

Volume 10, Number 2 Spring 2003 Abstracts

Studying Distance Education at Community Colleges

[Patricia Beatty-Guenter](#), BC Advanced Education

This paper identifies a need to study the success of students taking college course offerings using distance education. Measurement issues are discussed, including a proposal for definition of some key variables involved in studying distance delivery by institutional researchers. Concerns about student outcomes are identified using data from two community colleges to reveal comparative course completion rates (distance education vs. face-to-face instruction). This paper proposes some practices in the study of distance delivery at community colleges and encourages researchers to share data about this phenomenon.

The Effects of Different Delivery Modes in Survey Administration

[James Goho](#), Red River College

A perennial problem for survey research is achieving adequate response rates. One method for improving rates is to offer multiple modes for response. An associated issue is the effect of differing modes. This research examined both matters using a survey of community college graduates. Fielding consisted of two phases. Phase One offered three modes (mail, web-based, and touch-tone-data entry) for response, while Phase Two consisted of telephone interview of non-respondents to Phase One. Response rates, measures of data quality, demographic variables and attitude variables are compared across modes. The results reported here support the value of mixed mode surveys, at least in sequence, for improving response rates. Simultaneous mixed modes did not increase response rates, as offering an opportunity to respond by different modes did not have a positive effect on rates.

Innovative Capital Planning

[Chuck McIntyre](#), Computer-Aided Planning

Community college strategic planning is becoming more learning-centered, grounded in the student experience, and open to change. As a result, facility planners are challenged to embody these notions in a college's strategic delivery plan: the systems and facilities needed to accomplish its mission and vision. This article proposes a new process for doing this, innovative capital planning (ICP), which the author has used recently in work at several community colleges. ICP is a comprehensive part of strategic planning – exploring, among other issues,

market penetration, new active learning models, facilities maintenance and upgrading, and online and other distance learning. active learning rooms need to be designed with the proper space, flexibility, and equipment in order to support emerging trends in pedagogy. An ICP simulation model explores several future enrollment scenarios and many delivery options, based on space, utilization and planning standards unique to each college. Results of ICP identify future capital outlays and effectively facilitate selection of capital financing strategies.

Success in Cyberspace: Student Retention in Online Courses

[Kathleen Moore](#); [Jeffrey Bartkovich](#); [Marie Fetzner](#); and [Sherrill Ison](#); Monroe Community College

Student retention is an important issue in distance education. In the literature of higher education literature, however, information on student retention in online courses is incomplete. Few empirical studies have been conducted. Many articles reference the issue and then provide descriptions of best practices to address retention. Seldom, however, do articles share actual retention data or information from students about why they dropped out. This paper attempts to address the relative lack of actual retention data by presenting both archival and survey data on student retention in online courses at a large, comprehensive community college in the Northeast.

Developmental Reading Instruction, Academic Attainment and Performance Among Underprepared College Students

[Jody Worley](#), Tulsa Community College

The purpose of this study was to explore levels of academic attainment and performance among students whose course placement test scores identified them as underprepared. It was expected that students who developed college-level reading skills (i.e., remediated) before attempting college-level work would ultimately perform at higher levels and have higher persistence rates in college-level courses than 1) students who did not remediate yet enrolled in college-level courses, or 2) students who developed skills while concurrently enrolled in college-level courses. A cohort of students (N = 4,416) who entered a metropolitan, multi-campus community college during the 1995-1996 academic year was used to investigate these performance and attainment issues. Academic attainment and performance outcomes were measured at the end of the 1997-1998 academic year. Overall, results suggested that students need to develop college-level reading skills to succeed and persist. However, the results also indicated that students need not remediate before enrolling in college-level courses and can significantly increase persistence and performance while concurrently enrolled in college-level courses.

Funding and Community Colleges: Recent Literature

[Patty Sophos](#), UCLA Graduate School of Education and Information Studies

Book Review by [Daniel Phelan](#), "The Leadership Gap: Model Strategies for Leadership Development" (2002).