

# COMMUNITY COLLEGES and the ACCESS EFFECT

Why Open Admissions Suppresses Achievement



Juliet Lilledahl Scherer and Mirra Leigh Anson



# Community Colleges And The Access Effect Why Open Admissions Suppresses Achievement

**Sonja Ardoin**



## **Community Colleges And The Access Effect Why Open Admissions Suppresses Achievement:**

**Community Colleges and the Access Effect** J. Scherer, M. Anson, 2014-04-02 Taking on the cherished principle that community colleges should be open to all students with a high school education Scherer and Anson argue that open access policies and lenient federal financial aid laws harm students and present the case for raising the minimum requirements for community college entry Community Colleges and the Access Effect Juliet Lilledahl Scherer, Mirra Leigh

Anson, 2014-04-02 Community Colleges and the Access Effect takes on one of the community college world's most sacred principles that every student with a high school diploma or GED equivalent should have the opportunity to enter college In carefully researched detail two community college educators present a convincing case for why the open door to college admission must be eased closed and what must be done academically politically and financially to bring about this critically needed reform Describing how the practice of open college admission developed and how the nature of the college student has changed over the century that it has been in effect Scherer and Anson argue that raising the minimum requirements for college entry and enforcing existing Federal Student Aid regulations will make better use of public funds strengthen academic programs increase secondary student engagement improve student completion rates and protect unprepared students Community Colleges and the Access Effect J. Scherer, M. Anson, 2014-04-02 Taking on the cherished principle

that community colleges should be open to all students with a high school education Scherer and Anson argue that open access policies and lenient federal financial aid laws harm students and present the case for raising the minimum requirements for community college entry **Economic Inequality, Neoliberalism, and the American Community**

**College** Patrick Sullivan, 2017-05-11 This book aims to deepen public understanding of the community college and to challenge our longstanding reliance on a deficit model for defining this important powerful and transformative institution Featuring a unique combination of data and research Sullivan seeks to help redefine update and reshape public perception about community colleges This book gives serious attention to student voices and includes narratives written by community college students about their experiences attending college at an open admissions institution Sullivan examines the history of the modern community college and the economic model that is driving much of the current discussion in higher education today Sullivan argues that the community college has done much to promote social justice and economic equality in America since the founding of the modern community college in 1947 by the Truman Commission Higher Education Admission Practices María Elena Oliveri, Cathy Wendler, 2020-01-30 Reveals practices and issues in higher education admissions which

are critical factors for improving worldwide access and equity **Examining the Impact of Community Colleges on the Global Workforce** Jones, Stephanie J., Smith, Dimitra Jackson, 2015-08-04 In an effort to create a more educated workforce in the United States many community colleges are implementing new practices and strategies to assist under prepared students These efforts will ultimately support a stronger and more resilient global workforce Examining the Impact of

Community Colleges on the Global Workforce provides relevant theoretical and conceptual frameworks best practices and emerging empirical research about new approaches being employed in community colleges to prepare students for their post collegiate careers Featuring recent initiatives in educational settings this publication is a critical reference source for higher education practitioners policymakers and graduate students in higher education administration programs interested in the innovative practices utilized by community colleges to educate underserved students *Community College Mathematics* Brian Cafarella,2022-06-29 This book explores the rich history of community college math with a specific focus on gatekeeper math classes Gatekeeper math classes include courses such as college algebra introduction to statistics and all developmental math classes For community colleges successful completion of these classes is imperative for student retention This book presents a decade by decade analysis of the history of community college mathematics The author employs a mix of conceptual empirical and quantitative research The empirical research stems from interviews with 30 community college faculty members from seven community colleges From the 1970s to the pandemic in the early 2020s the book explores math curricula as well as trends initiatives teaching practices and mandates that have impacted community college math The positives and negatives of such trends initiatives and mandates are presented along with suggestions on how to apply such knowledge going forward The author addresses the key questions How can we build a future model for community college gatekeeper math classes that is both successful and sustainable Additionally how can we learn from the past and the present to build such a model This book will be ideal for students in graduate programs focusing on community college leadership or developmental education leadership as well as all those hoping to improve success rates in community college mathematics programs **Democracy, Social Justice, and the American Community College** Patrick Sullivan,2021-07-17 This book provides scholars educators and legislators with a personal classroom level tour of daily life at a community college Readers will accompany the author into the classroom as he goes about his work as an English teacher meeting with classes and corresponding with students on Blackboard and e mail Answering the call for student centered scholarship this book blends traditional academic writing with chapters that feature a rich variety of student work including essays journal entries poems art and responses to creative assignments In this volume Sullivan theorizes the modern community college as a social justice institution By mission and mandate the modern community college has democratized America s system of higher education and distributed hope equity and opportunity more broadly across the nation **College Aspirations and Access in Working-Class Rural Communities** Sonja Ardoyn,2017-12-20 College Aspirations and Access in Working Class Rural Communities The Mixed Signals Challenges and New Language First Generation Students Encounter explores how a working class rural environment influences rural students opportunities to pursue higher education and engage in the college choice process Based on a case study with accounts from rural high school students and counselors this book examines how these communities perceive higher education and what challenges arise for both rural

students and counselors The book addresses how college knowledge and university jargon illustrate the gap between rural cultural capital and higher education cultural capital Insights about approaches to reduce barriers created by college knowledge and university jargon are shared and strategies for offering rural students pathways to learn academic language and navigate higher education are presented for both secondary and higher education institutions **The Costs of**

**Completion** Robin G. Isserles, 2021-12-07 To improve community college success we need to consider the lived realities of students Our nation's community colleges are facing a completion crisis The college going experience of too many students is interrupted lengthening their time to completing a degree or worse causing many to drop out altogether In *The Costs of Completion* Robin G. Isserles contextualizes this crisis by placing blame on the neoliberal policies that have shaped public community colleges over the past thirty years The disinvestment of state funding she explains has created austerity conditions leading to an overreliance on contingent labor excessive investments in advisement technologies and a push to performance outcomes like retention and graduation rates for measuring student and institutional success The prevailing theory at the root of the community college completion crisis academic momentum suggests that students need to build momentum in their first year by becoming academically integrated thereby increasing their chances of graduating in a timely fashion A host of what Isserles terms innovative disruptions have been implemented as a way to improve on community college completion but because disruptions are primarily driven by degree attainment Isserles argues that they place learning and developing as afterthoughts while ignoring the complex lives that define so many community college students Drawing on more than twenty years of teaching advising and researching largely first generation community college students as well as an analysis of five years of student enrollment patterns college experiences and life narratives Isserles takes pains to center students and their experiences She proposes initiatives created in accordance with a care ethic which strive to not only get students through college quantifying credit accumulation and the like but also enable our most precarious students to flourish in a college environment Ultimately *The Costs of Completion* offers a deeper more complex understanding of who community college students are why and how they enroll and what higher education institutions can do to better support them **Best Writings of Offie Wortham** Offie Wortham, PhD, **Hispanic-Serving Institutions** Anne-Marie

Nunez, Sylvia Hurtado, Emily Calderón Galdeano, 2015-02-11 Despite the increasing numbers of Hispanic Serving Institutions HSIs and their importance in serving students who have historically been underserved in higher education limited research has addressed the meaning of the growth of these institutions and its implications for higher education *Hispanic Serving Institutions* fills a critical gap in understanding the organizational behavior of institutions that serve large numbers of low income first generation and Latina/o students Leading scholars on HSIs contribute chapters to this volume exploring a wide array of topics data sources conceptual frameworks and methodologies to examine HSIs institutional environments and organizational behavior This cutting edge volume explores how institutions can better serve their students and illustrates

HSIs changing organizational dynamics potentials and contributions to American higher education *Bulletin of the Atomic Scientists*, 1981-02 *The Nation*, 1999-07 *Bulletin of the Atomic Scientists*, 1981-02 *Australian Education Index*, 1988 **National Guardian** Cedric Belfrage, 1963 **After Admission** James E. Rosenbaum, Regina Deil-Amen, Ann E. Person, 2007-01-04 Enrollment at America's community colleges has exploded in recent years with five times as many entering students today as in 1965. However, most community college students do not graduate; many earn no credits and may leave school with no more advantages in the labor market than if they had never attended. Experts disagree over the reason for community colleges' mixed record. Is it that the students in these schools are underprepared and ill equipped for the academic rigors of college? Are the colleges themselves not adapting to keep up with the needs of the new kinds of students they are enrolling? In *After Admission*, James Rosenbaum, Regina Deil-Amen, and Ann Person weigh in on this debate with a close look at this important trend in American higher education. *After Admission* compares community colleges with private occupational colleges that offer accredited associate degrees. The authors examine how these different types of institutions reach out to students, teach them social and cultural skills valued in the labor market, and encourage them to complete a degree. Rosenbaum, Deil-Amen, and Person find that community colleges are suffering from a kind of identity crisis as they face the inherent complexities of guiding their students towards four-year colleges or to providing them with vocational skills to support a move directly into the labor market. This confusion creates administrative difficulties and problems allocating resources. However, these contradictions do not have to pose problems for students. *After Admission* shows that when colleges present students with clear pathways, students can effectively navigate the system in a way that fits their needs. The occupational colleges the authors studied employed close monitoring of student progress, regular meetings with advisors and peer cohorts, and structured plans for helping students meet career goals in a timely fashion. These procedures helped keep students on track, and the authors suggest could have the same effect if implemented at community colleges. As college access grows in America, institutions must adapt to meet the needs of a new generation of students. *After Admission* highlights organizational innovations that can help guide students more effectively through higher education. [Aspirations to Achievement](#) Center for Community College Student Engagement, 2014. Consistently and unmistakably, data show a persistent gap separating Latinos and Black males from other student groups on measures of academic progress and college completion. These gaps exist across higher education. They are undeniable and unacceptable. Men of color have high aspirations when they begin higher education. Why are these aspirations not matched by similarly high outcomes? Until higher education institutions fully embrace the charge of eliminating this disparity, we cannot effectively serve our students, our communities, our national economy, or our democracy. There are two reasons that community colleges can and should take the lead in this work. First, community colleges open their doors to all students, and they are the higher education institutions most likely to serve men of color. Second, open access is just the first step toward attaining the equity ingrained in the mission.

of community colleges The more significant work is ensuring that every student has the support he or she needs to succeed If community colleges can make this experience the norm for every student the gaps will close The Center for Community College Student Engagement has spent the past two years exploring data related to men of color in community colleges Center staff members have worked with experts in the field listened systematically to students and conducted new analyses of Center data The result is actionable practical information that colleges can use to create the conditions for success The issues discussed in this report can be deeply personal and emotionally difficult Moreover they play out against the backdrop of both the nation s history and the continuing reality of inequity across American social systems including health child welfare employment criminal justice and education at all levels These larger societal issues provide important context but this report has a narrower focus Directed to community college educators it adds to a body of work by respected scholars and practitioners It seeks to build understanding of the experiences of Latinos and Black males in community colleges and offers strategies colleges should consider as they work to strengthen those experiences so they lead to better outcomes

**Student Success in Community Colleges** Deborah J. Borochoff, Laura Hope, Bruce M. Smith, Robert S. Gabriner, Pamela M. Mery, Robert M. Johnstone, Rose Asera, 2010-02-22 Student Success in Community Colleges As more and more underprepared students enroll in college basic skills education is an increasing concern for all higher education institutions Student Success in Community Colleges offers education leaders administrators faculty and staff an essential resource for helping these students succeed and advance in college By applying the book s self assessment instrument colleges can pinpoint how their current activities align with the most effective proven practices Once the gaps are identified community college leaders can determine the best strategic direction for improvement Drawing on a broad knowledge base and illustrative examples from the most current literature the authors cover organizational administrative and instructional practices program components student support services and strategies and professional learning and development Designed to help engage community college leadership and practitioners in addressing the practices structures and obstacles that enhance or impede the success of basic skills students the book s strategies can be tailored to various institutional levels showing how to unite faculty staff and administrators in a cooperative effort to effect institutional change Finally Student Success in Community Colleges reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society This is a most unusual and valuable book it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges Compiled by a team of practicing professionals in teaching administration and research it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students K Patricia Cross professor of higher education emerita University of California Berkeley For its first hundred years the community college was committed primarily to access in its second hundred years the commitment has changed

dramatically to success This book provides the best road map to date on how community colleges can reach that goal Terry O Banion president emeritus League for Innovation and director Community College Leadership Program Walden University This guide is the most comprehensive source of information about all facets of basic skills or developmental education It will be invaluable not just to community college educators across the nation but also to those in high schools and four year colleges who share similar problems W Norton Grubb David Gardner Chair in Higher Education University of California Berkeley



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