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Transitions to College: Academic Pathways from High School to the Community

[Debra D. Bragg](#), University of Illinois at Urbana-Champaign

This article examines the emergence of high school-to-college transition models, referred to as academic pathways that regard community colleges as a primary partner for higher learning. It explores three academic pathways that deliberately partner secondary schools with community colleges. They are dual credit and dual enrollment, tech prep and related career pathway models, and middle and early college high schools. Relative to these academic pathways, the article presents evidence of scope, as indicated by the number of programs and student enrollments, and research results documenting student outcomes with respect to each model. Implications of these results for wider implementation of academic pathway models by community colleges conclude the article.

The Community College as a Nexus for Workforce Transitions: A Critical Essay

[James Jacobs](#), Macomb Community College & Columbia University
[Richard A. Voorhees](#), Voorhees Group LLC

Community colleges traditionally have been a nexus for transitions to and from the workforce. This article examines horizontal and vertical workforce transitions and how a global economy and the need to train new subpopulations of future workers will cause community colleges to approach their roles in workforce training differently. There are too little hard data at present to guide either practice or policy for new realities. The authors recommend that community colleges address these critical information shortages by documenting both the inputs and outcomes of programs and activities that facilitate horizontal and vertical workforce transitions.

Successful Vertical Transitions: What Separates Community College Transfers who Earn the Baccalaureate from Those who Don't?

[Melissa L. Freeman](#), Valerie Martin Conley & Gordon P. Brooks, Ohio University

Many students who first enroll in a community college express an interest in transfer and baccalaureate attainment. However, few actually attain the baccalaureate degree. Various risk factors have been shown to exert strong and significant effects on transfer and subsequent baccalaureate degree attainment,

yet few studies have included the impact of geography on transfer success. In this study, we examine factors, including socio-demographic characteristics, geographic characteristics, and personal goals on baccalaureate attainment among students who began their academic career at the community college.

The Multiple Dimensions of Student Swirl

[Alan J. Sturtz](#), Connecticut State University System Office

The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to linear approaches to college retention and subsequent graduation rates. Linear methodologies have a level of failure built in and cannot fully measure community college institutional effectiveness. This article analyzes student entry and subsequent multiple institution enrollment for transfer and new students in a four-year system. Implications of these findings for access and success and as well as for institutional/system and state and national education policy are discussed.

Effect of Tuition Increases on the Transfer between Two- and Four-Year Institutions

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

A study of the transfer trends within an eight-campus higher-educational system was conducted over a 20-year period during which tuition increased at varying rates. The results indicate that, other things being constant, students choose the least expensive education even under moderate inflation-adjusted tuition increases. The results also indicate that it is the absolute difference rather than the percent difference in cost between four- and two-year institutions that correlates with the transfer to the less expensive institution.

Transitions within the Community College: Pathways to Access and Inclusion

[Linda Serra Hagedorn](#), University of Florida
[George M. Prather](#), Los Angeles Community College District

Community colleges are often criticized for the low numbers of students who ostensibly appear successful. This article takes a unique look at the pathways many community college students take and redefines success as transition. Using the full population of the Los Angeles Community College District, this article examines the intra-institutional transitions of 1) remedial to college level, 2) English as a second language to traditional college courses, and 3) lower to

higher academic goals. Analyses revealed that: 1) those students at the lowest levels of developmental English and math were much less likely to transition than those who began their studies closer to college level; 2) most successful transitions from ESL occurred within the first year, but many students required a much longer time span; and 3) while some students changed their educational goals, most (about 90%) retained their original plans.

Researching Student Transitions

[Richard A. Voorhees](#), Voorhees Group LLC
[Gregory P. Smith](#), Central Community College
[Jing Luan](#), Cabrillo College

This article sketches a research agenda for the study of community college student transitions. Specific techniques are depicted as are potential data sources that can be used to pursue that agenda. The role of student tracking systems in transition research is discussed as well as the applicability of national surveys to the study of transitions. The use of new typologies of community college students is presented as a way to understand student transitions. The article concludes with recommendations for community college institutional researchers to position their institutions to better facilitate successful student transitions including the use of recent innovations to track student interactions with institutions.

Community College Student Transitions: Selected Recent Literature

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

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