

**EOL 573**  
**The Community College**  
**Course Syllabus**

*Revised 1-30-06*

Course Schedule: Monday, 4:00 – 7:00

Classroom: Room 37, Education Building

Instructor: Debra D. Bragg, Ph.D.  
 Professor of Higher Education/Community College Leadership

Address: 140B Education Building, 1310 South Sixth St.  
 or  
 121 Children's Research Center, 51 Gerty Drive

Phone/E-mail/ 217/244-9390 (central office)  
 217/244-8974 (direct line)  
[dbragg@uiuc.edu](mailto:dbragg@uiuc.edu) (e-mail)

Website: <http://ocrl.ed.uiuc.edu> (website)

Office Hours: Monday 10 am to noon or by appointment

Required Text:

Townsend, B., & Bragg, D. (2006). *ASHE reader on community colleges*. Boston, MA: Pearson Custom Publishing.

Recommended Text/Resource:

Cohen, A. M., & Brawer, F. B. (2006). *The American community college*. 4<sup>th</sup> ed. San Francisco: Jossey-Bass, Inc.

*National Profile of Community Colleges: Trends and Statistics, 4<sup>th</sup> Edition*. Order #1491. \$63 nonmembers/\$50 AACC members. Order online at <http://www.aacc.nche.edu/Bookstore> or call 800/250-6557.

American Psychological Association. (2001). *Publication manual*. 5<sup>th</sup> ed. Washington, DC: author. (also available on various websites by searching *APA publication manual*.)

Course Description and Goals

This course provides an overview of how various types of two-year postsecondary institutions, primarily comprehensive community colleges, have evolved and how they function. Themes running through the course address policies, trends, issues and innovations influencing the evolution of community colleges from the turn of the 20<sup>th</sup> century to the present. Beginning with a brief history of community colleges in the U.S., the course offers content dealing with variety, foundations, governance and administration, curriculum, faculty, and students and student outcomes. The course also offers a critical examination of

community colleges, considering their strengths and weaknesses within the broader context of higher education and P-16 education.

Ultimately, the course prepares students who aspire to be professors, researchers, policy analysts, and/or administrators of community college or higher education to understand, assess, and contribute to the betterment of community college education, both today and in the future

By the end of the course, students will be able to:

1. trace the evolution of U.S. community colleges and describe their goals, policies, and programs as well as the stakeholders associated with them.
2. identify and describe the status of community college education in terms of varieties; theoretical foundations; finance, governance, and administration; curriculum, faculty, and students and student outcomes.
3. identify and describe features of the Illinois community college system relative to the themes identified in #2; compare and contrast the Illinois system with other major state systems.
4. identify and explain policies, innovations, trends and issues that influence community college education and assess their impact on future policies and practices.

#### Description of Assignments & Exams

In this course, students will connect theory, policy, research and practice through a series of related assignments, beginning with a proposal (in the form of a letter) that specifies a culminating research project. Students are required to conduct a comprehensive review of the literature, and they are also encouraged to enhance their review of literature with field research, providing the opportunity to execute a small scale research effort. The focus of this culminating research project is to illuminate a problem, trend, issue or innovation that has intellectual appeal, to engage in scholarly activity that enhances fundamental research competencies, and to begin to develop an early research project, research specialization, master's thesis or doctoral dissertation that will be completed after the course ends.

#### Proposal for Culminating Project – 10% of final grade – due February 20, 2006

In the form of a letter written to a community college president (real or fictitious) or to your instructor, write a two- to three-page proposal that specifies the focus of a project that you intend to carry out in this course. The proposal should identify a problem, trend, issue, or innovation of particular significance to you and provide a brief explanation of how you anticipate carrying out the project (see below). The letter should specify goals, methods, resource material, and timeline for completing the project in accordance with due dates in this syllabus.

#### Position paper – 20% of final grade – due March 13, 2006

Students are required to write a 5 to 7-page, double-spaced position paper that argues for strengthening a particular aspect of the community college. This paper requires that students consider the “required readings” for the course, along with additional readings of their own, to prepare a logical argument that defines, describes, and advocates for a specific aspect of the community college such as open access, the comprehensive mission, student development, enhanced high school-to-college transition, or workforce development.

Midterm exam – 30% of final grade – conducted on April 10, 2006

A late mid-term exam occurring after the spring break will enable students to demonstrate their accumulating knowledge of the community college. The exam will be short answer and essay format.

Culminating Project - 30% of final grade - due May 8, 2006

A review of literature should be conducted on a topic specified in the proposal (see assignment #1 above). This aspect of the course provides the opportunity for students to gain greater understanding of the breadth and depth of extant literature on a particular community college innovation, problem, trend or issue. This literature review should synthesis the pertinent literature, developing a coherent thesis addressing the chosen innovation, problem, trend, or issue. Students are encouraged to submit an outline of the review of literature by Monday, March 27 and a draft by Monday, April 17, with the final paper due May 1, 2006. Students are required to give a brief oral report on their project on April 24 and May 1.

A field research report is encouraged to build on the review of literature with the product being a written report and a brief class presentation during one of the last two class sessions. This field project is intended to give students the opportunity to investigate first-hand a particular topic of interest, enabling them to connect theory to practice. To carry out the field research, students are encouraged to collect data in one or two community colleges (more colleges can be involved, if approved by the instructor). Students who are employed by a community college should select a different community college for this project, using their own institutions as a comparison college. During the site visit, students should plan to conduct several interviews to collect original data and examine the connections between theory, research and practice.

In terms of the final product, the final paper containing the review of literature and field research project, if chosen, should total 20-30 double-spaced pages (12 pt. font), excluding the title page and references. The report should include an abstract and adhere to the American Psychological Association (APA) publication manual, 5<sup>th</sup> edition.

*NOTE: The field research may be conducted with other class members who share an interest in a similar policy, innovation, trend or issue. If this option is chosen, class members must meet with the instructor to determine a process for assigning responsibilities, coordinating workload, preparing the final report, and determining a valid assessment protocol. Each student is responsible for preparing an individual proposal delineating his or her responsibilities with respect to the review of literature and field research, along with a master plan showing how individual objectives fit with the team's overall goals and products.*

Class Participation including readings, quick writing assignments, small and large group discussions, etc. – 10% of final grade

Students are expected to arrive on time, have read the required readings, and be prepared to participate fully in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and they impede students from fulfilling other required assignments.

Grading/Evaluation Policy

The grading/evaluation policy for this course is consistent with UIUC policy. The final grade will be determined by each student's performance on all assignments, the midterm exam, and class participation. All assignments must represent a student's own original research and writing for this course. Papers

submitted to fulfill requirements for other courses are not considered original and will be given a failing grade. At the beginning of the semester, students are encouraged to discuss potential ideas and possible conflicts that the work for this course might have with prior course work so that strategies can be devised to meet student needs and course expectations.

*All assignments and examinations are due at the beginning of the class session for which they are assigned. Late papers will not be accepted without prior approval.* It is essential that students notify the instructor as soon as any special circumstances arise that interfere with the timely completion of assignments. Even with prior approval, the instructor reserves the right to lower grades in accordance with the tardiness of the late assignments (i.e., assignments 1 week late are lowered 1 letter grade; 2 weeks, two letter grades, etc.)

Grading Scale - The grading scale for assignments and the final exam stipulated follows:

- 94-100% - A
- 90-93% - A-
- 87-89% - B+
- 84-86% - B
- 80-83% - B-
- 77-79% - C+
- 74-76% - C
- 73-70% - C-
- Below 70% - D/F

#### Peer and Advisor Input/Review

During the semester, students are encouraged to discuss any and all ideas, outlines, or drafts of assignments with the instructor, fellow students, and, of course, their major advisor/ dissertation director. Assignments submitted to Prof Bragg at least one week in advanced of the due date, will be reviewed and feedback will be shared with the student. When the final paper is submitted for grading, a copy of previously-reviewed draft(s) should be returned to the instructor.

#### Academic Integrity Policy

Every graduate student is expected to comply with the student code of conduct of the University of Illinois at Urbana-Champaign (UIUC). Every graduate student should obtain a copy of the booklet entitled *Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students*, which sets forth the official regulations governing all student conduct on the Urbana-Champaign campus. The *Code* also stipulates a graduate student's rights in the event he or she is charged with misconduct or some violation of University regulations. The student code of conduct is available at: [http://www.admin.uiuc.edu/policy/code/student\\_code\\_2005.pdf](http://www.admin.uiuc.edu/policy/code/student_code_2005.pdf)

#### Selected publications and scholarly journals (\*) featuring community college research, policy, & practice:

*Community College Journal (monthly periodical of the American Association of Community Colleges)*

*Chronicle of Higher Education (newspaper)*

*\*Community College Review (scholarly journal sponsored by the Community College Leadership program at North Carolina State University)*

*Community College Times (newspaper)*

*Community College Week (AACC newspaper)*

*\*Journal of Applied Research in the Community College (scholarly journal affiliated with the National Council on Research and Planning; currently housed at Portland State University)*

*\*Journal of Higher Education (sponsored by The Ohio State University)*

*\*Journal of Career and Technical Education Research (currently edited at UIUC by Dr. Steven Aragon)*

*\*Journal of Career and Technical Education (currently edited at University of Illinois at Urbana-Champaign)*

*New Directions for Community Colleges (currently edited at UCLA)*

*\*Research in Higher Education*

*\*Review of Higher Education*

**EOL 573  
The Community College  
Course Roadmap  
Spring 2006**

**January 23, 2006: Course introduction and overview of the semester's agenda**

This introductory session includes an overview of the goals and expectations for the course. The instructor reviews the required texts and readings, assignments, and assessments. She also explains how this course fits into the overall graduate curriculum of the Department of Educational Organization and Leadership (EOL)'s Higher Education Program. Students engage in a discussion their own experience with and impressions of community colleges and begin to identify problems, trends, issues and innovations that they think influence community college education in the U.S.

**January 30, 2006: The initiation and evolution of the community college (Pre WWII)**

This session addresses the evolution of community colleges in the U.S. Participants explore the period that initiated the junior college, including the early history that precipitated modern-day community colleges. This session pays particular attention to political, economic, and social developments that had a dramatic impact on community college education in the United States.

Required reading for this session:

- See "Significant Events" in this syllabus
- Go to the following website and spend a little time scanning information there: <http://junior-college-history.org/index.html>. In particular, look at:
  - George Zook - <http://junior-college-history.org/Leaders/Zook.html>
  - Bibliography by Walter Crosby Eells - <http://junior-college-history.org/Sources/Eells1.html>
  - U of I document: [http://junior-college-history.org/Sources/Burlington\\_Survey.html](http://junior-college-history.org/Sources/Burlington_Survey.html)

Recommended Reading

Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 1, Background, pp. 1-36).

**February 6, 2006: The continued evolution of the community college (Post WWII to the present)**

This session continues the focus on the historical development of the community college, including World War II, the GI Bill and Truman Commission. Participants also learn about the dramatic growth of junior, technical and community colleges during the 1960s and 1970s and the past two decades when the comprehensive mission as matured most profoundly.

Required reading for this session:

- Introduction chapter (Bragg & Townsend, xix – xxviii), *ASHE Reader*
- Hardin, T. (1975). *A history of community junior college in Illinois: 1901-1972*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign. (Chapter VIII, The epilogue, p. 152, 254-259, and 289-311.) – *copy provided by your instructor*

**February 13, 2006: The varieties of community colleges and changing mission**

This session considers the vast array of types of two-year colleges that exist in North America, in the U.S. and Canada. The session also considers the diversity of missions of community and other two-year colleges.

Required reading for this session: Part I, Varieties of Community Colleges, *ASHE Reader* (Intro and chapters 1-4)

*NOTE: Students should bring a copy of one or more college mission statements (past and present, if possible) to this session. If possible, students are asked to copy the mission statements onto overhead transparencies or to make sufficient copies for members of the class to facilitate discussion.*

### **February 20, 2006: Theoretical Foundations**

This session presents various theoretical perspectives on the community college, including forces and factors that have influenced progression toward the comprehensive community college mission.

Required reading for this session: Part II, Theoretical Foundations, *ASHE Reader* (Intro and chapters 5-10)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 13, The Social Role, pp. 375-400).

- *Research proposal/letter to community college president or instructor due*

### **February 27, 2006: Finance, governance, and administration (Part I)**

This session focuses on finance, governance and accountability relative to U.S. community colleges, including examining the role of the federal government in supporting student financial aid, performance-based funding and state governance structures.

Required reading for this session: Part III, Finance, governance, and administration, *ASHE Reader* (Intro and chapters 11-13)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 5, Finances, pp. 141-164).

### **March 6, 2006: Finance, governance, and administration (Part II)**

The focus of this session is on community college administration and leadership, both academic and student affairs.

Required reading for this session: Part III, Finance, governance, and administration, *ASHE Reader* (Chapters 14-17)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 4, Governance and Administration, pp. 103-140).

### **March 13, 2006: Curricular missions (Part I)**

This session begins discussion of the predominant curriculum missions being employed by the majority of community colleges today.

Required reading for this session: Part IV, Curriculum Missions, *ASHE Reader* (Intro and Chapters 18-23)

Recommended reading:  
Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 8, Vocational Education, pp. 219-252; Chapter 9, Developmental Education, pp. 253-282; Chapter 10, Community Education, pp. 283-314; Chapter 11, Collegiate Function, pp. 315-348).

### **March 20, 2006: SPRING BREAK**

### **March 27, 2006: Curricular missions (Part II)**

This session continues the discussion of curriculum in the community college and also considers instructional delivery trends and innovations, such as learning communities and distance learning.

Required readings for this session: Part IV, Curriculum Missions, *ASHE Reader* (Intro and Chapters 24-27)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 6, Instruction, pp. 165-196; Chapter 7, Student Services, pp. 197-218).

**April 3, 2006: Faculty**

This session addresses various aspects of the community college faculty, academic life, and instructional strategies.

Required readings for this session: Part V, Faculty, *ASHE Reader* (Intro and Chapters 28-33)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 3, Faculty, pp. 73-102).

**April 10, 2006: Mid-Term Exam (closed book)**

**April 17, 2006: Students**

This session presents community college students and considers their diversity and their learning characteristics.

Required readings for this session: Part VI, Students and the Impact of Community College Attendance, *ASHE Reader* (Intro and Chapters 34-36)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 2, Students, pp. 37-72).

**April 24, 2006: Student Outcomes**

This session discusses results of important studies examining the impact and benefits of community college education on students.

- *Student presentations during this session*

Required readings for this session: Part VI, Students and the Impact of Community College Attendance, *ASHE Reader* (Chapters 37-42)

Recommended reading: Cohen, A., & Brawer, F. (2006). *The American community college*. (Chapter 14, Toward the Future, pp. 401-434).

**May 1, 2006: Course Wrap-up**

- *Student presentations during this session*

**May 8, 2006: Final paper – due in EOL Office or e-mail file to Prof. Bragg by 5 pm**

**Significant Historical Events in the Development of the Public Community College**

From American Association of Community Colleges (AACC) website

*Retrieved by D. Bragg on January 22, 2006*

- 1862** Passage of the Morrill Act. With its emphasis on agriculture and the mechanical arts, the Morrill Act of 1862, often referred to as the Land Grant Act, expanded access to public higher education, teaching both courses and students previously excluded from higher education.
- 1890** Passage of the second Morrill Act. This act withheld funds from any state that refused admission to the land grant colleges based on race unless the states provided separate institutions for minorities. Expanded public higher education to include many blacks who previously were unable to attend college.
- 1901** The founding of Joliet Junior College in Illinois. 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.
- 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.
- 1907** California legislation. California passed legislation that authorized high schools to offer postgraduate courses,  
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**1917** provided state and county support for junior college students, and provided for independent junior college districts that had their own boards, budgets and procedures.
- 1920** Founding of the American Association of Junior Colleges. Meetings held in St. Louis (June 30-July 1, 1920)  
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**1921** 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.
- 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.
- 1931** "The Junior College." This book by Walter Crosby Eells documented the growth and curriculum of the public junior college, as well as its role in increasing access to higher education. Eells' book is a very important text on the early development of the public junior college.
- 1944** Passage of the GI Bill of Rights. In 1944 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 education of individuals and did much to break down the economic and social barriers to allow millions of Americans to attend college. Indeed, more than 2.2 million veterans, including more than 60,000 women and approximately 70,000 blacks, attended college under the GI Bill.

- 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."
- 1947** Publication of Higher Education for American Democracy by the President's Commission on Higher Education. The commission report, popularly know as The Truman Commission Report, called for, among other things, the establishment of a network of public community colleges that 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.
- 1958** Edmund J. Gleazer Jr. In 1958, Gleazer succeeded Bogue as the executive director (The title replaced that of executive secretary, and 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.
- 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.
- 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.
- 1965** 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  
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**1992** 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 a press and issued a newspaper, the Community College Times.

- 1988** Report of the Commission on the Future of Community Colleges. In 1988, the Commission issued the report *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 should 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. Community colleges celebrate a 100 years of service. Joliet Junior College 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 AACC and is available in English, Spanish, French and Russian.

### Selected Texts on the Community College

Updated 1-30-06

- Adelman, C. (1994). *Lessons of a generation*. San Francisco: Jossey-Bass.
- American Association of Community and Junior Colleges. (1988). *Building communities: A vision for a new century*. Washington, D.C.: author. (ED 293 578)
- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Baker, G., Roueche, J., & Gillett-Karam, R. (1990). *Teaching as leading: Profiles of excellence in open-door colleges*. Washington, D.C.: American Association of Community Colleges.
- Baker, G. (1994). *A handbook on the community college in America: Its history, mission, and management*. Westport, CO: Greenwood Press.
- Baker, G., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, D.C.: American Association of Community Colleges.
- Blocker, C. E., Plummer, R. H., & Richardson, R. C. (1965). *The two-year college: A social synthesis*. Englewood Cliffs, NJ.
- Bogue, J. P. (1950). *The community college*. New York: McGraw-Hill.
- Bragg, D. (2001). The new vocationalism in community colleges. *New Directions in Community Colleges*, no. 115. San Francisco, CA: Jossey-Bass.
- Breneman, D. W., & Nelson, S. C. (1981). *Financing community colleges: An economic perspective*. Washington, D.C.: Brookings Institution.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America 1990-1985*. New York: Oxford University Press, 1989.
- Cohen, A. M. (1969). *Dateline '79: Heretical concepts for the community college*. Beverly Hills, CA: Glencoe Press.
- Cross, K. P. (1981). *Adults as learners: Increasing participation and facilitating learning*. San Francisco: Jossey-Bass.
- Diener, T. (1986). *The growth of an American invention: A documentary history of the junior and community college movement*. New York: Greenwood Press.
- Dougherty, K. (1994). Dougherty, K. (1994). *The contradictory college*. Albany: SUNY Press.
- Eaton, J. (1994). *Strengthening collegiate education in community colleges*. San Francisco: Jossey-Bass.
- Eells, W. C. (1931). *The junior college*. Boston: Houghton Mifflin.
- Frye, J. H. (1992). *The vision of the public junior college, 1900-1940: Professional goals and popular aspirations*. New York: Greenwood Press.
- Gleazer, E. J. (1980). *The community college: Values, vision, and vitality*. Washington, D.C.: American Association of Community Colleges.
- Goodwin, G. (1971). *The historical development of the community--junior college ideology*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.
- Grubb, W. N. (1996). *Working in the middle: Strengthening education and training for the mid-skilled labor force*. San Francisco: Jossey-Bass.
- Grubb, W. N. (1999). *Honored but invisible*. New York: Routledge.
- Hardin, T. L. (1975). *A history of the community junior college in Illinois: 1901-1972*. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

- Harkin, J. (Ed.). (1996). *The community college: Opportunity and access for America's first-year students*. Columbia, SC: University of South Carolina.
- Koos, L. V. (1925). *The junior college movement*. Boston: Ginn.
- Knoell, D. M. (1966). *Toward educational opportunity for all*. Albany, NY: Office of Executive Dean for Two-Year Colleges, State University of New York. (ED 011 454).
- McDowell, F. M. (1919). *The junior college*. Washington, D.C.: U.S. Government Printing Office.
- McGrath, D., & Spear, M. (1991). *The academic crisis of the community college*. Albany, NY: SUNY press.
- Medsker, L. L. (1960). *The junior college: Progress and prospects*. New York: McGraw-Hill.
- O'Banion, T. (Ed.) (1994). *Teaching and learning in the community college*. Washington, D.C.: American Association of Community Colleges.
- O'Banion, T. (1997). *A learning college for the 21<sup>st</sup> Century*. Washington, D.C.: American Association of Community Colleges.
- O'Connell, T. E. (1968). *Community colleges: A president's view*. Urbana, IL: University of Illinois Press.
- Parnell, D. (1985). *The neglected majority*. Washington, D.C.: American Association of Community Colleges.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Rendon, L., Hope, R., & Associates. (1996). *Educating a new majority: Transforming America's educational system for diversity*. San Francisco: Jossey-Bass.
- Richardson, R. C., Jr., Fisk, E. C., & Okun, M. A. (1983). *Literacy in the open-access college*. San Francisco: Jossey-Bass.
- Rhoads, R. A., & Valadez, J. R. (1996). *Democracy, multiculturalism, and the community college*. New York: Garland.
- Roueche, J. E., & Roueche, S. D. (1993). *Between a rock and a hard place*. Washington, D.C.: American Association of Community Colleges.
- Roueche, J. E., Johnson, L. F., Roueche, S. D., & Associates. (1997). *The effectiveness debate and the community college*. Washington, D.C.: American Association of Community Colleges.
- Seidman, E. (1985). *In the words of the faculty: Perspectives on improving teaching and educational quality in community colleges*. San Francisco: Jossey-Bass.
- Shaw, K. M., Valdez, J. R., & Rhoads, R. A. (1999). *Community colleges as cultural texts*. Albany: SUNY Press.
- Thornton, J. W. (1960). *The community junior college*. (1st ed.). New York: Wiley.
- Townsend, B., & Bragg, D. (Eds.) (2006). *The ASHE reader on the community college*. Boston: Pearson Custom Publishing.
- Townsend, B., & Twombly, S. B. (Eds.) (2001). *Community colleges: Policy in the future context*. Westport, CT: Ablex Publishing.
- Townsend, B. (Ed.). (1999). *Two-year colleges for women and minorities: Enabling access to the baccalaureate*. New York: Falmer Press.
- Witt, A. A., Wattenbarger, J.L., Gollatscheck, J. F., & Suppiger, J. E. (1994). *America's community colleges: The first century*. Washington, D.C.: American Association of Community Colleges.
- Zook, G. F. (1945). *The role of the federal government in education*. Cambridge, MA: Harvard University Press.
- Zwerling, L. S. (1976). *Second best: The crisis of the community college*. New York: McGraw-Hill.