

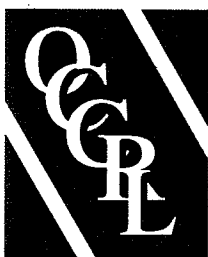
U On Research and Leadership P D A T E

Vol. 9, No. 2

Spring, 1998

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TO OUR READERS

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

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

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

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Community College Mission—The Perspective of Illinois Leaders

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

by Bruce Scism



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Interview with Zelema M. Harris, President of Parkland College

by Eboni Zamani



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

10/11/10

CONGRATULATIONS

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

1st line

Community Colleges: Questions About Mission

by Bruce R. Scism

Democracy's Colleges ¹⁴

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

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

Expanding Numbers of Unwanted Students?

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

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

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

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

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

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

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

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

Technology: A Blessing or A Curse

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Questions About Mission (continued from page 7) *4 pt.* *10/11.5* / Dr. Cipfl Interview (continued from page 3)

Conclusion

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

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

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

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

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

(Referenced sources available on website.)

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

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

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

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

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

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

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

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

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

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

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

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

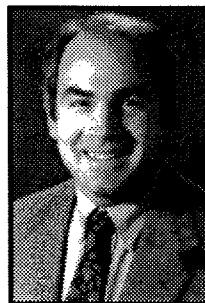
thought possible just a few years ago. Certainly there needs to be training opportunities, nurturing opportunities, but technology will be a way of life. It is going to be incumbent upon us in all of education, and particularly community colleges, to help people see technology as an enhancement rather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

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

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

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

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



Bruce R. Scism is a doctoral student in the College of Education, Department of Education Organization and Leadership. On sabbatical leave from his position as political science instructor at Lake Land College, Mattoon, IL., he is a Research Associate in the Office of Community College Research and Leadership.

New Research on Postsecondary Education

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

by Janis Lynn Waite

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

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

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

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



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

Responding to Academic Dishonesty: Faculty and Student Perspectives

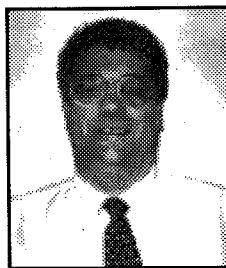
by Douglas J. Bower

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

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

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

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



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

On-Line Resources

by Bruce R. Scism & Ghazala Ovaice

Community College Leadership Program Sites on the Web

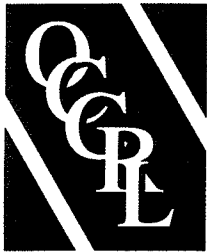
- Colorado State University
<http://www.colostate.edu/Depts/CCLLeader/>
 Access a collection of public listservs, book reviews, and a rather large, alphabetically arranged bibliography. Authors interested in submitting articles to *Community College Review* will find a set of guidelines.
- University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

Community College Resource Sites

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

On-Line Development Resources

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



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