

THE PIPELINE

A NEWSLETTER FOR THE COMMISSION ON
STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

This Issue

Council for the Study of Community College

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Community College

Community College Partnerships Program

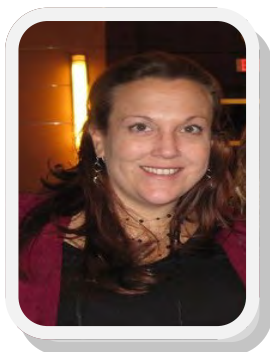
Dr. Martha M. Ellis, University of Texas

Convention Community College

College of Southern Nevada

INSPIRING COMMUNITIES
OF WELLBEING
VEGAS
acpa 2013

FROM
THE
CHAIR



Welcome back from the holiday break as we start the 2013 spring semester. It is time to start planning for ACPA Convention 2013, *Inspiring Communities of Well Being*. This year's convention will include colocation with the NIRSA and the opportunity to meet with peers from collegiate recreation. Our site city, Las Vegas, is a great place for connecting with peers, sharing a great meal and enjoying the culture of the city. Be sure to look for our locals guide to Las Vegas that will be on our website. Our new friends and co-hosts for our reception, the College of Southern Nevada will be sharing an insider's guide to our host city including favorite restaurants, shows and tourist attractions.

I am thrilled to share with our commission membership that we will be sponsoring a Community College Institute during convention. The institute is a series of program sessions linked across a common theme. Our theme is *Intersecting Identities, Intersecting Needs* through which we will examine the needs of our veteran students, our displaced workers and our lower socioeconomic status students. This will be an opportunity for all of us to increase our knowledge about these student populations and bring back to our campuses new approaches to practice that will help our students.

This convention will also give us the opportunity to share and socialize with our colleagues. We will be co-hosting a reception for our members with the Commission for

Commuter Students and Adult Learners, Phi Theta Kappa, and the College of Southern Nevada on Monday, March 4, 2013 from 7:30-9:30pm following the opening speaker and reception. If you plan on attending convention please be sure to join us for the reception to learn more about our commission, see friends and meet peers across the two-year colleges.

The commission will also be hosting an open business meeting on Tuesday, March 5th from 4:15 to 5:45pm in the Flamingo hotel, Red Rock V. During our open business meeting we will be discussing the new ACPA strategic plan and creating goals and objectives for our commission for the upcoming academic year. This is your opportunity to provide input and insight into the needs of our members and the direction of the commission activities. Please be sure to use this newsletter as a resource for commission activities during convention. You will find more information about our institute, sponsored programs, the reception and all convention activities inside. We will also continue to add new and updated information to our website so that you can easily navigate convention activities.

While I hope to have the opportunity to see everyone in Las Vegas, I realize that many of us cannot attend convention due to budget restrictions, travel challenges, and the enormous amount of work we have on campus. If you cannot join us in person, please look for our upcoming free webinar activities post-convention for continued professional development and be sure to share with me directly any ideas you may have regarding the commission and our activities.

As you can see this newsletter is being co-sponsored with the Commission for Commuter Students and Adult Learners and is focused not only on convention but on the theme of assessment. Each of us are challenged to assess our work and the impact that we have on the lives of our students' I hope that you are able to find new approaches and ideas regarding assessment and how to implement it into our daily work.
Patty Munsch, Ph.D.
2012-2013 Chair, Commission for Student Development in the Two-Year College



Did you know that our Commission has a Facebook page? Join today! This is an easy way for you to interact with other members of the community college community, get convention updates, pose questions pertinent to things happening on your campus, and contribute to conversations about all things community colleges. .

Council for the Study of Community Colleges

Jaime Lester

Associate Professor, George Mason University

Vice President for Research and Publication, Council for the Study of Community Colleges

In this short article, I introduce the Council for the Study of Community Colleges (CSCC), an affiliate of the American Association of Community Colleges (AACC). CSCC, a small association with university-based researchers and community college practitioners as members, seeks to further scholarship on the community college enterprise. The purposes of the Council are to:

- Contribute to the development of pre-service and in-service education for community college professionals;
- Conduct and disseminate research pertaining to community colleges;
- Serve as a forum for dialogue between university professors, graduate students, and community college practitioners who study community colleges;
- Disseminate information about related conferences and events;
- Provide research and other services to the American Association of Community Colleges and its affiliate councils;
- Recognize outstanding service to, research in, and publication about community college education;
- Provide a unified and formal base of participation for CSCC members in AACC affairs.

CSCC offers a variety of resources that may be of interest to individuals and groups with a focus on community college research and practice. First, CSCC maintains a dynamic website with a current list of graduate programs, research centers, and other organizations that focus on community college education and research. Updated regularly, our list of resources is comprehensive and focused on those organizations that place a strong, if not exclusive, emphasis on community colleges. We include the web address and a short description for each organization as well as their web address. Second, we offer a weblog of new research that includes press releases of new research from our membership, recent reports, and updates on current events. Events are placed on our new calendar function that synchronizes directly to Google calendars. Third, and most importantly, we recently developed a research database where individuals can upload non-copyrighted papers, abstracts, or

presentations that are searchable through our database. This database provides another opportunity for individuals, research centers, and policy groups to find outlets for important research on community colleges. The research database is a new feature that will grow in content over the next year. Please consider uploading your work to our database.

Our major event each year is the CSCC Annual Conference held in conjunction with the national American Association of Community Colleges annual convention which serves as a forum for professors, graduate students, community college practitioners, and others interested in research on the community college. The CSCC Program Committee invites proposals for 1) research/scholarly papers, 2) roundtable sessions, 3) symposium sessions, and 4) poster sessions. The 2013 annual meeting will be held in San Francisco April

18-20. The conference theme, *Meeting National Needs and Leading Innovation: Community Colleges in the 21st Century*, demonstrates our commitment to blending theory to practice through critical policy analysis and research that illuminates advocacy for advancing community college education. Of particular note, the conference will feature the third annual community college international affairs preconference, networking reception, newcomers mentoring exchange, an awards luncheon, paper sessions, roundtable discussions, and poster sessions. Additionally, a new feature for the 2013 conference is a second CSCC preconference session specifically for new professionals and doctoral students. Participants will engage in an interactive series of roundtable conversations with emerging and senior community college scholars. In these roundtable sessions, participants will participate in rich conversations with scholars on professional development, practitioner scholarship and careers in community colleges, and the policy context for community college research and practice among other areas. Additionally, special guest speakers and a closing plenary session on California Community Colleges at Critical Crossroads.

CSCC also recognizes individuals within our organization each year with three separate awards. The first is the Barbara K. Townsend Emerging Scholar award that recognizes a new scholar for an outstanding theoretical and/or applied research publication that contributes to the professional body of knowledge about community college. We also annually acknowledge a Senior Scholar for outstanding theoretical and/or applied research publication(s)

Lester, Continued from pg 3.

that contribute to the national body of knowledge about community colleges. The final award granted each year is the Distinguished Service Award that is intended to recognize exemplary achievements in service to community colleges through innovation and leadership of graduate programs in the study of community college, including but not limited to leader preparation programs, leadership of associations, or projects dedicated to improving teaching/learning, and the administration of community colleges. This includes distinguished service to CSCC. The focus of this award is on application rather than scholarship. Finally, the annual CSCC Dissertation of the Year Award honors doctoral students whose dissertations have explored community college related topics and exhibited exemplary skills in research and scholarship. Further, the dissertation should demonstrate excellence in scholarly inquiry, illustrate originality of thought, and include significant findings that add to the extant literature on community colleges. Nominations are typically due in late January. Please consider nominating your colleagues.

We also offer an annual research award of up to \$2,000 for research on community college topics to include, but not limited to, community college teaching and learning, administration, policy, student success, governance and finance. The proposals are judged on the clarity of information provided, demonstrated knowledge of relevant literature, appropriateness of research methodology, feasibility of the timetable, and adequacy of budget to support project. Past projects include research remedial mathematics and the role of financial aid in student persistence.

I would be remiss if I did not acknowledge the supportive culture of CSCC that values individual contributions and seeks to create a reassuring environment. Each year, individuals from across the country come together at the annual conference to share their research and new effective campus-based practices. They also come together to mentor, coach, and encourage the work of colleagues, including faculty, practitioners, and graduate students. Time and time again, newcomers to the conference come back because they find the association to be a caring, supportive, and encouraging environment. These encounters are exceptionally valuable to continuing the important work on and in community colleges.

We hope that you will consider submitting a presentation for and/or attending our annual conference. Also, please consider looking us up on our website (<http://www.cseconline.org/>) and taking advantage of our many new web-based tools.



Recognizing Reverse Transfer

Jeannette M. Passmore

Chair, Commission for Commuter Students and Adult Learners

Merriam Webster Online defines reverse as “opposite or contrary to a previous or normal condition”, Higher education defines reverse transfer students as those moving from a four-year institution to a two-year institution. Research on reverse transfer students has been happening for well over a decade, and statistics show that the rates of reverse transfer students have been growing. It may be time to stop considering transfers from four-year institutions to two-year institutions as opposite of normal.

In a report prepared for the National Student Clearinghouse Research Center the authors found that over half of all reverse transfer students did not return to a four-year institution within six years of transferring to a community college (Hossler, Shapiro, Dundar, Chen, Zerquera, Ziskin, & Torres, 2012). Although the students did not return to a four-year institution one-third of the students studied in 2005 had obtained a credential from, or were still enrolled at, a community college.

Kalogrides and Grodsky (2011) found that from 1972 to 1992 reverse transfer rates rose from 4 percent to 11 percent. The study demonstrated that several student characteristics were correlated with reverse transfers including lack of academic preparation and students with parents who did not complete high school. However, as Goldrick-Rab and Pfeffer (2009) point out, literature on reverse transfer is scarce so it is difficult to confer if these are the only characteristics. With the recent recession it is possible that additional reasons and student characteristics could be found.

Preparing this snapshot of reverse transfer students has revealed a dearth of research on the trend with the number of articles being equally split between students who have not obtained a degree at the four-year institution and those who had. Reverse transfer is a trend that deserves more attention, especially in light of the recent recession and the ongoing need for middle-skills training.

Goldrick-Rab, S., & Pfeffer, F. T. (2009). Beyond access: Explaining socioeconomic differences in college transfer. *Sociology of Education*, 82(2), 101-125.

Hossler, D., Shapiro, D., Dundar, A., Chen, J., Zerquera, D., Ziskin, M., & Torres, V. (2012). Reverse transfer: A national view of student mobility from four-year to two-year institutions. Signature [TM] Report 3. *National Student Clearinghouse*.

Kalogrides, D., & Grodsky, E. (2011). Something to fall back on: Community colleges as a safety net. *Social Forces*, 89(3), 853-877. doi:10.1353/sof.2011.0019



JOIN US AT CONVENTION!

**The Commission for Student Development in the Two-Year College
Invites You to Attend:**

The Community College Institute: Intersecting Identities, Intersecting Needs

Community college students enroll with increasingly complex lives which often hinder their ability to attain their educational and life goals. Indeed, our students come with multiple identifiers like being underprepared, living in poverty, caretaking for family, serving our country, looking for work, all of which present as risk factors to successfully completing. Therefore, much of their time is spent managing varying responsibilities and life needs, leaving little time to connect to the resources vital to their achievement. This institute focuses on how practitioners at community colleges can identify and reach out to students at risk and then provide them high-impact learning tools.

Intersecting Identities, Intersecting Needs Institute: Displaced Workers on Campus (1 of 3)

Date/Time: 3/5/13 12:00 PM - 1:00 PM, Building/Room: Flamingo - Red Rock VI

Intersecting Identities, Intersecting Needs Institute: Low Socio-Economic Students on Campus (2 of 3)

Date/Time: 3/5/13 1:30 PM - 2:30 PM, Building/Room: Flamingo - Red Rock VI

Intersecting Identities, Intersecting Needs Institute: Veteran Students on Campus (3 of 3)

Date/Time: 3/5/13 10:30 AM - 11:30 AM, Building/Room: Flamingo - Red Rock VI

For more information visit the commission website at: <http://www2.myacpa.org/twoyear-home>



Convention Community College: College of Southern Nevada

Expanding Transition Services: Ensuring Associate Degree Students Successfully Graduate and Transfer

The College of Southern Nevada (CSN) Transfer Centers have served a vital function in fostering a culture of transfer to four-year institutions, engaging students in exploring their options for the next phase of their educational journey, and helping individuals continue their pursuit of higher education. CSN's Transfer Centers have enjoyed much success in providing assistance to CSN students transferring to out-of-state institutions and especially to institutions in the Nevada System of High Education – the University of Nevada, Las Vegas (UNLV), the University of Nevada, Reno (UNR), and Nevada State College (NSC).

Transfer services range from search assistance to the articulation of transfer agreements with about 20 different institutions. Throughout the academic year, CSN's Transfer Centers also coordinate recruiter visits from in and out-of-state institutions and organize Transfer Fairs with dozens of recruiters onsite. CSN enjoys productive relationships with the numerous transfer institutions who serve students via the Transfer Centers and several partnerships have evolved to more effectively serve students.

Most recently, the CSN Transfer Centers welcomed two full-time, onsite, UNLV transition advisors. The CSN/UNLV formal agreement permanently places these UNLV Advisors on CSN's campuses. The UNLV Transition Advisors are responsible for simplifying the transfer process, and advising and providing admission services to CSN students prior to the completion of their transfer degrees. With their permanent presence in the CSN Transfer Centers, the UNLV Advisors collaborate with CSN faculty and advising staff to coordinate resources and activities that disseminate timely transfer curriculum and policy information without jeopardizing the attainment of an associate's degree.

The ultimate goal of both CSN and UNLV is to empower students to achieve their desired academic, transfer, and career goals. Through a streamlined experience – beginning with seamless degree articulations, coordination of advising, admission, financial aid, and orientation services, and culminating with support services, CSN and UNLV hope to increase baccalaureate degree attainment in Nevada. One other inspiring benefit is to be able to see students whose initial goal did not include a four-year degree begin to dream a much bigger dream.

The CSN/UNLV agreement provides a model for expanding the arrangements with other institutions. Nevada State College is in the process of finalizing a similar agreement to ensure transfer services are provided via even more effective agreements. CSN continues to explore similar options with other interested parties.

***Laura Latimer Assistant
Vice-President of Community Engagement
Services
College of Southern Nevada***



Commission Social



Monday March 4, 2013

7:30 - 9:30 PM

Skyview 1

Bally's Las Vegas

We have the spot for Food, Networking, and Fun!

The College of Southern Nevada, Phi Theta, Kappa, and the Commission for Student Development in the Two-Year College along with the Commission for Commuter Students and Adult Learners are looking forward to seeing you Monday night



Jim Lehrer

Famous Community College Alumni

Lehrer is the executive editor and anchor of the PBS NewsHour on public television. A reporter since 1959, he won two Emmys and in 1999 was inducted into the Television Hall of Fame. He also graduated from Victoria College in Texas and the Missouri School of Journalism at the University of Missouri

Source: American Association of Community Colleges

Community College Partnership Program

Martha M Ellis, Ph.D., Associate Vice Chancellor of Community College Partnerships
University of Texas System

Students are choosing to attend more than one institution on their pathway to a baccalaureate degree. The National Science Foundation (2011) reports that 1 in 5 United States Ph.D. graduates attended a community college sometime in their academic studies. In Texas, 78% of all baccalaureate earners have some community college hours on their transcript (National Student Clearing House, 2012).

Data show that students who transfer from a community college to one of the nine University of Texas System (UTS) academic institutions do well. Fifty percent of students who complete their core curriculum at a community college and then transfer to UTS institutions earn a GPA of 3.0 or higher their first year at the university. Four years after transfer, graduation rates range of community college transfer students across UTS institutions is 71%.

UTS has seen an increase in the number of transfer students enrolling at our nine general academic institutions (16% in the last two years). We are still concerned that students who want to transfer are not doing so—particularly first generation college students because of the challenges of the transfer pathway. The Texas Higher Education Coordinating Board (THECB) reports that only about 28% of community college students transfer to a university. The pathway from the community college to the university is a challenging one.



Community College Initiative(CCI)

In 2008 the UTS invited the Texas Association of Community Colleges and The Texas A&M University System to participate in a community college working group to address the statewide transfer issue. Representative presidents and vice chancellors from all three organizations concur that the group is to be action-oriented and results driven. Having success is paramount for the State of Texas and is not self-serving for any one system or institution.

That same year, I was hired as associate vice chancellor for community college partnerships to work with the CCI, UTS institutions and community colleges. I implement the initiatives of the CCI as well as facilitate workshops of vertical teams of faculty and advisors. I assist universities in developing more robust transfer plans. My duties also provide coordination and support for several initiatives that include universities outside the UTS.

The first order of business was to listen to students, student development professionals and advisors. The primary barrier to transfer identified by successful transfer students is the lack of reliable, easily accessible, user-friendly information with step-by-step instructions on “how” to successfully transfer. Students explain that there are too few advisors, too little time, and each university—sometimes each major within a university—has different requirements. First generation and traditionally disenfranchised college students are particularly impacted by this problem as they have no one at home to assist in navigating the transfer process. They also told us that they find the “competitive” attitude between institutions a barrier and want more collaboration.

Initiatives

Transfer 101: from Community College to University

A web portal, “Transfer 101: from Community College to University” (www.Transfer101.org), was launched to provide much needed basic information to students on “how” to transfer between community colleges and universities. Segments of this portal include “For Students”, “For Families” (in English and in Spanish), “For Military” and “For International Students”. Student success stories and a much praised glossary are also included. All but 2 public universities in Texas are part of the web portal.

Links to advisors, veterans, and international student offices at each of the universities are provided. A link to the common course numbering system matrix is also included, as well as questions to ask the advisor, checklists, and important timelines. Information about completing the core curriculum at the community college is provided with updates as laws and policies change.

Statewide Transfer Strategies Committee

On October 28, 2010 the Council of Public University Presidents and Chancellors (CPUPC) and TACC requested that the partnership form a Statewide Transfer Strategies Committee comprised of representatives from all of higher education institutions in Texas. The committee is co- chaired by

Ellis continued on pg. 9

a community college and university president and supported by the avc of community college partnerships. The committee meets three times a year to address issues, share best practices, and provide advice on updates/expansion of Transfer101. The group also makes policy recommendations to presidents, provosts, and elected officials.

All Texas Academic Team

Annually UTS invites the public and private universities of Texas to join with us in celebrating the success of community college students. We host the All Texas Academic Team awards ceremony and reception at the LBJ Auditorium in Austin to recognize the top 100 community college students in Texas. Students from all over the State of Texas bring their family and friends to see them receive their certificates and medals as well as have an opportunity to talk with university representatives about scholarships and transfer processes.



Lesson Learned

Central to the accomplishment of the many national, state, and local completion agendas is increasing the number of community college students and graduates who transfer to universities for baccalaureate degree completion. While vital to student transfer, articulation agreements and transfer compacts are not enough. Systemic transfer success action plans must be developed. This means that student development, the registrar, and information technology, as well as faculty and admissions, are involved in the transfer process at both the community college and the university. Community college and universities must work together to develop a culture that understands and implements a smooth pathway for our students.

About the Author

Martha Ellis is associate vice chancellor for community college partnerships at the University of Texas System. Prior to joining UTS 5 years ago she spent 25 years at a number of community colleges as associate registrar, faculty, dean, provost, and president. Ellis is also a coach for Achieving the Dream, Gulf Coast PASS, and facilitator for AACC leadership institutes.

Top 10 ACPA Convention Rules for Graduate Students and New Professionals

- 1. Preview on-line schedule and build a conference agenda**
- 2. Bring an updated copy of your resume**
- 3. Eat breakfast every morning**
- 4. Introduce yourself to 3 new people each day**
- 5. Attend conference socials**
- 6. Join a Commission or Standing Committee**
- 7. Remember Higher Education is a small world**
- 8. Treat everyone you meet as a potential employer**
- 9. Bring a supply of business cards.**
- 10. Have fun and don't forget to breath.**



Commission Convention Activities

New Directorate Orientation	Monday, March 4th	8:30am-10am	Flamingo-Lake Mead I
Closed Directorate Meeting	Monday, March 4th	11am-3pm	Flamingo-Lake Mead I
CSN, PTK, Two-Year & CCSAL Social	Monday, March 4th	7:30pm-9:30pm	Bally's Las Vegas- Skyview 1
Commission Open Meeting	Tuesday, March 5th	4:15pm-5:45pm	Flamingo-Red Rock V

ACPA 2013 Community College Institute

Intersecting Identities, Intersecting Needs: Veteran Students on Campus	Tuesday, March 5th	10:30am-11:30am	Flamingo-Red Rock VI
Intersecting Identities, Intersecting Needs: Displaced Workers on Campus	Tuesday, March 5th	12pm-1pm	Flamingo Red Rock VI
Intersecting Identities, Intersecting Needs: Low Socio-Economic Students on Campus	Tuesday, March 5th	1:30-2:30pm	Flamingo Red Rock VI

Commission Sponsored Programs

Inspiring Careers in Two-Year Colleges: Learning from the Journey of Others	Wednesday, March 6th	9:00-:00	Planet Hollywood-Sunset 5
Inspiring success for the reverse transfer student: A conversation of best practices	Wednesday, March 6th	7:30 - 8:30	Bally's Las Vegas Skyview 6, Table 22
Reaching and Inspiring At-Risk students: Creating connections through learning styles	Thursday, March 7th	10:00 -11:00	Planet Hollywood-Sunset 5
Work-life balance and community college students: working toward the degree	Wednesday March 6th	4:30-5:30	Planet Hollywood - Sunset 6

VEGAS

acpa 2013

Join your ACPA colleagues in Las Vegas as we collaborate with NIRSA: Leaders In Collegiate Recreation.

The co-located 2013 annual convention is an extraordinary opportunity for our members to examine the role that college and university leaders play in:

- advancing student learning and wellness
- cultivating critical discourse
- integrating intersectional approaches to identity
- transforming higher education

All convention attendees will have unrestricted access to over 700 ACPA and NIRSA educational sessions.

March 4-7, 2013 • Monday-Thursday
Paris • Bally's • Planet Hollywood

INSPIRING COMMUNITIES
OF WELLBEING

A History of Developmental Education in the United States

**Dianna Sands, Reading Professor
Delaware County Community College**

A In the United States, the history of developmental education is as rich and diverse as the history of post-secondary education itself. From the beginning of established higher education, some form of remedial, developmental, or learning assistance programs have existed (ASHE, 2010; Stahl & King, 2009; and Wyatt, 2003). This article outlines the historical periods concerning this facet of post-secondary education in the United States, focusing on the field of college reading and the historically expanding literacy needs of underprepared students.

1600s – Literacy competency meant knowledge of Latin and Greek and entrance qualifications assumed a working knowledge of both as textbooks and lectures were predominantly in these languages. Learning assistance occurred most often as individual tutoring for the wealthy (ASHE, 2010; Stephens, 2001). During this time, Harvard first institutionalized and required cohort tutoring or remedial studies in Latin (ASHE, 2010).

Late 1700s to early 1800s – Selection criteria and tuition increased at prestigious universities. Selection was based on the applicants' preparedness and/or finances (ASHE, 2010; Stephens, 2001; Wyatt, 2003). These increased entrance requirements meant most students were unprepared (Stephens, 2001). Tutoring was still the means of learning assistance until around the mid-1800s as new colleges and universities were established (Stephens, 2001).

Mid-1800s to Late 1890s – Higher education expanded greatly, as did the need for programs to assist new and different types of college entrants. In 1862, President Lincoln signed the first Morrill Act, granting 30,000 acres of land for agricultural and mechanical colleges (Stephens, 2001). Recruitment of students became prevalent; and, as a result, new and unprepared groups of students now had access to affordable higher education (ASHE, 2010; Stephens, 2001). Preparatory departments on more than eighty percent of college campuses, including many of the historic and prestigious universities, had a growing but controversial place in bridging the necessary skills for remedial students (Arendale, 2005; ASHE, 2010; Stephens, 2001; Wyatt, 2003). Literacy historians outline some interesting facts and statistics about this period: In 1879 half the incoming Harvard freshmen who took the entrance examination failed and were admitted provisionally (ASHE, 2010; Stephens, 2001; Wyatt, 2003).

In 1885, 290 of 331 students admitted to the University of Wisconsin needed some form of remedial coursework (ASHE, 2010; Stephens, 2001; Wyatt, 2003).

By 1889, the United States had approximately 400 universities (Wyatt, 2003).

1900s through the 1940s – Remedial education included both reading and study skill assistance at the college level (ASHE, 2010; Wyatt, 2003). By the turn of the century, Harvard was the first university to offer remedial reading courses; and 350 colleges and universities offered "How to Study" courses (ASHE, 2010, Wyatt, 2003). In 1927, William F. Book, University of Indiana, determined that half of the students at the university were failing because of the lack of reading and study skills (Book, 1927). Vocational and junior colleges began to appear and absorb the academic preparation programs of four-year institutions (ASHE, 2010; Stephens, 2001).

In a 1929 survey of colleges and universities, one-fourth of the respondents used a standardized placement test in reading (ASHE, 2010). By the mid-1940s, new populations of applicants included first generation college students, women, and veterans (ASHE, 2010). As these groups enrolled in open-admissions colleges and universities, many came either unprepared or underprepared for college-level work (Wyatt, 2003). In 1946, Frank P. Robinson, Ohio State University, published the SQ3R (survey, question, read, recite, review) method of reading content material to help returning veterans approach reading and studying college-level material (Richardson, Robnolt, & Rhodes, 2011; Robinson, 1946; Stahl, King, Eilers, 2003; Stephens, 2001).

1950s through the 1980s – Community colleges expanded as did greater access through open door admission policies (ASHE, 2010; Stephens, 2001). The number of community colleges in 1960 was 412 compared to more than 900 in 1970 (Dissance, 2011). Enrollment figures for the 1959-1960 academic year are approximately 646,500 but increase to over 2.5 million by the end of 1969 as disproportionately fewer underprepared students entered four-year institutions (ASHE, 2010; Dassance, 2011; Stephens, 2001). By the 1970s, half of all admitted community college students were academically underprepared (ASHE, 2010). Mission statements for community colleges included support and service to the underprepared student populations entering higher education (ASHE, 2010).

During the 1970s, the term "Developmental Education" began to be applied to the field as a whole and students enrolled in basic or remedial courses were called "developmental students" (Arendale, 2005). The rise of the National Association for Developmental Education in 1976 and other professional organizations speaks to the complexity of issues in this profession (ASHE, 2010).

1990s - Current – Developmental students are an increasing majority of the student population not only at community colleges but also as incoming freshmen at traditional four-year insti-

tutions (Diel-Amen, 2011). In 1995, 100 percent of all public two-year institutions, eighty-one percent of public four-year institutions, and sixty-three percent of private four-year institutions offered remedial course work (Stephens, 2001). Beginning around 1990, research and best practices texts were compiled and published. See the reference list for these sources. Current trends in developmental education have called for a comprehensive and unified theory, unambiguous terminology, and teacher preparation and credentialing for post-secondary literacy educators (Paulson & Armstrong, 2010).

Developmental education is an intrinsic part of the rich, varied, and often turbulent history of post-secondary education. Understanding the historical foundations of a major facet of post-secondary education is critical in light of the ever increasing diversity of students (and their literacy needs) seeking to enter higher education classrooms.

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NEWSLETTER SUBMISSION INFORMATION

The Commission on Student Development in the Two-Year College publishes an e-newsletter two times a year. The e-newsletter's purpose is to further the commission's mission by providing both a tool for communication as well as a resource for information relevant to student development in the two-year college.

For more information or to submit an article, please contact the editor Shammah Bermudez at ThePipeline.ACPA@gmail.com

Next submission priority deadline: June 28, 2013

Submission Guidelines

- If you include references, please list them in APA format. The newsletter does not otherwise require exhaustive adherence to the APA standard.
- The newsletter welcomes a wide variety of submissions including relevant announcements, short articles about campus practice, opinion pieces, previews of upcoming presentations (i.e. Convention) and original research.
- Submissions are due in the form of a Microsoft Word document, .txt file, or other Microsoft Office-friendly format.
- If possible, send a photo relevant to your article, a picture of yourself, or a picture of your campus. —NEW—

Article Topics

Though the newsletter welcomes various types of article submissions, the following types of articles and their individual requirements will be featured regularly.

Make a Difference (500 word maximum/submission)

This section of the newsletter is an opportunity for you to talk about ways that community colleges or perhaps your own community college has made a difference in the lives of students, the community, or in the field. This article should also be tied into the theme of the next convention.

Best Practices in Community Colleges (500 word maximum/submission)

This section can be used to inform fellow professionals on how to accomplish a certain task, develop a type of program, advise a certain type of student, or improve the functioning of their office through practices that the writer deems as exemplary.

News for Community Colleges (750 word maximum/submission)

Given that current events and trends can have a direct impact on the work we do in student development, it is important for us to be knowledgeable about them in order to be prepared. This section of the newsletter allows article submissions to highlight or synthesize the national concerns that can affect us locally.

Professional Development Resources (250 word maximum/submission)

Sometimes we face the problem of not having enough resources relevant to the problems we face. However, sometimes we also have the problem of having too many resources and not enough time to sift through them in order to find the best information. This section is an opportunity for you to review articles, websites, or any other resource that would be helpful to professionals in the field.

Book Review (250 word maximum/submission)

Similar to the Professional Development Resources section, the newsletter is looking to help point professionals to helpful books that will serve as key resources.

Profile of a Community College Leader (250 word maximum/submission)

Whether it be the director in your office or the president of your institution, we're looking to feature leaders in the field who have interesting stories about their time in the field and the contributions they've made. This may take the form of a biography or an interview.

Spotlight on a Convention Community College (250 word maximum/submission)

Thanks for reading!

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