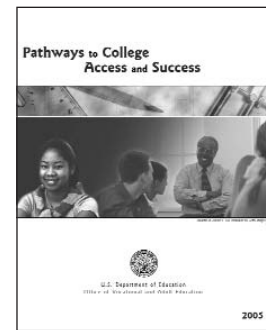
This report identifies the ways that state policies can support students' academic and workforce success by creating coherent systems of preparation for students entering technical fields. In particular, the report focuses on state policies that promote the implementation of career pathways, such as those encouraged by the U.S. Department of Education's College and Career Transitions Initiative, which span secondary and postsecondary education and culminate in rewarding careers.



Pathways to College Access and Success

Katherine L. Hughes, Melinda Mechur Karp, Baranda Fermin and Thomas R. Bailey. U.S. Department of Education, Office of Vocational and Adult Education, October 2005

In the past, credit-based transition programs enrolled primarily academically proficient and high-achieving students. Today, a growing number of policymakers, education reform groups, and researchers argue that middle- and even low-achieving high school students may benefit from dual enrollment in high school and college. CCRC researchers examine five programs to understand how credit-based transition programs can help middle- and low-achieving students enter and succeed in college.



Is Student Success Labeled Institutional Failure? Student Goals and Graduation Rates in the Accountability Debate at Community Colleges

Thomas R. Bailey, Davis Jenkins and D. Timothy Leinbach. Community College Research Center; Working Paper No. 1, October 2005

Individual students may feel that their experience at a community college is a success, but unless it culminates in a credential or in transfer to a four-year institution the enrollment is considered a failure for the college. CCRC researchers tackle the issue of whether graduation rates are a fair and valid measure of community college effectiveness.

Is Student-Right-to-Know All You Should Know? An Analysis of Community College Graduation Rates

Thomas R. Bailey, Juan Carlos Calcagno, Davis Jenkins, D. Timothy Leinbach and Gregory S. Kienzl.
Community College Research Center, Working Paper No. 2, October 2005

Over the last decade, policymakers, educators, and researchers have increasingly sought to understand community college policies and practices that promote student success. This effort has been driven partly by an increased emphasis on outcome accountability, but it has also promoted a productive discussion about improving institutional performance. This paper presents a research model that CCRC developed to better understand the effects of institutional characteristics on student outcomes.

Community College Student Success: What Institutional Characteristics Make a Difference?

Thomas R. Bailey, Juan Carlos Calcagno, Davis Jenkins, Gregory S. Kienzl and D. Timothy Leinbach.
Community College Research Center, Working Paper No. 3, October 2005

This paper, a follow-up to the research in CCRC's Working Paper No. 2, incorporates individual student data into the model of institutional characteristics that affect student outcomes. By using individual and institutional level data, CCRC researchers address two methodological challenges associated with research on community college student outcomes: unobserved institutional effects and attendance at multiple institutions.

Implications of Educational Inequality for the Future Workforce

Thomas R. Bailey. *Presentation at The Social Costs of Inadequate Education Symposium. Community College Research Center, October 2005*

This paper discusses the ways that economic, political, social, and demographic factors are changing to a point where the global competitiveness of the United States is threatened. Traditional educational inequality in the United States is increasingly compromising the ability of the U.S. to sustain productivity growth and success in international markets.

Update to State Dual Enrollment Policies: Addressing Access and Quality

Katherine L. Hughes, Melinda Mechur Karp, Baranda Fermin and Thomas R. Bailey. *U.S. Department of Education, Office of Vocational and Adult Education, September 2005*

This paper is an important update to CCRC's 2004 report, *State Dual Enrollment Policies: Addressing Access and Quality*, which analyzed dual enrollment legislation in all 50 states and examined whether these policies promote or inhibit the spread of dual enrollment programs. The update provides additional information on the state policies.

State Systems of Performance Accountability for Community Colleges: Impacts and Lessons for Policymakers

Kevin Dougherty and Esther Hong. *Jobs for the Future and Lumina Foundation for Education, July 2005*

This policy brief, drawing on the experiences of the 15 community colleges in six states in CCRC's National Field Study of Community Colleges, presents an analysis of the intended and unintended impacts of performance accountability on community colleges. Specifically, CCRC researchers compare measures such as graduation rates in states that base college funding on student performance with states that only require performance reporting.



Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Statewide Longitudinal Tracking Study

David Prince and Davis Jenkins. *Community College Research Center, April 2005*

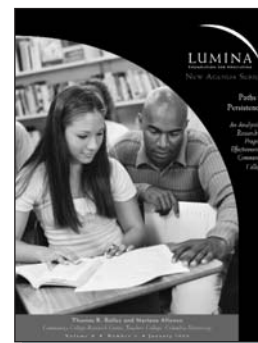
This paper presents findings from a study on the experience and outcomes of low-skill adults in community colleges. CCRC researchers use student record information from the Washington State Community and Technical College System to track the progress of two cohorts of adult students with, at most, a high school education. The study examines the educational attainment of the students to identify the roadblocks and critical points at which adult students drop out or fail to advance to the next level.

Paths to Persistence: An Analysis of Research on Program Effectiveness at Community Colleges

Thomas R. Bailey and Mariana Alfonso. *Lumina Foundation for Education, New Agenda Series 6(1), January 2005*

This monograph presents a critical analysis of the state of the research on the effectiveness of specific practices to increase persistence and completion at community colleges.

Taking account of substantive lessons learned about effective institutional practices, CCRC researchers identify promising areas for future research, evaluate the state of program-effectiveness research at community colleges, and make recommendations for improving related research.



COMING SOON!

Forthcoming reports prepared for the Achieving the Dream: Community Colleges Count initiative:

- **Opening the Black Box: Institutional Research at Community Colleges**
- **What Community College Practices are Effective in Promoting Student Success? A Study of High- and Low-Impact Institutions**
- **State Policies to Achieve the Dream: An Audit of State Policies to Aid Student Access to and Success in Community Colleges in the First Five Achieving the Dream States**

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Alfonso, M. (December 2006). The Impact of Community College Attendance on Baccalaureate Attainment. *Research in Higher Education*, 47(8).

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