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Motivational Aspects of Reading and its Measurement in Community College Students

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Little is known about the motivational aspects of reading in the adult learner; yet community college remedial reading instructors are confronted daily with students' lack of motivation to read. Reading faculty at William Rainey Harper College were interested in developing an instrument that would measure aspects of adult motivation to read. This study reports on the development of an instrument to measure three key areas: students' self-perceived competence as readers, students' valuing of reading, and students' use of strategic reading behaviors. Over 2,000 students from both remedial reading and English classes and from college English classes completed the survey. Exploratory factor analyses and confirmatory factor analyses were done to develop the scales. The study also reports how the Adult Motivation to Read Survey may be used for improving instruction and how it may be used as an indicator of student success.

Understanding the Relationship of Federal Policies and Community Colleges: A Proposed Analytical Policy Framework

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The primary purpose of this study was to develop a policy framework that could be used to better understand the relationship to and influence of federal policies on community colleges. A thorough investigation and policy analysis was conducted to explore the relationships between the federal government and community colleges. Content analysis procedures were used to review federal legislation and related documents to identify the range of federal policies that affect community colleges. Interviews were conducted with community college leaders to determine the level of influence of these federal policies. Subsequently, a policy framework was developed that expands on previous research and provides a more comprehensive view of the federal influence on community colleges. The findings of this study are intended to assist those at the local level as they respond to the external pressures of the federal government. The results purport to be illustrative of the federal-community college relationship and are not intended to generalize to all community colleges.

Economic Gains: The Other Outcome for Transfer-Oriented Students

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The number of students with substantial liberal arts education and an apparent transfer goal who leave community colleges and never transfer is comparable to the number that do transfer. This paper describes employment outcomes based on Unemployment Insurance (UI) wage file linking for 38,500 such students. These students benefited economically from their two-year college enrollment. They earned wages comparable to vocational graduates in all but the highest wage occupational programs.

An Investigation of the Highest Degree Held by Community College Students

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Anecdotal references are often made related to students returning to a community college after receiving a baccalaureate or higher degree. Much of this discussion has focused on persons who receive the baccalaureate in one area and then return to the community college for a certificate in Information Technology (IT) in order to obtain employment. Conventional wisdom implies that this scenario is the primary reason for returning. The authors felt returning students were actually involved in a broader range of activities than just IT. In an effort to understand what is actually occurring, information in two state databases was utilized to determine how many recently enrolled community college students belong to this category. Additional research was conducted in the areas of the total number of returning students, courses taken and previous State University System major.

Assessing the Achievement of General Education Objectives: Second Year of a College-wide Approach and Lessons Learned

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The assessment of general education learning outcomes continues to challenge colleges and universities. The purpose of this article is to describe a promising approach developed for and used at a public community college in the Midwest. This approach asks students to respond to a series of questions associated with narrative or graphic “prompts.” Faculty members use scoring rubrics to assess the results. The “prompts” were designed to assess a number of learning outcomes, including gathering, analyzing and interpreting data, applying ethical principles to local, national, and global issues and communicating effectively in writing. This faculty-led assessment effort has had an

impact on departmental assessment plans and has fostered new cross-disciplinary faculty conversations about what constitutes acceptable levels of competency.

The Integrity of Ethnicity Data (Research Brief)

[Frank K. Abou-Sayf](#), Kapiolani Community College

Book Review by [Dan Waller](#), “Transformation Tools for Community Colleges Workbook” (2000).