

## **Volume 8, Number 1 Fall 2000 Abstracts**

### **A Comparison of Academic Performance of Students with General Education Development Credentials and High School Graduates at a Selected Community College**

[Mary Etta Fisher](#), Jefferson Community College  
[Janice R. Sandiford](#), Florida International University

This study compared the academic achievement and persistence of GED recipients and high school graduates enrolled in an urban, multi-cultural community college in south Florida. Students were first-time-in-college students who received high school diplomas or GEDs and who enrolled in college preparatory courses during their first semester of college work. The GED recipients and high school graduates were matched on gender, race, and age range to form the sample. Results revealed a significant difference between groups only on the variable placement on probation. High school graduates were placed on probation in higher proportion than were GED recipients. Additional findings revealed differences within subgroups.

### **The Effect of Process Interventions and Matriculation Services on Student Persistence and Success**

[Steven Spurling](#), City College of San Francisco

In an era of public accountability, knowledge of the effects of educational interventions is of great importance. One area that has mandated requirements is the matriculation services of counseling, orientation and placement testing. The State of California Community College Chancellor's Office has long sought evidence from colleges that their front-end services promote students' educational attainments. Areas of interest have been initial student persistence and success. A study was undertaken that found both the receipt of matriculation services and success worked independently to increase student persistence. The impact of both on persistence was considerable, but the receipt of matriculation services was most surprising since its effect on persistence was large. Moreover, students who received no services, but then received an intervention their first semester, also had better persistence.

### **National and Regional Profiles of Developmental/Remedial Education at Public Two-year Institutions**

[Xiao Ying Zhang](#), Consultant, Quebec Canada

This paper focused on developmental/remedial education programs provided by public two-year institutions across four geographical regions in the United States.

A National Center for Education Statistics data set was used to develop national and regional profiles of developmental/remedial programs at public two-year institutions and to examine regional differences among them. The findings demonstrated the special features of developmental/remedial education in public two-year institutions, pointed to the gaps between theory and practice in developmental/remedial education, highlighted the areas that are rarely researched and that will be worth future research efforts, and revealed differences in developmental/remedial programs across regions. The findings suggest that national, regional, state, and institutional educators and policy makers should become well informed and knowledgeable about all aspects of developmental/remedial education.

### **Perceptions of White and Chief Student Affairs Officers of Color about Barriers and Strategies for Recruiting and Retaining Two-year College Students of Color**

[Ronald D. Opp](#), University of Toledo

This national study of two-year colleges focused on differences in perceptions of White chief student affairs officers (CSAOs) and CSAOs of color regarding barriers and strategies for recruiting and retaining two-year college students of color. CSAOs of color were more likely to perceive attitudinal barriers, such as negative campus racial climates and negative faculty and staff attitudes, and to perceive structural barriers such as difficulties with student support services. CSAOs of color were more likely to work at institutions that utilized recruitment and retention strategies that provided opportunities for the involvement and interaction of students of color with faculty, staff, and other students of color to help create a sense of belonging. CSAOs of color differed from their White counterparts in their perceptions of attitudinal and structural barriers, and that the campuses on which they work placed emphasis on different programs, policies, and practices to enhance the recruitment and retention of two-year college students of color.

### **Learning and Personal Growth in Community College Students Who Intend to Transfer: The Role of Student Involvement, Institutional Environment, and Advising**

[Theodore E. Swigart](#), Humboldt State University

Little is known about the relationship between student involvement and growth in community college students, particularly those students who intend to transfer to a four-year institution. The purpose of this investigation was to explore the factors associated with growth in community college students whose main objective was to transfer to a four-year institution. The conceptual framework for this study was C. R. Pace's (1979, 1984) student development theory. Multiple regression analyses were performed separately for males and females using data from the

Community College Student Experiences Questionnaire (Friedlander, Pace, & Lehman, 1999). Results suggested that for both males and females the most important sources of influence on student growth were participation in transfer-related advising and satisfaction with the institutional environment. Consistent with past research, Quality of Effort (Pace, 1979, 1984) exerted by the student also yielded important influences on student growth. The findings suggest that the relationship between student effort and growth was not the same for males and females. Consistent with Pace and past research, background variables made relatively minor contributions to explained growth variance, and prior job and family responsibilities did not explain growth. Study limitations and implications for community college faculty and administration are provided.

### **Developmental Education in Community Colleges: Recent Literature**

[Dana S. Peterman](#), ERIC Clearinghouse for Community Colleges

**Tips on Writing for JARCC** by [Melissa Banks](#), Clackamas Community College

Book Review by [Jim Palmer](#), "Help Wanted – Credentials Required: Community Colleges in the Knowledge Economy" (2001).