

## **Volume 13, Number 1 Fall 2005 Abstracts**

### **Special Essay: The Neglected Majority Revisited**

[Anthony Bebee](#), Yakima Valley Community College  
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Dale Parnell's *The Neglected Majority* is one of the most influential works by a community college leader in the history of the community college movement. This essay explores the impact of *The Neglected Majority* since publication in 1985 and includes an interview with Parnell that assesses his perspective of the nearly 20 years following his book. Although not discounting the importance of the community college transfer function, the authors explicitly argue that the promise of *The Neglected Majority* has not been realized, to the detriment of the community college and society as a whole.

### **Development of a Multidimensional Educational Commitment Scale**

[Chan M. Hellman](#), University of Oklahoma  
[Janice Williams-Miller](#), Oklahoma State University

Due to diversity of students and their attendance patterns, community colleges face unique challenges in assessing and monitoring student commitment and persistence. This study presents the psychometric properties on a 13-item educational commitment scale measuring a three dimensional construct representing affective, normative and continuance commitment to one's education. Item analyses, internal consistency reliability and Principal Components Analysis with promax rotation provide preliminary support for the theoretically developed scale with regards to the content homogeneity of items. It is argued that this new construct can add clarity to a growing literature investigating college student enrollment behaviors. If subsequent research finds that the instrument accurately predicts student behavior, such as in persistence, colleges would have an efficient means for determining student dropout proneness.

### **Using Student Intake Data to Predict Success in a Program: An Application of Canonical Correlation Analysis**

[Randall C. Hickman](#), Macomb Community College

Research that has traditionally supported program accreditation has tended to be primarily descriptive in nature, focusing on outcomes such as the satisfaction of graduates and passing rates on licensure exams. The study reported here illustrates how research employing multivariate methodologies can go beyond

such descriptive reporting to address needs central to effective program management, such as designing selective admission processes to admit students who are most likely to succeed. Using a sample of nursing graduates at a large suburban community college, canonical correlation was used to determine how student intake variables employed in the selective admission process could best predict success in the program. The results showed that the current selective admission process was not making the best use of the student intake variables and also illuminated difficulties that can arise in designing a selective admission process to predict success when multiple measures of success are used.

### **Transcript Analyses as a Tool to Understand Community College Student Academic Behaviors**

[Linda Serra Hagedorn](#), University of Florida

Community colleges are truly an American invention that, despite many documented successes, remains controversial. There is a large body of research that criticizes these institutions citing nonsuccesses (Dougherty, 1987, 1994; Brint & Karabel, 1989). Debates whirl not only about the overall outcomes of these institutions, but also about how to measure community college student progress and outcomes. This article specifically promotes the utilization of transcript analysis to document and understand the complex academic behaviors of community college students. Transcripts or the records of student activities that include enrollments, course drops, and grades are important, yet ignored documents that tell the stories of student successes as well as instances of nonsuccesses. To illustrate the function of transcript analysis and its uses, a study of community college students enrolled in a very large, urban, multi-college district in a western state is reported in this article.

### **Exploring Faculty Retirement Issues in Public 2-Year Institutions**

[Valerie Martin Conley](#), Ohio University

Much of the research on faculty retirement focuses exclusively on 4-year institutions. This study fills a gap by describing the age distribution of faculty in public 2-year institutions, the retirement plans of these faculty, and factors related to the retirement decision-making process using data from the 1999 National Study of Postsecondary Faculty (NSOPF: 99). Findings indicate (a) issues related to the graying of the professoriate apply to both full- and part-time faculty members, and (b) faculty expressed considerable receptivity to early and phased retirement. Given these findings, administrators and researchers should track retirement patterns and plans of those employed part-time as well as full-time; and they may want to identify ways full-time faculty could transition to retirement

by holding more flexible part-time positions, while allowing some of those employed parttime to transition into full-time appointments.

### **College Transfer Performance: A Methodology for Equitable Measurement and Comparison**

[Peter Riley Bahr](#), Wayne State University

[Willard Hom](#) & [Patrick Perry](#), Chancellor's Office of California Community Colleges

Accountability in performance is a subject of increasing attention and concern for community colleges. In California, much attention has been focused on student transfers from the community colleges to four-year institutions as a primary facet of institutional performance. This focus often leads to comparisons of transfer rates between colleges with the goal of identifying low performing and high performing colleges. However, comparison of raw rates of transfer ignores important differences in the structural conditions and exogenous variables affecting the performance of each college, leading to inequitable stratification of colleges and inaccurate classification of colleges in terms of transfer performance. To treat this fundamental incomparability of raw transfer rates, a method for equitable comparison of transfer outcomes was developed and implemented in California's community college system. This method involves major enhancements to prior efforts in California to implement transfer comparisons, including a less biased definition of the transfer rate, the use of statistical models to adjust for exogenous variables observed to affect the transfer outcome, the use of multiple student cohorts, and the inclusion of data on student transfers to a wider range of four-year institutions (both private and public, and both in-state and out-of-state).

### **Internationalizing the Community College: Recent Literature**

[Rozana Carducci](#), UCLA Community College Studies (no abstract).

Book Review by [Jim Palmer](#), "Participation and State Policy: Meeting the Future Demand."