



OAKLAND
COMMUNITY
COLLEGE

DRAFT

2000 ENVIRONMENTAL SCANNING REPORT ON
OAKLAND COMMUNITY COLLEGE ACADEMIC MASTER
PLAN COMPONENT #3: QUALITY SERVICES; FOCUS
TRANSFER

The objective of this report is to present the trends in literature from our Environmental Scanning Database in regards to quality services with a focus on transfer. The major characteristics of quality services: As outlined in the Academic Master Plan the Quality Services at OCC meet and strive to exceed the educational needs and desires of individuals, communities, and organizations in order to promote their academic success.

- Are based upon research of students' needs and desires.
- Are beneficial and useful to student success.
- Are timely, well-designed and efficient.
- Are continually assessed and revised toward providing quality.
- Promote 'ease' and convenience for students.

AMP Component #3 : Quality Services

The purpose of OCC in terms of the transfer process is, "educational experiences enabling students to transfer to other institutions of higher education," and this would include articulation with universities. This report will cover four areas rate, performance, satisfaction, and articulation in the transfer process.

RATE- Although there are no local or national rates in the abstracts, the attempts to increase the rate of transfer benefits students and colleges.

- Attempts to increase transfer rate by improving or dropping remedial programs.
- Implementing proactive programs, including advising and counseling, for low-income students
- Students, particularly adult business minded students, are increasing their selectivity of community college choice in terms of strength of articulations with four-year colleges.

Although one study stated that freshmen are very optimistic about their college performance, with only 1% expecting to fail a course or drop out temporarily or permanently, their goals are not being manifested (40). For example, at OCC 39% of our students chose "transfer" as their goal for attending OCC (See Figure 1 below). But according to a follow-up study only 32% of our graduates are attending another post-secondary institution (See Figure 2 below).

PERFORMANCE- There is an abundance of information on predictors for academic performance. Some colleges have focused on remedial students to cure their lagging student performance.

- Increased selectivity by colleges in terms of high school curricula, grade point average, and test scores, which are predictors for success in college.
- Implementing focused efforts to increase student moral, with minorities and remedial students.
- Initiation of performance assessment programs that not only focus on classroom performance, but also include leadership development, social and personal adjustment issues and the ability to think critically.
- Upcoming ethical concerns regarding tracking of test scores in correlation with demographics.
- Students transferring from two year colleges are doing just as well academically as those that started at four year institutions.

SATISFACTION- What are the students' goals? How are they satisfied with the transfer process?

- Growing number of studies that focus on gender differences' in reasons for attending college, which could effect their satisfaction.

It is difficult to compare OCC's students' goals as we measured different variables. 44% simply wanted to get a degree or certificate, while 39% planned to transfer etc. (See figure.) We could expand our effectiveness report to be less myopic and stretch the questions to post-graduation goals, in addition to including breakdowns in goals according to gender.

ARTICULATION- Now that education is moving towards a student-centered style of administration there are more articulations between community colleges and government, labor unions, private companies, and four year institutions are on the rise. Community college to four year institution. One article states that collaborations with four year institutions is becoming more important and there are competition with private-sector institutions.

- Increased collaborations with private-sector institutions.
- Increasing of consortiums with local or state industries, particularly high tech.
- Recommendations that joining forces will promote increased access to higher education, cost efficiency, and convenience for students.

- A more customer service approach to education in general, which includes improving and streamlining the articulation process.
- Mergers are mutually beneficial. Leading to a more effective and better education particularly for high technology jobs.
- Student's are being more selective about the colleges they pick especially in regards to articulation agreements with universities that have good academic reputations.
- Blurring of boundaries between high school and college courses.
- Recommends that joining forces will promote increased access to higher education, cost efficiency, and convenience for students.
- There is a growing concern of corporate participation in the establishment of curricula and some of its downfalls (12).
- Adult student expectations are on the rise in particular to have no difficulties transferring to another institution in terms of close faculty interaction, credit transfer, and rare academic linkages (IC
- The benefit is lower costs (62
- Colleges have even incorporated companies in their recruiting techniques to interview and test potential freshmen (453054354). For example, many of the adults seeking continuing and professional education are the ones who will use internet-based distance learning. Extension courses at major universities are teaming up with corporate backers to provide executive education (453054385).
- Growing reason to attend community college initially is the savings and value.
- Recommendations that 2 year colleges offer B.A. degrees.

When questioned regarding what criteria freshmen used to choose a college 48% chose it for its academic reputation, 45% for its perception that the graduates of the institution secure good jobs and 28.9% chose based on low tuition and only 6.2% due to religious considerations (40). This leads us to believe that we should establish articulations agreements with universities that have good reputations and good jobs after graduation should be a criteria for judging a student's satisfaction as they will have reached their goal. This will involve some longitudinal studies to see if we have obtained our goal, which is to help the student reach their goals.

Summary

Future Considerations

References

MERGERS

Wednesday, October 25, 2000
Page 94 of 201

Key	453054463	Scanner
Fox		
Category Trend	Education	Type
Title	Putting it all Together	PageNo
6-7		
Citation	Community College Week	Pubdate
4/17/00		
Author National	MacNeil, William	Origin

SiteURL
SiteEmail

Summary

Changes in community college across the country include a trend in mergers between community and technical colleges. Such mergers, however, present particular challenges for preparing contracts, salaries and work schedules. Despite these difficulties, experts insist that mergers lead to more efficiency and better education. Such mergers have taken place in recent years in Arkansas, Connecticut, Kansas, Tennessee, Maryland and Kentucky.

Keywords

PARTNERSHIPS

Key 453054464	Scanner Taylor
Category Economic	Type Trend
Title <u>Shaking the Money Tree</u>	PageNo 44-52
Citation University Business	Pubdate 3/10/00
Author Bates, Tony	Origin National
SiteURL	SiteEmail

Summary

There are several ways to pay for new educational technologies. 1. Special external funding from government agencies has helped many schools to incorporate new technologies. Such sources, however, can have the potential to interfere with educational autonomy, since funds are often granted for use in specific projects. Such funding is also usually short-term. 2. Student technology fees can also help to fund technological innovation, although this practice raises more questions about already rising college costs for many students. 3. Fund reallocation is another strategy, although a better option is to change teaching methods, freeing up time for the incorporation of technology-based teaching methods. Centralizing or decentralizing funding may also, depending on circumstances, enable technology use. Balancing funding between different areas – technology costs, administrative applications, and teaching -- may also work in some institutions. 4. The development of partnerships or consortia, between higher education institutions, between schools and government, or between schools and the private sector, can also yield positive results.

Keywords

- | | | | |
|--|---|---|---|
| <i>Accountability</i> <input type="checkbox"/> | <i>Assessment</i> <input type="checkbox"/> | <i>Community</i> <input type="checkbox"/> | <i>Computer</i> <input type="checkbox"/> |
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| <i>DistanceEd</i> <input type="checkbox"/> | <i>Economic</i> <input checked="" type="checkbox"/> | <i>Education</i> <input checked="" type="checkbox"/> | <i>Effectiveness</i> <input type="checkbox"/> |
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| <i>Learning</i> <input type="checkbox"/> | <i>Medical</i> <input type="checkbox"/> | <i>Occupational</i> <input type="checkbox"/> | <i>Outcomes</i> <input type="checkbox"/> |
| <i>Placement</i> <input type="checkbox"/> | <i>Political</i> <input type="checkbox"/> | <i>Programs</i> <input type="checkbox"/> | <i>Population</i> <input type="checkbox"/> |
| <i>Regulations</i> <input type="checkbox"/> | <i>Remedial</i> <input type="checkbox"/> | <i>Reporting</i> <input type="checkbox"/> | <i>Social</i> <input type="checkbox"/> |
| <i>Students</i> <input type="checkbox"/> | <i>Teaching</i> <input type="checkbox"/> | <i>Technology</i> <input checked="" type="checkbox"/> | <i>Telecommuting</i> <input type="checkbox"/> |
| <i>Training</i> <input type="checkbox"/> | <i>Transfer</i> <input type="checkbox"/> | <i>Workforce</i> <input type="checkbox"/> | |

OtherKeyWords

Abstractor JH
DateAbstracted 6/23/00

CURRICULA

Wednesday, October 25, 2000
Page 101 of 201

Key	453054470	Scanner
Sommer		
Category Issue	Technical	Type
Title	Engler Wants Computer Gap Shut	PageNo
Citation	Detroit Free Press	Pubdate
5/26/00		
Author State	Walsh-Sarnecki, Peggy	Origin
SiteURL SiteEmail	www.freep.com	

Summary

Gov. Engler addressed the Economic Club of Detroit and presented three key pieces of his school-aid plan. He said that he hopes to fill the gap between computer literate children and those who are lagging behind. He proposed allowing students to take advanced placement courses over the Internet. Currently fewer than half of the state's high schools offer advanced placement classes. Wealthier school districts, such as Bloomfield Hills and Grosse Pointe, had the greatest number of advanced classes. Despite the quality and reputation of Cass Tech and Renaissance High in Detroit, each school offered only four advanced placement courses. Engler also proposed the Teacher Technology Initiative, which would provide laptops, Internet access and training to

90,000 of the state's teachers. He also announced that the Michigan Virtual High School will begin offering courses in the fall.

campuses by the end of this summer. Kettering University is sponsoring a six-week long residential program called AIM, or Academically Interested Minorities. Baker College and the University of Michigan at Flint offer similar programs. At Baker, students take part in an employment-training program. Choosing to Succeed, a program at the University of Michigan, sponsored 200 students this year.

Keywords

Accountabilit
Computer
Cultural
Developmental
DistanceEd
Effectiveness

Assessment
Curriculum
Economic

Community
Demographics
Education

Employment
Ethnicity
Faculty
Income
Learning
Outcomes

Environmental
Funding
Medical

Enrollment
GenEd
Occupational

Placement
Population
Regulations
Social
Students
Telecommuting

Political
Remedial
Teaching

Programs
Reporting
Technology

Training

Transfer

Workforce

OtherKeyWords

Abstractor

JH

DateAbstracted

6/23/00

PARTNERSHIPS

Key 453054477 **Scanner** Hurst
Category Education **Type** Trend
Title The New Wave of Community College Partnerships **PageNo** 20-24
Citation College Planning and Management **Pubdate** 4/10/00
Author Sturgeon, Julie **Origin** National
SiteURL **SiteEmail**

Summary

Microsoft and the American Association of Community Colleges have joined together to establish a new program, called Working Connections, at 28 community colleges nationwide. Such partnerships, which encourage employee development, have become more common. American industry has increasingly felt the need for a better-trained workforce, and partnerships aim to meet this goal. Companies such as GTE, Franklin Equipment, and International Paper have also teamed up with community colleges and have provided the capital necessary to fund such projects.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
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OtherKeyWords Partnerships

Abstractor JH

DateAbstracted 6/23/00

Key 453054482

Scanner Fox

Category Political

Type Issue

Title Colleges Ponder Next Legislative Steps

PageNo 3

Citation Community College Week

Pubdate 8/7/00

Author Dervarics, Charles

Origin National

SiteURL

SiteEmail

Summary

Debates between the White House and conservatives in the House of Representatives centering around vocational education and student aid are of great concern to community colleges. The most pressing debates include student aid funding, vocational education, Title III aid to colleges, college completion grants, campus crime, and grant repayments. There are differences of opinion on all of these issues, and the fate of community college funding hangs in the balance.

Keywords

Accountability
Cultural
DistanceEd
Employment
Faculty
Learning
Placement
Regulations
Students
Training

Assessment
Curriculum
Economic
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Funding
Medical
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Technology
Workforce

Computer
Developmental
Effectiveness
Ethnicity
Income
Outcomes
Population
Social
Telecommuting

OtherKeyWords

Abstractor JH

DateAbstracted 10/9/00

REMEDIAL

Category Issue Education
Type
Title Using Academic-Occupational Integration to Improve Remedial Instruction
PageNo
26-33
Citation Community College Journal
Pubdate
4/1/99
Author Perin, Dolores
Origin
National

SiteURL
SiteEmail

Summary

Many students enter community colleges unprepared to read, write, and compute at a college level. As such, many colleges offer remedial programs, but placement in these courses often demoralizes students, and such programs suffer high dropout rates. Coupling remedial education with career-oriented class work avoids student demoralization, and can be best accomplished in four ways: linked or clustered courses connect the curricula of a academic skills and content courses; infused course are single courses in which both subject matter and academic skills are taught; applied academics courses teach academic skills using occupational themes; and hybrid courses feature dual emphasis on occupational and academic content. Coupling academics skills and academic studies increases faculty workload and can prove expensive as well, but if successfully implemented results in improved student performance.

Keywords

Accountabilit	Assessment	Community
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DistanceEd	Economic	Education
Effectiveness		
Employment	Environmental	Enrollment
Ethnicity		
Faculty	Funding	GenEd
Income		
Learning	Medical	Occupational
Outcomes		
Placement	Political	Programs
Population		

TRANSFER

Category Trend Developmental Education Type
Title Taking the Two-Year Option: Community Colleges Make Sense for a *Growing Nu PageNo
1-4
Citation US News online Pubdate
5/30/99
Author National Kulman, Linda Origin
SiteURL http://www.usnews.com/usnews/edu/college/find/cocom
SiteEmail m.htm
Summary

Community colleges are a growing and attractive option for many college-bound high school graduates. Today, there are 1,123 community colleges in the United States. Community colleges are still the best training grounds for those who seek certification in careers such as nursing. For students who work full-time, community colleges also provide flexible class schedules. Individual attention from instructors also makes the two-year option desirable for many students. The expense of attending community college is also considerably lower than tuition rates at four-year institutions: in 1997-1998, the average tuition per year at community colleges was \$1,254, compared with an in-state rate average of \$3,027 at public four-year schools. Private institutions averaged \$11,721. Experts caution that despite all of these factors, community colleges aren't right for everyone. Transferring from a two-year to a four-year institution can be difficult. And transferring credits is not always easy. Educators urge students to consider their options carefully, and to ask themselves whether the school's resources meet their needs.

Keywords

Accountabilit	Assessment	Community
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Faculty	Funding	GenEd
Income		
Learning	Medical	Occupational
Outcomes		



What Do College Ranking Data Tell Us About Student Retention: Causal Discovery In Action

RETENTION

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Abstract:

We describe an application of the TETRAD II causal discovery program to the problem of search for causes of low student retention in U.S. universities. TETRAD II discovers a class of possible causal structures of a system from a data set containing measurements of the system variables. The significance of learning the causal structure of a system is that it allows for predicting the effect of interventions into the system, crucial in policy making.

Our data sets contained information on 204 U.S. national universities, collected by the *US News and World Report* magazine for the purpose of college ranking in 1992 and 1993. One apparently robust finding of our study is that student retention is directly related to the average standardized test scores of the incoming freshmen. When test scores of incoming students are controlled for, factors such as student faculty ratio, faculty salary, and university's educational expenses per student are all independent of graduation rates, and, therefore, do not seem to directly influence student retention. As the test scores are indicators of the overall quality of the incoming students, we predict that one of the most effective ways of improving student retention in an individual university is increasing the university's selectivity.

Keywords:

TETRAD II, causal discovery, knowledge discovery in databases

The full paper is available in [PostScript \(698KB\)](#) format.

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marek@sis.pitt.edu / Last update: 5 February 1996

OCC Abstract Report

Key	9	Scanner	Salomonson
Category	Developmental Education	Type	Issue
Title	Community College of Denver Wins Fans with Ability to Tackle Tough Issues	PageNo	7-8
Citation	Chronicle of Higher Education	Pubdate	5/7/99
Author	Hebel, Sara	Origin	National
SiteURL		SiteEmail	

Summary

The Community College of Denver has increased recruitment, retention and graduation of students from diverse urban backgrounds over the past decade through a variety of innovative programs, including remedial instruction. In 1998 there were 10,000 students at Denver; 54% represented minority groups who also made up 47% of its graduates. This represents a dramatic jump from 1986-1987 figures, when only 27% of students at Denver and 13% of graduates were minorities. These figures make the Community College of Denver the most ethnically diverse institution of higher education in Colorado. Diversity among faculty is also high: 31.6% of full-time faculty and staff are minorities. 60% of Denver's students take remedial classes, yet these students are slightly more likely to graduate or continue their educations at other institutions than students who did not receive remedial instruction. Support programs for first-generation college students, as well as counseling and advising services for those from low-income families also account for Denver's successes. Among others, Susan D. Roueche, co-author of High Stakes, High Performance, Making Remedial Education Work (Community College Press) praises Denver's accomplishments. Students and faculty also point to close cooperation between the College and local communities as an important factor in Denver's progress. Byron B. McClenney acknowledges that efforts to reach out to poor and minority residents of Denver have made a substantial and positive difference: enrollment of students from Denver public high school graduates at Community College of Denver increased from a total of 6 in 1986 to over 1000 in 1998. Funding for Denver's many programs comes from a variety of sources. In 1998, roughly equal amounts came from state appropriations (\$11.5 million, 38% of the overall budget) and other sources such as grants and donations (\$11.1 million, 36% of total budget). Remaining revenue came from tuition and fees.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
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Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 5/20/99

Key	11	Scanner	Hurst
Category	Education	Type	Issue
Title	Using Academic-Occupational Integration to Improve Remedial Instruction	PageNo	26-33
Citation	Community College Journal	Pubdate	4/1/99
Author	Perin, Dolores	Origin	National
SiteURL		SiteEmail	

Summary

Many students enter community colleges unprepared to read, write, and compute at a college level. As such, many colleges offer remedial programs, but placement in these courses often demoralizes students, and such programs suffer high dropout rates. Coupling remedial education with career-oriented class work avoids student demoralization, and can be best accomplished in four ways: linked or clustered courses connect the curricula of a academic skills and content courses; infused course are single courses in which both subject matter and academic skills are taught; applied academics courses teach academic skills using occupational themes; and hybrid courses feature dual emphasis on occupational and academic content. Coupling academics skills and academic studies increases faculty workload and can prove expensive as well, but if successfully implemented results in improved student performance.

Keywords

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OtherKeyWords

Abstractor GJE
DateAbstracted 6/8/99

Key	12	Scanner	Hurst
Category	Workforce Development	Type	Trend
Title	The Workforce Development Dilemma	PageNo	6- 7
Citation	Community College Week	Pubdate	5/22/99
Author	Evelyn, Jamilah	Origin	National
SiteURL		SiteEmail	

Summary

The need of business for skilled workers has led to an increase in workforce development ventures involving corporations and community colleges in recent years. In such ventures companies are able to direct portions of a college's curriculum to fill their particular workforce needs, in exchange for financial and technical support of college infrastructure and programs. Although such arrangements usually prove mutually beneficial, many schools fear that increased reliance on business funding could lead to an unhealthy level of corporate participation in the establishment of curricula.

Keywords

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OtherKeyWords

Abstractor GJE
DateAbstracted 6/8/99

Key	13	Scanner	Hurst
Category	Workforce Development	Type	Event
Title	Michigan Colleges Team with Local Industries to Snare State-Funding Trainin	PageNo	12-13
Citation	Community College Week	Pubdate	3/22/99
Author	Freedman, Eric	Origin	State
SiteURL		SiteEmail	

Summary

Eight community colleges in Michigan will share \$30 million in capital grants this year to build new training facilities designed to train students for high technology jobs in the state. These capital grants are the product of a joint venture involving corporations, labor unions, and local government agencies, and the facilities they create will be administered by a governing council including the president of the community college and representative of the corporations and government agencies involved.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
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Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
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Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input checked="" type="checkbox"/>		

OtherKeyWords

Abstractor GJE
DateAbstracted 6/11/99

Key	16	Scanner	Hurst
Category	Education	Type	Trend
Title	Integrating Technology Into the Classroom	PageNo	24- 30
Citation	Community College Journal	Pubdate	8/1/98
Author	Mellow, Gail, Julius Sokenu, Brian Lynch-Donohue	Origin	National
SiteURL		SiteEmail	

Summary

Integration of technology into postsecondary studies is vital to equipping students to compete in the workplace following their graduation, particularly in the community college environment. Case studies described in this article show that students that are encouraged to make use of the internet for research not only create more satisfactory papers than they otherwise would have, but also gain valuable computer skills. Even those students most reluctant to use computers gain from applying technology to their class work, although they also require more instructor guidance. Furthermore, students pursuing internet research often realized a qualitative change in their relationship to knowledge, shed their passivity toward intellectual work, and were inspired to pursue further studies.

Keywords

- | | | | | | | | |
|-----------------------|-------------------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input type="checkbox"/> | Demographics | <input type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input type="checkbox"/> |
| Learning | <input checked="" type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input checked="" type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
| Students | <input type="checkbox"/> | Teaching | <input checked="" type="checkbox"/> | Technology | <input checked="" type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/11/99

CONSORTIUM

Key 78 **Scanner** Taylor
Category Technical **Type** Event
Title A School with a View **PageNo** 20-21
Citation University Business **Pubdate**
Author Featherstone, Lisa **Origin** Local
SiteURL **SiteEmail**

Summary

Bellevue Community College in Washington State has emerged as a regional and national authority on standards for IT training. Because of Bellevue's proximity to IT companies such as Microsoft, along with 1900 other firms, it was only a matter of time before the college president, Jean Floten, tapped these resources. In 1991, Floten began to meet with industry executives and found that skills training was sorely needed by IT companies across the area. In 1994, Bellevue founded the Regional Advanced Technology Education Consortium (RATEC) to establish needed skill standards and appropriate curricula. In 1997, RATEC published its manual: Building a Foundation for Tomorrow: Skill Standards for Information Technology. Recently, Bellevue has increased its faculty with the help of IT money, and is actively engaged in helping to build skills standards for the European IT industry.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input checked="" type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input checked="" type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input checked="" type="checkbox"/>	Technology	<input checked="" type="checkbox"/>	Telecommuting	<input checked="" type="checkbox"/>
Training	<input checked="" type="checkbox"/>	Transfer	<input checked="" type="checkbox"/>	Workforce	<input checked="" type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 9/1/99

STUDENT SATISFACTION

Learning Outcomes Placement Population	Medical	Occupational Programs
Regulations Social Students Telecommuting Training	Political	Reporting Technology Workforce
OtherKeyWords	Remedial Teaching Transfer	Competition.
Abstractor	JH	
DateAbstracted	9/10/99	

Wednesday, October 25, 2000
Page 70 of 201

Key	89	Scanner
Thurn		
Category Issue	Technical	Type
Title	How Technology Enhances the Quality of Student-centered Learning	PageNo
6-7		
Citation	Quality in Education	Pubdate
Author National	Cook, Jack	Origin

SiteURL
SiteEmail

Summary

Technology is changing not only how students learn, but how teachers teach. But how much students learn depends greatly on how well teachers integrate technology into their pedagogy. Teachers must learn to move from an instructor-centered to a student-centered style, in which instructors strive continually for improvement and better communication with students. Technology can enable this process.

Keywords

Accountabilit	Assessment	Community
Computer		
Cultural	Curriculum	Demographics
Developmental		
DistanceEd	Economic	Education
Effectiveness		
Employment	Environmental	Enrollment
Ethnicity		
Faculty	Funding	GenEd
Income		
Learning	Medical	Occupational
Outcomes		
Placement	Political	Programs
Population		
Regulations	Remedial	Reporting
Social		
Students	Teaching	Technology
Telecommuting		
Training	Transfer	Workforce

OtherKeyWords

Abstractor	JH
DateAbstracted	9/10/99

~~RELEVANT~~ PERFORMANCE

Key 91 Scanner
Sommer
Category Social Type
Issue
Title Tinkering with the Test PageNo
1-3
Citation NY Times on the Web Pubdate
9/13/99
Author Lemann, Nicholas Origin
National
SiteURL www.nytimes.com
SiteEmail

Summary

The Wall Street Journal recently reported that the Educational Testing Service, designer of the S.A.T. exam,

was experimenting with ways of identifying overachieving poor and minority students. Strivers is a new program

that would match students' S.A.T. scores against predicted scores for their socioeconomic group. Students

whose scores far exceeded the average would get special consideration from colleges. Recently, however, E.T.S.

has backed away from the program, responding to criticism that the Strivers program smacks of social

engineering. Critics of the program fear that students from prosperous backgrounds would be effectively

punished for scoring high on the test.

Keywords

Accountabilit
Computer

Assessment

Community

Cultural
Developmental
DistanceEd
Effectiveness
Employment
Ethnicity

Curriculum

Demographics

Economic

Education

Environmental

Enrollment

Faculty
Income
Learning
Outcomes
Placement
Population

Funding

GenEd

Medical

Occupational

Political

Programs

RATE/PERFORMANCE

Wednesday, October 25, 2000
Page 78 of 201

Key 99 Scanner
Taylor
Category Social Type
Issue
Title Invisible Men PageNo
14-15
Citation Black Issues in Higher Education Pubdate
6/24/99
Author Smith, Starita Origin
National
SiteURL
SiteEmail

Summary

Community colleges face special challenges when it comes to retaining black male students. Preston Hampton, a doctoral student at the University of Southern California, has researched retention rates and has found that the persistence rate for black male students earning degrees or transferring is only about 9 percent, less than half that of other students. Hampton makes the point that it's key for African-American men to set academic goals and follow them to their conclusions, despite the fact that researchers say that black men tend to have more family responsibilities than other students.

Keywords

Accountabilit	Assessment	Community
Computer		
Cultural	Curriculum	Demographics
Developmental		
DistanceEd	Economic	Education
Effectiveness		
Employment	Environmental	Enrollment
Ethnicity		

Key 453054354 **Scanner** Sommer
Category Education **Type** Trend
Title Schools Ceding Placement to Consultants **PageNo** 1-5
Citation NY Times on the Web **Pubdate** 9/7/99
Author Steinberg, Jacques **Origin** National
SiteURL www.nytimes.com **SiteEmail**

Summary

High schools across the nation are hiring firms like Achieva and the Princeton Review to relieve guidance counselors of major aspects of college and career advising. This is seen by many as a response to the increasingly competitive world of college admissions. Firms such as Achieva, based in Palo Alto and employing former college admissions officers, do everything from testing students to creating a mock admissions process. This year the Princeton Review will assist counselors in Illinois, Michigan, and Missouri.

Keywords

- | | | | | | | | |
|----------------|-------------------------------------|---------------|-------------------------------------|--------------|-------------------------------------|---------------|--------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input checked="" type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input type="checkbox"/> | Demographics | <input checked="" type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input type="checkbox"/> |
| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input checked="" type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input checked="" type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
| Students | <input checked="" type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor JH
DateAbstracted 11/29/99

TRANSFER

Key 453054345 **Scanner** Sommer
Category Transfer **Type** Trend
Title Aiding Students to go overseas **PageNo** 1-3
Citation NY Times on the Web **Pubdate** 5/16/99
Author Wade, Betsy **Origin** International
SiteURL www.nytimes.com **SiteEmail**

Summary

The number of United States college and university students traveling abroad for study has increased steadily over the past few years to over 10,000 students in 1996-97. Experts warn, however, that students must be prepared fully for the experience of study abroad, particularly in an era when fewer and fewer students study foreign languages. The Institute for International Education, a non-profit group based in New York, is working to help students meet the challenges of overseas travel and study. Main reference books on overseas study include 'Peterson's Study Abroad 1999' and 'Academic Year Abroad 1999-2000'

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input checked="" type="checkbox"/>	Curriculum	<input checked="" type="checkbox"/>	Demographics	<input checked="" type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input checked="" type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input checked="" type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input checked="" type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input checked="" type="checkbox"/>	Technology	<input checked="" type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input checked="" type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords Globalization

Abstractor JH

DateAbstracted 11/29/99

EDUCATIONAL GOAL

Key 453054385 **Scanner** Sommer
Category Technical **Type** Trend
Title Education On-line: The Virtual University **PageNo** 26-28
Citation New Republic **Pubdate** 10/4/99
Author Confessore, Nicholas **Origin** National
SiteURL **SiteEmail**

Summary

The degree earned entirely online, despite the presence of virtual classrooms and universities, is still rare. Internet-based distance learning is not the wave of the future in higher education. The real market for such technologies is among adults seeking continuing and professional education. Extension courses at major universities are teaming up with corporate backers to provide executive education. And these corporate backers look to become partners with the biggest, most prestigious names in education. Education, it seems, is a business after all.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input checked="" type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input checked="" type="checkbox"/>	Economic	<input checked="" type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input checked="" type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input checked="" type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 1/7/00

REMEDIAL

Key 453054386 **Scanner** Sommer
Category Education **Type** Issue
Title CUNY Plan to Bar Remedial Students from 4-year Programs Face Final Test **PageNo** 1-4
Citation NY Times on the Web **Pubdate** 11/22/99
Author Arenson, Karen **Origin** State
SiteURL www.nytimes.com **SiteEmail**

Summary

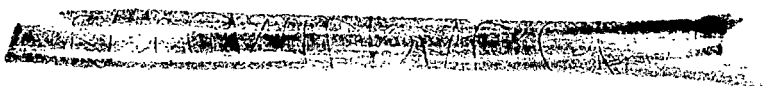
The New York State Regents will decide on CUNY's plan to remove remedial students from its senior colleges this Monday. CUNY hopes to begin enforcement of the plan this January. CUNY officials are optimistic that the plan will pass. In order to show that they can perform at senior college level, students must pass a battery of tests in reading, writing and mathematics, or achieve base scores on SATs or Regents examinations. There has been fierce opposition from both sides of the debate. Many fear that the policy will effectively bar many capable minority students from college. Approval of the plan will require a simple majority vote of the 16 member board of Regents.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input checked="" type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input checked="" type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 1/7/00



CONSORTIUM

Key 453054399 **Scanner** Hurst
Category Education **Type** Issue
Title Assessment of Community Colleges Standards Spurred by Need for 21st Century **PageNo** 10
Citation College Planning and Placement **Pubdate** 10/1/99
Author Staff **Origin** National
SiteURL **SiteEmail**

Summary

The Pew Charitable Trusts in Philadelphia have recently established a grant totaling \$204,000 not a national project to set new standards for community colleges. The recipient of the grant is the League for Innovation in the Community College, a consortium of community colleges. The League is working on finding new ways to assess student proficiency.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input checked="" type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input checked="" type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input checked="" type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 2/26/00

RATE/2-4 year deg.

Abstractor

JH

DateAbstracted

8/21/00

Wednesday, October 25, 2000
Page 85 of 201

Key		Scanner
	453054414	
Fox		
Category	Education	Type
Issue		
Title	Mission Creep	PageNo
6-8		
Citation		Pubdate
	Community College Week	
2/21/00		
Author	Evelyn, Jamilah	Origin
State		

SiteURL
SiteEmail

Summary

Sidney Dewsbury, a Virginia businessman and member of the 38-person Governor's Blue Ribbon Commission on Higher Education recommended last October that two-year institutions be allowed to grant B.A. degrees. His proposal was met with resistance from all of the other members of the commission. Nationally, others who have recommended such a move have faced the same reaction. Yet, many four-year schools have offered two-year degrees. Community College Week asked for two-year college leaders across the country to respond to this issue, including: David Pierce, President of the American Association of Community Colleges, David E. Samels, President of the Boston-based Education Alliance, John Garmon, Executive Dean of

Key 453054435

Scanner Sommer

Category Social

Type Issue

Title Going to Court When Curriculum Slightes Latinos

PageNo 9-13

Citation Education Digest

Pubdate 4/1/00

Author Adam, Michelle

Origin National

2nd

SiteURL

SiteEmail

Summary

Clifford Adelman, senior research analyst for the U.S. Department of Education, has completed a study, "Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment" which concludes that curriculum plays a key role in degree completion rates for all students, especially Latinos. High-quality secondary school curricula translate into a greater likelihood for academic success among Latinos and African-Americans. Adelman also advises that students improve their chances at completing their degrees by taking no more than one semester off school at a time; earning more than ten credits before transferring schools; being willing to receive a low grade in a course rather than simply dropping it; and not getting too discouraged by lower-than-expected grades during the first year of school. In California, Theresa Fay-Bustillos, vice president for Legal Programs at the Mexican American Legal Defense Fund, has paid attention to Adelman's study, and has filed law suits in order to obtain better educational services for Latinos. She has argued that Latino students, from grade school to high school, do not always have access to the same quality of courses as other students

Keywords

Accountability
Cultural
DistanceEd
Employment
Faculty
Learning
Placement
Regulations
Students
Training

Assessment
Curriculum
Economic
Environmental
Funding
Medical
Political
Remedial
Teaching
Transfer

Community
Demographics
Education
Enrollment
GenEd
Occupational
Programs
Reporting
Technology
Workforce

Computer
Developmental
Effectiveness
Ethnicity
Income
Outcomes
Population
Social
Telecommuting

OtherKeyWords

Abstractor JH

DateAbstracted 5/15/00

PARTNERSHIPS

Key 453054447 **Scanner** Sommer
Category Workforce Development **Type** Issue
Title The Workforce Bachelor's Degree **PageNo** 61-66
Citation Education Digest **Pubdate** 2/1/00
Author Walker, Kevin **Origin** National
SiteURL **SiteEmail**

Summary

Partnerships between four-year institutions and community colleges will become especially important in the future, as competition, collaboration, and cooperation become driving forces in the decision-making process. Community colleges, challenged by competition by private-sector institutions such as the University of Phoenix, should come together with four-year schools and offer baccalaureate degrees. This would help to promote increased access to higher education, cost efficiency, and convenience for students. Several states, including Arizona, Arkansas, Florida, New York, Pennsylvania, and Utah have already begun to offer community college baccalaureate degrees. It is necessary, especially in the light of competition from the private sector, that such programs be carried out nationwide.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input checked="" type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input checked="" type="checkbox"/>	Developmental	<input checked="" type="checkbox"/>
DistanceEd	<input checked="" type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input checked="" type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 5/18/00

TRANSFER - COSTS

Wednesday, October 25, 2000
Page 47 of 201

Key	62	Scanner
Sommer		
Category	Education	Type
Issue		
Title	Two Plus Two Equals Lower Tuition Costs	PageNo
1-3		
Citation	U.S. News online	Pubdate
6/6/99		
Author	Shenk, Joshua Wolf	Origin
National		
SiteURL	www.usnews.com/usnews/edu/dollars/dscom.htm	
SiteEmail		

Summary

There are ways to cut college costs without sacrificing quality. Students who begin their postsecondary educations at community colleges and transfer to traditional schools tend to do just as well as students who begin at four year schools. The cost, however, is much less. Some community colleges, such as Macomb Community College in Michigan, collaborate with four-year schools to create 'university centers.' Macomb, in partnership with Detroit's Wayne State University, has created a center that enables students to obtain a bachelor's degree without taking classes at Wayne's Detroit campus. Community college enrollments, however,

have remained relatively stable over the last twenty years. Many students still wish to begin their degrees at four-year schools, despite the higher costs.

Keywords

Accountabilit	Assessment	Community
Computer		
Cultural	Curriculum	Demographics
Developmental		
DistanceEd	Economic	Education
Effectiveness		
Employment	Environmental	Enrollment
Ethnicity		
Faculty	Funding	GenEd
Income		
Learning	Medical	Occupational
Outcomes		
Placement	Political	Programs
Population		
Regulations	Remedial	Reporting
Social		
Students	Teaching	Technology
Telecommuting		
Training	Transfer	Workforce
OtherKeyWords	dual enrollment	
Abstractor	JH	
DateAbstracted	7/29/99	

TRANSFER

Key 453054360 Scanner Moss
 Category Transfer Type Event
 Title 1999 Retention Excellence Award Winners PageNo 4-7
 Citation Recruitment and Retention in Higher Educ. Pubdate 10/1/99
 Author Noel, Lee & Levitz, Randy Origin National
 SiteURL SiteEmail

Summary

Among the winners of Recruitment and Retention's Retention Excellence Award Winners are Brooklyn College in New York, Centennial College in Ontario, College of Charleston in South Carolina, Kutztown University in Pennsylvania, Missouri Western State College, and the University of Texas at Austin. Each school was chosen for having among the best and most innovative retention programs.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Effectiveness	<input checked="" type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input checked="" type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input checked="" type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input checked="" type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeywords

Abstractor JH
 DateAbstracted 11/29/99

Kutztown Univ. (Penn.) call on Monday
 general (610) 683-4000 - registrar's 8am-4pm
 -4485 T - 6:30

~~Richard Morrison~~

admissions: MF 8-4:30
 public relations - JAnn

1.
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 3.
 Friday, October 27, 2000

Dir. of Ret. -> Ulysses Connor X (610) 1347

REMEDIAL

OCC Abstract Report

Key 9 Scanner
Salomonson
Category Developmental Education Type
Issue
Title Community College of Denver Wins Fans with Ability to Tackle Tough Issues PageNo
7-8
Citation Chronicle of Higher Education Pubdate
5/7/99
Author Hebel, Sara Origin
National

SiteURL
SiteEmail

Summary

The Community College of Denver has increased recruitment, retention and graduation of students from diverse urban backgrounds over the past decade through a variety of innovative programs, including remedial instruction. In 1998 there were 10,000 students at Denver; 54% represented minority groups who also made up 47% of its graduates. This represents a dramatic jump from 1986-1987 figures, when only 27% of students at Denver and 13% of graduates were minorities. These figures make the Community College of Denver the most ethnically diverse institution of higher education in Colorado. Diversity among faculty is also high: 31.6% of full-time faculty and staff are minorities. 60% of Denver's students take remedial classes, yet these students are slightly more likely to graduate or continue their educations at other institutions than students who did not receive remedial instruction. Support programs for first-generation college students, as well as counseling and advising services for those from low-income families also account for Denver's successes. Among others, Susan D. Roueche, co-author of High Stakes, High Performance, Making Remedial Education Work (Community College Press) praises Denver's accomplishments. Students and faculty also point to close cooperation between the College and local communities as an important factor in Denver's progress. Byron B. McClenney acknowledges that efforts to reach out to poor and minority residents of Denver have made a

substantial and positive difference: enrollment of students from Denver public high school graduates at

Community College of Denver increased from a total of 6 in 1986 to over 1000 in 1998. Funding for Denver's

many programs comes from a variety of sources. In 1998, roughly equal amounts came from state appropriations

(\$11.5 million, 38% of the overall budget) and other sources such as grants and donations (\$11.1 million, 36%

Keywords

Accountabilit
Computer
Cultural
Developmental

Assessment
Curriculum

Community
Demographics

DistanceEd
Effectiveness
Employment
Ethnicity
Faculty
Income

Economic
Environmental
Funding

Education
Enrollment
GenEd

Learning
Outcomes
Placement
Population
Regulations
Social

Medical
Political
Remedial

Occupational
Programs
Reporting

Students
Telecommuting
Training

Teaching
Transfer

Technology
Workforce

OtherKeyWords

Abstractor

JH

DateAbstracted

5/20/99

Wednesday, October 25, 2000

Page 1 of 201

Key

11

Scanner

Hurst

SiteURL
SiteEmail

Summary

PARTNERSHIP

Wednesday, October 25, 2000
Page 2 of 201

Key	12	Scanner
Hurst		
Category Trend	Workforce Development	Type
Title	The Workforce Development Dilemma	PageNo
6- 7		
Citation	Community College Week	Pubdate
5/22/99		
Author National	Evelyn, Jamilah	Origin

Training

Transfer

OtherKeyWords

Abstractor

GJE

DateAbstracted

6/8/99

JOINT VENTURE

Wednesday, October 25, 2000
Page 3 of 201

Key	(13)	Scanner
Hurst		
Category Event	Workforce Development	Type
Title	Michigan Colleges Team with Local Industries to Snare State-Funding Trainin	PageNo
12-13		
Citation	Community College Week	Pubdate
3/22/99		
Author State	Freedman, Eric	Origin
SiteURL		
SiteEmail		

Summary

Eight community colleges in Michigan will share \$30 million in capital grants this year to build new training facilities designed to train students for high technology jobs in the state. These capital grants are the product of a joint venture involving corporations, labor unions, and local government agencies, and the facilities they create will be administered by a governing council including the president of the community college and representative of the corporations and government agencies involved.

Keywords

Accountabilit
Computer

Assessment

Community

PERFORMANCE

Learning Outcomes Placement Population	Medical Political	Occupational Programs
Regulations Social Students Telecommuting Training	Remedial Teaching Transfer	Reporting Technology Workforce

OtherKeyWords

Abstractor GJE
DateAbstracted 6/29/99

Wednesday, October 25, 2000
Page 15 of 201

Key	31	Scanner
Thurn		
Category Trend	Education	Type
Title	Tracking a Subtle Storm: Assessment Policies in Higher Education	PageNo
47-50	- funding	
Citation	Change	Pubdate
4/1/98		

Cont. Fall 2000

981238	MCCULLOUGH	WILLIAM	3796 ROYAL AVE	BERKLEY	MI
981239	ATTISHA	TONY	545 E JARVIS AVE	HAZEL PARK	MI
981242	BAECKER	ELLIOTT	4456 DRIFTWOOD DR	COMMERCE TWP.	MI
981249	RINGLER	BRIAN	4051 LAKEFRONT ST	WATERFORD	MI
981256	HERRGOTT	LAURIE	26035 BERKLEY	HUNTINGTON WDS.	MI
981262	PIWKO	ANTHONY	3369 KINGSWAY DR	HIGHLAND	MI
981265	IVEZAJ	MARK	27625 SHIAWASSEE	FARMINGTON	MI
981267	BRADSHAW	RONALD	76 N. FRANCIS	PONTIAC	MI
1	981274 HADDAD	IRIS	6663 LAHSER HILLS	BLOOMFIELD HILL	MI
	981275 SWANEK	JOHN	1851 W 13 ML RD APT 6	MADISON HEIGHTS	MI
	981277 SCHMITTDIEL	ERICH	147 ARDMORE DR	FERNDALE	MI
1	981279 BRASCHAYKO	BRENDA	2637 BOWERS RD	LAPEER	MI
1	981281 CALAGIAS	GEORGE	5665 POWDER HORN DR	WEST BLOOMFIELD	MI
	981284 DELGADO	LATRICE	29520 SHARON LN	SOUTHFIELD	MI
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	981292 LOBA	SHANDA	6401 SOUTHAMPTON DR	CLARKSTON	MI
	981295 POST	DEVON	2361 RATTALEE LK RD	HOLLY	MI
1	981296 FOSTER	STACIE	3711 HAWTHORNE	TROY	MI
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	981299 DAWSON	JENNIFER	1868 DEVONSHIRE DR	WIXOM	MI
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	981306 ULREY	CHRISTOPHER	5195 SURFWOOD	COMMERCE TWP	MI
	981308 POOLE	CHATU	16151 BILTMORE ST	DETROIT	MI
	981311 WALLER JR	KENNETH	21641 PARKLAWN ST	OAK PARK	MI
3	981315 BATARSEH	LANA	3663 WOODWARD AVE. 20	BIRMINGHAM	MI

- 981314

Key	17	Scanner	Thurn
Category	Economic	Type	Trend
Title	The Cost of Education: Community Colleges A Good Value	PageNo	
Citation	American Assoc. of Community Colleges WebPage	Pubdate	5/1/98
Author	Philippe, Kent	Origin	National
SiteURL	www.aacc.nche.edu	SiteEmail	

Summary

Compared with other types of higher educational institutions, community colleges charge less in tuition and fees while focusing more of their resources on students. This is despite the fact that revenue from state sources has decreased.

Keywords

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|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|--------------------------|----------------------|--------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input type="checkbox"/> |
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor LT
DateAbstracted 6/7/99

Key	18	Scanner	Thurn
Category	OCC/Technical Education	Type	Trend
Title	Hot Programs at Community Colleges	PageNo	
Citation	American Association of Community College Research Bri	Pubdate	3/1/98
Author	Kienzl, Gregory and Tracy Woods	Origin	National
SiteURL	www.aacc.nche.edu	SiteEmail	

Summary

The American Association of Community Colleges (AACC) conducted a survey of 1,120 colleges regarding "hot" programs at community colleges. Results show that programs where graduates are quickly hired include Information Technology, nursing and electronics technology. The average starting salary of graduates from Information Technology programs is \$25,771, an increase of 24 percent from three years ago.

Keywords

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|-----------------------|-------------------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
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OtherKeyWords

Abstractor LT
DateAbstracted 6/7/99

Key	19	Scanner	Helminski
Category	Education	Type	Trend
Title	Financial Aid Bargaining Drives Admissions Frenzy	PageNo	1-3
Citation	NY Times on the Web	Pubdate	4/5/99
Author	Janofsky, Michael	Origin	National
SiteURL		SiteEmail	

Summary

College recruitment among prestigious universities has become a negotiable process. College officials claim that many students will shop around to find out which universities can offer them the best financial deal. Renee Germand, an official at the College Board, a nonprofit Manhattan group that analyzes college admissions, attributes this trend to consumerism. And Michael S. McPherson, president of Macalester College in St. Paul, Minnesota and author of 'The Student Aid Game' claims that colleges themselves think of student aid as an important part of their own management and fiscal planning. There is also a growing industry of college admissions consultants who assist students and parents in finding the best deals. The 1991 Justice Department investigation of 23 elite universities and colleges found collaboration in offering aid packages. This finding, along with Congress's 1992 elimination of home equity as a determining factor in Federal aid eligibility, have made competitive recruitment a reality of the admissions process. Some universities, such as Carnegie Mellon in Pittsburgh, have even requested admitted students to show offers from other colleges in order to give the university the chance to match or exceed such offers. Of the 745 students admitted last year, 464 improved their aid packages by an average of \$3000. 249 students accepted these packages. Boston College has created a Presidential Scholarships program, which offers summer programs in New York, Paris, and other cities.

Keywords

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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords Competition

Abstractor JH

DateAbstracted 6/24/99

Key	23	Scanner	Sommer
Category	Technical	Type	Issue
Title	None	PageNo	19
Citation	Michigan Computer User	Pubdate	
Author	Fitzwater, Don	Origin	Regional
SiteURL		SiteEmail	

Summary

What information technology tools are best suited to the challenges of distance learning? First Class Collaborative Classroom, from SoftArc, Inc. in Markham Ontario addresses many of the tough issues surrounding the complicated use and set-up of computer-based training systems. Collaborative Classroom software is available in both Mac OS and Windows versions. A UNIX version may also be available soon. The product can provide access to Internet email, online discussion groups, file transfers, access to USENET newsgroups and Web serving services. Other helpful products include Asymetrix's Toolbook II Assistant and Librarian, which assist in the creation and deployment on online course materials. The use of interactive technologies has been shown as effective. It allows students to learn at their own individualized pace, and can also aid in the effective demonstration of complex situations.

Keywords

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|-----------------------|-------------------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor JH
DateAbstracted 6/27/99

Key	25	Scanner	Moss
Category	Economic	Type	Trend
Title	Hot Jobs for Tomorrow's Grad	PageNo	1-4
Citation	CNN	Pubdate	4/30/99
Author	Schwartz, Shelly	Origin	National
SiteURL		SiteEmail	

Summary

Statistics show that starting salaries for college grads are higher, on average, than they have ever been. The Bureau of Labor Statistics reports that the unemployment rate for college grads is two percentage points lower than the national average, at 2.6%. However, the Bureau also reports that almost 20% of grads may not find college-level employment. For many, however, job offers have never been sweeter. Grads with degrees in engineering, software design, and computer programming and information systems are most heavily recruited, reports the National Association of Colleges and Employers. In fact, the Association reports that the average starting salary for software designers is \$46,249. They also report that nearly 55% of employers plan to hire more workers this year. Only 8.4% expect to cut back. High-tech computer industry jobs will continue to grow most rapidly, according to the Bureau of Labor Statistics, through the year 2006. Other professional groups that will see growth include engineers, teachers, nurses, therapists, and social workers. Agricultural, craft, production, and administrative support jobs will grow most slowly.

Keywords

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|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
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OtherKeyWords

Abstractor JH
DateAbstracted 7/6/99

Key	26	Scanner	Thurn
Category	Technical	Type	Event
Title	OCC Receives \$5 million Grant	PageNo	7
Citation	Focus Oakland	Pubdate	
Author	Article Author (Last name, First name)	Origin	Local
SiteURL	www.co.oakland.mi.us	SiteEmail	

Summary

Oakland Community College has received a \$5 million grant from the Michigan Jobs Commission in order to create a Michigan Technical Education Center, which will be located at OCC's Auburn Hills campus. The center, scheduled for completion in June of 2000, will include 12 computer laboratories, offices, and classrooms. The center will train more than 16,000 students over years for jobs in Southeastern Michigan related to the information technology field.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input checked="" type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
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Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input checked="" type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input checked="" type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input checked="" type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input checked="" type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 7/6/99

Key	27	Scanner	Thurn
Category	Workforce Development	Type	Issue
Title	Workforce Development Paramount to Economic Growth	PageNo	2
Citation	Focus Oakland	Pubdate	
Author	Article Author (Last name, First name)	Origin	Local
SiteURL	www.co.oakland.mi.us	SiteEmail	

Summary

Oakland County's Employment and Training Division is now under the auspices of the Department of Community and Economic Development. Its name has also changed to the Workforce Development Division. John Almstadt remains as manager of the division. These changes began in 1999 under the initiation of L. Brooks Patterson, County Executive, and are designed to align job training with the county's rapid growth. The Division's activities are overseen by the Oakland County Workforce Development Board, which has 35 members and is chaired by Billie Jo Wanink. Wanink is President of the Interior Systems Contract Group in Royal Oak, Michigan. Questions about the Workforce Development Division can be directed to John Almstadt, at 248/452-2256.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
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OtherKeyWords

Abstractor JH
DateAbstracted 7/6/99

Key	28	Scanner	Sommer
Category	Social	Type	Issue
Title	Knowing You All too Well	PageNo	48-50
Citation	Newsweek	Pubdate	3/29/99
Author	McGrath, Peter	Origin	National
SiteURL		SiteEmail	

Summary

Internet commerce is considered by many to be the leading culprit in privacy invasion today. Many sites are available that can provide paying customers with such personal information as income and lifestyle interests. Sometimes breaches of privacy are accidental. For example, in 1997 TRW (now Experian) made credit reports available online; because of an error, seven first-day applicants for the service received other peoples' reports. Many breaches are deliberate, however. The Computer Security Institute estimates in 1998 losses due to security breaches exceeded \$100 million. Because 85% of Web sites collect personal information, privacy invasions are likely to happen, especially considering that the United States, unlike Europe, has no data privacy law for those older than 12. The Federal Trade Commission has urged marketers to post privacy policies, and those who fail to do so may eventually be forced to by federal regulation. Recently, the FTC charged GeoCities, a web portal with over 20 million visitors per month, with misrepresenting the purpose of collecting personal information from visitors. GeoCities sold personal info to direct marketers. Web merchants, however, need to authenticate customers. The Pentium III chip was meant to make this possible, by encoding authenticating information within its chip that merchants could identify remotely. Privacy advocates protested, and Intel disabled the feature. Experts suggest that those concerned about privacy delete "cookies" from their hard drives. "Cookies" are sometimes stored on drives and track the interests of those who surf the Web. Most Web-based data collectors also give you the option of removing your name from their databases. And although Intel disabled the Pentium III identification device, a Canadian company called Zero Knowledge Systems says that they have found a way to turn the function back on. Check Intel's Web site for further information. Remember too that the Windows 98 "registration wizard" installs unique I numbers, but registration is optional."

Keywords

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|-----------------------|-------------------------------------|----------------------|--------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords Collaborative Filtering

Abstractor JH

DateAbstracted 7/6/99

Key	29	Scanner	Moss
Category	Technical	Type	Event
Title	EdNet@UMass: Providing Quality Professional Development via the Internet	PageNo	60-64
Citation	T.H.E. Journal	Pubdate	3/19/99
Author	Reilly, Robert A.	Origin	National
SiteURL		SiteEmail	

Summary

Use of the internet is rapidly ending the traditional isolation of professional educators. EdNet@UMass, an online service of the University of Massachusetts, brings educators together to share experiences and examine new developments in the field through its three operational facets: The "Ol' Soap Box" in Anderson Hall allows educators to post comments, questions, and observations which are then re-posted to other subscribing educators worldwide; the "Conference Center" hosts rotating monthly features including a Guest Speaker series, Discussion Group seminars, Field Trips, and Food for Thought seminars; and the Administration Center provides information on the management of Listproc and Web Board software. EdNet@UMass also includes periodic random thoughts by Louis Schmier, professor of history at Georgia State University, a Help Desk, and a Virtual Administration Center featuring a Transcript Center, through which educators can earn credit toward mandatory recertification.

Keywords

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|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|--------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input checked="" type="checkbox"/> | Demographics | <input type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input type="checkbox"/> | Economic | <input checked="" type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
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| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
| Students | <input type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input checked="" type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/29/99

OCC Abstract Report

Key	9	Scanner	Salomonson
Category	Developmental Education	Type	Issue
Title	Community College of Denver Wins Fans with Ability to Tackle Tough Issues	PageNo	7-8
Citation	Chronicle of Higher Education	Pubdate	5/7/99
Author	Hebel, Sara	Origin	National
SiteURL		SiteEmail	

Summary

The Community College of Denver has increased recruitment, retention and graduation of students from diverse urban backgrounds over the past decade through a variety of innovative programs, including remedial instruction. In 1998 there were 10,000 students at Denver; 54% represented minority groups who also made up 47% of its graduates. This represents a dramatic jump from 1986-1987 figures, when only 27% of students at Denver and 13% of graduates were minorities. These figures make the Community College of Denver the most ethnically diverse institution of higher education in Colorado. Diversity among faculty is also high: 31.6% of full-time faculty and staff are minorities. 60% of Denver's students take remedial classes, yet these students are slightly more likely to graduate or continue their educations at other institutions than students who did not receive remedial instruction. Support programs for first-generation college students, as well as counseling and advising services for those from low-income families also account for Denver's successes. Among others, Susan D. Roueche, co-author of High Stakes, High Performance, Making Remedial Education Work (Community College Press) praises Denver's accomplishments. Students and faculty also point to close cooperation between the College and local communities as an important factor in Denver's progress. Byron B. McClenney acknowledges that efforts to reach out to poor and minority residents of Denver have made a substantial and positive difference: enrollment of students from Denver public high school graduates at Community College of Denver increased from a total of 6 in 1986 to over 1000 in 1998. Funding for Denver's many programs comes from a variety of sources. In 1998, roughly equal amounts came from state appropriations (\$11.5 million, 38% of the overall budget) and other sources such as grants and donations (\$11.1 million, 36% of total budget). Remaining revenue came from tuition and fees.

Keywords

Accountability	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Community	<input type="checkbox"/>	Computer	<input type="checkbox"/>
Cultural	<input type="checkbox"/>	Curriculum	<input type="checkbox"/>	Demographics	<input type="checkbox"/>	Developmental	<input type="checkbox"/>
DistanceEd	<input type="checkbox"/>	Economic	<input type="checkbox"/>	Education	<input checked="" type="checkbox"/>	Effectiveness	<input type="checkbox"/>
Employment	<input type="checkbox"/>	Environmental	<input type="checkbox"/>	Enrollment	<input checked="" type="checkbox"/>	Ethnicity	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	Funding	<input type="checkbox"/>	GenEd	<input type="checkbox"/>	Income	<input type="checkbox"/>
Learning	<input type="checkbox"/>	Medical	<input type="checkbox"/>	Occupational	<input type="checkbox"/>	Outcomes	<input type="checkbox"/>
Placement	<input type="checkbox"/>	Political	<input type="checkbox"/>	Programs	<input type="checkbox"/>	Population	<input type="checkbox"/>
Regulations	<input type="checkbox"/>	Remedial	<input type="checkbox"/>	Reporting	<input type="checkbox"/>	Social	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	Teaching	<input type="checkbox"/>	Technology	<input type="checkbox"/>	Telecommuting	<input type="checkbox"/>
Training	<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Workforce	<input type="checkbox"/>		

OtherKeyWords

Abstractor JH
DateAbstracted 5/20/99

Key	11	Scanner	Hurst
Category	Education	Type	Issue
Title	Using Academic-Occupational Integration to Improve Remedial Instruction	PageNo	26-33
Citation	Community College Journal	Pubdate	4/1/99
Author	Perin, Dolores	Origin	National
SiteURL		SiteEmail	

Summary

Many students enter community colleges unprepared to read, write, and compute at a college level. As such, many colleges offer remedial programs, but placement in these courses often demoralizes students, and such programs suffer high dropout rates. Coupling remedial education with career-oriented class work avoids student demoralization, and can be best accomplished in four ways: linked or clustered courses connect the curricula of a academic skills and content courses; infused course are single courses in which both subject matter and academic skills are taught; applied academics courses teach academic skills using occupational themes; and hybrid courses feature dual emphasis on occupational and academic content. Coupling academics skills and academic studies increases faculty workload and can prove expensive as well, but if successfully implemented results in improved student performance.

Keywords

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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/8/99

Key	12	Scanner	Hurst
Category	Workforce Development	Type	Trend
Title	The Workforce Development Dilemma	PageNo	6- 7
Citation	Community College Week	Pubdate	5/22/99
Author	Evelyn, Jamilah	Origin	National
SiteURL		SiteEmail	

Summary

The need of business for skilled workers has led to an increase in workforce development ventures involving corporations and community colleges in recent years. In such ventures companies are able to direct portions of a college's curriculum to fill their particular workforce needs, in exchange for financial and technical support of college infrastructure and programs. Although such arrangements usually prove mutually beneficial, many schools fear that increased reliance on business funding could lead to an unhealthy level of corporate participation in the establishment of curricula.

Keywords

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| <i>Cultural</i> | <input type="checkbox"/> | <i>Curriculum</i> | <input checked="" type="checkbox"/> | <i>Demographics</i> | <input type="checkbox"/> | <i>Developmental</i> | <input type="checkbox"/> |
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| <i>Employment</i> | <input type="checkbox"/> | <i>Environmental</i> | <input type="checkbox"/> | <i>Enrollment</i> | <input type="checkbox"/> | <i>Ethnicity</i> | <input type="checkbox"/> |
| <i>Faculty</i> | <input type="checkbox"/> | <i>Funding</i> | <input type="checkbox"/> | <i>GenEd</i> | <input type="checkbox"/> | <i>Income</i> | <input type="checkbox"/> |
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| <i>Regulations</i> | <input type="checkbox"/> | <i>Remedial</i> | <input type="checkbox"/> | <i>Reporting</i> | <input type="checkbox"/> | <i>Social</i> | <input type="checkbox"/> |
| <i>Students</i> | <input type="checkbox"/> | <i>Teaching</i> | <input type="checkbox"/> | <i>Technology</i> | <input checked="" type="checkbox"/> | <i>Telecommuting</i> | <input type="checkbox"/> |
| <i>Training</i> | <input type="checkbox"/> | <i>Transfer</i> | <input type="checkbox"/> | <i>Workforce</i> | <input checked="" type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/8/99

Key	13	Scanner	Hurst
Category	Workforce Development	Type	Event
Title	Michigan Colleges Team with Local Industries to Snare State-Funding Trainin	PageNo	12-13
Citation	Community College Week	Pubdate	3/22/99
Author	Freedman, Eric	Origin	State
SiteURL		SiteEmail	

Summary

Eight community colleges in Michigan will share \$30 million in capital grants this year to build new training facilities designed to train students for high technology jobs in the state. These capital grants are the product of a joint venture involving corporations, labor unions, and local government agencies, and the facilities they create will be administered by a governing council including the president of the community college and representative of the corporations and government agencies involved.

Keywords

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| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input checked="" type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
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OtherKeyWords

Abstractor GJE
DateAbstracted 6/11/99

Key	16	Scanner	Hurst
Category	Education	Type	Trend
Title	Integrating Technology Into the Classroom	PageNo	24- 30
Citation	Community College Journal	Pubdate	8/1/98
Author	Mellow, Gail, Julius Sokenu, Brian Lynch-Donohue	Origin	National
SiteURL		SiteEmail	

Summary

Integration of technology into postsecondary studies is vital to equipping students to compete in the workplace following their graduation, particularly in the community college environment. Case studies described in this article show that students that are encouraged to make use of the internet for research not only create more satisfactory papers than they otherwise would have, but also gain valuable computer skills. Even those students most reluctant to use computers gain from applying technology to their class work, although they also require more instructor guidance. Furthermore, students pursuing internet research often realized a qualitative change in their relationship to knowledge, shed their passivity toward intellectual work, and were inspired to pursue further studies.

Keywords

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| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/11/99

Key	17	Scanner	Thurn
Category	Economic	Type	Trend
Title	The Cost of Education: Community Colleges A Good Value	PageNo	
Citation	American Assoc. of Community Colleges WebPage	Pubdate	5/1/98
Author	Philippe, Kent	Origin	National
SiteURL	www.aacc.nche.edu	SiteEmail	

Summary

Compared with other types of higher educational institutions, community colleges charge less in tuition and fees while focusing more of their resources on students. This is despite the fact that revenue from state sources has decreased.

Keywords

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| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input type="checkbox"/> |
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor LT
DateAbstracted 6/7/99

Key	18	Scanner	Thurn
Category	OCC/Technical Education	Type	Trend
Title	Hot Programs at Community Colleges	PageNo	
Citation	American Association of Community College Research Bri	Pubdate	3/1/98
Author	Kienzl, Gregory and Tracy Woods	Origin	National
SiteURL	www.aacc.nche.edu	SiteEmail	

Summary

The American Association of Community Colleges (AACC) conducted a survey of 1,120 colleges regarding "hot" programs at community colleges. Results show that programs where graduates are quickly hired include Information Technology, nursing and electronics technology. The average starting salary of graduates from Information Technology programs is \$25,771, an increase of 24 percent from three years ago.

Keywords

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| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input checked="" type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input checked="" type="checkbox"/> |
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| Students | <input type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
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OtherKeyWords

Abstractor LT
DateAbstracted 6/7/99

Key	19	Scanner	Helminski
Category	Education	Type	Trend
Title	Financial Aid Bargaining Drives Admissions Frenzy	PageNo	1-3
Citation	NY Times on the Web	Pubdate	4/5/99
Author	Janofsky, Michael	Origin	National
SiteURL		SiteEmail	

Summary

College recruitment among prestigious universities has become a negotiable process. College officials claim that many students will shop around to find out which universities can offer them the best financial deal. Renee Gernand, an official at the College Board, a nonprofit Manhattan group that analyzes college admissions, attributes this trend to consumerism. And Michael S. McPherson, president of Macalester College in St. Paul, Minnesota and author of 'The Student Aid Game' claims that colleges themselves think of student aid as an important part of their own management and fiscal planning. There is also a growing industry of college admissions consultants who assist students and parents in finding the best deals. The 1991 Justice Department investigation of 23 elite universities and colleges found collaboration in offering aid packages. This finding, along with Congress's 1992 elimination of home equity as a determining factor in Federal aid eligibility, have made competitive recruitment a reality of the admissions process. Some universities, such as Carnegie Mellon in Pittsburgh, have even requested admitted students to show offers from other colleges in order to give the university the chance to match or exceed such offers. Of the 745 students admitted last year, 464 improved their aid packages by an average of \$3000. 249 students accepted these packages. Boston College has created a Presidential Scholarships program, which offers summer programs in New York, Paris, and other cities.

Keywords

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| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input type="checkbox"/> |
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| DistanceEd | <input type="checkbox"/> | Economic | <input checked="" type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input checked="" type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
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| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords Competition

Abstractor JH

DateAbstracted 6/24/99

Key	23	Scanner	Sommer
Category	Technical	Type	Issue
Title	None	PageNo	19
Citation	Michigan Computer User	Pubdate	
Author	Fitzwater, Don	Origin	Regional
SiteURL		SiteEmail	

Summary

What information technology tools are best suited to the challenges of distance learning? First Class Collaborative Classroom, from SoftArc, Inc. in Markham Ontario addresses many of the tough issues surrounding the complicated use and set-up of computer-based training systems. Collaborative Classroom software is available in both Mac OS and Windows versions. A UNIX version may also be available soon. The product can provide access to Internet email, online discussion groups, file transfers, access to USENET newsgroups and Web serving services. Other helpful products include Asymetrix's Toolbook II Assistant and Librarian, which assist in the creation and deployment on online course materials. The use of interactive technologies has been shown as effective. It allows students to learn at their own individualized pace, and can also aid in the effective demonstration of complex situations.

Keywords

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| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input checked="" type="checkbox"/> | Demographics | <input type="checkbox"/> | Developmental | <input type="checkbox"/> |
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OtherKeyWords

Abstractor JH
DateAbstracted 6/27/99

Key	25	Scanner	Moss
Category	Economic	Type	Trend
Title	Hot Jobs for Tomorrow's Grad	PageNo	1-4
Citation	CNN	Pubdate	4/30/99
Author	Schwartz, Shelly	Origin	National
SiteURL		SiteEmail	

Summary

Statistics show that starting salaries for college grads are higher, on average, than they have ever been. The Bureau of Labor Statistics reports that the unemployment rate for college grads is two percentage points lower than the national average, at 2.6%. However, the Bureau also reports that almost 20% of grads may not find college-level employment. For many, however, job offers have never been sweeter. Grads with degrees in engineering, software design, and computer programming and information systems are most heavily recruited, reports the National Association of Colleges and Employers. In fact, the Association reports that the average starting salary for software designers is \$46,249. They also report that nearly 55% of employers plan to hire more workers this year. Only 8.4% expect to cut back. High-tech computer industry jobs will continue to grow most rapidly, according to the Bureau of Labor Statistics, through the year 2006. Other professional groups that will see growth include engineers, teachers, nurses, therapists, and social workers. Agricultural, craft, production, and administrative support jobs will grow most slowly.

Keywords

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| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
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OtherKeyWords

Abstractor JH
DateAbstracted 7/16/99

Key	26	Scanner	Thurn
Category	Technical	Type	Event
Title	OCC Receives \$5 million Grant	PageNo	7
Citation	Focus Oakland	Pubdate	
Author	Article Author (Last name, First name)	Origin	Local
SiteURL	www.co.oakland.mi.us	SiteEmail	

Summary

Oakland Community College has received a \$5 million grant from the Michigan Jobs Commission in order to create a Michigan Technical Education Center, which will be located at OCC's Auburn Hills campus. The center, scheduled for completion in June of 2000, will include 12 computer laboratories, offices, and classrooms. The center will train more than 16,000 students over years for jobs in Southeastern Michigan related to the information technology field.

Keywords

- | | | | | | | | |
|-----------------------|-------------------------------------|----------------------|--------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input type="checkbox"/> | Demographics | <input type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input checked="" type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input type="checkbox"/> |
| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input checked="" type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
| Students | <input type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input checked="" type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input checked="" type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input checked="" type="checkbox"/> | | |

OtherKeyWords

Abstractor JH
DateAbstracted 7/6/99

Key	27	Scanner	Thurn
Category	Workforce Development	Type	Issue
Title	Workforce Development Paramount to Economic Growth	PageNo	2
Citation	Focus Oakland	Pubdate	
Author	Article Author (Last name, First name)	Origin	Local
SiteURL	www.co.oakland.mi.us	SiteEmail	

Summary

Oakland County's Employment and Training Division is now under the auspices of the Department of Community and Economic Development. Its name has also changed to the Workforce Development Division. John Almstadt remains as manager of the division. These changes began in 1999 under the initiation of L. Brooks Patterson, County Executive, and are designed to align job training with the county's rapid growth. The Division's activities are overseen by the Oakland County Workforce Development Board, which has 35 members and is chaired by Billie Jo Wanink. Wanink is President of the Interior Systems Contract Group in Royal Oak, Michigan. Questions about the Workforce Development Division can be directed to John Almstadt, at 248/452-2256.

Keywords

- | | | | | | | | |
|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|--------------------------|
| <i>Accountability</i> | <input type="checkbox"/> | <i>Assessment</i> | <input type="checkbox"/> | <i>Community</i> | <input type="checkbox"/> | <i>Computer</i> | <input type="checkbox"/> |
| <i>Cultural</i> | <input type="checkbox"/> | <i>Curriculum</i> | <input type="checkbox"/> | <i>Demographics</i> | <input type="checkbox"/> | <i>Developmental</i> | <input type="checkbox"/> |
| <i>DistanceEd</i> | <input type="checkbox"/> | <i>Economic</i> | <input checked="" type="checkbox"/> | <i>Education</i> | <input type="checkbox"/> | <i>Effectiveness</i> | <input type="checkbox"/> |
| <i>Employment</i> | <input type="checkbox"/> | <i>Environmental</i> | <input type="checkbox"/> | <i>Enrollment</i> | <input type="checkbox"/> | <i>Ethnicity</i> | <input type="checkbox"/> |
| <i>Faculty</i> | <input type="checkbox"/> | <i>Funding</i> | <input type="checkbox"/> | <i>GenEd</i> | <input type="checkbox"/> | <i>Income</i> | <input type="checkbox"/> |
| <i>Learning</i> | <input type="checkbox"/> | <i>Medical</i> | <input type="checkbox"/> | <i>Occupational</i> | <input checked="" type="checkbox"/> | <i>Outcomes</i> | <input type="checkbox"/> |
| <i>Placement</i> | <input type="checkbox"/> | <i>Political</i> | <input type="checkbox"/> | <i>Programs</i> | <input type="checkbox"/> | <i>Population</i> | <input type="checkbox"/> |
| <i>Regulations</i> | <input type="checkbox"/> | <i>Remedial</i> | <input type="checkbox"/> | <i>Reporting</i> | <input type="checkbox"/> | <i>Social</i> | <input type="checkbox"/> |
| <i>Students</i> | <input type="checkbox"/> | <i>Teaching</i> | <input type="checkbox"/> | <i>Technology</i> | <input type="checkbox"/> | <i>Telecommuting</i> | <input type="checkbox"/> |
| <i>Training</i> | <input type="checkbox"/> | <i>Transfer</i> | <input type="checkbox"/> | <i>Workforce</i> | <input checked="" type="checkbox"/> | | |

OtherKeyWords

Abstractor JH
DateAbstracted 7/6/99

Key	28	Scanner	Sommer
Category	Social	Type	Issue
Title	Knowing You All too Well	PageNo	48-50
Citation	Newsweek	Pubdate	3/29/99
Author	McGrath, Peter	Origin	National
SiteURL		SiteEmail	

Summary

Internet commerce is considered by many to be the leading culprit in privacy invasion today. Many sites are available that can provide paying customers with such personal information as income and lifestyle interests. Sometimes breaches of privacy are accidental. For example, in 1997 TRW (now Experian) made credit reports available online; because of an error, seven first-day applicants for the service received other peoples' reports. Many breaches are deliberate, however. The Computer Security Institute estimates in 1998 losses due to security breaches exceeded \$100 million. Because 85% of Web sites collect personal information, privacy invasions are likely to happen, especially considering that the United States, unlike Europe, has no data privacy law for those older than 12. The Federal Trade Commission has urged marketers to post privacy policies, and those who fail to do so may eventually be forced to by federal regulation. Recently, the FTC charged GeoCities, a web portal with over 20 million visitors per month, with misrepresenting the purpose of collecting personal information from visitors. GeoCities sold personal info to direct marketers. Web merchants, however, need to authenticate customers. The Pentium III chip was meant to make this possible, by encoding authenticating information within its chip that merchants could identify remotely. Privacy advocates protested, and Intel disabled the feature. Experts suggest that those concerned about privacy delete "cookies" from their hard drives. "Cookies" are sometimes stored on drives and track the interests of those who surf the Web. Most Web-based data collectors also give you the option of removing your name from their databases. And although Intel disabled the Pentium III identification device, a Canadian company called Zero Knowledge Systems says that they have found a way to turn the function back on. Check Intel's Web site for further information. Remember too that the Windows 98 "registration wizard" installs unique I numbers, but registration is optional."

Keywords

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|-----------------------|-------------------------------------|----------------------|--------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input type="checkbox"/> | Demographics | <input checked="" type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input checked="" type="checkbox"/> |
| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input checked="" type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input checked="" type="checkbox"/> |
| Students | <input type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input checked="" type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords Collaborative Filtering

Abstractor JH

DateAbstracted 7/6/99

Key	29	Scanner	Moss
Category	Technical	Type	Event
Title	EdNet@UMass: Providing Quality Professional Development via the Internet	PageNo	60-64
Citation	T.H.E. Journal	Pubdate	3/19/99
Author	Reilly, Robert A.	Origin	National
SiteURL		SiteEmail	

Summary

Use of the internet is rapidly ending the traditional isolation of professional educators. EdNet@UMass, an online service of the University of Massachusetts, brings educators together to share experiences and examine new developments in the field through its three operational facets: The "Ol' Soap Box" in Anderson Hall allows educators to post comments, questions, and observations which are then re-posted to other subscribing educators worldwide; the "Conference Center" hosts rotating monthly features including a Guest Speaker series, Discussion Group seminars, Field Trips, and Food for Thought seminars; and the Administration Center provides information on the management of Listproc and Web Board software. EdNet@UMass also includes periodic random thoughts by Louis Schmier, professor of history at Georgia State University, a Help Desk, and a Virtual Administration Center featuring a Transcript Center, through which educators can earn credit toward mandatory recertification.

Keywords

- | | | | | | | | |
|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|-------------------------------------|----------------------|--------------------------|
| <i>Accountability</i> | <input type="checkbox"/> | <i>Assessment</i> | <input type="checkbox"/> | <i>Community</i> | <input type="checkbox"/> | <i>Computer</i> | <input type="checkbox"/> |
| <i>Cultural</i> | <input type="checkbox"/> | <i>Curriculum</i> | <input checked="" type="checkbox"/> | <i>Demographics</i> | <input type="checkbox"/> | <i>Developmental</i> | <input type="checkbox"/> |
| <i>DistanceEd</i> | <input type="checkbox"/> | <i>Economic</i> | <input checked="" type="checkbox"/> | <i>Education</i> | <input type="checkbox"/> | <i>Effectiveness</i> | <input type="checkbox"/> |
| <i>Employment</i> | <input type="checkbox"/> | <i>Environmental</i> | <input type="checkbox"/> | <i>Enrollment</i> | <input type="checkbox"/> | <i>Ethnicity</i> | <input type="checkbox"/> |
| <i>Faculty</i> | <input type="checkbox"/> | <i>Funding</i> | <input type="checkbox"/> | <i>GenEd</i> | <input type="checkbox"/> | <i>Income</i> | <input type="checkbox"/> |
| <i>Learning</i> | <input type="checkbox"/> | <i>Medical</i> | <input type="checkbox"/> | <i>Occupational</i> | <input type="checkbox"/> | <i>Outcomes</i> | <input type="checkbox"/> |
| <i>Placement</i> | <input type="checkbox"/> | <i>Political</i> | <input type="checkbox"/> | <i>Programs</i> | <input type="checkbox"/> | <i>Population</i> | <input type="checkbox"/> |
| <i>Regulations</i> | <input type="checkbox"/> | <i>Remedial</i> | <input type="checkbox"/> | <i>Reporting</i> | <input type="checkbox"/> | <i>Social</i> | <input type="checkbox"/> |
| <i>Students</i> | <input type="checkbox"/> | <i>Teaching</i> | <input type="checkbox"/> | <i>Technology</i> | <input checked="" type="checkbox"/> | <i>Telecommuting</i> | <input type="checkbox"/> |
| <i>Training</i> | <input type="checkbox"/> | <i>Transfer</i> | <input type="checkbox"/> | <i>Workforce</i> | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/29/99

Key	30	Scanner	Thurn
Category	Technical	Type	Trend
Title	The Internet and College Admissions	PageNo	54-55
Citation	Change	Pubdate	4/1/98
Author	Hartman, Kenneth	Origin	National
SiteURL		SiteEmail	

Summary

The increased computer literacy of many high school seniors has led many universities to recruit incoming freshman via the Internet. Postsecondary institutions are finding that a well-designed web site maintained by their admissions department can be a powerful tool in attracting incoming students. The establishment of chat rooms, through which prospective students can communicate with admissions officers, financial aid specialists, and counselors can also favorably influence those students' choice of a university, as can the sending of personal E-Mail messages to potential recruits. Colleges can also conduct "face to face" interview with potential new students through the use of Internet Videoconferencing, saving both themselves and the students considerable time and expense.

Keywords

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|-----------------------|-------------------------------------|----------------------|--------------------------|---------------------|-------------------------------------|----------------------|-------------------------------------|
| Accountability | <input type="checkbox"/> | Assessment | <input type="checkbox"/> | Community | <input type="checkbox"/> | Computer | <input checked="" type="checkbox"/> |
| Cultural | <input type="checkbox"/> | Curriculum | <input type="checkbox"/> | Demographics | <input type="checkbox"/> | Developmental | <input type="checkbox"/> |
| DistanceEd | <input checked="" type="checkbox"/> | Economic | <input type="checkbox"/> | Education | <input type="checkbox"/> | Effectiveness | <input type="checkbox"/> |
| Employment | <input type="checkbox"/> | Environmental | <input type="checkbox"/> | Enrollment | <input type="checkbox"/> | Ethnicity | <input type="checkbox"/> |
| Faculty | <input type="checkbox"/> | Funding | <input type="checkbox"/> | GenEd | <input type="checkbox"/> | Income | <input type="checkbox"/> |
| Learning | <input type="checkbox"/> | Medical | <input type="checkbox"/> | Occupational | <input type="checkbox"/> | Outcomes | <input type="checkbox"/> |
| Placement | <input type="checkbox"/> | Political | <input type="checkbox"/> | Programs | <input type="checkbox"/> | Population | <input type="checkbox"/> |
| Regulations | <input type="checkbox"/> | Remedial | <input type="checkbox"/> | Reporting | <input type="checkbox"/> | Social | <input type="checkbox"/> |
| Students | <input type="checkbox"/> | Teaching | <input type="checkbox"/> | Technology | <input checked="" type="checkbox"/> | Telecommuting | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | Transfer | <input type="checkbox"/> | Workforce | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/29/99

Key	31	Scanner	Thurn
Category	Education	Type	Trend
Title	Tracking a Subtle Storm: Assessment Policies in Higher Education	PageNo	47-50
Citation	Change	Pubdate	4/1/98
Author		Origin	National
SiteURL		SiteEmail	

Summary

The use of outcomes assessment is a fact of life among K-12 educators, but until recently has been virtually absent at the postsecondary level. By 1997, however, more than three-quarters of U.S. states had adopted some means of assessing postsecondary educational outcomes, with more expected to follow suit in the near future. Despite this trend to increased use of postsecondary educational outcomes assessment, no consensus has emerged regarding the exact nature of such assessment. Depending upon their state, postsecondary institutions in the United States are currently assessed by either administrative accountability, quality assurance, or regulatory reform. Furthermore, some states mandate adherence to common assessment indicator by all of their postsecondary institutions, while others use varied assessment indicators depending upon the type of institution. One nearly common thread in postsecondary educational outcomes assessments, however, is their use by states as performance criteria which must be met in order for an institution to receive public funding.

Keywords

- | | | | |
|---|---|--|---|
| Accountability <input checked="" type="checkbox"/> | Assessment <input type="checkbox"/> | Community <input type="checkbox"/> | Computer <input type="checkbox"/> |
| Cultural <input type="checkbox"/> | Curriculum <input type="checkbox"/> | Demographics <input type="checkbox"/> | Developmental <input type="checkbox"/> |
| DistanceEd <input type="checkbox"/> | Economic <input type="checkbox"/> | Education <input type="checkbox"/> | Effectiveness <input type="checkbox"/> |
| Employment <input type="checkbox"/> | Environmental <input type="checkbox"/> | Enrollment <input type="checkbox"/> | Ethnicity <input type="checkbox"/> |
| Faculty <input type="checkbox"/> | Funding <input type="checkbox"/> | GenEd <input type="checkbox"/> | Income <input type="checkbox"/> |
| Learning <input type="checkbox"/> | Medical <input type="checkbox"/> | Occupational <input type="checkbox"/> | Outcomes <input checked="" type="checkbox"/> |
| Placement <input type="checkbox"/> | Political <input type="checkbox"/> | Programs <input type="checkbox"/> | Population <input type="checkbox"/> |
| Regulations <input type="checkbox"/> | Remedial <input type="checkbox"/> | Reporting <input type="checkbox"/> | Social <input type="checkbox"/> |
| Students <input type="checkbox"/> | Teaching <input type="checkbox"/> | Technology <input type="checkbox"/> | Telecommuting <input type="checkbox"/> |
| Training <input type="checkbox"/> | Transfer <input type="checkbox"/> | Workforce <input type="checkbox"/> | |

OtherKeyWords

Abstractor GJE
DateAbstracted 6/29/99

Key	453054457	Scanner	Fox
Category	Political	Type	Trend
Title	Feds Give New Look to College Research	PageNo	3
Citation	Community College Week	Pubdate	5/15/00
Author	Dervarics, Charles	Origin	National
SiteURL		SiteEmail	

Summary

The U.S. Department of Education is funding a new initiative, the Center for Community College Policy, devoted to issues affecting two-year colleges at the state level. A widespread belief that national educational organizations pay inadequate attention to two-year schools spurred the project. The Center is a project of the Education Commission of the States, and was largely funded last summer by a grant from the federal government of \$750,000. The center has already begun to make available information on community college financing and governance.

Keywords

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|-----------------------|--------------------------|----------------------|-------------------------------------|---------------------|--------------------------|----------------------|--------------------------|
| <i>Accountability</i> | <input type="checkbox"/> | <i>Assessment</i> | <input type="checkbox"/> | <i>Community</i> | <input type="checkbox"/> | <i>Computer</i> | <input type="checkbox"/> |
| <i>Cultural</i> | <input type="checkbox"/> | <i>Curriculum</i> | <input type="checkbox"/> | <i>Demographics</i> | <input type="checkbox"/> | <i>Developmental</i> | <input type="checkbox"/> |
| <i>DistanceEd</i> | <input type="checkbox"/> | <i>Economic</i> | <input type="checkbox"/> | <i>Education</i> | <input type="checkbox"/> | <i>Effectiveness</i> | <input type="checkbox"/> |
| <i>Employment</i> | <input type="checkbox"/> | <i>Environmental</i> | <input type="checkbox"/> | <i>Enrollment</i> | <input type="checkbox"/> | <i>Ethnicity</i> | <input type="checkbox"/> |
| <i>Faculty</i> | <input type="checkbox"/> | <i>Funding</i> | <input checked="" type="checkbox"/> | <i>GenEd</i> | <input type="checkbox"/> | <i>Income</i> | <input type="checkbox"/> |
| <i>Learning</i> | <input type="checkbox"/> | <i>Medical</i> | <input type="checkbox"/> | <i>Occupational</i> | <input type="checkbox"/> | <i>Outcomes</i> | <input type="checkbox"/> |
| <i>Placement</i> | <input type="checkbox"/> | <i>Political</i> | <input type="checkbox"/> | <i>Programs</i> | <input type="checkbox"/> | <i>Population</i> | <input type="checkbox"/> |
| <i>Regulations</i> | <input type="checkbox"/> | <i>Remedial</i> | <input type="checkbox"/> | <i>Reporting</i> | <input type="checkbox"/> | <i>Social</i> | <input type="checkbox"/> |
| <i>Students</i> | <input type="checkbox"/> | <i>Teaching</i> | <input type="checkbox"/> | <i>Technology</i> | <input type="checkbox"/> | <i>Telecommuting</i> | <input type="checkbox"/> |
| <i>Training</i> | <input type="checkbox"/> | <i>Transfer</i> | <input type="checkbox"/> | <i>Workforce</i> | <input type="checkbox"/> | | |

OtherKeyWords

Abstractor JH
DateAbstracted 6/12/00

Key 32
Category Education
Title A Missing Link in Assessment
Citation Change
Author Banta, Trudy and George Kuh

Scanner Thurn
Type Issue
PageNo 40-46
Pubdate 4/1/98
Origin National

SiteURL

SiteEmail

Summary

Student performance assessment programs that focus exclusively on classroom performance often underestimate the overall educational experience enjoyed by students, and also may overlook outcomes that are mandated by policy-makers and employers. More accurate assessments can be made through cooperation between faculty and student affairs professionals, and by broadening assessment criteria to include leadership development, social and personal adjustment issues, the ability to think critically, and other areas of student development not directly related to academic performance. Institutions interested in conducting this broader type of assessment also find that involving students in the assessment process leads to a more accurate measurement of their overall performance.



WHO DOES WHAT 9/3/01 through 9/27/01

ID	Resource Name	Work							
Week of September 2									
1	Interviewers	200 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Telemarketing-Fall.mpp	-1	MS Access Update: Current Students	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
	Quality Svc Records - Reg	4	Data Collection by Phone	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion.mpp	-1	Data Collection by Phone	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
2	Senior Interviewers	192 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Pontac Summer Program	20	Data entry	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
3	Pat Springer	608 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Telemarketing-F...	-1	Update CMS: Current Students	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
	Quality Svc Records - Reg	5	Monitor Data Collection	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion...	-1	Monitor Data Collection	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
4	Michelle Daraban	344 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Telemarketing-F...	-1	Analyze Telemarketing Effectiveness	100%	8 hrs	0 days	Wed 9/5/01	Wed 9/5/01	
	Quality Svc Records - Reg	3	QS Pre-Project Meeting	100%	8 hrs	0 days	Wed 9/5/01	Wed 9/5/01	
	\\ORLANDATA\Administration\Projects\Time-Lines\Outcomes.mpp	-1	Merge Summer EOS data in Master.SAV	100%	8 hrs	0 days	Wed 9/5/01	Wed 9/5/01	
5	Yolanda Bright	136 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	GFS - Dec	3	Order CMS File/Labels	100%	8 hrs	0 days	Thu 9/6/01	Thu 9/6/01	
6	Eileen Brennan	2,600 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	ACS-6 TL	7	Send ACS-6 Spreadsheet to Budget Office	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
	ACS-6 TL	8	*Upload Spreadsheet to MCCNET website	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
	IR Office	12	Summer EOS SRACTIVE Download	100%	8 hrs	0 days	Wed 9/5/01	Wed 9/5/01	
	Credit ...	1	Update Spreadsheet	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
	Credit ...	2	Interpret Findings and Prepare Report	100%	8 hrs	0 days	Fri 9/7/01	Fri 9/7/01	
	IPEDS	1	Program Inventory	100%	26...	0 days	Thu 8/30/01	Mon 10/1...	
7	Brian Moss	96 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Official Enrollment	24	E-mail Summer EOS...	100%	8 hrs	0 days	Wed 9/...	Wed 9/...	
9	Katherine Tucker	120 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Pontac Summer Program	19	Set up SPSS	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01	
12	Research Assistant	96 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Official Enrollment	23	Summer EOS/Download and Prepare...	100%	8 hrs	0 days	Wed 9/...	Wed 9/...	

WHO DOES WHAT 9/3/01 through 9/27/01

ID	Resource Name	Work								
Week of September 2, continued										
14	College	424 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	OCC Schedule	10	LABOR DAY RECESS	100%	8 hrs	0 days	Mon 9/3/01	Mon 9/3/01		
15	Blank	40 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion.mpp	-1	Pre-Project Meeting	100%	8 hrs	0 days	Wed 9/5/01	Wed 9/5/01		
Week of September 9										
1	Interviewers	200 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	Quality Svc Records - Reg	7	Data Collection by Phone	100%	8 hrs	0 days	Fri 9/14/01	Fri 9/14/01		
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion...	-1	Data Collection by Phone	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...		
2	Senior Interviewers	192 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	Quality Svc Records - Reg	9	Code Surveys	100%	8 hrs	0 days	Fri 9/14/01	Fri 9/14/01		
3	Pat Springer	608 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	Quality Svc Records - Reg	8	Monitor Data Collection	100%	8 hrs	0 days	Fri 9/14/01	Fri 9/14/01		
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion...	-1	Monitor Data Collection	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...		
6	Eileen Brennan	2,600 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	IPEDS	1	Program Inventory	100%	26...	0 days	Thu 8/3...	Mon 10/1...		
8	Mark Woods	248 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	Devel Ed IE	1	Begin update of Developmental Ed (ACS-6)	100%	8 hrs	0 days	Fri 9/14/01	Fri 9/14/01		
	OccTech...	7	Begin updating effectiveness measures (...)	100%	8 hrs	0 days	Fri 9/14/01	Fri 9/14/01		
9	Katherine Tucker	120 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	Pontac Summer Program	21	Contact Project Coord. For portion of report	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...		
14	College	424 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	OCC Schedule	12	FALL One-Tenth (1/10) Day	100%	8 hrs	0 days	Mon 9/10/01	Mon 9/10/01		
	OCC Schedule	11	FALL Schedule Adjustment Ends	100%	8 hrs	0 days	Mon 9/10/01	Mon 9/10/01		
15	Blank	40 hrs								
	<u>Project</u>	<u>ID</u>	<u>Task Name</u>	<u>Units</u>	<u>Work</u>	<u>Delay</u>	<u>Start</u>	<u>Finish</u>		
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opinion.mpp	-1	Code Phone Sur...	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...		

Week of September 16

WHO DOES WHAT 9/3/01 through 9/27/01

ID	Resource Name	Work							
Week of September 16									
1	Interviewers	200 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opin...	-1	Data Collection by P...	100%	8 hrs	0 days	Mon 9/...	Mon 9/...	
2	Senior Interviewers	192 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opin...	-1	Code Phone Surveys	100%	8 hrs	0 days	Mon 9/17/01	Mon 9/17/01	
3	Pat Springer	608 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opin...	-1	Monitor Data Collec...	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...	
4	Michelle Daraban	344 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Community Service IE	1	Begin updating effectiveness measures ...	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...	
6	Eileen Brennan	2,600 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	High Sc...	4	Run SPSS Syntax	100%	8 hrs	0 days	Tue 9/1...	Tue 9/1...	
	Credit ...	3	Prepare Presentation	100%	8 hrs	0 days	Thu 9/2...	Thu 9/2...	
	IPEDS	1	Program Inventory	100%	26...	0 days	Thu 8/3...	Mon 10/1...	
8	Mark Woods	248 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Devel Ed IE	2	Update Developmental Ed (ACS-6)	100%	8 hrs	0 days	Fri 9/21/01	Fri 9/21/01	
	OccTech...	8	Update effectiveness measures (Fall T...	100%	8 hrs	0 days	Fri 9/21/01	Fri 9/21/01	
9	Katherine Tucker	120 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Pontac Summer Program	22	Analysis and reporting writing	100%	8 hrs	0 days	Mon 9/1...	Mon 9/1...	
Week of September 23									
3	Pat Springer	608 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opin...	-1	Coordinate Data Entry Pick-up/Delivery	100%	8 hrs	0 days	Mon 9/24/01	Mon 9/24/01	
	\\ORLANDATA\Administration\Projects\Time-Lines\Public Opin...	-1	Prepare Surveys for Data Entry	100%	8 hrs	0 days	Mon 9/24/01	Mon 9/24/01	
	GFS - Dec	6	Notify mailroom	100%	8 hrs	0 days	Tue 9/25/01	Tue 9/25/01	
	GFS - Dec	7	Prepare postcard mailing	100%	8 hrs	0 days	Tue 9/25/01	Tue 9/25/01	
	GFS - Dec	8	Mail prenotification postcards	100%	8 hrs	0 days	Thu 9/27/01	Thu 9/27/01	
4	Michelle Daraban	344 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	Community Service IE	2	Update effectiveness measures (ACS-6)	100%	8 hrs	0 days	Mon 9/2...	Mon 9/2...	
6	Eileen Brennan	2,600 hrs							
	<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>	
	GFS - ...	4	Download CMS to Access database	100%	8 hrs	0 days	Mon 9/2...	Mon 9/2...	

WHO DOES WHAT 9/3/01 through 9/27/01

ID Resource Name Work

Week of September 23, continued

<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>
GFS -...	5	Generate labels for 1st mailing	100%	8 hrs	0 days	Mon 9/2...	Mon 9/2...
IPEDS	1	Program Inventory	100%	26...	0 days	Thu 8/3...	Mon 10/1...

8 **Mark Woods** 248 hrs

<i>Project</i>	<i>ID</i>	<i>Task Name</i>	<i>Units</i>	<i>Work</i>	<i>Delay</i>	<i>Start</i>	<i>Finish</i>
Devel Ed IE	3	Begin update of Developmental Ed (Fall 1/10)	100%	8 hrs	0 days	Tue 9/25/01	Tue 9/25/01
Devel Ed IE	4	Complete Developmental Ed (ACS-6)	100%	8 hrs	0 days	Fri 9/28/01	Fri 9/28/01
OccTech...	9	Begin Updating effectiveness measures (F...	100%	8 hrs	0 days	Tue 9/25/01	Tue 9/25/01
OccTech...	10	Complete updating effectiveness measures...	100%	8 hrs	0 days	Fri 9/28/01	Fri 9/28/01

To Do List as of Mon 9/10/01
Transfer IE

ID	Task Name	Start	Resource Names
Week of September 23			
7	Begin update Transfer Report (Fall 1/10)	Tue 9/25/01	Katherine Tucker

To Do List as of Mon 9/10/01
Pontac Summer Program

ID	Task Name	Start	Resource Names
Week of September 2			
19	Set up SPSS	Mon 9/3/01	Katherine Tucker
Week of September 9			
21	Contact Project Coord. For portion of report	Mon 9/10/01	Katherine Tucker
Week of September 16			
22	Analysis and reporting writing	Mon 9/17/01	Katherine Tucker