

eleven update

Commission XI: Student Development In The Two-Year College



The Commuter Students

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Remarks from the Chair

Dear Directorate members, friends, and colleagues

My tenure as chair of Commission Eleven ended June 30, 2001. During the past years, I had the privilege of working with a group of professionals who were truly committed to the mission of the two-year colleges. Indeed, it was a rewarding experience and an honor to have had the opportunity to serve as the Chair of Commission Eleven. During my tenure, the directorate members were committed to increasing the visibility of the commission within ACPA and the higher education community. We continued the tradition of publishing a scholarly newsletter, one which garnered an award in 2000. We also have continued to support and enhance the collaboration within ACPA and with other national student affairs professional associations. Additionally, we have established an ongoing dialogue with ACPA leadership to ensure that the professional needs of the two-year professionals are continually addressed, supported, and promoted by the association.

My sincere thanks to past and present directorate members who supported and helped me achieve the goals for the commission. I feel confident that Commission Eleven will continue to grow under the stewardship of Ms. Queen Foreman McMiller. I am looking forward to seeing you all in Long Beach next year.

Sincerely,

Wilson Luna, Ed.D.
Chair

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THE NEWSLETTER OF COMMISSION XI - STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

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Conducting Research on Commuter Students

by Ken Rockensies, Assistant Dean of Students at Longwood College, Farmville, VA
The article first appeared in the Summer 1996 issue of the *Commuter*.

One of the major challenges facing those of us who work with commuter students is the seemingly daunting prospect of assessing their educational and career goals, needs, interests, life circumstances, and developmental patterns. If you subscribe to the belief that the services, programs, and advocacy we provide as practitioners are largely determined and justified by research (the underlying assumption of the SPAR model), then we must strive, on a daily basis, to incorporate this critical component – the “fuel which makes the engine go” – into our work (Jacoby & Girrell, 1981). Without a solid foundation of knowledge from which to draw upon and provide guidance, our efforts on behalf of commuters are more likely to be “hit or miss” and subject to greater scrutiny from administrators, faculty, governing boards, and state agencies demanding accountability in both our policies and practices.

Rationale for Studying the Commuter Experience

As the representative group of students in contemporary higher education, it is indeed ironic that our understanding of commuters continues to be eclipsed by the emphasis on the residential perspective. This is apparent not only in the literature but in the disproportionate allocation of resources at many colleges and universities that favor the more accessible and readily identifiable on-campus population. Because the existing research on commuters is typically biased or devoid of substantive analysis, we often find ourselves desiring more useful data that will help meet the challenge of articulating our point of view in climates largely supportive of the residential tradition. Relevant study of commuters at both the institutional and national levels can do much to raise awareness of their presence, further our understanding of their goals and aspirations, and provide colleges and universities with new knowledge directly applicable to curriculum development, student learning, academic advising, recruitment and retention, and long-term strategic planning.

A Brief Review of the Literature on Commuter Students

The dearth of substantive research and literature on commuter students has been well documented since the

1970s (Chickering, 1974; Flanagan, 1976; Jacoby, 1989; Knefelkamp & Stewart, 1983; Pascarella & Terenzini, 1991; Slade & Jarmul, 1975). Slade and Jarmul (1975, p. 16) referred to commuters as the “neglected majority” – a reference to their status as the predominant and yet least understood population of college students. Much of what does exist has been described as “limited in quantity and breadth” (Jacoby, 1989, p. iv); confined primarily to freshmen year experiences and traditional-aged commuters (Burnett, 1982; Smith, 1989); inconsistent, inconclusive (Jacoby, 1989) and ignorant of “important differences in ethnic background, residential location (urban, suburban), age and sex” (Flanagan, 1976, p. 39); pessimistic about development, especially in the areas of self-concept, autonomy and social and academic integration (Smith, 1989); rooted strongly in the residential perspective, which is considered the normative experience and a point of reference from which to draw conclusions about all students, including those living off campus (Jacoby, 1989; Knefelkamp & Stewart, 1983); and partly responsible for perpetuating the negative stereotypes and myths about commuters (Jacoby, 1989; Likins, 1991). Even the very formidable and comprehensive *How College Affects Students* (Pascarella & Terenzini, 1991) contains only three entries in the index listed under “commuter students” (Jacoby, 1991).

Attaining a comprehensive, detailed understanding of commuter students has also been thwarted by the ongoing use of restricted definitions in the literature and the sheer difficulty associated with dissecting and accurately portraying the numerous subgroups within the populations itself. For instance, in published studies the frequent use of descriptors such as those “living continuously at home” (Astin, 1977), “at home with parents,” or in a “private room or apartment” (Astin, 1993) has perpetuated and reinforced the perception that commuters are a largely homogenous entity. Confusion exists, too, with regard to what does and does not constitute a “commuter.” Should adult students be included under this category? Are those living near or adjacent to campus

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legitimate commuters? Where do those residing on "fraternity/sorority row" fit in? What about individuals attending community colleges and urban institutions with no available housing? Can they be considered commuters or are they just students? These special cases— a handful among dozens of possible distinctions— underscore the fact that as a diffuse group with limited on-campus time, commuters are not a well-represented constituency with a clear-cut identity (Jacoby, 1989; Rhatigan, 1986).

Strategies for Assessing Commuters

There are a number of available ways in which to go about gaining insight into the on- and off-campus experiences of commuter students. Through demographic analyses, self-study, and surveys aimed at assessing such important areas as intellectual and personal development, educational goals, and the quality of interactions with faculty, staff and other students, a useful database can be established within a relatively short period of time. Although large-scale, national studies answer the broad questions and, if well done, contribute to literature, it is advisable to conduct evaluation at the institutional level because the results are more immediate, applicable, and meaningful to the members of a campus community (Jacoby, 1989). In this section, five different strategies for assessing commuters are discussed.

1. Develop a Population Profile. The creation of a demographic and background characteristics profile of an institution's commuter population— data that can usually be accessed through a college or university's assessment office and/or registrar— represents a good starting point in the process of initiating a comprehensive research program. Ideally, this report should contain statistical information about off-campus students that can be easily subsumed under the following headings:

- ✓ class
- ✓ part-time/full-time status
- ✓ percentage attending day versus evening classes
- ✓ degree seeking/non-degree seeking
- ✓ new/returning student
- ✓ race and ethnicity
- ✓ nationality
- ✓ age

- ✓ marital status
- ✓ gender
- ✓ sexual orientation
- ✓ religion
- ✓ average GPA
- ✓ average credit load
- ✓ academic standing
- ✓ withdrawals over the course of a semester/year
- ✓ major
- ✓ anticipated graduation date
- ✓ prior residence hall experience
- ✓ veteran status
- ✓ degree of reliance on financial aid
- ✓ in-state/out-of-state resident status

An effort should also be made to include data about the following:

- ✓ nature of residence (living at home with parents/relatives, with roommates, or alone)
- ✓ type of residence (house, apartment, trailer)
- ✓ degree of economic dependence on parents and/or number of children
- ✓ distance from campus and travel time to and from campus
- ✓ mode of transportation
- ✓ employment (number of hours on and off campus)
- ✓ amount of time spent on campus
- ✓ level of co-curricular involvement
- ✓ socioeconomic status and family educational background
- ✓ reasons for choosing the institution
- ✓ degree aspirations
- ✓ educational/career goals

(Jacoby, 1989; Rhatigan, 1986).

Such an analysis serves to create a foundational portrait of a commuter population amenable to forming initial impressions about the nature of its relationship with the academic and social components of a college or university. For administrators, faculty, staff, and students alike learning about the "numbers" is usually something of an "aha" experience that can begin to shift their interest towards

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Conducting Research (cont. from page 4)

becoming a more inclusive campus community that strives for equity in its programs, services, and allocation of resources.

2. Conduct a Council for the Advancement of Standards in Higher Education (CAS) Self-Study.

Conducting a CAS self-study of commuter student programs and services is another form of institutional-specific research. CAS has developed a self-assessment guide designed to aid the interpretation and evaluation of CAS standards during a self-study process. Utilizing recommended minimum criteria for determining how effective a college or university is in addressing the needs of its commuters, this process allows for a thorough and often revealing assessment — usually by a group of representative members from the campus community — of the following functional areas exerting influence over the student learning environment: mission, program, organization and administration, human resources, funding, facilities, legal responsibilities, equal opportunity and affirmative action, campus/community relations, multicultural programs and services, professional ethics, and evaluation. CAS reviews can be time consuming and require a high attention to detail, but the outcomes — if an honest self-appraisal has occurred — can provide the impetus for effecting positive programmatic and other changes that conform to approved standards of practice.

- 3. Hire a Consultant.** Institutional profiles prepared by qualified outside consultants can provide a wealth of information from an objective source whose fresh eyes lend itself to assessing the extent to which commuters are recognized and made to feel a part of a campus community. This type of evaluation should include interviews with administrators, faculty, staff, and students; students' observations of both planned and unplanned programs, events, and activities; critiques of literature and documents such as admission publications, institutional mission and goal statements, internal assessment reports, student publications, handbooks, newsletters, poster, and master class schedules; and reviews of how "commuter friendly" the campus services and facilities are in relation to meeting basic needs for studying, eating, socializing, and parking (Kuh, Schuh, Whitt & Associates, 1991).

- 4. Conduct Telephone Interviews.** Strong consideration should be given to utilizing phone surveys as a means for acquiring qualitative information directly from commuter students. This direct-access approach eliminates the often difficult task of administering a questionnaire in a prearranged time and location, and gives the researcher greater freedom to clarify responses and pursue topics of interest in an open-ended manner. Compared to mail surveys, telephone interviews are more likely to produce a higher response rate, reduce the number of "don't know" or "no answer" responses, and expand the opportunities for detailed exploration of issues or concerns. Interviews should be familiar with how to ask questions, record responses, and probe for additional information. Random selection of respondents is also desirable in order to ensure sufficient representation of the various commuter subpopulations (Babbie, 1990).

- 5. Conduct a Mail Survey.** Mail surveys require an investment of time and money, and involve several procedures. The process usually begins with a desire to learn more about a particular issue affecting commuter students. After establishing a clear rationale for conducting the study, it is then necessary to select an appropriate set of questions that will elicit information relevant to the overall purposes of the research. The researcher should ensure that the measurement instrument selected is sufficiently reliable and valid, congruent with the specific areas to be investigated, simple to understand, and inviting in terms of appearance and format (Dillman, 1978). Because the creation of a new questionnaire is a time consuming process — among other things, one must construct questions, field test the items with different populations, create scales if necessary, and establish procedures for scoring responses and analyzing data — the use of published instruments is recommended. Despite the paucity of standardized inventories designed to measure the various aspects of commuter life, a few such as the College Student Experienced Questionnaire (Pace, 1990) or the Student Goals Exploration Inventory (Stark, 1991) do contain items and scales conducive to assessing the intellectual, career and personal dimension of off-campus students. The NCCP also provides members, upon request, a pack of sample assessment tools previously used on a variety of campuses.

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Conducting Research (cont. from page 5)

Following this, the size of the target sample group should be established. It is best to have a large pool – comprised of individuals chosen through the employment of simple random or systematic sampling techniques – in order to ensure sufficient representations across various demographic categories. Because of the problems associated with erroneous off-campus address listings, consideration should also be given to selecting a back-up pool of potential respondents to replace those whose surveys are returned due to a change in residence.

The administration of a questionnaire through the mail can be broken down into several components:

- ✓ It is advisable to send a postcard or letter to the prospective participants notifying them of the pending study and why it is being conducted. This also serves to highlight their importance as individuals in a unique position to make a contribution on behalf of their institution's commuter population.
- ✓ Sending the questionnaire itself signifies the next and most crucial step in this procedure. Including a succinct cover letter explaining what the study is about, how it will benefit commuters, and why the recipient's participation is important is essential to ensuring a high response rate. A statement promising confidentiality, as well as the incorporation of a deadline date in both the cover letter and on the questionnaire itself, ensures that respondents are cognizant of the need for timely completion for the instrument. Attention to the manner in which the survey is to be returned also requires careful planning. Some options include enclosing a prepaid return envelope or establishing special campus drop-off sites. For commuters, classroom buildings may be the most convenient locations.
- ✓ Sending two follow-up reminders – usually in the form of a postcard – to those not responding within the desired time frame are the third and fourth steps in the mail survey process. The elapsed time between these mailings should be roughly two or three weeks, with consideration given to how long it normally takes for delivery by the postal service (Babbie, 1990). Following the administration of the survey through the mail, data must be analyzed.
- ✓ After the data are analyzed, the preparation of a report outlining the study and its conclusions signals entry into the final phase of this assessment strategy. The outcomes

should ultimately be disseminated – preferably in the form of an executive summary – to members of the campus community and local government officials (if deemed appropriate). Publishing the findings in a student newspaper or employee newsletter can also bring greater attention to the issues addressed in the study and, hopefully, generate more interest in improving the overall quality of commuter life.

Concluding Thoughts

Because of the limitations associated with interpreting data on a macroscopic level, the study of commuters should also focus on the many subpopulations comprising this constituency. Identifying differences, as well as commonalities, in the lifestyle patterns, educational goals, and career aspirations of different groups of students (e.g., older versus younger, married versus unmarried, part time versus full time) can contribute greatly to the process of determining which programs and services are most needed. The data gathered from this type of research could be extremely useful, too, in creating an institution-specific definition of a commuter population and its numerous subcultures that take into account such often overlooked variables as distance from campus, prior residence hall experience, or differences between those enrolled at the undergraduate and graduate levels.

Involving faculty in the assessment of commuters would no doubt enhance their understanding and appreciation of the challenges associated with living off campus. Their research skills and analytical abilities could be utilized to produce quality studies that yield accurate portrayals of the commuter experience. By expanding the number of opportunities that professors have to make these and other valuable contributions, we engage faculty in meeting the needs of commuters and continue to increase the number of advocates for commuter students on our campuses.

At present, there is much to be learned about the impact of college on commuters' intellectual and personal development. Asking the right kinds of questions – instead of relying on conjecture or generalizations stemming from studies of traditional residential populations – would break new ground in our quest to understand what is most meaningful to students residing off campus. For example, how do they go about becoming integrated with the academic

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Conducting Research (cont. from page 6)

and social components of campus life? Are they engaged in laboratory or educational field experiences that provide opportunities for establishing relationships with faculty and peers? What are their study patterns? Where do they study? How often do they engage in off-campus "intellectual" discussion? How much time do they devote to community activities? Family? Work? Recreation? Since researches have failed to systematically address these and other developmental issues (Jacoby, 1989; Pascarella & Terenzini, 1991), there is a great deal of room for expanding our understanding—through formal and informal assessment—of today's commuters and how they benefit from on- and off-campus experiences.

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Book Review

Involving Commuter Students in Learning

Barbara Jacoby, Editor

New Directions for Higher Education

Jossey-Bass, San Francisco

Number 109, Spring 2000

93 pages

Reviewed by Stephanie Helms

Higher Education Report No. 7
Washington, D.C.: School of

Commuter students comprise more than 86 percent of today's college students yet higher education, in many ways, continues to operate from a residential perspective. *Involving Commuter Students in Learning* encourages educators and administrators in higher education to intentionally use their knowledge of commuter students' lifestyles and concerns to create responsive learning environments. Each chapter focuses on diverse ways to create communities of learners that fully involve commuters and provides specific implementation strategies for faculty and student affairs professionals. Barbara Jacoby and her associates encourage a movement beyond traditional methods of program and service provision and seek the creation of collaborative and inclusive learning environments for commuter student populations.

In the first chapter, Jacoby sets a firm foundation for the importance of involving commuter students in learning. Colleges and universities are reminded that virtually every institutional policy and practice can affect how students spend their time and how much effort they devote to their education.

The historical implications of the

residential tradition of higher education and of common misperceptions about commuter students provide many barriers to treating commuter students as full members of the learning community.

Theoretical frameworks are presented for consideration as one attempts to understand the complexity of individuals as learners. The concept of 'mattering' provides a compelling tone and values orientation for the book. Mattering is defined as "the feeling that others depend on us, are interested in us, [and] are concerned with our fate." (Rosenberg and McCullough, 1981). Ensuring the involvement of commuter students in learning requires the employment of practices and policies that make all students feel that they matter.

Chapter Two by Jodie Levine and Nancy Shapiro and Chapter Three by Arthur Chickering, contend that the implementation of learning communities can bridge the gaps that often persist for commuters in the establishment of academic and social networks with faculty and peers. By design, learning communities can be used to build a sense of group identity, cohesiveness,

and uniqueness. The authors maintain

that traditional modes of instruction, such as lectures, provide little opportunity for student so engage and exchange ideas. On the contrary, approaches such as collaborative learning, interdisciplinary studies, writing across the curriculum, and experiential learning, decrease the alienation often felt by commuter students. Both chapters provide serviceable models that illustrate methods to create academic communities that are conducive and responsive to the needs of all commuters, whether of traditional college age or adult learners.

In Chapter Four, Carla Erikson Orlando provides a vivid description of a program developed in an effort to respond to the complexity of commuter students' lives and the multiple demands on their time. The Collegia Program at Seattle University offers a unique resource for students. Evolved from the Latin term "collegium," meaning "gathering place", the collegia provides a location where students can experience a sense of belonging, community identity, learning beyond the classroom, participation and

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institutional attachment. Thorough evaluation and assessment has proven the program successful, and resulted in expansion to three collegia facilities. Examples of cutting-edge programs such as this allow readers to connect theory to practice and make for an engaging read.

The benefits of experiential education and the implementation of student teamwork and research are described in Chapters Five and Six. Sharon Rubin affirms that experiential education forges interconnectedness for commuters with peers, faculty, and the community. Robert Yuan and Spencer Benson content that collaborative learning provides opportunities for students to reach high levels of achievement, while learning about themselves and their peers. The authors caution that such efforts require some initial discomfort, time and energy, but result in deep levels of satisfaction in the accomplishment of tasks.

The use of technology and living-learning programs are addressed in Chapters Seven and Eight as a means of enhancing the learning experience of commuter students. Kevin Kruger warns that although emerging

technology presents exciting possibilities for commuter students, some policy analysts suggest that new technologies may deepen the digital divide between educational haves and have-nots. Richard Stevens highlights the importance of access, student governance, parking, and course scheduling, as ways it integrate commuter students as full members of living-learning communities.

In the final chapter, Jacoby emphasizes five key issues that must be addressed in the involvement of commuter students in learning. The include:

- ✓ Developing a more commuter-friendly campus environment,
- ✓ Supporting institutional mission and goals,
- ✓ Demonstrating the effectiveness of involving commuter students in learning,
- ✓ Building cross-functional collaborations, and
- ✓ Supporting and rewarding faculty and staff involvement.

The central themes of mattering and learning echoed throughout *Involving Commuter Students in Learning* compel readers to rethink current approaches, practices, and policies as they relate to commuter students. Those

working in higher education will learn specific strategies to create campus communities responsive to commuter students. Exclusionary practices that are prevalent at some institutions of higher education are challenged, while cost-effective, innovative approaches are presented that will enhance the overall collegiate experience for commuters. Each chapter presents focused, intentional efforts to ensure the success, connectedness, and involvement of commuter students in learning. By applying and integrating these techniques, faculty and practitioners can finally begin to address the historical barriers that persist for commuter students, resulting in opportunities for growth and development for all.

Stephanie M. Helms is the Director for Commuter Life & Special Services at Meredith College in Raleigh, NC.

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ACPA 2002 Long Beach Convention, March 16-20, 2002

Voices of Wisdom:
Stories of Inclusion, Practice and Scholarship

See You There

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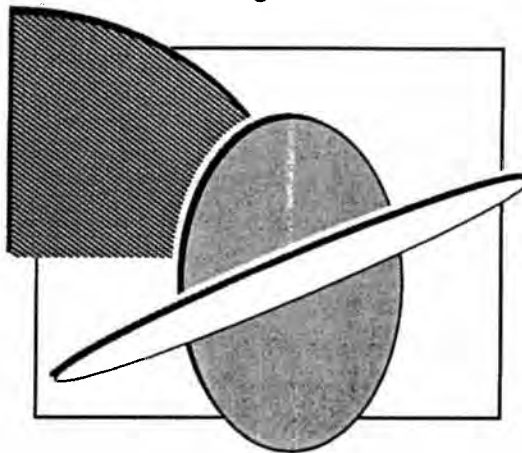
Commuters and Community Colleges: A Natural Partnership

Thoughts from Commission XVII and the National Clearinghouse for Commuter Programs (NCCP)

While many four-year institutions with large numbers of commuter students insist on perpetuating the residential-college myth, community colleges often do a much better job recognizing the complex realities of commuter life. Commuter students, defined by the NCCP and the US Department of Education *any student not living in institution-owned housing on campus*, comprise 86% of today's college students and 98% of students at two-year institutions. This diverse population consists of full-time traditional age students, older returning students, full-time employees pursuing career development, part-time students, graduate students, and retirees. Meeting the service and programmatic needs of this population can be both challenging and rewarding.

My position as Coordinator for the National Clearinghouse for Commuter Programs at the University of Maryland has afforded me the opportunity to talk to professionals across the nation who work with commuter students at two- and four-year institutions. These dialogues have revealed many trends and issues that impact commuter life. Commuter students now frequently hold down multiple jobs while they are in school. Issues of access and decreasing

availability of financial aid are adversely affecting commuter student enrollments. They are also increasingly enrolled in multiple institutions to fulfill their degree requirements - including web-based colleges and distance



learning courses. This is coupled with an increasing skepticism about the impact of distance learning on community and the achievement of learning objectives.

However, not all trends are bleak. Commuter students continue to be involved in school and community activities in record numbers. They are also following current trends of increased local activism and advocating for their own needs and desires on campus. Many institutions describe commuter students as an active force in campus governments, diversity initiatives, and community relations. How two- and four-year institutions

choose to address these trends through their services and programs will certainly impact the quality of commuter life in the years to come. Four-year institutions have much to learn from two-year colleges about how to foster success on a student's own terms, rather than forcing them to proceed through a proscribed education package. Increasing communication and partnerships between community colleges and four-year schools is a great place to start.

Two articles from past issues of the NCCP publication *Commuter Perspectives* are included to help faculty and administrators think about commuters in intentional ways. "Ken Rockensies' article" Conducting Research on Commuter Students" first appeared in a 1996 issue and Stephanie Helms' review of Barbara Jacoby's book *Involving Commuter Students in Learning* ran in the Winter 2001 issue. For more information about NCCP, please contact Julie Owen at nccp@accmail.umd.edu. For information about ACPA's Commission XVII: Commuter Students & Adult Learners, please contact Suzanne Sullivan at suzsullivan@notes.cc.sunysb.edu.



Milestone in Community College History.

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| <p>1901 The founding of Joliet Junior College. Founded under the influence of William Rainey Harper, president of the University of Chicago, Joliet Junior College is the oldest public junior college in the nation.</p> <p>1904 The "Wisconsin Idea." The University of Wisconsin emphasized that the university was to assist the general public through extension services and assistance to the state government. The university declared the boundaries of the state to be its campus. Today, most community college leaders view the college's service region as its campus.</p> <p>1907-1917 California legislation. California passed legislation authorizing high schools to offer postgraduate courses, provided state and county support for junior college students, and provided for independent junior college districts that had their own boards, budgets, and procedures.</p> <p>1920-1921 Founding of the American Association of Junior Colleges. Meetings held in St. Louis (June 30-July 1, 1920) and Chicago (February 1921) resulted in the founding of the American Association of Junior Colleges. The association, currently named the American Association of Community Colleges, continues to provide a national focus and national leadership for the nation's community, junior, and technical colleges. In 1930, the association began publishing its own journal, known today as the Community College Journal.</p> <p>1925 The Junior College Movement. This work, written by Leonard Koos, described the development of the public junior college, with emphasis on the types of junior colleges, their geographic distribution, enrollments, and programs of study.</p> <p>1931 The Junior College. This book by Walter Crosby Eells documented the role, growth, curriculum, and the public junior college's role in increasing access to higher education. Eells' book is a very important text on the early development of the public junior college.</p> <p>1944 Passage of the GI Bill of Rights. In 1944 the United States Congress passed the Servicemen's Readjustment Act. Popularly known as the GI Bill, this act provided financial assistance for veterans of World War II who wished to pursue higher education. The GI Bill was a milestone in the federal funding for</p> | <p>education of individuals and did much to break down the economic and social barriers to allow millions of Americans to attend college. Indeed over 2.2 million veterans, including over 60,000 women and approximately 70,000 African Americans, attended college under the GI Bill.</p> <p>1946 Jesse R Bogue. In 1946 Bogue became the executive secretary of the American Association of Junior Colleges, a position he held until 1958. As post-war spokesman, Bogue did much to popularize the term "community" college in his 1950 book titled The Community College.</p> <p>1947 Publication of Higher Education for American Democracy by the President's Commission on Higher Education. The commission report, popularly known as The Truman Commission Report, called for, among other things, the establishment of a network of public community colleges which would charge little or no tuition, serve as cultural centers, be comprehensive in their program offerings with emphasis on civic responsibilities, and would serve the area in which they were located. The commission popularized the phrase "community college," causing hundreds of existing and new public two-year colleges to include "community" in their names.</p> <p>1958 Edmund J. Gleazer Jr. In 1958, Gleazer succeeded Bogue as the executive director (the title replaced that of executive secretary; in 1972 the title was changed to president) of the American Association of Junior Colleges. He remained in the position until 1981, working tirelessly to promote the nation's community and junior colleges.</p> <p>1960 The W.K. Kellogg Foundation. In 1960 the Kellogg Foundation announced a series of grants to be used to establish university centers for training two-year college leaders. In all, 12 universities established junior college leadership programs. Hundreds of future deans and presidents were graduates of the Kellogg Junior College Leadership Programs.</p> <p>1960 The Junior College: Progress and Prospect. Written by Leland L. Medsker, this volume discusses the public community college in detail, outlining both its strengths and weaknesses. The author provides data on the academic performance of students and the success of transfer students in selected states.</p> |
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*Milestone (cont. from page 5)*1965-
1992

Student aid legislation. Beginning with the Higher Education Act of 1965, the 1972 amendments to the act, and subsequent amendments and reauthorizations (including the 1992 higher education amendments), the federal government made it possible for practically every American to attend college. Included in current legislation is the federal Pell Grant program.

1981

Dale Parnell. In 1981, Dale Parnell succeeded Gleazer as president of the American Association of Community and Junior Colleges. He served as president of the Association until June 30, 1991. Parnell was the first president of the association to have served as the president of a public community college. During his tenure, the association established its own press and issued its own newspaper, the Community College Times.

1988

Report of the Commission on the Future of Community Colleges. In 1988, the Commission issued its report titled *Building Communities: A Vision for a New Century*. The report defined "community" not only as a region to be served, but as a climate to be created. Community colleges were to play an important role in creating the climate and serving the region.

1991

David Pierce. On July 1, 1991, David Pierce succeeded Dale Parnell as president of the American Association of Community and Junior Colleges. Pierce, the first president of the Association to have graduated from a public community college, places major emphasis on working with the federal government, especially the departments of education and labor, and on interpreting the mission of the community college to both national and international audiences.

1992

AACC. By majority vote of the membership, AACJC drops the "junior" and changes its name to the American Association of Community Colleges.

2001

Centennial. A special celebration is being planned for the 100-year anniversary of community colleges. Joliet Junior College in Illinois was the first "community college," established in 1901.

This information is from *The Community College Story: A Tale of American Innovation*, by George B. Vaughan. It's published by the American Association of Community Colleges and is available in English, Spanish, French, and Russian

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American College Personnel Association

"The Comprehensive Student Affairs Association"

Commission Eleven

Student Development in Two-Year Colleges

2001-2002 Goals

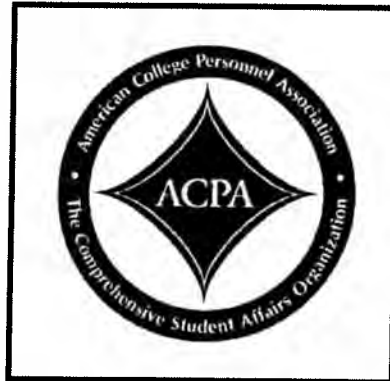
- ◆ Encourage and nominate two professionals from two year institutions to compete for positions in the Executive Council
- ◆ Submit a mini grant to cover some of the expenses for C 11 membership survey
- ◆ Increase over all membership by 15 % and by 25% in California
- ◆ Write letters to students completing their dissertations and invite them to submit articles to the different publications within ACPA
- ◆ Explore About Campus representation
- ◆ Develop a relationship with professionals within the Professional Preparation Programs to increase joint research and publication and encourage submission to ACPA publications
- ◆ Explore the possibility of monograph with Jossey-Bass

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It is important to remember that each time you renew your membership, you also need to indicate Commission XI: Student Development in Two-Year Colleges as one of your commission on ACPA's renewal form. Renewing each year ensures not only membership but also your subscription to our newsletter. *A list of opportunities within Commission XI will be available at the Carnival. Make sure to stop by our table.*

DIRECTORATE MEMBERS SUMMER 2001

Member	Special Assignments/Term Expires
Dr. Nancy Bentley McHenry County College nbentley@pobox.mchenry.cc.il.us	2004
Mr. Robert Cabello Broward Community College rcabello@broward.cc.fl.us	2002 Awards Chair Research Chair
Dr. Cathy Carlson <i>N. Regional Dir.</i> Community College of Vermont carlsonc@ccv.vsc.edu	2004 Program Co-Chair <i>Morrisville</i> <i>(802) 888-4258 W</i>
Dr. Isabel M. Huskey Holyoke Community College ihuskey@hcc.mass.edu	2002 <i>(802) (899) 5221</i> Program Co-Chair
Ms. Karl Kahler Northwestern Michigan College kkahler@nmc.edu	2003 Liaison with Commission VI Membership Chair, Survey <i>231-995-1228 W</i>
Dr. Wilson Luna Gateway Community College gw_luna@commnet.edu	Past Chair
Dr. Darrell Anthony Luzzo Mt Hood Community College luzzod@mhcc.cc.or.us	2003 Journal Liaison to Generation and Dissemination of Knowledge Core Council.
Ms. Queen Foreman McMiller Lansing Community College qml600@lois.lansing.cc.mi.us	2003 Chair <i>W</i>
Mr. Evan Montague Lansing Community College emontagu@lansing.cc.mi.us	2003 Survey
Dr. Denise F. Noldon Chabot College dnoldon@clpccd.cc.ca.us	2004 Program Co-Chair Liaison to Outreach and Advocacy Core Council
Ms. Leslie Webb Art Institute of Seattle webbl@aia.edu	2003 Carnival Chair
Ms. Pamela E. Weidel Monroe Community College pweidel@monroecc.edu	2002
Dr. Marian V. Wilson Cincinnati State Tech. & Community College wilsonm@cinstatc.cc.oh.us	2003 Recording Secretary