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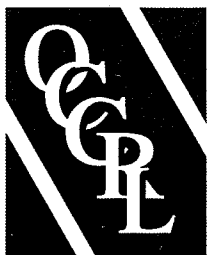
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TO OUR READERS

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/occrl> 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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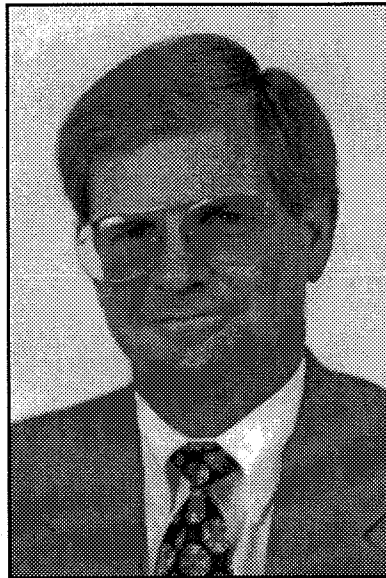
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Core Values Initiatives and the Role of the Community College

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

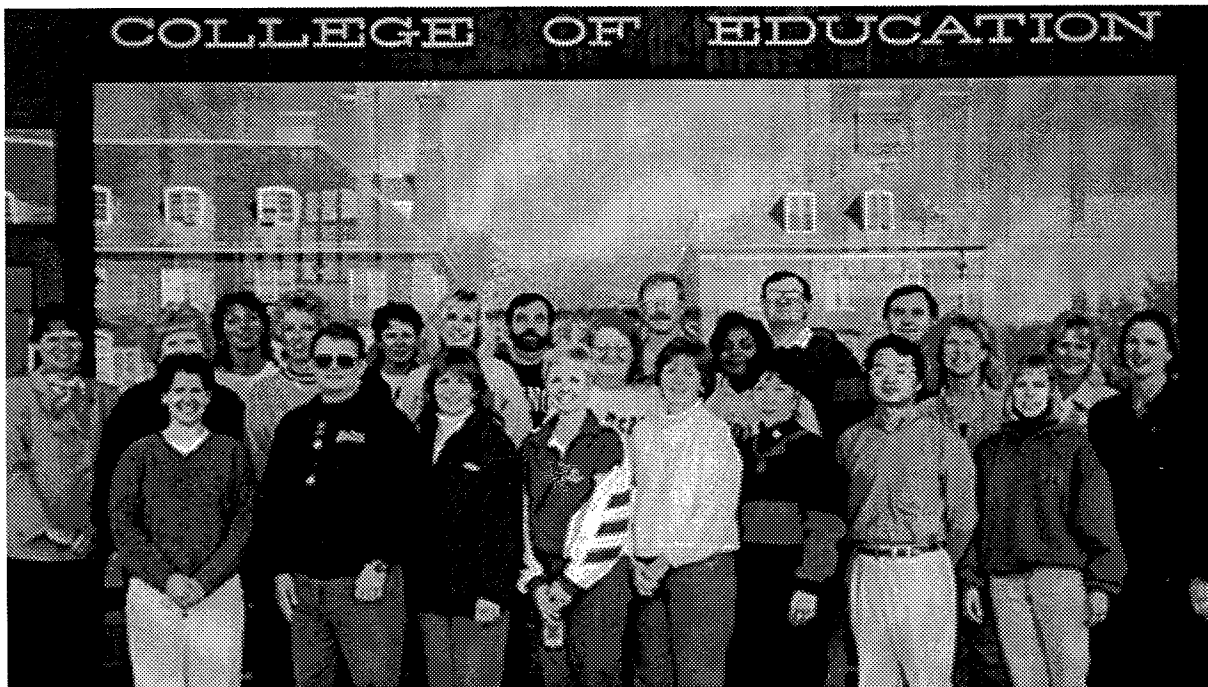
Beginning in May, 1998, UIUC began the Community College Executive Leadership Program (CCELP), specifically designed for aspiring community college presidents, vice presidents, deans, and other administrative personnel. Over the next three years, nineteen community college leaders from across the state 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:
Joann C. Wright
- From Olney Central College:
Jackie L. Davis
- From Prairie State College:
Judy D. Marwick
- From Rend Lake College:
Elaine Johnson
- From Richland Community College:
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.

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-censored 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 Education 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 Waubensee 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/ocdec/>
- 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
- 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/
- 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. ♦

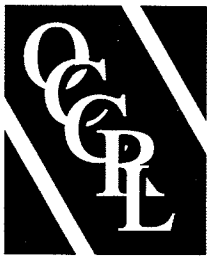


Professor John Schmitz is an Assistant Professor in Human Resource Education. He is also the manager of the Agricultural Instructional Media Lab (AIM Lab) and a developer of web-based instructional materials. Currently Professor Schmitz is conducting research on digital libraries and distance learning.

UPDATE welcomes comments from our readers. Address correspondence to:

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Letters should include the writer's full name, address, and daytime telephone number. Letters may be edited for clarity and/or space.



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