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This chapter provides an overview of organizations and other entities focused on assisting community college staff, faculty, and administrators in developing and promoting student success outcomes. We provide a listing of relevant web resources related to programming and conclude with a summary of suggested readings.

Key Resources for Community College Student Success Programming

Vincent D. Carales, Crystal E. Garcia, Naomi Mardock-Uman

The continuously evolving mission of community colleges and the increasingly diverse student population these institutions serve present both opportunities and challenges for practitioners, researchers, and policy makers. In addition, the growing focus on college completion has placed community colleges in the spotlight in terms of increasing positive student outcomes (Lester, 2014). As the number of students who begin their postsecondary experience at community colleges continues to grow, it is crucial for community college personnel to understand the approaches, strategies, and practices that best serve these students and to find ways to increase their educational attainment and success.

This chapter complements information provided throughout this issue by offering key resources and relevant research to assist community college staff, faculty, and administrators in developing, implementing, and evaluating promising and high-impact programs and practices. We provide descriptions of national organizations that promote student success programming and research at community colleges. We also outline resources and readings that address a variety of practices that have potential to foster positive community college student outcomes or that highlight model programs at community colleges around the country.

National Organizations

The following national organizations support success programs at US community colleges.

Achieving the Dream. The Lumina Foundation and seven other partner organizations initiated Achieving the Dream as a means of establishing

a comprehensive national reform network to strengthen the community college system. The website's resource page is divided into four subareas: a knowledge center including guides, case studies, and reports; information on active and former initiatives; research and publications covering technology solutions that can assist in supporting student success; and interventions employed by member institutions that can be viewed by type, academic discipline, or by college. <http://www.achievingthedream.org/>

Key Web Resource. Focus Areas. The Focus Areas tab on the Achieving the Dream website divides 14 focus areas into icons that, when selected, provide a description along with a list of resources and interventions.

American Association of Community Colleges. The American Association of Community Colleges (AACC) supports and advocates for nearly 1,200 community colleges through a variety of strategic initiatives. Part of the mission of AACC is to provide resources and information to create and facilitate opportunities for peer networking and interaction, leadership, and career development for community college personnel. Practitioners can use AACC's host of reports, white papers, and research briefs to stay current on important trends and issues related to community colleges. <http://www.aacc.nche.edu/Pages/default.aspx>

Key Web Resources. Data Points. These data publication archives provide snapshots of timely and important topics related to community colleges including dual enrollment, developmental education, transfer outcomes, student mobility and educational attainment.

Community College Trends and Statistics. This section contains a wide variety of statistical and trend information on community colleges and their students, faculty, and staff including information on enrollment, financial aid, educational attainment, and faculty, staff, and institutional characteristics of community colleges.

Center for Community College Student Engagement. Best known for its surveys of community college students and faculty, the Center for Community College Student Engagement (CCCSE) in the College of Education at the University of Texas at Austin conducts research and works with community and technical colleges throughout the United States on student engagement and success. CCCSE connects student engagement to student learning, retention, and attainment through initiatives such as *High-Impact Practices*, *Latino Student Engagement and Transfer*, and *Aspirations to Achievement: Men of Color and Community Colleges*. CCCSE disseminates findings from its initiatives in national reports that are available on its website, which also includes videos from the center's student focus group work and newsletters. <http://www.ccsse.org/center/>

Key Web Resources. CCCSE Reports. *A Matter of Degrees: Promising Practices for Community College Students* (2012), *A Matter of Degrees: Engaging Practices, Engaging Students* (2013), and *A Matter of Degrees: Practices to Pathways* (2014) present the key findings from the High-Impact Practice Initiative.

Community College Institutional Survey (CCIS) Discussion Guide. Intended for use in conjunction with institutional CCIS results, this document presents questions to facilitate campus conversations around high-impact practices (see Waiwaiole, Bohlig, and Massey's chapter in this volume).

Community College Research Center (CCRC). Housed at Teachers College, Columbia University, CCRC's research and collaborations focus on current areas of concern to community colleges including high school-to-college transition, developmental education and adult basic skills, student services and financial aid, online education and instructional technology, student persistence, completion and transfer, college-to-career and workforce education, and the role of the community college. CCRC also leads two research centers funded by grants from the U.S. Department of Education's Institute of Education Sciences: the Center for the Analysis of Postsecondary Readiness (CAPR) and the Center for Analysis of Postsecondary Education and Employment (CAPSEE). The CCRC web resources are divided into three different sections for administrators and faculty, institutional researchers, and policy makers. <http://ccrc.tc.columbia.edu>

Key Web Resource. Selected Resources. These resource publications and practitioner packets provide research-based evidence in key student success topic areas including assessment and placement, advising, guided pathways, and the student experience.

Council for the Study of Community Colleges (CSCC). CSCC is a project of the Center for the Study of Community Colleges and an affiliate of the American Association of Community Colleges. The council is composed of community college scholars and practitioners engaged in developing community college scholarship. The council serves to disseminate research related to community colleges and develop community college professionals. <http://www.cscconline.org>

Key Web Resource. Research and Reports Blog. CSCC's reports blog offers a searchable database of research projects and articles related to community colleges. An abstract and citation is provided for each resource.

National Academic Advising Association (NACADA). NACADA is a global community of academic advisors that promotes and supports high-quality academic advising in institutions of higher education to enhance student development. The association provides academic advisors with a variety of reference materials, including the Clearinghouse of Academic Advising Resources, the quarterly online publication *Academic Advising Today*, and the biannual, refereed *NACADA Journal*. <http://www.nacada.ksu.edu/>

Key Web Resource. Research Listserv. The NACADA Research Committee sponsors a research discussion listserv to stimulate communication among those researching advising topics.

National Center for Developmental Education. The National Center for Developmental Education (NCDE) in the Reich College of Education at Appalachian State University conducts research, provides professional development and consultation for practitioners and institutions, and houses

a collection of resources related to the field of developmental education and learning assistance. NCDE publishes the *Journal of Developmental Education* and *Research in Developmental Education* as well as books and reports, some of which are available via the center's website. <http://ncde.appstate.edu/>

Key Web Resource. *Reports and Research.* NCDE's website offers full-text (PDF) access to selected articles from the center's two academic journals and to reports from external sources. Topics include assessment and placement, developmental education program evaluation, and promising practices in the field.

National Resource Center for The First-Year Experience and Students in Transition. The National Resource Center for The First-Year Experience and Students in Transition works to bolster student learning and support transitions throughout the higher education pipeline by engaging in conversations regarding institutional practices and disseminating research and publications to the greater higher education community. The center offers conferences, institutes, workshops, and online courses in diverse areas related to the first-year experience and students in transition and conducts national research on issues relevant to college student success—including high-impact practices. The center also conducts a series of annual surveys and includes links to the surveys and executive summaries on the organization's website. <http://www.sc.edu/fye/>

Key Web Resource. *The Toolbox.* The Toolbox is a free online professional development newsletter published six times a year. It offers instructors strategies and resources to enrich the educational environment.

National Resource Center for Learning Communities. The Washington Center at Evergreen State College supports the establishment of effective learning communities in community colleges and 4-year institutions in Washington and across the United States. The organization serves institutions and programs through a number of initiatives including helping campus teams establish effective learning community programs, providing professional development opportunities aimed at enhancing teaching effectiveness, and connecting campuses and communities through targeted projects. The center's site offers information and readings for professional development as well as suggestions and resources for various forms of assessment including assessment of integrative learning, classrooms, programs, and students' learning experiences. <http://www.evergreen.edu/washingtoncenter/>

Key Web Resource. *Resources Page.* The resources page offers links to a number of publications categorized by various areas and issues faced by institutions of higher education.

Suggested Readings

This chapter was designed to connect readers with key resources that shed light on ways in which promising community college institutional practices

Table 8.1 Suggested Readings

Citation	Practices Addressed	Description
Brownell, J. E., & Swaner, L. E. (2009). High-impact practices: Applying the learning outcomes literature to the development of successful campus programs. <i>Peer Review</i> , 11(2), 26–30.	First-year seminars, learning communities, service learning, undergraduate research	Provides a brief literature review and critique of the outcomes associated with high-impact practices. Includes suggestions on how campuses can implement these practices in their own program design.
Cho, S., & Karp, M. M. (2013). Student success courses in the community college: Early enrollment and educational outcomes. <i>Community College Review</i> , 41(1), 86–103.	Student success courses	Examines the association between enrollment in a student success course and short-term educational outcomes and student persistence.
Crisp, G., & Taggart, A. (2013). Community college student success programs: A synthesis, critique, and research agenda. <i>Community College Journal of Research and Practice</i> , 37(2), 114–130.	Learning communities, student success courses, supplemental instruction	Focuses on the assessment and impact of student success programs at community colleges. Includes recommendations for further research related to program effectiveness and intervention efforts.
Jaggars, S. S., Hodara, M., Cho, S., & Xu, D. (2015). Three accelerated developmental education programs: Features, student outcomes, and implications. <i>Community College Review</i> , 43(1), 3–26.	Accelerated developmental education courses	Presents findings on the impact and program assessment of accelerated developmental education programs at three community colleges. Also offers three considerations for future program implementation.
Karp, M. M. (2011). Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college (CCRC Working Paper No. 28). New York, NY: Columbia University, Teachers College, Community College Research Center.	Learning communities, student success courses, enhanced/intrusive advising	Analyzes empirical evidence along with the combination of persistence theory and program evaluation literature and demonstrates how practitioners can improve nonacademic support efforts in helping students succeed. Four important approaches are highlighted.

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Table 8.1 Continued

Citation	Practices Addressed	Description
Karp, M. M., Bickerstaff, S. E., Rucks-Ahidiana, Z., Bork, R. J. H., Barragan, M., & Edgcombe, N. D. (2012). <i>College 101 courses for applied learning and student success</i> (CCRC Working Paper No. 49). New York, NY: Columbia University, Teachers College, Community College Research Center.	First-year experience, orientation, student success courses	Qualitatively examines the nature and implementation of College 101 courses (also identified by other names such as a student success course) using a theory of action to identify practices that lead to positive student outcomes.
Pike, G. R., Kuh, G. D., & McCormick, A. C. (2011). An investigation of the contingent relationships between learning community participation and student engagement. <i>Research in Higher Education</i> , 52(3), 300–322.	Learning communities	Uses data from the National Survey of Student Engagement (NSSE) to examine the relationship between participation in learning communities and six measures of student engagement (academic effort, integrative and higher-order thinking, diversity experiences, active and collaborative learning, student–faculty interaction, and supportive campus environment).
Price, D. V., & Tovar, E. (2014). Student engagement and institutional graduation rates: Identifying high-impact educational practices for community colleges. <i>Community College Journal of Research and Practice</i> , 38(9), 766–782.	Learning communities, supplemental instruction, tutoring	Uses data from the Community College Survey of Student Engagement (CCSSE) and the Integrated Postsecondary Education Data System (IPEDS) to examine college completion rates in relation to CCSSE’s student engagement benchmarks (active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners). Also offers classroom and institutional implications for practice.

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Table 8.1 Continued

Citation	Practices Addressed	Description
Roksa, J., Jenkins, D., Jaggars, S. S., Zeidenberg, M., & Cho, S. W. (2009). <i>Strategies for promoting gatekeeper course success among students needing remediation: Research report for the Virginia Community College System</i> . New York, NY: Columbia University, Teachers College, Community College Research Center.	Assessment and placement, accelerated or fast-track developmental education	Reports the findings of a quantitative study conducted by the Community College Research Center on the policies and practices of developmental instruction in the Virginia Community College System. Includes recommendations for promoting the success of students in gatekeeper courses.
Saxon, D. P., & Morante, E. A. (2014). Effective student assessment and placement: Challenges and recommendations. <i>Journal of Developmental Education</i> , 37(3), 24–29.	Assessment and placement, academic goal setting and planning, registration before classes begin	Addresses recent criticisms in the research literature of the use of assessment and placement measures in community colleges and describes challenges institutions face in implementing them effectively. The author recommends a comprehensive system including high-quality advising and developmental education programs for at-risk students.
Visher, M. G., Weiss, M. J., Weissman, E., Rudd, T., & Wathington, H. D. (2012). <i>The effects of learning communities for students in developmental education: A synthesis of findings from six community colleges</i> . New York: Columbia University, Teachers College, National Center for Postsecondary Research.	Learning communities	Presents an analysis of community college learning communities implemented for the purpose of this study by the National Center for Postsecondary Research. Includes implications for practitioners and policy makers.
Weiss, M. J., Mayer, A., Cullinan, D., Ratledge, A., Sommo, C., & Diamond, J. (2014). <i>A random assignment evaluation of learning communities at Kingsborough Community College: Seven years later</i> . New York: MDRC.	Learning communities	Presents the results of a long-term follow-up study of a community college learning community, including the program's impact on students' academic progress, degree completion, and economic outcomes.

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Table 8.1 Continued

<i>Citation</i>	<i>Practices Addressed</i>	<i>Description</i>
Zaritsky, J. S., & Toce, A. (2006). Supplemental instruction at a community college: The four pillars. In M. E. Stone & G. Jacobs (Eds.), <i>New Directions for Teaching and Learning: No. 106. Supplemental instruction: New visions for empowering student learning</i> (pp. 23–31). San Francisco, CA: Jossey-Bass.	Supplemental instruction	Describes a voluntary supplemental instruction (SI) program at one community college where advanced students are employed as instructional leaders. Includes an analysis of the impact of SI session attendance on student grades.

can be implemented and sustained. In addition to the organizations and key web resources identified in this chapter, we offer the following suggested readings in Table 8.1 that focus on a variety of these initiatives and related practices.

Reference

Lester, J. (2014). The completion agenda: The unintended consequences for equity in community colleges. In M. B. Paulsen (Ed.), *Higher education: Handbook of theory and research* (Vol. 29, pp. 423–466). Dordrecht, the Netherlands: Springer.

VINCENT D. CARALES is a doctoral fellow at the University of Texas at San Antonio.

CRYSTAL E. GARCIA is a doctoral candidate at the University of Nebraska–Lincoln.

NAOMI MARDOCK-UMAN is a doctoral student at the University of Nebraska–Lincoln.