

7-1989

# Preparing the Workforce for 2001: Educating the At-Risk Student, Seventeenth Annual Summer Institute July 23-29, 1989

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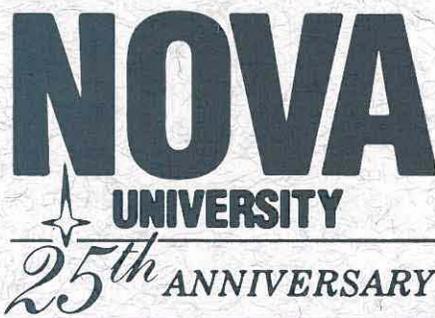
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# Preparing the Workforce for 2001: Educating the At-Risk Student

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Seventeenth Annual Summer Institute



**Center for the Advancement of Education  
Programs for Higher Education**

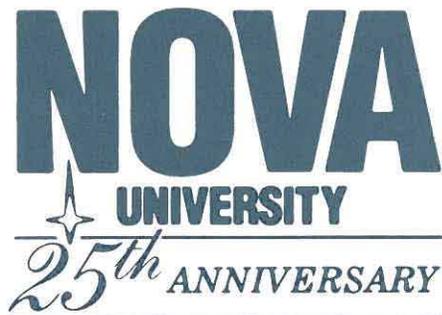
July 23-29, 1989  
Marriott's Rancho Las Palmas Resort  
Rancho Mirage, California



# Preparing the Workforce for 2001: Educating the At-Risk Student

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Seventeenth Annual Summer Institute



**Center for the Advancement of Education  
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July 23-29, 1989  
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## PROGRAM DIRECTOR'S WELCOME

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The Seventeenth Annual Summer Institute, "Preparing the Workforce for 2001: Educating the 'At-Risk' Student," will be special in several ways. Those of us that have attended previous institutes will immediately notice the Abstract Booklet and the Agenda have been consolidated into a single Program Book, and that the size has changed. I think you will find the new design much easier to read and use.

As you meet other conferees, it will become obvious that many Nova graduates, spouses, and friends are also attending this summer institute. This is by design, and several sessions have been created to welcome and involve these groups.

For the first time, the Programs for Higher Education have widely announced the institute theme in professional publications. As a result, you will meet several visiting conferees who know very little about Nova University or the doctoral program in which you are enrolled. I urge you to spend extra time with these professional colleagues. They are very concerned about "at-risk" students and how we can better prepare them for the 2001 workforce. I am sure you will learn as much from them as they do from you.

As a follow-up to the 1989 Summer Institute and the "at-risk" theme, seven workshops are being planned. Tentative plans have been made to hold workshops in Chicago (November), St. Louis (December), Fort Lauderdale [or Orlando] (January), Anaheim (February), Dallas (March), Philadelphia (April), and Boston (May). You will be receiving additional information regarding these workshops.

PHE students are expected to attend a session during every time block this week. However, I encourage you to do more than just attend. You should listen carefully, become involved during the discussion time, and be a participant in every sense of the word.

Welcome to the Center for the Advancement of Education, Programs for Higher Education 1989 Summer Institute!



Ross E. Moreton  
Director

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## 1989 ANNUAL SUMMER INSTITUTE PRESENTERS

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The Programs for Higher Education administration wishes to thank the following individuals who are presenters at the 17th Annual Summer Institute. Their ideas, and ability to communicate, make the institute the stimulating highlight of the PHE doctoral program. Institutional affiliations are provided for information only.

Harry T. Albertson, Ed.D. '89, Pasco Hernando Community College, FL

Richard L. Alfred, Ed.D., The University of Michigan at Ann Arbor, MI

Roger C. Andersen, Ed.D., Adirondack Community College, NY

Daniel L. Austin, Ph.D., Nova University, FL

Anita G. Barrett, Ph.D., Tarrant County Junior College, TX

Marcia J. Belcher, Ph.D., Miami-Dade Community College, FL

William Bendat, Ed.D. '76, Moorpark College, CA

John W. Berkbuegler, M.S., Educational Consultant, CA

Darlene F. Biggers, Ph.D., The University of Wisconsin at Platteville, WI

Beverly Bigler, Ed.D. '88, California State University, CA

Cecilia McDaniel Brown, Ed.M., Nova University, FL

Donald W. Bryant, Ed.D., Carteret Community College, NC

Rafael Cartagena, Ed.D. '77, The International Association of University Presidents, PR

Dale L. Cook, Ed.D., Kent State University, OH

Phyllis S. Cooper, Ed.D. '83, Trenton State College, NJ

Nancy Cowan, M.S., Chabot College, CA

Jan Craddick, Ed.D. '88, Sheldon Jackson College, AK

Francis J. Crowley, Ph.D., Fordham University, NY, Retired Professor

John A. Davitt, Ed.D., Glendale Community College, CA

Orlando Edreira, Ph.D., Kean College of New Jersey, NJ

Johanna Ellner, M.A., New York City Technical College, NY

## 1989 ANNUAL SUMMER INSTITUTE PRESENTERS

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Richard L. Fairley, Ed.D., U. S. Department of Education, DC  
Abraham S. Fischler, Ed.D., Nova University, FL  
Nancy F. Gadbow, Ed.D., Empire State College, NY  
Richard M. Goldman, Ph.D., Nova University, FL  
Edward Gould, Ed.D., Gavilan College, CA  
Warren H. Groff, Educational Consultant, TN  
John Hansell, M.A., Gavilan College, CA  
Izora P. Harrison, Ed.D. '88, John C. Calhoun State Community College, AL  
Elizabeth M. Hawthorne, Ph.D., The University of Toledo, OH  
Barton R. Herrscher, Ed.D., University of Houston, TX  
John J. Holleman, Ed.D. '83, Gavilan College, CA  
Manuel J. Justiz, Ph.D., University of South Carolina, SC  
J. Terence Kelly, Ed.D., Miami-Dade Community College, FL  
Frederick C. Kintzer, Ed.D., University of California at Los Angeles, CA, Professor Emeritus  
John Losak, Ph.D., Miami-Dade Community College, FL  
Sebastian V. Martorana, Ph.D., The Pennsylvania State University, PA, Professor Emeritus  
Jane E. Matson, Ed.D., Nova University, FL  
Gerlinda S. Melchiori, Ph.D., The University of Michigan at Ann Arbor, MI  
Peter K. Mills, Ed.D., Nova University, FL  
Al P. Mizell, Ed.D., Nova University, FL  
Ross E. Moreton, Ed.D., Nova University, FL  
John A. Morgan, Ed.D. '80, Piedmont Technical College, SC  
M. Patricia Nelson, Ed.D. '78, Roxborough Memorial Hospital, PA  
Lawrence A. Nespoli, Ed.D., Maryland State Board for Community Colleges, MD

## 1989 ANNUAL SUMMER INSTITUTE PRESENTERS

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Ronald A. Newell, Ed.D., Nova University, FL

Virginia Nodhturft, Ed.D. '87, James A. Haley Veterans Hospital, FL

Diane Paul, Ed.D. '89, Hopewell Valley Regional School District, NJ

Albert J. Pautler, Ed.D., State University of New York at Buffalo, NY

Susan Peterson, Ph.D., Texas State Technical Institute, TX

Elizabeth A. Poliner, Ed.S., Nova University, FL

Queen F. Randall, Ed.D. '75, American River College, CA

Gary E. Rankin, Ph.D., Oklahoma City Community College, OK

Raymond Reyes, M.A., Glendale Community College, CA

Valda M. Robinson, Ed.D., Hillsborough Community College, FL

Ana Maria Schuhmann, Ed.D., Kean College of New Jersey, NJ

Sharon D. Scull, M.A., Glendale Community College, CA

Raymond Steiner, Ed.D., Glendale Community College, CA

Edward Tennen, Ed.D. '77, Moorpark College, CA

J. Brison Torbert, Ed.D. '88, Paradise Valley Community College, AZ

Kenneth E. Varcoe, Ph.D., The Pennsylvania State University, PA

Mary Alice Watson, Ed.S., Heart of Georgia Technical Institute, GA

James L. Wattenbarger, Ed.D., University of Florida, FL

John R. West, Ed.D. '75, Rancho Santiago College, CA

Philip L. Woolf, Ed.D. '81, John Tyler Community College, VA

Earl L. Wright, Ph.D., San Antonio College, TX

Jacqueline Young, Ed.D. '89, Pensacola Junior College, FL

Paul Anthony Zeiss, Ed.D. '79, Pueblo Community College, CO

David L. Zierath, Ph.D., University of Wisconsin at Platteville, WI

## INTRODUCTION OF PRESENTERS

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Our appreciation is extended to the following students who will introduce the presenters at the concurrent sessions during the summer institute.

Carol T. Ancona	Tampa Cluster	Peter A. Dillman	Regional Cluster
Freddie L. Anttila	Phoenix Cluster	Ruth E. Ebeling	Santa Ana Cluster
Liam J. Atchison	Regional Cluster	Lyn D. Escobar	Santa Ana Cluster
Gloria W. Brewer	Philadelphia Cluster	Mary Jo Ferrara	Tampa Cluster
Cecilia McD. Brown	South Florida Cluster	Shirley P. Fisher	Philadelphia Cluster
Ruth A. Brunett	Tampa Cluster	Arthur J. Fitzgerald	Phoenix cluster
Wendell Campbell	Springfield/Missouri Cluster	Edward Fleming	Springfield/Missouri Cluster
Joseph E. Campbell	South Florida Cluster	Sharon K. Flood	Dallas Cluster
Daniel L. Carlson	Regional Cluster	Ramona Game	Hampton/Richmond Cluster
Susan A. Catania	South Florida Cluster	Paul F. Gasparro	Greenwood Cluster
Jimmie J. Chambers	Greenwood Cluster	Marian Gibney	Phoenix Cluster
Olga Chavez	Phoenix Cluster	Gordon W. Gilgan	Regional Cluster
Robert Cinnamond	Regional Cluster	Wesley A. Gott	Springfield/Missouri Cluster
Marilyn J. Cristiano	Phoenix Cluster	Rodger S. Graham	Chicago Cluster
Pearly Cunningham	Western Pennsylvania Cluster	Suzanne S. Gust	Dallas Cluster
Daniel W. Dalton	Western Pennsylvania Cluster	William T. Hall	West Florida Cluster
Paul H. Dane	South Florida Cluster	Beverly A. Harang	West Florida Cluster
Dalton C. DeHart	Philadelphia Cluster	Floyd L. Hardison	Hampton/Richmond Cluster
Theresa del Tufo	Philadelphia Cluster	Claude L. Harris	Dallas Cluster
Zilda S. DePaula	Greenwood Cluster	Pamela Hartmann	Dallas Cluster
Joseph G. Dias	Santa Ana Cluster		

## INTRODUCTION OF PRESENTERS

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David R. Haun	Springfield/Missouri Cluster	Stephen G. McLeod	West Florida Cluster
Joyce L. Haver	Chicago Cluster	Pedro J. Medina	Philadelphia Cluster
Nita Heck	Tampa Cluster	Lois Miller	Santa Ana Cluster
Benjamin A. Hill	Philadelphia Cluster	Claudette Millstead	Springfield/Missouri Cluster
Wendell A. Howlett	Hampton/Richmond Cluster	Patricia M. Mulieri	Tampa Cluster
Steven D. Hula	Regional Cluster	Steven F. Murray	Dallas Cluster
David G. Iadevaia	Phoenix Cluster	Clifford E. Newell	Tampa Cluster
Philip R. Jacobs	Chicago Cluster	Patricia A. Nicholas	Hampton/Richmond Cluster
Marvin E. Joiner	Dallas Cluster	Donald H. Norman	Hampton/Richmond Cluster
Vicky Katz	Tampa Cluster	Sharon K. Octernaud	South Florida
Debra J. Kennedy	Phoenix Cluster	Joyce Pappachristou	South Florida Cluster
Daniel D. Koenig	Greenwood Cluster	Leonard W. Parker	Hampton/Richmond Cluster
Rosalie L. Lampone	Phoenix Cluster	Wilma Patterson	Phoenix Cluster
Cecile A. Lawrence	South Florida Cluster	Michael F. Piovane	Philadelphia Cluster
Carol A. LoRusso	Phoenix Cluster	Johnnie M. Porter	Regional Cluster
Glenn L. Lygrisse	Dallas Cluster	Rita A. Price	Springfield/Missouri Cluster
Kim D. Mailes	Springfield/Missouri Cluster	Ronald W. Reinrats	West Florida Cluster
Dennise C. Mansfield	West Florida Cluster	Joan Ritsch	Phoenix Cluster
Margaret J. Marik	Regional Cluster	Jose R. Rivera	Phoenix Cluster
Laurel A. Marshall	Philadelphia Cluster	Joyce T. Rochlin	Philadelphia Cluster
Glen A. Marsteller	South Florida Cluster	Mary Jo Roper	Greenwood Cluster
Donald T. McAllister	Santa Ana Cluster		
Adele R. McDermott	Philadelphia Cluster		

## INTRODUCTION OF PRESENTERS

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John Russell	Western Pennsylvania Cluster
Bea L. Ryan	Santa Ana Cluster
Brian C. Satterlee	West Florida Cluster
George W. Semich	Western Pennsylvania Cluster
Carolyn Standridge	Tampa Cluster
Lillian H. Stewart	Springfield/Missouri Cluster
Stewart Stover	Chicago Cluster
Leslie Stuart	Santa Ana Cluster
Regina Studwell	Chicago Cluster
Eleanor G. Syler	Springfield/Missouri Cluster
Anthony M. Tolpen	South Florida Cluster
Ruth Townsend	Santa Ana Cluster
Donald L. Tshudy	Philadelphia Cluster
B. Vaughn-Williams	Tampa Cluster
Miriam W. Wheeler	South Florida Cluster
John R. Westbrook, Jr.	West Florida Cluster
J. Marie Whitaker	Greenwood Cluster
Charles Wilson	Springfield/Missouri Cluster

## ACTIVE CLUSTERS AND COORDINATORS

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The following is a list of cluster coordinators attending the summer institute and their clusters.

Chicago Cluster	Dr. Frederic W. Widlak*
Dallas Cluster	Dr. Anita G. Barrett
Greenwood Cluster	Dr. John A. Morgan
Hampton/Richmond Cluster	Dr. Philip L. Woolf
Philadelphia Cluster	Dr. Louis F. Weislogel
Phoenix Cluster	Dr. Deo E. Nellis
Regional Cluster	Dr. Charles W. Collins
Santa Ana Cluster	Dr. John R. West
South Florida Cluster	Dr. George Mehallis
Springfield/Missouri Cluster	Dr. Win Bowers
Tampa Cluster	Dr. Valda M. Robinson
West Florida Cluster	Dr. Gaspare B. Tamburello
Western Pennsylvania Cluster	Dr. Toni R. L'Hommedieu

\*Representing Dr. Clete H. Hinton

## 1988-89 DIRECTOR'S TEAM MEMBERSHIP

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The Director's Team serves as an advisory group to the director and is the curriculum committee for the Programs for Higher Education.

Dr. John A. Morgan	Cluster Coordinator Representative
Dr. Kenneth E. Varcoe	Core Lecturer Representative
Dr. Grady M. Grizzle	Local Research Associate Representative
Dr. Barton R. Herrscher	MARP Advisor Representative
Dr. John Losak	Practicum Evaluator Representative
Dr. Sebastian V. Martorana	Specialization Lecturer Representative
Ms. Anne Walker	Student Representative
Dr. Richard M. Goldman	Central Administration
Dr. John A. Davitt	College President Representative

### Staff Advisors

Dr. Warren H. Groff

Dr. Valda M. Robinson

### Central Staff

Dr. Jane E. Matson

Dr. Peter K. Mills

Mr. Paul H. Dane

Ms. Cecilia McDaniel Brown

### Chair

Dr. Ross E. Moreton

## 1988-89 GRADUATE STUDENT COUNCIL

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The Graduate Student Council is an advisory body of students with a representative elected by fellow students from each active cluster.

Willie Hart	Chicago Cluster
John W. Berkbuegler	Dallas Cluster
Anne Walker	Greenwood Cluster
George E. Parker	Hampton/Richmond Cluster
Burton A. Clark	Philadelphia Cluster
David Iadevaia	Phoenix Cluster
Jim Pomeroy	Santa Ana Cluster
Miriam Wheeler	South Florida Cluster
Claudette Millstead	Springfield/Missouri Cluster
M. Peter Pevonka	Tampa Cluster
Brian Satterlee	West Florida Cluster
Paul Pettie	Western Pennsylvania Cluster
Janet W. Tarjan	Regional Cluster
Ken J. Kovach	Regional International Cluster

### Graduate Fellows

Cecilia McDaniel Brown	Paul H. Dane
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## SPECIAL NOTES

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**Institute Theme.** The theme of this institute is "Preparing the Workforce for 2001: Educating the At-Risk Student." The institute theme is an outgrowth of Dr. Peter K. Mills' study of changing demographics and workforce needs as expressed in the Hudson Institute's *Workforce 2000* and Harold Hodgkinson's *All One System*. It is clear that the society's need for trained manpower in the next century is on a collision course with population trends and an educational system which is not producing sufficient numbers of successful Black, Hispanic, Native American and immigrant graduates.

The PHE administration anticipates that this institute will have a significant impact on this challenge facing our nation.

**Institute Office.** The Programs for Higher Education Institute Office is located in Salon B. Office hours for each day are listed in the program book.

**Receptions.** An opening reception is scheduled for Sunday, July 23, from 7:30 p.m. to 9:00 p.m. in Salons D and E. Spouses and friends of students and faculty are also invited.

The Nova University Alumni Association will host a reception for all graduates, spouses, and friends on Thursday, July 27 from 5:30 p.m. in Salon D.

The Programs for Higher Education director is hosting a reception to honor the 1989 Practitioners' Hall of Fame inductees on Thursday, July 27, from 7:30 p.m. to 9:00 p.m. in Salon E. All conferees, spouses and friends are invited to attend. No children, please.

The "Friday's Final Fling" will be hosted by PHE to conclude this year's institute. This informal function will be held on Friday, July 28 from 7:00 p.m. - 8:30 p.m. on the Starlight Deck. Tickets should be purchased (\$5.00 per person) from cluster coordinators by 10:30 a.m. on Wednesday, July 26. All conferees, spouses, friends, and family are invited to attend.

**President's Coffee Hour.** Dr. and Mrs. Abraham S. Fischler will host a "coffee hour" for spouses and friends. This will be held from 3:00 p.m. - 4:00 p.m. on Thursday, July 27 at the Pueblo room. No children, please.

**Family and Friends.** PHE faculty and staff recognizes the special role spouses, friends, and family play in the success of the student. In appreciation, spouses, friends and family are invited to participate in several of the week activities, including the opening reception, the "President's Coffee Hour," and "Friday's Final Fling." An orientation session on Sunday, July 23 will assist family and friends to support students. The program will also introduce guests to the hotel and institute week.

**Graduates.** The institute program provides a number of special activities for alumni. These include:

- a directory of attending graduates in their institute information packets;
- use of graduates as concurrent session presenters;
- graduates who appear in the program have the year of their graduation designated;

## SPECIAL NOTES

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- an alumni breakfast (optional--dutch treat) on Wednesday from 8:00-9:15 a.m. (sign up at institute office by 6:00 p.m., Monday, July 24);
- postgraduate credit for institute attendance (stop by institute office for details);
- a panel presentation by four distinguished alumni, Thursday, July 27 at 1:15 p.m.;
- the induction of two alumni into Practitioner's Hall of Fame at Thursday evening reception at 7:30 p.m., with presentations Friday morning;
- an Alumni Association reception at 6:00 p.m., Thursday evening;
- involvement of graduates in table presentations of successful practicum and MARPs on Friday afternoon.

All graduates are urged to complete a summer institute registration form, if they have not done so, at the institute office.

**Cluster Meetings.** On Sunday, Monday, Tuesday, Thursday, and Friday, students will meet in their cluster meeting rooms at the times indicated in the program. During these meetings cluster business and a discussion of the day's activities will be carried on in an informal matter.

There are eight cluster meeting rooms located at Marriott's Rancho Las Palmas Hotel. You will notice that in most cases two clusters are meeting in the same room. Students and graduates in attendance whose clusters do not have a meeting room may affiliate with any cluster they wish. Please refer to each day's schedule for cluster meeting room assignments.

**Student Financial Planning.** A representative of this office of this will be on hand on Thursday, July 27 and Friday, July 28 from 9:00 a.m. - 11:00 a.m. and from 2:00 p.m. - 5:00 p.m. in the Agua room, to answer student questions and solve student financial aid problems.

**Session Numbers.** A number has been assigned to each session. These numbers will be used for identification purposes in the evaluation and attendance processes.

**Future Summer Institutes.** The 1990 Summer Institute will be held at the Marriott's Harbor Beach in Fort Lauderdale, Florida, beginning Sunday, July 22 to Saturday, July 28. This institute will be held in conjunction with the one conducted by the Programs in Child and Youth Studies (Ed.D. Program in Early and Middle Childhood, Ed.D. Program in Child and Youth Studies, and the Master's Program for Child and Youth Care Administrators).

The 1991 Summer Institute will be held at the Embassy Suites Hotel in Fort Lauderdale, Florida, from Sunday, July 29 to Saturday, August 4th.

**Institute at a Glance.** A grid containing each day's program at a glance can be found immediately following this "Special Notes" section.

## SPECIAL NOTES

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**Abstracts.** Abstracts of presentations are provided to assist conferees in planning their schedules. See page 73.

**Quick Reference.** Following the abstract section, please find a guide reference section which shows the page number for each speaker's appearance in the program book.

# INSTITUTE AT

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## FRIDAY, JULY 21

9:00 a.m.-4:00 p.m.

Director's Team Meeting

10:00 a.m.-7:00 p.m.

Office Open for Distribution of Institute Materials

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## SATURDAY, JULY 22

8:30 a.m.-6:00 p.m.

Office Open for Distribution of Institute Materials

9:00 a.m.-Noon

Comprehensive Examination

9:00 a.m.-4:00 p.m.

Cluster Coordinators and Local Research Associates' Meeting

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## SUNDAY, JULY 23

8:30 a.m.-6:00 p.m.

Office Open for Distribution of Institute Materials

9:00 a.m.-11:00 a.m.

Faculty Meeting

9:00 a.m.-11:00 a.m.

Graduate Student Council Meeting

11:00 a.m.-Noon

Introducers' Meeting

1:00 p.m.-2:00 p.m.

Specialization Seminars Overview

2:00 p.m.-3:30 p.m.

Spouse/Friend and Family Orientation

2:00 p.m.-5:00 p.m.

Specialization Seminar Meetings

5:15 p.m.-6:15 p.m.

Cluster Meetings

5:30 p.m.-6:15 p.m.

Presenters' Meeting

7:30 p.m.-9:00 p.m.

Opening Reception

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## MONDAY, JULY 24

7:00 a.m.-7:30 a.m.

Morning Exercises

7:30 a.m.-5:30 p.m.

Office Open for Distribution of Institute Materials

8:00 a.m.-9:30 a.m.

General Session. **Keynote speaker:** Manuel J. Justiz.

9:45 a.m.-10:45 a.m.

Concurrent Sessions

11:00 a.m.-Noon

Specialization Seminars

Noon-1:30 p.m.

Lunch Break

1:30 p.m.-2:30 p.m.

Concurrent Sessions

2:45 p.m.-3:45 p.m.

Concurrent Sessions

4:00 p.m.-5:00 p.m.

Concurrent Sessions

5:15 p.m.-6:15 p.m.

Cluster Meetings

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## TUESDAY, JULY 25

7:15 a.m.-8:00 a.m.

Morning Exercises

7:30 a.m.-8:30 a.m.

Faculty and Staff Meeting

8:30 a.m.-5:30 p.m.

Office Open for Distribution of Institute Materials

8:30 a.m.-9:30 a.m.

Concurrent Sessions

9:45 a.m.-10:45 a.m.

Concurrent Sessions

11:00 a.m.-Noon

Specialization Seminars

Noon-1:30 p.m.

Lunch Break

1:30 p.m.-2:30 p.m.

Program Self-Help and Concurrent Sessions

2:45 p.m.-3:45 p.m.

Program Self-Help and Concurrent Sessions

4:00 p.m.-5:00 p.m.

Practicum Proposal and MARP Workshops

5:15 p.m.-6:15 p.m.

Cluster Meetings

9:00 p.m.-9:30 p.m.

Relaxation Exercises

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# A GLANCE

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## WEDNESDAY, JULY 26

7:15 a.m.-8:00 a.m.	Morning Exercises
8:00 a.m.- 9:15 a.m.	Alumni Breakfast
8:00 a.m.-Noon	Office Open for Distribution of Institute Materials
8:30 a.m.-Noon	Specialization Seminar Meetings
10:00 a.m.-Noon	Tour for Visitors (Optional), College of the Desert, Palm Desert
1:45 p.m.-4:30 p.m.	Tour for Students (Optional), College of the Desert, Palm Desert
8:00 p.m.-8:30 p.m.	Presenters' Meeting

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## THURSDAY, JULY 27

7:00 a.m.-8:15 a.m.	Faculty and Staff Meeting
7:15 a.m.-8:00 a.m.	Morning Exercises
8:15 a.m.-5:00 p.m.	Institute Office Open
8:30 a.m.-9:30 a.m.	Showcase of Specialization Faculty
9:45 a.m.-10:45 a.m.	Concurrent Sessions
11:00 a.m.-Noon	Specialization Seminars
Noon-1:30 p.m.	Lunch Break
1:45 p.m.-2:45 p.m.	Distinguished Alumni Panel. Abraham S. Fischler, Chair
3:00 p.m.-4:00 p.m.	President's Coffee Hour for Spouses/Friends
	Showcase of Specialization Faculty
4:15 p.m.-5:15 p.m.	Concurrent Sessions
5:30 p.m.-6:30 p.m.	Cluster Meetings
6:00 p.m.-7:30 p.m.	Alumni Association Reception for Alumni/Spouses
7:30 p.m.-9:00 p.m.	Reception Honoring Practitioners' Hall of Fame Inductees

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## FRIDAY, JULY 28

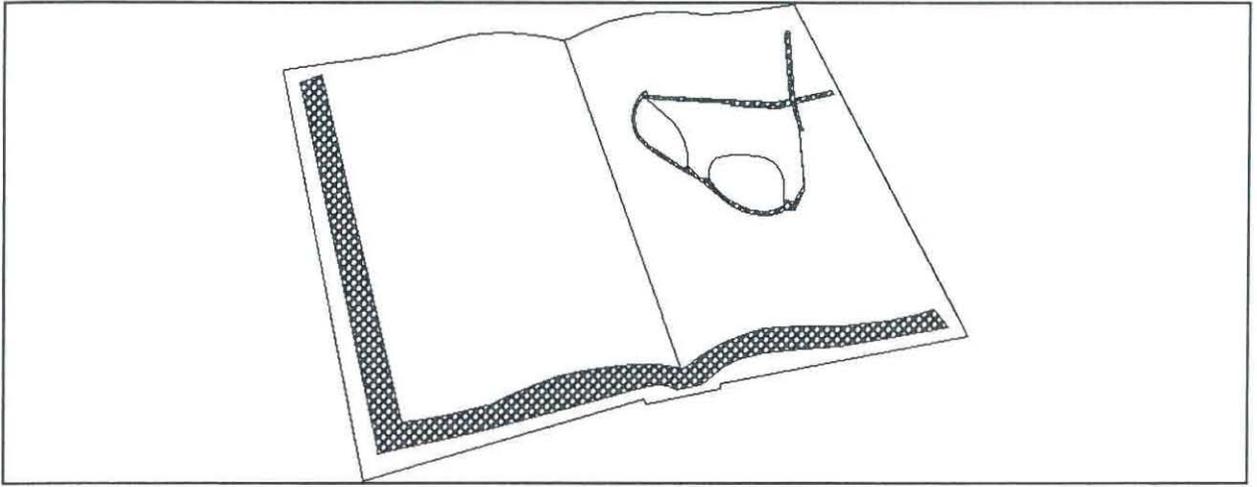
7:15 a.m.-8:00 a.m.	Morning Exercises
8:15 a.m.-5:00 p.m.	Institute Office Open
8:30 a.m.-9:30 a.m.	Practitioners' Hall of Fame Presentations
9:45 a.m.-10:45 a.m.	Practitioners' Hall of Fame Presentations
11:00 a.m.-Noon	Specialization Seminars
Noon-1:30 p.m.	Lunch Break
1:30 p.m.-3:00 p.m.	Table Presentations. Exemplary Practicums and MARPs
	Concurrent Sessions
3:15 p.m.-4:45 p.m.	Table Presentations. Exemplary Practicums and MARPs
	Concurrent Sessions
5:00 p.m.-6:00 p.m.	Cluster Meetings
7:00 p.m.-8:30 p.m.	"Friday's Final Fling"

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## SATURDAY, JULY 29

7:00 a.m.-8:30 a.m.	Wrap-up Session for Faculty and Staff
8:30 a.m.-3:00 p.m.	Office Open
8:30 a.m.-Noon	Specialization Seminars
1:30 p.m.-2:30 p.m.	Specialization Lecturers' Meeting

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## FRIDAY, JULY 21

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9:00 a.m. - 4:00 p.m.  
Salon C

### DIRECTOR'S TEAM MEETING

All team members should be present.

10:00 a.m. - 7:00 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

Institute information packets will be available in this office.

## SATURDAY, JULY 22

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8:30 a.m. - 6:00 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

Institute information packets will be available in this office.

9:00 a.m. - 4:00 p.m.  
Salon C

### CLUSTER COORDINATORS AND LOCAL RESEARCH ASSOCIATES' MEETING

All cluster coordinators and local research associates attending the institute should be present at this meeting.

9:00 a.m. - Noon  
Salon B

### COMPREHENSIVE EXAMINATION

Those sitting for the comprehensive exam must have applied in advance and been approved by the Central Office.

## SUNDAY, JULY 23

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8:30 a.m. - 6:00 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

Institute information packets will be available in this office.

9:00 a.m. - 11:00 a.m.  
Salon A

### GRADUATE STUDENT COUNCIL

Student Council members are expected to attend this meeting.

9:00 a.m. - 11:00 a.m.  
Salon D

### FACULTY MEETING

All cluster coordinators, local research associates, core and specialization lecturers, MARP advisors, and practicum readers attending the institute should be present at this meeting.

11:00 a.m. - Noon  
Salon D

### INTRODUCERS' MEETING

Students who are introducing session presenters should attend this meeting.

1:00 p.m. - 2:00 p.m.

### SPECIALIZATION SEMINAR OVERVIEW

Salon D

Politics, Law, and Economics of Higher Education

Salon E

Emergence of Higher Education in America

Desert Suite 1

Emergence of Vocational, Technical, and Occupational Education in America

Desert Suite 2 and 3

History, Philosophy, and Practices and Theory and Methods of Adult Education

## SUNDAY, JULY 23

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2:00 p.m. - 5:00 p.m.

### SPECIALIZATION SEMINAR MEETINGS

Salon C Emergence of Higher Education in America  
--Frederick C. Kintzer  
Salon D --James L. Wattenbarger  
Salon E --Donald W. Bryant

Salon F Politics, Law, and Economics of Higher Education  
--Lawrence A. Nespoli  
Salon G --Sebastian V. Martorana  
Salon H --J. Terence Kelly

Desert Suite 1 Emergence of Vocational, Technical, and Occupational Education in  
America  
--Warren H. Groff  
--Richard L. Fairley

Desert Suite 2 Theory and Methods of Adult Education  
--Nancy F. Gadbow

Desert Suite 3 History, Philosophy, and Practices of Adult Education  
--Dale L. Cook

2:00 p.m. - 3:30 p.m.  
Salon A

### SPOUSE/FRIEND AND FAMILY ORIENTATION MEETING

#### **"The Beginning, the Middle, and the End: The Doctoral Syndrome"**

This session is especially designed for spouses, friends, and family of PHE students. The session will assist these partners in the doctoral program in understanding the important role they play in students' progress and helping them develop survival skills to cope with the challenges of an adult learner at home. Partners should have identified others in the Nova PHE larger

## SUNDAY, JULY 23

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family with whom to network during the institute and in the future. Partners will learn of the PHE program and of special institute activities planned for the family and friends.

Chair: John Berkbuegler  
Dallas Cluster

Panel: Peter K. Mills, PHE Associate Director  
Cecilia McDaniel Brown, South Florida Student  
Kathleen Berkbuegler, Spouse  
Philip L. Woolf '81, Virginia "A" Cluster  
John A. Morgan '80, Greenville Cluster  
Erica Brown-Shelton, Dependent of Student

5:15 p.m. - 6:15 p.m.

### CLUSTER MEETINGS

Salon A

Regional Cluster

Salon F

Philadelphia Cluster

Salon G

Chicago and Dallas Clusters

Salon H

Greenwood, Oakland, and Springfield/Missouri Clusters

Desert Suite 1

Hampton/Richmond and Western Pennsylvania Clusters

Desert Suite 2

Phoenix and South Florida Clusters

Desert Suite 3

Santa Ana and West Florida Clusters

Pueblo

Tampa Cluster

5:30 p.m. - 6:15 p.m.  
Salon C

### PRESENTERS' MEETING

All session presenters should attend this meeting.

7:30 p.m. - 9:00 p.m.  
Salon D and E

### OPENING RECEPTION

All conferees, family, and friends are invited to attend this opening function.

## MONDAY, JULY 24

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7:00 a.m. - 7:30 a.m.  
Calienta

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phyllis Cooper '83.

7:30 a.m. - 5:30 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

Institute information packets will be available in this office.

8:00 a.m. - 9:30 a.m.  
Salon D  
Session # 001

### GENERAL SESSION

**Keynote speaker:** Manuel J. Justiz, Chaired Professor of Higher Education, University of South Carolina. Former Director, National Institute Education, Washington, D. C., and Martin Luther King-Rosa Parks-Cesar Chavez Distinguished Visiting Professor, University of Michigan, Ann Arbor.

#### "Minorities in Higher Education: Confronting a Time Bomb"

Higher education has had its share of demographic challenges. But these changes have been relatively minuscule compared to what lies ahead. Twenty-first Century demographics are an explosive issue for higher education because colleges and universities have not brought minorities onto their campuses in numbers comparable to their representation in society. We risk developing an educational and economic underclass whose contributions to society will be limited and whose dependency on others will grow. We also risk creating a culture and an economy that ignores the talents of a large number of its citizens. This neglect occurs at a time when our nation clearly needs more, not fewer, highly educated individuals to sustain our competitiveness in a world economy.

This presentation will outline the challenges posed by the expected changes in the population, will explain the composition and characteristics of the minority component, will discuss the campus climate as perceived by minorities, will highlight the role of federal and state policy shifts, will note the special problems raised by the lack of representative minority numbers in the graduate schools, and will urge the need for a comprehensive and coordinated response. The speaker advocates that all our citizens can be

## MONDAY, JULY 24

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successful parents, adaptable workers, and conscientious participants in the Twenty-first Century society.

Welcome and Opening  
Remarks:

Ross E. Moreton, Director  
Programs for Higher Education

Introduction of Keynote  
Speaker:

Peter K. Mills, Associate Director  
Programs for Higher Education

### CONCURRENT SESSIONS

9:45 a.m. - 10:45 a.m.  
Salon C  
Session # 002

**"We Are Educating People Not Because We Feel Particularly Generous, but Because We Cannot Afford to Live With Them Uneducated"**

This session will introduce ideas for significant change in our public schools to make them more accountable to students and to taxpayers. A model of a middle school and a senior high school will be used to demonstrate ways to retain potential drop-out students. This model also addresses the need to give teachers more decision-making authority to increase their accountability, and to create a team approach in working with those students.

Presenter: Daniel L. Austin  
Nova University

Introducer: Wendell Howlett  
Hampton/Richmond Cluster

9:45 a.m. - 10:45 a.m.  
Salon F  
Session # 003

**"Raising Questions About High Risk Students"**

High risk students have been growing at an exponential rate in the open door two-year college. Ninety percent of these colleges provide remedial efforts, yet many issues of curriculum efficacy remain unanswered and also unasked. The purpose of this presentation is to guide research into the education and the results of the education, received by academically underprepared students. The primary mode to be used for guiding research

## MONDAY, JULY 24

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is to raise a series of questions and to provide a summary of what is currently known in the extant literature.

Presenter: John Losak  
Miami-Dade Community College

Introducer: Gloria Brewer  
Philadelphia Cluster

9:45 a.m. - 10:45 a.m.  
Salon G  
Session # 004

### **"A Blue Chip Investment to Prepare for 2001: An Ongoing District Funded Professional Development Program"**

The comprehensive staff development program at Glendale Community College has served as a model, both in California and across the nation, to prepare two-year institutions to serve changing populations projected for 2001. The workshop will discuss governance reviews, scholarly research grants, summer stipends, innovative projects grants, and community outreach efforts to achieve this goal.

Presenter: John A. Davitt and Sharon D. Scull  
Glendale Community College

Introducer: Brian Satterlee  
West Florida Cluster

9:45 a.m. - 10:45 a.m.  
Salon H  
Session # 005

### **"What is a Functional Curriculum Guide for Use in Community Colleges?"**

The development, function, and use of a curriculum guide in a community college may be one of the least understood things within a community college. Too often such guides are a hodge-podge of plagiarisms from text books and pasted pages from other sources. The function of curriculum within a human organization is to create a sense of community within that organization.

Presenter: Albert J. Pautler  
State University of New York at Buffalo

Introducer: Steven D. Hula  
Regional Cluster

## MONDAY, JULY 24

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9:45 a.m. - 10:45 a.m.  
Desert Suite 1  
Session # 006

### "The Social Context of Being At-Risk"

This session will consider the implications of the notion that being at risk is a relative condition involving interdependence of many elements of the population. A realistic assessment of opportunities for the most at-risk people will be considered. Participants will be invited to contribute to the discussion.

Presenter: David L. Zierath  
University of Wisconsin at Platteville

Introducer: Glen Marsteller  
South Florida Cluster

9:45 a.m. 10:45 a.m.  
Desert Suite 2  
Session # 007

### "A Description of a Career and Job Search Program for At-Risk High School Students and Dropouts"

This presentation describes a career and job search program for at-risk high school students and dropouts. The program has three major components: career exploration, mentoring, and job placement. The presenter will discuss the objectives of each component, the funding of the program and the evaluation of the program.

Presenter: Gary E. Rankin  
Oklahoma City Community College

Introducer: Claude Harris  
Dallas Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 3  
Session # 008

### "Title III and the At-Risk Student"

This session focuses on the use of Title III resources to encourage the low-achieving student to utilize assessment, matriculation, and tutorial services. It also shows how Title III funds can trigger other funding sources.

Presenters: Ed Gould, John Hansell, and John J. Holleman '83  
Gavilan College

Introducer: Joseph Dias  
Santa Ana Cluster

## MONDAY, JULY 24

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11:00 a.m. - Noon

### SPECIALIZATION SEMINAR MEETINGS

- Salon C  
Emergence of Vocational, Technical, and Occupational Education in America  
--Richard L. Fairley
- Salon F  
Salon G  
Salon H  
Politics, Law, and Economics of Higher Education  
--J. Terence Kelly  
--Sebastian V. Martorana  
--Lawrence A. Nespoli
- Desert Suite 1  
Desert Suite 2  
Desert Suite 3  
Emergence of Higher Education in America  
--James L. Wattenbarger  
--Donald W. Bryant  
--Frederick C. Kintzer
- Agua  
Theory and Methods of Adult Education  
--Nancy F. Gadbow
- Adobe  
History, Philosophy, and Practices of Adult Education  
--Dale L. Cook

Noon - 1:30 p.m.

### LUNCH BREAK

### CONCURRENT SESSIONS

1:30 p.m. - 2:30 p.m.

Salon A  
Session # 009

#### **"The Preferred Future: Actions Today to Prepare the Workforce for 2001"**

This session will review the various demographic and social trends that impact on education and preparing the workforce for 2001. Techniques for approaching the future in a proactive *versus* a reactive mode will be discussed. Efforts to develop plans that can enable us to achieve a preferred future as contrasted with merely accepting the future will be considered in both a practical and theoretical context.

Presenter: Kenneth E. Varcoe  
The Pennsylvania State University

Introducer: Joyce L. Haver  
Chicago Cluster

## MONDAY, JULY 24

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1:30 p.m. - 2:30 p.m.  
Salon C  
Session # 010

### **"Gender and Racial Harassment: How to Remove These Barriers for the At-Risk Student"**

Anyway you pronounce it, harassment on the college campus is destructive, disruptive and demeaning. This presentation will define "harassment," discuss its consequences, and explore constructive ways of confronting it in ourselves and our institutions. Participants will have an opportunity to ask questions and share ideas. In addition, a resource list will be distributed.

Presenter: Darlene F. Biggers  
The University of Wisconsin at Platteville

Introducer: Rosalie Lampone  
Phoenix Cluster

1:30 p.m. - 2:30 p.m.  
Salon F  
Session # 011

### **"Raising Questions About High Risk Students"**

High risk students have been growing at an exponential rate in the open door two-year college. Ninety percent of these colleges provide remedial efforts, yet many issues of curriculum efficacy remain unanswered and also unasked. The purpose of this presentation is to guide research into the education and the results of the education, received by academically underprepared students. The primary mode to be used for guiding research is to raise a series of questions and to provide a summary of what is currently known in the extant literature.

Presenter: John Losak  
Miami-Dade Community College

Introducer: David Haun  
Springfield/Missouri Cluster

1:30 p.m. - 2:30 p.m.  
Salon G  
Session # 012

### **"Statewide Assessment Programs: An Educational Initiative in Preparation for the Twenty-First Century"**

The ongoing debate regarding standardized testing has become one of the most cyclical issues of the last decade in higher education. Critics of standardized tests have made this issue a major item on the national agenda. The state of Texas, like a number of other states, is in the process of implementing a state-wide testing program. This presentation will focus on the case for standardized testing, the political impact, the role of the state

## MONDAY, JULY 24

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education agency, and implementing the mandates at the institutional level in particular.

Presenter: Earl L. Wright  
San Antonio College

Introducer: Daniel Dalton  
Western Pennsylvania Cluster

1:30 p.m. - 2:30 p.m.  
Salon H  
Session # 013

### "Higher Education Philanthropy 101"

This presentation introduces the main components of higher education fundraising: annual, major, and mega-giving programs; corporate relations; planned giving; and special campaigns. Management of development, policy, and strategy issues, are also discussed.

Presenter: Gerlinda S. Melchiori  
The University of Michigan at Ann Arbor

Introducer: Patricia Mulieri  
Tampa Cluster

1:30 p.m. - 2:30 p.m.  
Desert Suite 1  
Session # 014

### "Building Effective Organizations for the Twenty-First Century: Changing Factors, Actors, and Impact"

The presentation examines a new theory of organizational effectiveness based on research conducted at the University of Michigan with more than 4,000 faculty, administrators, and trustees in a national sample of 175 colleges. Five dimensions underlying effectiveness will be identified, organizational behavior will be documented in relationship to these dimensions, and a "paradox model" for effectiveness will be explicated. The presentation will conclude with a discussion of implications for management and governance, faculty and administrative roles, student services, teaching, and learning in postsecondary institutions.

Presenter: Richard L. Alfred  
The University of Michigan at Ann Arbor

Introducer: Ramona Game  
Hampton/Richmond Cluster

## MONDAY, JULY 24

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1:30 p.m. - 2:30 p.m.  
Desert Suite 2  
Session # 015

### "A Description of a Career and Job Search Program for At-Risk High School Students and Dropouts"

This presentation describes a career and job search program for at-risk high school students and dropouts. The program has three major components: career exploration, mentoring, and job placement. The presenter will discuss the objectives of each component, the funding of the program, and the evaluation of the program.

Presenter: Gary E. Rankin  
Oklahoma City Community College

Introducer: Ruth Townsend  
Santa Ana Cluster

## CONCURRENT SESSIONS

2:45 p.m. - 3:45 p.m.  
Salon A  
Session # 016

### "The Preferred Future: Actions Today to Prepare the Workforce for 2001"

This session will review the various demographic and social trends that impact on education and preparing the workforce for 2001. Techniques for approaching the future in a proactive *versus* a reactive mode will be discussed. Efforts to develop plans that can enable us to achieve a preferred future as contrasted with merely accepting the future will be considered in both a practical and theoretical context.

Presenter: Kenneth E. Varcoe  
The Pennsylvania State University

Introducer: Paul H. Dane  
South Florida Cluster

2:45 p.m. - 3:45 p.m.  
Salon C  
Session # 017

### "We Are Educating People Not Because We Feel Particularly Generous, but Because We Cannot Afford to Live With Them Uneducated"

This session will introduce ideas for significant change in our public schools to make them more accountable to students and to taxpayers. A model of a middle school and a senior high school will be used to demonstrate ways to retain potential drop-out students. This model also addresses the need to give teachers more decision-making authority, to increase their

## MONDAY, JULY 24

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accountability, and to create a team approach in working with those students.

Presenter: Daniel L. Austin  
Nova University

Introducer: Shirley P. Fisher  
Philadelphia Cluster

2:45 p.m. - 3:45 p.m.  
Salon G  
Session # 018

### **"Statewide Assessment Programs: An Educational Initiative in Preparation for the Twenty-First Century"**

The ongoing debate regarding standardized testing has become one of the most cyclical issues of the last decade in higher education. Critics of standardized tests have made this issue a major item on the national agenda. The state of Texas, like a number of other states, is in the process of implementing a state-wide testing program. This presentation will focus on the case for standardized testing, the political impact, the role of the state education agency, and implementing the mandates at the institutional level in particular.

Presenter: Earl L. Wright  
San Antonio College

Introducer: Arthur Fitzgerald  
Phoenix Cluster

2:45 p.m. - 3:45 p.m.  
Salon H  
Session # 019

### **"What is a Functional Curriculum Guide for Use in Community Colleges?"**

The development, function, and use of a curriculum guide in a community college may be one of the least understood things within a community college. Too often such guides are a hodge-podge of plagiarisms from text books and pasted pages from other sources. The function of curriculum within a human organization is to create a sense of community within that organization.

Presenter: Albert J. Pautler  
State University of New York at Buffalo

Introducer: Pearly Cunningham  
Western Pennsylvania Cluster

## MONDAY, JULY 24

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2:45 p.m. - 3:45 p.m.  
Desert Suite 1  
Session # 020

### "The Social Context of Being At-Risk"

This session will consider the implications of the notion that being at-risk is a relative condition involving interdependence of many elements of the population. A realistic assessment of opportunities for the most at-risk people will be considered. Participants will be invited to contribute to the discussion.

Presenter: David L. Zierath  
University of Wisconsin at Platteville

Introducer: Carol Ancona  
Tampa Cluster

2:45 p.m. - 3:45 p.m.  
Desert Suite 2  
Session # 021

### "Classroom Research: A Strategy to Improve Teaching and Learning"

One strategy to improve the quality of teaching while attending to the diverse needs of students is classroom research. Classroom research is neither traditional educational research nor classroom testing. With classroom research, teachers themselves address the matters that make most sense to them: What works in my subject? in my classroom? with my students? with my teaching style? This presentation will define the process of classroom research and share techniques for engaging in it.

Presenter: Marcia J. Belcher  
Miami-Dade Community College

Introducer: Peter Dillman  
Regional Cluster

2:45 p.m. - 3:45 p.m.  
Desert Suite 3  
Session # 022

### "Title III and the At-Risk Student"

This session focuses on the use of Title III resources to encourage the low-achieving student to utilize assessment, matriculation, and tutorial services. It also shows how Title III funds can trigger other funding sources.

Presenters: Ed Gould, John Hansell, and John J. Holleman '83  
Gavilan College

Introducer: Wendell Campbell  
Springfield/Missouri Cluster

# MONDAY, JULY 24

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## CONCURRENT SESSIONS

4:00 p.m. - 5:00 p.m.  
Salon C  
Session # 023

**"Gender and Racial Harassment: How to Remove These Barriers for the At-Risk Student"**

Anyway you pronounce it, harassment on the college campus is destructive, disruptive, and demeaning. This presentation will define "harassment," discuss its consequences, and explore constructive ways of confronting it in ourselves and our institutions. Participants will have an opportunity to ask questions and share ideas. In addition, a resource list will also be distributed.

Presenter: Darlene F. Biggers  
The University of Wisconsin at Platteville

Introducer: William Hall  
West Florida Cluster

4:00 p.m. - 5:00 p.m.  
Salon G  
Session # 024

**"A Blue Chip Investment to Prepare for 2001: An Ongoing District Funded Professional Development Program"**

The comprehensive staff development program at Glendale Community College has served as a model, both in California and across the nation, to prepare two-year institutions to serve changing populations projected for 2001. The workshop will discuss governance reviews, scholarly research grants, summer stipends, innovative projects grants, and community outreach efforts to achieve this goal.

Presenter: John A. Davitt and Sharon D. Scull  
Glendale Community College

Introducer: Dalton DeHart  
Philadelphia Cluster

4:00 p.m. - 5:00 p.m.  
Salon H  
Session # 025

**"Higher Education Philanthropy 101"**

This presentation introduces the main components of higher education fundraising: annual, major, and mega giving programs; corporate relations;

## MONDAY, JULY 24

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planned giving; and special campaigns. Management of development, policy, and strategy issues are also discussed.

Presenter: Gerlinda S. Melchiori  
The University of Michigan at Ann Arbor

Introducer: Wilma Patterson  
Phoenix Cluster

4:00 p.m. - 5:00 p.m.  
Desert Suite 1  
Session # 026

### **"Building Effective Organizations for the Twenty-First Century: Changing Factors, Actors, and Impact"**

The presentation examines a new theory of organizational effectiveness based on research conducted at the University of Michigan with more than 4,000 faculty, administrators, and trustees in a national sample of 175 colleges. Five dimensions underlying effectiveness will be identified, organizational behavior will be documented in relationship to these dimensions, and a "paradox model" for effectiveness will be explicated. The presentation will conclude with a discussion of implications for management and governance, faculty and administrative roles, student services, teaching, and learning in postsecondary institutions.

Presenter: Richard L. Alfred  
The University of Michigan at Ann Arbor

Introducer: Joseph E. Campbell  
South Florida Cluster

4:00 p.m. - 5:00 p.m.  
Desert Suite 2  
Session # 027

### **"Classroom Research: A Strategy to Improve Teaching and Learning"**

One strategy to improve the quality of teaching while attending to the diverse needs of students is classroom research. Classroom research is neither traditional educational research nor classroom testing. With classroom research, teachers themselves address the matters that make most sense to them: What works in my subject? in my classroom? with my students? with my teaching style? This presentation will define the process classroom research and share techniques for engaging in it.

Presenter: Marcia J. Belcher  
Miami-Dade Community College

Introducer: John Russell  
Western Pennsylvania Cluster

## MONDAY, JULY 24

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4:00 p.m. - 5:00 p.m.  
Desert Suite 3  
Session # 028

### "Networking for the Upwardly Mobile Practitioner"

Networking can provide a method to improve one's professional opportunities regardless of your present position or academic rank. This seminar examines what teachers, administrators, or consultants can do to improve their present work environments. Six exercises are used to help practitioners examine themselves and identify positive ways to encourage professionalism.

Presenter: J. Brison Torbert '85  
Paradise Valley Community College

Introducer: Rodger Graham  
Chicago Cluster

5:15 p.m. - 6:15 p.m.

### CLUSTER MEETINGS

Salon A

Regional Cluster

Salon F

Philadelphia Cluster

Salon G

Chicago and Dallas Clusters

Salon H

Greenwood, Oakland, and Springfield/Missouri Clusters

Desert Suite 1

Hampton/Richmond and Western Pennsylvania Clusters

Desert Suite 2

Phoenix and South Florida Clusters

Desert Suite 3

Santa Ana and West Florida Clusters

Pueblo

Tampa Cluster

## TUESDAY, JULY 25

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7:15 a.m. - 8:00 a.m.  
Calienta

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phyllis Cooper '83.

7:30 a.m. - 8:30 a.m.  
Salon D

### FACULTY AND STAFF MEETING

A meeting of cluster coordinators, local research associates, core and specialization lecturers, MARP advisors, practicum readers, and Nova Central staff. Coffee, juice, and danish will be served.

8:30 a.m. - 5:30 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

### CONCURRENT SESSIONS

8:30 a.m. - 9:30 a.m.  
Salon A  
Session # 029

#### **"The Learning Society: How Will Teaching and Learning Be Different in the Year 2001?"**

The workforce in 2001 will require continuing education and the at-risk student will present a serious challenge because inadequate education levels relative to available jobs. If educational level is one of the determinants of the "haves" (contrasted with the "have nots") in our society, obtaining more education may be a critical path to improving one's status, both economically and socially. What changes must need to be made to begin to address these concerns?

Presenter: Kenneth E. Varcoe  
The Pennsylvania State University

Introducer: Leonard Parker  
Hampton/Richmond Cluster

## TUESDAY, JULY 25

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8:30 a.m. - 9:30 a.m.  
Salon C  
Session # 030

### "Advising the At-Risk Student"

Educational institutions need to examine their advising programs because of the impact of advising on academic performance and retention. This presentation will describe models of effective advising, explore roles of advisers, and delineate helpful interpersonal and informational skills. Specific strategies, techniques, and resources will be given for advising non-traditional, minority, women, and underprepared students.

Presenter: Darlene F. Biggers  
The University of Wisconsin at Platteville

Introducer: Ruth Ebeling  
Santa Ana Cluster

8:30 a.m. - 9:30 a.m.  
Salon F  
Session # 031

### "Learning and the Academically Underprepared Student"

What works for the academically underprepared student will be addressed from several perspectives. These include but are not limited to curriculum structure, selection of faculty, computer-assisted instruction, and other curriculum interventions. Issues related to measures of success and a brief overview of the societal imperatives for the open door college, where most of the academically underprepared students are concentrated, will also be addressed.

Presenter: John Losak  
Miami-Dade Community College

Introducer: Benjamin Hill  
Philadelphia Cluster

8:30 a.m. - 9:30 a.m.  
Salon G  
Session # 032

### "True or False: Research Shows Us How to Educate the At-Risk Student"

Does the research literature tell us how to help the at-risk student? Using a series of true/false statements taken from a review of educational research, participants will compare their opinions against research findings. From the information revealed, participants will be able to develop specific ideas of ways to better prepare students for the workforce of 2001 by employing research findings to help educate the at-risk student.

Presenter: Al P. Mizell  
Nova University

Introducer: Marian Gibney  
Phoenix Cluster

## TUESDAY, JULY 25

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8:30 a.m. - 9:30 a.m.  
Salon H  
Session # 033

### "The Evaluation of High Risk Student Programs: Potential Practicum Topics"

This presentation proposes several research problems addressing the preparation of the at-risk student for the workforce in the year 2001. Research topics will be presented that will fit developmental, descriptive, historical, experimental, and evaluation practicums. Sample topics will be discussed and purpose statements written for each topic so that the student can use the design as a model for future practicums.

Presenter: Gary E. Rankin  
Oklahoma City Community College

Introducer: Stephen McLeod  
West Florida Cluster

8:30 a.m. - 9:30 a.m.  
Desert Suite 1  
Session # 034

### "Curriculum Alignment: Means of Improving Institutional Effectiveness"

The research and efforts of Fenwick English and Robert Diamond are both concerned with the improvement of course and curriculum at all levels of education. This topic will address with the application and implications of curriculum alignment for use at the postsecondary level. However, the concepts apply to all schools, colleges, and business.

Presenter: Albert J. Pautler  
State University of New York at Buffalo

Introducer: Pamela Hartmann  
Dallas Cluster

8:30 a.m. - 9:30 a.m.  
Desert Suite 2  
Session # 035

### "How to Organize a Fund-Raising Campaign"

This session discusses what it takes to create a development program in general and to plan for a campaign in particular. Emphasis will be on politics, organization and system issues, cost/benefit budgeting, staff development and the elements of campaign planning. Particular focus will be on the area of alumni research as the underlying tool of good market research, constituency segmentation, alumni and donor profiling, and prospect identification.

Presenter: Gerlinda S. Melchiori  
The University of Michigan at Ann Arbor

Introducer: Miriam Wheeler  
South Florida Cluster

## TUESDAY, JULY 25

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8:30 a.m. - 9:30 a.m.  
Desert Suite 3  
Session # 036

### "Effective Response to the Needs of the At-Risk Student"

Educational programs need to be guided by a concern for students' experiences and responses to opportunities. In order to do that at-risk students' own perspectives of their needs and of what education means must be taken seriously. Three ways of meeting these needs will be introduced. Participants will be invited to discuss how to use the most promising approach.

Presenter: David L. Zierath  
University of Wisconsin at Platteville

Introducer: Margaret Marik  
Regional Cluster

## CONCURRENT SESSIONS

9:45 a.m. - 10:45 a.m.  
Salon A  
Session # 037

### "The Learning Society: How Will Teaching and Learning be Different in the Year 2001?"

The workforce in 2001 will require continuing education and the at-risk student will present a serious challenges because of inadequate educational levels relate to available jobs. If educational level is one of the determinants of the "haves" (contrasted with the "have nots") in our society, obtaining more education may be a critical path to improving ones status both economically and socially. What changes must be made to begin to address these concerns?

Presenter: Kenneth E. Varcoe  
The Pennsylvania State University

Introducer: Wesley Gott  
Springfield/Missouri Cluster

9:45 a.m. - 10:45 a.m.  
Salon C  
Session # 038

### "Defining Learning Effectiveness Through Student Outcomes Assessment"

This presentation focuses on student outcomes assessment as a method for determination of learning effectiveness in colleges and universities. To understand cause and effect relationships, a conceptual model will be presented that outlines dimensions of learning effectiveness and the relationship between those dimensions and a broad range of outcomes. Next, differential outcome measures and contexts for assessment will be described and their implications for improvement of learning will be examined. Strategies to improve learning through application of outcomes

## TUESDAY, JULY 25

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information to instructional delivery and design decisions will also be discussed. The presentation will conclude with a discussion of implications for teachers and practitioners.

Presenter: Richard L. Alfred  
The University of Michigan at Ann Arbor

Introducer: Stewart Stover  
Chicago Cluster

9:45 a.m. - 10:45 a.m.  
Salon F  
Session # 039

### **"Learning and the Academically Underprepared Student"**

What works for the academically underprepared student will be addressed from several perspectives. These include but are not limited to curriculum structure, selection of faculty, computer-assisted instruction, and other curriculum interventions. Issues related to measures of success and a brief overview of the societal imperatives for the open door college, where most of the academically underprepared students are concentrated, will also be addressed.

Presenter: John Losak  
Miami-Dade Community College

Introducer: Lyn Escobar  
Santa Ana Cluster

9:45 a.m. - 10:45 a.m.  
Salon G  
Session # 040

### **"True or False: Research Shows Us How to Educate the At-Risk Student"**

Does the research literature tell us how to help the at-risk student? Using a series of true/false statements taken from a review of educational research, participants will compare their opinions against research findings. From the information revealed, participants will be able to develop specific ideas of ways to better prepare students for the workforce of 2001 by employing research findings to help educate the at-risk student.

Presenter: Al P. Mizell  
Nova University

Introducer: Cecilia McDaniel Brown  
South Florida Cluster

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9:45 a.m. - 10:45 a.m.  
Salon H  
Session # 041

### "How to Organize a Fund-Raising Campaign"

This session discusses what it takes to create a development program in general and to plan for a campaign in particular. Emphasis will be on politics, organization and system issues, cost/benefit budgeting, staff development and the elements of campaign planning. Particular focus will be on the area of alumni research as the underlying tool of good market research, constituency segmentation, alumni and donor profiling, and prospect identification.

Presenter: Gerlinda S. Melchiori  
The University of Michigan at Ann Arbor

Introducer: Claudette Millstead  
Springfield/Missouri Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 1  
Session # 042

### "Curriculum Alignment: Means of Improving Institutional Effectiveness"

The research and efforts of Fenwick English and Robert Diamond are both concerned with the improvement of course and curriculum at all levels of education. This topic will address the application and implications of curriculum alignment for use at the postsecondary level. However, the concepts apply to all schools, colleges, and business.

Presenter: Albert J. Pautler  
State University of New York at Buffalo

Introducer: Vicky Katz  
Tampa Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 2  
Session # 043

### "Imperative for the Year 2001: Educational Renewal and a Thinking Labor Force"

The American system of education has always been the primary catalyst to greater economic abundance and equality of opportunity for the masses. Although the system is designed for all citizens, everyone does not take advantage of the available opportunities afforded. The quality of American life in the year 2001 will depend on educational renewal, mainstreaming minorities and women, a competent labor force, and national priorities based on economic development needs. Therefore, this presentation focuses

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primarily on what educators should start considering as we advance toward the year 2001.

Presenter: Earl L. Wright  
San Antonio College

Introducer: Michael Piovane  
Philadelphia Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 3  
Session # 044

### "Effective Response to the Needs of the At-Risk Student"

Educational programs need to be guided by a concern for students' experiences and responses to opportunities. In order to do that, at-risk students' own perspectives of their needs and what education means must be taken seriously. Three ways of meeting these needs will be introduced. Participants will be invited to discuss how to use the most promising approach.

Presenter: David L. Zierath  
University of Wisconsin at Platteville

Introducer: Sharon K. Octernaud  
South Florida Cluster

11:00 a.m. - Noon

## SPECIALIZATION SEMINAR MEETINGS

Emergence of Vocational, Technical, and Occupational Education in America

Salon C

--Richard L. Fairley

Politics, Law, and Economics of Higher Education

Salon F

--J. Terence Kelly

Salon G

--Sebastian V. Martorana

Salon H

--Lawrence A. Nespoli

Emergence of Higher Education in America

Desert Suite 1

--James L. Wattenbarger

Desert Suite 2

--Donald W. Bryant

Desert Suite 3

--Frederick C. Kintzer

Theory and Methods of Adult Education

Agua

--Nancy F. Gadbow

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Adobe

History, Philosophy, and Practices of Adult Education  
--Dale L. Cook

Noon - 1:30 p.m.

### LUNCH BREAK

### CONCURRENT SESSIONS

1:30 p.m. - 2:30 p.m.  
Salon A  
Session # 045

#### "Read, Revise, Rewrite, and Re-Read: The Realities of the Practicum Process"

This presentation is designed to give Nova students concrete suggestions for improving their writing and getting written work approved. Elements of personal style, readability, mechanics, and format are included along with specific techniques for critiquing and revising written work. Examples of actual student writing will illustrate various aspects of more effective writing.

Presenter: Anita G. Barrett  
Tarrant County Junior College

Introducer: David Iadevaia  
Phoenix Cluster

1:30 p.m. - 2:30 p.m.  
Salon C  
Session # 046

#### "Advising the At-Risk Student"

Educational institutions need to examine their advising programs because of the impact of advising on academic performance and retention. This presentation will describe models of effective advising, explore roles of advisers, and delineate helpful interpersonal and informational skills. Specific strategies, techniques, and resources will be given for advising non-traditional, minority, women, and underprepared students.

Presenter: Darlene F. Biggers  
The University of Wisconsin at Platteville

Introducer: Daniel L. Carlson  
Regional Cluster

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1:30 p.m. - 2:30 p.m.  
Salon E  
Session # 047

### **"The Proposal Process: Forget About the Answer, WHAT IS THE QUESTION?"**

This presentation gives concrete suggestions to facilitate the practicum proposal process: the role of related literature, the necessary sensitivity to one's organization or institution, and the integration of concepts introduced in the seminar. The researcher can follow a logical process toward asking the "right" question. Once a "right" question is named, "what to do" to find the answer can take many forms. The researcher can gain assistance from many sources in formulating the most appropriate way to proceed.

Presenter: Valda M. Robinson  
Hillsborough Community College

Introducer: Donald Tshudy  
Philadelphia Cluster

1:30 p.m. - 2:30 p.m.  
Salon F  
Session # 048

### **"The New Programs for Higher Education Comprehensive Exam: Myth and Reality"**

This session will provide an overview of PHE's new comprehensive exam requirement. Purpose, eligibility, review techniques, exam design, scheduling, grading, and the exam's relationship to "candidacy" and readiness for assignment to a MARP committee will also be discussed. All myths will be explored and rumors addressed in an open "give and take" exchange.

Presenter: Peter K. Mills  
Nova University

Introducer: Beverly A. Harang  
West Florida Cluster

1:30 p.m. - 2:30 p.m.  
Salon G  
Session # 049

### **"Damage Control and Disaster Relief in Research: Free Alterations to Your Design"**

Applied research rarely stays on the intended track. Problems, which have not been anticipated by the student researcher or by the scholarly advisors, are frequent and sometimes devastating. Reluctant respondents, missing data, nonsignificant results, contradictory results, and ego-involved advisors are only a few of the possible obstacles which a student researcher can

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encounter. Practical solutions (not cures) to some of these hazards are proposed in this session.

Presenter: Francis J. Crowley  
Fordham University

Introducer: Cecilia McDaniel Brown  
South Florida Cluster

1:30 p.m. - 2:30 p.m.  
Salon H  
Session # 050

### "The Evaluation of High Risk Student Programs: Potential Practicum Topics"

This presentation proposes several research problems addressing the preparation of the at-risk student for the workforce in the year 2001. Research topics will be presented that will fit developmental, descriptive, historical, experimental and evaluation practicums. Sample topics will be discussed and purpose statements written for each topic so that the student can use the design as a model for future practicums.

Presenter: Gary E. Rankin  
Oklahoma City Community College

Introducer: George Semich  
Western Pennsylvania Cluster

1:30 p.m. - 2:30 p.m.  
Desert Suite 1  
Session # 051

### "What Makes a MARP a MARP? . . . or Whaddyamean my MARP Topic is Unacceptable?"

This session provides some decision parameters for the selection of a viable MARP topic, one that is not only worthwhile but feasible. Consideration will be given to intellectual, institutional, practical/pragmatic, and personal factors that should be considered. Actual proposed MARP topics of attendees will serve as the focus of discussion.

Presenter: Ronald A. Newell  
Nova University

Introducer: Mary Jo Ferrara  
Tampa Cluster

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1:30 p.m. - 2:30 p.m.  
Desert Suite 2  
Session # 052

### **"Imperative for the Year 2001: Educational Renewal and a Thinking Labor Force"**

The American system of education has always been the primary catalyst to greater economic abundance and equality of opportunity for the masses. Although the system is designed for all citizens, everyone does not take advantage of the available opportunities afforded. The quality of American life in the year 2001 will depend on educational renewal, mainstreaming minorities and women, a competent labor force, and national priorities based on economic development needs. Therefore, this presentation focuses primarily on what educators should start considering as we advance toward the year 2001.

Presenter: Earl L. Wright  
San Antonio College

Introducer: Johnnie M. Porter  
Regional Cluster

## CONCURRENT SESSIONS

2:45 p.m. - 3:45 p.m.  
Salon A  
Session # 053

### **"Read, Revise, Rewrite and Re-Read: The Realities of the Practicum Process"**

This presentation is designed to give Nova students concrete suggestions for improving their writing and getting written work approved. Elements of personal style, readability, mechanics, and format are included along with specific techniques for critiquing and revising written work. Examples of actual student writing will illustrate various aspects of more effective writing.

Presenter: Anita G. Barrett  
Tarrant County Junior College

Introducer: Kim Mailes  
Springfield/Missouri Cluster

2:45 p.m. - 3:45 p.m.  
Salon C  
Session # 054

### **"Defining Learning Effectiveness Through Student Outcomes Assessment"**

This presentation focuses on student outcomes assessment as a method for determination of learning effectiveness in colleges and universities. To understand cause and effect relationships, a conceptual model will be presented that outlines dimensions of learning effectiveness and the

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relationship between those dimensions and a broad range of outcomes. Next, differential outcome measures and contexts for assessment will be described and their implications for improvement of learning will be examined. Strategies to improve learning through application of outcomes information to instructional delivery and design decisions will also be discussed. The presentation will conclude with a discussion of implications for teachers and practitioners.

Presenter: Richard L. Alfred  
The University of Michigan at Ann Arbor

Introducer: Steven Murray  
Dallas Cluster

2:45 p.m. - 3:45 p.m.  
Salon E  
Session # 055

### **"The Proposal Process: Forget About the Answer, WHAT IS THE QUESTION?"**

This presentation gives concrete suggestions in facilitate the process practicum proposal: the role of related literature, the necessary sensitivity to one's organization or institution, and the integration of concepts introduced in the seminar. The researcher can follow a logical process toward asking the "right" question. Once a "right" questions is framed, "what to do" to find the answer can take many forms. The researcher can gain assistance from many sources in formulating the most appropriate way to proceed.

Presenter: Valda M. Robinson  
Hillsborough Community College

Introducer: Joyce Pappachristou  
South Florida Cluster

2:45 p.m. - 3:45 p.m.  
Salon F  
Session # 056

### **"The New Programs for Higher Education Comprehensive Exam: Myth and Reality"**

This session will provide an overview of PHE's new comprehensive exam requirement. Purpose, eligibility, review techniques, exam design, scheduling, grading and the exam's relationship to "candidacy" and readiness for assignment to a MARP committee will be discussed. All myths will be explored and rumors addressed in an open "give and take" exchange.

Presenter: Peter K. Mills  
Nova University

Introducer: Eleanor Syler  
Springfield/Missouri Cluster

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2:45 p.m. - 3:45 p.m.  
Salon G  
Session # 057

### "Damage Control and Disaster Relief in Research: Free Alterations to Your Design"

Applied research rarely stays on the intended track. Problems, which have not been anticipated by the student researcher or by the scholarly advisors, are frequent and sometimes devastating. Reluctant respondents, missing data, nonsignificant results, contradictory results, and ego-involved advisors are only a few of the possible obstacles which a student researcher can encounter. Practical solutions (not cures) to some of these hazards are proposed in this session.

Presenter: Francis J. Crowley  
Fordham University

Introducer: Philip Jacobs  
Chicago Cluster

2:45 p.m. - 3:45 p.m.  
Salon H  
Session # 058

### "Networking for the Upwardly Mobile Practitioner"

Networking can provide a method to improve one's professional opportunities regardless of your present position or academic rank. This seminar examines a look at what teachers, administrators, or consultants can do to improve their present work environments. Six exercises are used to help practitioners examine themselves and identify positive ways to encourage professionalism.

Presenter: J. Brison Torbert, '85  
Paradise Valley Community College

Introducer: Cecile Lawrence  
South Florida Cluster

2:45 p.m. - 3:45 p.m.  
Desert Suite 1  
Session # 059

### "What Makes a MARP a MARP? . . . or Whaddyamean my MARP Topic is Unacceptable?"

This session provides some decision parameters for the selection of a viable MARP topic, one that is not only worthwhile but feasible. Consideration will be given to intellectual, institutional, practical/pragmatic, and personal factors that should be considered. Actual proposed MARP topics of attendees will serve as the focus of discussion.

Presenter: Ronald A. Newell  
Nova University

Introducer: Theresa del Tufo  
Philadelphia Cluster

**CONCURRENT SESSIONS**

The following two sessions are intended for current PHE students. Those in the first and second year, or those who are still completing practicums, should attend the Practicum Proposal Workshop. Those who are, or about to be, assigned to a MARP committee should attend the Major Applied Research Project Workshop.

4:00 p.m. - 5:00 p.m.  
Salon D  
Session # 060

**"Practicum Proposal Workshop"**

This session provides students an opportunity to meet and hear from a panel of practicum evaluators and to engage in a dialogue regarding the characteristics of successful practicum proposals and practicums.

Chair: Valda M. Robinson

Panelists: Gary E. Rankin  
Kenneth V. Varcoe  
John R. West '75  
Earl L. Wright

4:00 p.m. - 5:00 p.m.  
Salon E  
Session # 061

**"Major Applied Research Project Workshop"**

MARP advisors will conduct small group sessions to assist students who are involved in or about to enter the MARP process. The small group will encourage dialog about conceptualization the MARP, working with the advisor, pitfalls to avoid, and the characteristics of successful MARPs.

Chair: Barton R. Herrscher

Session Leaders: Frederick C. Kintzer  
John Losak  
Sebastian V. Martorana  
Jane E. Matson  
Peter K. Mills

## TUESDAY, JULY 25

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5:15 p.m. - 6:15 p.m.

### CLUSTER MEETINGS

Salon A

Regional Cluster

Salon F

Philadelphia Cluster

Salon G

Chicago and Dallas Clusters

Salon H

Greenwood, Oakland, and Springfield/Missouri Clusters

Desert Suite 1

Hampton/Richmond and Western Pennsylvania Clusters

Desert Suite 2

Phoenix and South Florida Clusters

Desert Suite 3

Santa Ana and West Florida Clusters

Pueblo

Tampa Cluster

### EVENING EXERCISES

9:00 p.m. - 9:30 p.m.

Soothing and relaxing exercises for body and mind led by Phyllis Cooper '83.

## WEDNESDAY, JULY 26

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7:15 a.m. - 8:00 a.m.  
Calienta

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phyllis Cooper '83.

8:00 a.m. - 9:15 a.m.  
Cabrillo Restaurant

### ALUMNI BREAKFAST

All PHE graduates, faculty, and central staff are invited to attend this dutch treat breakfast.

8:00 a.m. - Noon  
Salon B

### INSTITUTE OFFICE OPEN

8:30 a.m. - Noon

### SPECIALIZATION SEMINAR MEETINGS

Salon C	Emergence of Vocational, Technical, and Occupational Education in America --Richard L. Fairley
Salon F	Politics, Law, and Economics of Higher Education --J. Terence Kelly
Salon G	--Sebastian V. Martorana
Salon H	--Lawrence A. Nespoli
Desert Suite 1	Emergence of Higher Education in America --James L. Wattenbarger
Desert Suite 2	--Donald W. Bryant
Desert Suite 3	--Frederick C. Kintzer
Agua	Theory and Methods of Adult Education --Nancy F. Gadbow
Adobe	History, Philosophy, and Practices of Adult Education --Dale L. Cook

## WEDNESDAY, JULY 26

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### TOURS

9:30 a.m. - Noon

Visiting Conferees (Optional). College of the Desert, Palm Desert. Assemble in main lobby at 9:15 a.m.

1:00 p.m. - 3:30 p.m.

Students (Optional). College of the Desert, Palm Desert. Assemble in main lobby at 12:45 p.m.

8:00 p.m. - 8:30 p.m.  
Salon C

### PRESENTERS' MEETING

All Thursday and Friday presenters who did not attend the Sunday meeting should be present at this meeting.

## THURSDAY, JULY 27

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7:00 a.m. - 8:15 a.m.  
Salon D

### FACULTY AND STAFF MEETING

A meeting of cluster coordinators, local research associates, core and specialization lecturers, MARP advisors, practicum readers, and Nova Central staff. Coffee, juice, and danish will be served.

7:15 a.m. - 8:00 a.m.

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phyllis Cooper '83.

8:00 a.m. - 5:30 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

### SHOWCASE OF SPECIALIZATION FACULTY

This segment of the institute program highlights presentations by PHE national lecturers who teach specialization seminars. The sessions, repeated today at 3:00 p.m., provide a wide range of topics by recognized leaders from a diversity of institutional settings.

8:30 a.m. - 9:30 a.m.  
Salon A  
Session # 062

#### "The Value of Qualitative Research Methods in Adult and Higher Education"

This session will examine key aspects of qualitative research methods and discuss the application of the methods in adult and higher education research. Resources and references will be provided. Participants will have an opportunity to discuss relevant research issues and topics.

Presenter: Nancy F. Gadbow  
Empire State College

Introducer: Debra Kennedy  
Phoenix Cluster

## THURSDAY, JULY 27

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8:30 a.m. - 9:30 a.m.  
Salon C  
Session # 063

### "The Computer Illiterate as an At-Risk Entity: The New 'Have Nots'"

The percentage of functionally illiterate adults in the United States is currently twenty percent of the population. Technological advances are changing what it means to be illiterate, making an intolerable situation even worse. This session will focus on the importance of computer literacy and access as a dimension of the broader issue of functional literacy.

Presenter: Dale L. Cook  
Kent State University

Introducer: Donald Norman  
Hampton/Richmond Cluster

8:30 a.m. - 9:30 a.m.  
Salon F  
Session # 064

### "Teaching and Learning: The Miami-Dade Community College Project"

Miami-Dade Community College has gained unprecedented national attention for its new Teaching and Learning Project. This project redirects the entire college operations with regard to decision-making on issues that directly support classroom activities. The relationship of this project to the the underprepared student will be discussed. The president of Miami-Dade has described this as the most important project ever undertaken at the college and sees the implications of this work for community colleges across the country.

Presenter: J. Terence Kelly  
Miami-Dade Community College

Introducer: Denise Mansfield  
West Florida Cluster

8:30 a.m. - 9:30 a.m.  
Salon G  
Session # 065

### "Interorganizational Planning and Cooperation Extends Access and Enhances Worker Education"

Colleges and universities operating traditionally as free-standing institutions, sharply separated from other organizations that serve the society and economy of the nation, can no longer effectively fulfill the broad span of current expectations. Given the enormity of these expectations, colleges and universities are increasingly joining forces with other organizations. This presentation focuses on the growth of interorganizational planning and cooperation among institutions of higher learning and between them and

## THURSDAY, JULY 27

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other organizations, some also with educational purposes and many others not so directed.

Presenter: Sebastian V. Martorana  
The Pennsylvania State University

Introducer: Mary Jo Roper  
Greenwood Cluster

8:30 a.m. - 9:30 a.m.  
Salon H  
Session # 066

### **"Investing in Human Capital: Public Policy That's Good for the High Risk Student and Good for the Nation's Economy"**

This presentation frames the issue of high risk students within the economic concept of "human capital." It starts with the assumption that education and training are the primary systems for investing in human capital and then examines several state-level strategies that have shown great promise. Borrowing a framework from Naisbitt's Megatrends, both "high tech" (the importance of technical training short of a bachelor's degree) and "high touch" approaches (like mentoring programs) will be discussed.

Presenter: Lawrence A. Nespoli  
Maryland State Board for Community Colleges

Introducer: Brenda Vaughn-Williams  
Tampa Cluster

8:30 a.m. - 9:30 a.m.  
Desert Suite 1  
Session # 067

### **"Preparing the Workforce: Quality Controls"**

Quality is expected in all programs. There are, however, a number of different controls that affect programs. In addition to the internal and the local influences that control quality, there are a number of external influences. There is not only a quandary about what constitutes "quality" but there are also many opportunities for conflict between these various influences. Come prepared to identify the QUALITY CONTROLS, both positive and negative, that influence the programs that are your responsibility. Participants will be encouraged to share experiences that illustrate ways YOU can control the controllers?

Presenter: James L. Wattenbarger  
University of Florida

Introducer: Pedro Medina  
Philadelphia Cluster

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8:30 a.m. - 9:30 a.m.  
Desert Suite 2  
Session # 068

### **"Challenge for the Future: Still a Nation At-Risk"**

Since 1983, the American people have been challenged that the nation is at-risk educationally and, perhaps, economically. This session will probe for reasons why the problem is real and will build a case for the point that, from an educational perspective, the nation is still at-risk. A case will also be made that the risk is not of recent origin but actually dates back to the 1950s. Recent events have only exacerbated the problem and made it more recognizable.

Presenter: Donald W. Bryant  
Carteret Community College

Introducer: Daniel D. Koenig  
Greenwood Cluster

8:30 a.m. - 9:30 a.m.  
Desert Suite 3  
Session # 069

### **"Training the Future Workforce: Excellence in Education"**

Profound changes in the nation's economy, demographics, and technology dictate the need for profound changes in education. One million teenagers are now leaving high school annually without elementary skills. Two million high school graduates in 1990 will lack basic skills for menial work. High-tech jobs are growing rapidly. That expansion is greatly overshadowed numerically by the enormous growth of low-level services. How can postsecondary education accommodate for such diversity? Special reference will be made to reactions of Nova University students through practicums and MARPs.

Presenter: Frederick C. Kintzer  
University of California at Los Angeles

Introducer: Sharon Flood  
Dallas Cluster

## CONCURRENT SESSIONS

9:45 a.m. - 10:45 a.m.  
Salon C  
Session # 070

### **"Nova's Information Retrieval Service: Providing Research Assistance Through Computer Based Bibliographic Retrieval (Lecture)"**

During this session, students will have an opportunity to learn about Nova's Information Retrieval Service (I.R.S.) resources and procedures. Explanations for search strategy development, online database selection, and

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offline print results will be provided. Students will learn about the advantages and applications of reviews of the literature through computer-based bibliographic retrieval.

Presenter: Elizabeth A. Poliner  
Nova University

Introducer: Donald McAllister  
Santa Ana Cluster

9:45 a.m. - 10:45 a.m.  
Salon F  
Session # 071

### **"Curriculum Integrity: An Imperative in Educating the At-Risk Student"**

Curriculum integrity--the provision of courses, services, activities, programs, and environments which are valuable, effective, and appropriate in content and design for the particular clientele--will be the focus of this session. The purposes of education, and how these purposes can be accomplished best in a college curriculum will be explored with emphasis on the at-risk student. Along with various aspects of curriculum integrity, the essence of human competence will be analyzed creatively. Herein, we will examine the college curriculum from a slightly different perspective.

Presenter: Barton R. Herrscher  
University of Houston

Introducer: Robert Cinnamond  
Regional Cluster

9:45 a.m. - 10:45 a.m.  
Salon G  
Session # 072

### **"Improving the Performance of At-Risk Students to Meet Future Workplace Requirements"**

By the turn of the century, eighty-five percent of new entrants into the workplace will be women, minorities and immigrants. In addition, over the next few years, many of the nation's most experienced scientists and engineers will be retiring. This presentation presents strategies for identifying the special needs of at-risk students and for developing appropriate educational programs to meet their emerging needs.

Presenter: Richard L. Fairley  
U. S. Department of Education

Introducer: Edward Fleming  
Springfield/Missouri Cluster

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9:45 a.m. - 10:45 a.m.  
Salon H  
Session # 073

### "Teaching and Learning in a Complex Environment"

Participants will brainstorm to identify the factors that affect teaching and learning in the two-year college including the diversity of students, differences among faculty members, institutional policies and resources. These factors and the resulting impacts on strategies to improve teaching and learning in community, junior, and technical colleges will be analyzed. The session will conclude with a summary of the role of the faculty member in fostering learning in these institutions.

Presenter: Elizabeth M. Hawthorne  
The University of Toledo

Introducer: John R. Westbrook, Jr.  
West Florida Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 1  
Session # 074

### "Fulfilling Potential: The Dream Becomes Reality"

Moorpark College has developed a model program for increasing retention through a series of innovative practices, beginning at the high school level. Its objective is to insure retention for the completion of the college degree. Various programs in the instructional and college services arenas will be discussed.

Presenters: William Bendat '76 and Edward Tennen '77  
Moorpark College

Introducer: Joyce Rochlin  
Philadelphia Cluster

9:45 a.m. - 10:45 a.m.  
Desert Suite 2  
Session # 075

### "'Lee Jones,' At-Risk Child, Born: July 27, 1989--Your Institution's Response to 'Lee Jones,' July 2007"

The workshop will have three phases: (1) review of demographic and social data on the at-risk children born in 1989, (2) educational implications for "1989" cohort--pre-school through high school (1995-2007), (3) educational implications for the "1989" cohort--postsecondary education (2007-2012).

Presenter: Richard M. Goldman  
Nova University

Introducer: Sharon K. Octernaud  
South Florida Cluster

## THURSDAY, JULY 27

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9:45 a.m. - 10:45 a.m.  
Desert Suite 3  
Session # 076

### "On Developing *Ganas* I: Strategies for the Recruitment of Hispanic Students"

This session describes a model program designed to increase high school graduation rate of Hispanic students. Articulation agreements and increased enrollments will be discussed. Techniques for the recruitment of Hispanic faculty and staff will be outlined and program brochures will be distributed. These strategies can be replicated by other institutions concerned with minority enrollments.

Presenters: Orlando Edreira and Ana Maria Schuhmann  
Kean College of New Jersey

Introducer: Lillian Stewart  
Springfield/Missouri Cluster

11:00 a.m. - Noon

## SPECIALIZATION SEMINAR MEETINGS

Salon C

Emergence of Vocational, Technical, and Occupational Education in America  
--Richard L. Fairley

Salon F  
Salon G  
Salon H

Politics, Law, and Economics of Higher Education  
--J. Terence Kelly  
--Sebastian V. Martorana  
--Lawrence A. Nespoli

Desert Suite 1  
Desert Suite 2  
Desert Suite 3

Emergence of Higher Education in America  
--James L. Wattenbarger  
--Donald W. Bryant  
--Frederick C. Kintzer

Agua

Theory and Methods of Adult Education  
--Nancy F. Gadbow

Adobe

History, Philosophy, and Practices of Adult Education  
--Dale L. Cook

## THURSDAY, JULY 27

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Noon - 1:15 p.m.

### LUNCH BREAK

### SPECIAL EVENT

1:15 p.m. - 2:45 p.m.  
Salon D  
Session # 077

#### "Distinguished Alumni Panel Presentation"

Nova University is pleased to honor four distinguished PHE graduates who will share their experiences and describe the role the program played in their personal and career development.

Welcoming Remarks:	Ross E. Moreton, Director Programs for Higher Education
Introduction of President:	Richard M. Goldman, Dean Center for the Advancement of Education
Introduction of Graduates:	Abraham S. Fischler, President Nova University
Graduates:	Rafael Cartagena '77, Miami Dade II Cluster M. Patricia Nelson '78, Philadelphia Cluster Queen Randall '75, Sacramento Cluster Paul Anthony Zeiss '79, Dallas Cluster

### SHOWCASE OF SPECIALIZATION FACULTY

These sessions are repeated from 8:30 a.m. - 9:30 a.m.

3:00 p.m. - 4:00 p.m.  
Salon A  
Session # 078

#### "The Value of Qualitative Research Methods in Adult and Higher Education"

This session will examine key aspects of qualitative research methods and discuss their application in addressing issues in adult and higher education.

## THURSDAY, JULY 27

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Resources and references will be provided. Participants will have an opportunity to discuss relevant research issues and topics.

Presenter: Nancy F. Gadbow  
Empire State College

Introducer: Patricia Nicholas  
Hampton/Richmond Cluster

3:00 p.m. - 4:00 p.m.  
Salon C  
Session # 079

### **"The Computer Illiterate as an At-Risk Entity: The New 'Have Nots'"**

The percentage of functionally illiterate adults in the United States is currently twenty percent of the population. Technological advances are changing what it means to be illiterate, making an intolerable situation even worse. This session will focus on the importance of computer literacy and access as a dimension of the broader issue of functional literacy.

Presenter: Dale L. Cook  
Kent State University

Introducer: Joan Ritsch  
Phoenix Cluster

3:00 p.m. - 4:00 p.m.  
Salon F  
Session # 080

### **"Teaching and Learning: The Miami-Dade Community College Project"**

Miami-Dade Community College has gained unprecedented national attention for its new Teaching and Learning Project. This project redirects the entire college operations with regard to decision-making on issues that directly support classroom activities. The relationship of this project to the underprepared student will be discussed. The president of Miami-Dade has described this as the most important project ever undertaken at the college and sees the implications of this work for community colleges across the country.

Presenter: J. Terence Kelly  
Miami-Dade Community College

Introducer: Rita Price  
Springfield/Missouri Cluster

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3:00 p.m. - 4:00 p.m.  
Salon G  
Session # 081

### **"Interorganizational Planning and Cooperation Extends Access and Enhances Worker Education"**

Colleges and universities operating in the traditionally as free-standing institutions, sharply separated from other organizations that serve the society and economy of the nation, can no longer effectively fulfill the broad span of current expectations. Given the enormity of these expectations for colleges and universities are increasingly joining forces with other organizations. This presentation focuses on the growth of interorganizational planning and cooperation among institutions of higher learning and between them and other organizations, some also with educational purposes and many others not so directed.

Presenter: Sebastian V. Martorana  
The Pennsylvania State University

Introducer: Nita Heck  
Tampa Cluster

3:00 p.m. - 4:00 p.m.  
Salon H  
Session # 082

### **"Investing in Human Capital: Public Policy That's Good for the High Risk Student and Good for the Nation's Economy"**

This presentation frames the issue of high risk students within the economic concept of human capital. It starts with the assumption that education and training are the primary systems for investing in human capital and then examines several state-level strategies that have shown great promise. Borrowing a framework from Naisbitt's Megatrends, both "high tech" (the importance of technical training short of a bachelor's degree) and "high touch" approaches (like mentoring programs) will be discussed.

Presenter: Lawrence A. Nespoli  
Maryland State Board for Community Colleges

Introducer: Jimmie Chambers  
Greenwood Cluster

3:00 p.m. 4:00 p.m.  
Desert Suite 1  
Session # 083

### **"Preparing the Workforce: Quality Controls"**

Quality is expected in all programs. There are, however, a number of different controls that affect programs. In addition to the internal and the local influences that control quality, there are a number of external influences. There is not only a quandary about what constitutes "quality" but there are also many opportunities for conflict between these various influences. Come prepared to identify the QUALITY CONTROLS, both positive and negative, that influence the programs that are your

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responsibility. Participants will be encouraged to share experiences that illustrate ways YOU can control the controllers?

Presenter: James L. Wattenbarger  
University of Florida

Introducer: Laurel Marshall  
Philadelphia Cluster

3:00 p.m. - 4:00 p.m.  
Desert Suite 2  
Session # 084

### "Challenge for the Future: Still a Nation At-Risk"

Since 1983, the American people have been challenged that the nation is at-risk educationally and, perhaps, economically. This session will probe for reasons why the problem is real and will build a case for the point, that, from an educational perspective, the nation is still at-risk. A case will also be made that the risk is not of recent origin but actually dates back to the 1950s. Recent events have only exacerbated the problem and made it more recognizable.

Presenter: Donald W. Bryant  
Carteret Community College

Introducer: Glenn Lygrisse  
Dallas Cluster

3:00 p.m. - 4:00 p.m.  
Desert Suite 3  
Session # 085

### "Training the Future Workforce: Excellence in Education"

Profound changes in the nation's economy, demographics, and technology dictate the need for profound changes in education. One million teenagers are now leaving high school annually without elementary skills. Two million high school graduates in 1990 will lack basic skills for menial work. High-tech jobs are growing rapidly. That expansion is greatly overshadowed numerically by the enormous growth of low-level services. How can postsecondary education accommodate for such diversity? Special reference will be made to reactions of Nova University students through practicums and MARPs.

Presenter: Frederick C. Kintzer  
University of California at Los Angeles

Introducer: Anthony Tolpen  
South Florida Cluster

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3:00 p.m. - 4:00 p.m.  
Pueblo

### PRESIDENT'S COFFEE HOUR

Reception for spouses/friends. No children, please.

### CONCURRENT SESSIONS

4:15 p.m. - 5:15 p.m.  
Salon C  
Session # 086

#### **"Nova's Information Retrieval Service: Providing Research Assistance Through Computer Based Bibliographic Retrieval (Lecture)"**

During this session, students will have an opportunity to learn about Nova's Information Retrieval Service (I.R.S.) resources and procedures. Explanations of search strategy development, online database selection, and offline print results will be provided. Students will learn about the advantages and applications of reviews of the literature through computer-based bibliographic retrieval.

Presenter: Elizabeth A. Poliner  
Nova University

Introducer: Lois Miller  
Santa Ana Cluster

4:15 p.m. - 5:15 p.m.  
Salon F  
Session # 087

#### **"Curriculum Integrity: An Imperative in Educating the At-Risk Student"**

Curriculum integrity--the provision of courses, services, activities, programs, and environments which are valuable, effective, and appropriate in content and design for the particular clientele--will be the focus of this session. The purposes of education, and how these purposes can be accomplished best in a college curriculum will be explored with emphasis on the at-risk student. Along with various aspects of curriculum integrity, the essence of human competence will be analyzed creatively. Herein, we will examine the college curriculum from a slightly different perspective.

Presenter: Barton R. Herrscher  
University of Houston

Introducer: Liam Atchison  
Regional Cluster

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4:15 p.m. - 5:15 p.m.  
Salon G  
Session # 088

### "Improving the Performance of At-Risk Students to Meet Future Workplace Requirements"

By the turn of the century, eighty-five percent of new entrants into the workplace will be women, minorities and immigrants. In addition, over the next few years, many of the nation's most experienced scientists and engineers will be retiring. This presentation presents strategies for identifying the special needs of at-risk students and for developing appropriate educational programs to meet their emerging needs.

Presenter: Richard L. Fairley  
U. S. Department of Education

Introducer: Bea Ryan  
Santa Ana Cluster

4:15 a.m. - 5:15 p.m.  
Salon H  
Session # 089

### "Teaching and Learning in a Complex Environment"

Participants will brainstorm to identify the factors that affect teaching and learning in the two-year college including the diversity of students, differences among faculty members, institutional policies and resources. These factors and the resulting impacts on strategies to improve teaching and learning in community, junior, and technical colleges will be analyzed. The session will conclude with a summary of the role of the faculty member in fostering learning in these institutions.

Presenter: Elizabeth M. Hawthorne  
The University of Toledo

Introducer: Paul Gasparro  
Greenwood Cluster

4:15 p.m. - 5:15 p.m.  
Desert Suite 1  
Session # 090

### "Fulfilling Potential: The Dream Becomes Reality"

Moorpark College has developed a model program for increasing retention through a series of innovative practices beginning at the high school level. Its objective is to ensure retention for completion of the college degree. Various programs in the instructional and college services arenas will be discussed.

Presenters: William Bendat '76 and Edward Tennen '77  
Moorpark College

Introducer: Carolyn Standridge  
Tampa Cluster

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4:15 p.m. - 5:15 p.m.  
Desert Suite 2  
Session # 091

**"Lee Jones,' At-Risk Child, Born: July 27, 1989--Your Institution's Response to 'Lee Jones,' July 2007"**

The workshop will have three phases: (1) review of demographic and social data on the at-risk children born in 1989, (2) educational implications for "1989" cohort--pre-school through high school (1995-2007), (3) educational implications for the "1989" cohort--postsecondary education (2007-2012).

Presenter: Richard M. Goldman  
Nova University

Introducer: Charles Wilson  
Springfield/Missouri Cluster

4:15 p.m. - 5:15 p.m.  
Desert Suite 3  
Session # 092

**"On Developing *Ganas* I: Strategies for the Recruitment of Hispanic Students"**

This session describes a model program designed to increase high school graduation rate of Hispanic students. Articulation agreements and increased enrollments will be discussed. Techniques for the recruitment of Hispanic faculty and staff will be outlined and program brochures will be distributed. These strategies can be replicated by other institutions concerned with minority enrollments.

Presenters: Orlando Edreira and Ana Maria Schuhmann  
Kean College of New Jersey

Introducer: Marilyn Cristiano  
Phoenix Cluster

5:30 p.m. - 6:30 p.m.

### CLUSTER MEETINGS

Salon A

Regional Cluster

Salon F

Philadelphia Cluster

Salon G

Chicago and Dallas Clusters

Salon H

Greenwood, Oakland, and Springfield/Missouri Clusters

Desert Suite 1

Hampton/Richmond and Western Pennsylvania Clusters

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Desert Suite 2	Phoenix and South Florida Clusters
Desert Suite 3	Santa Ana and West Florida Clusters
Pueblo	Tampa Cluster

### RECEPTIONS

6:00 p.m. - 7:30 p.m.  
Salon D

#### **Alumni Association Reception**

Nova University Alumni Association will host a reception for all graduates, spouses, and friends on Thursday, July 27 from 5:00 p.m. - 6:30 p.m.

7:30 p.m. - 9:00 p.m.  
Salon E

#### **Practitioners' Hall of Fame Reception**

Reception to honor the Practitioners' Hall of Fame inductees. Conferees, spouses, and friends are invited to attend. No children, please.

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7:15 a.m. - 8:00 a.m.  
Calienta

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phyllis Cooper, '83.

8:00 a.m. - 5:00 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

### PRACTITIONERS' HALL OF FAME

The Practitioners' Hall of Fame is a forum for the recognition and communication of noteworthy achievements of faculty, administrators, counselors, and other educational professionals. The following presentations were selected from a large number of responses to the Twelfth Annual "Call for Papers." PHE is proud to host these presenters and to highlight their outstanding projects related to the institute theme.

8:30 a.m. - 9:30 a.m.  
Salon A  
Session # 093

#### **"Adirondack Community College's 'Survival' Program: Addressing the 'Survival' Needs of At-Risk Students Through an Innovative Cognitive and Affective Approach"**

Unlike remedial or developmental programs at most colleges (and all community colleges) which concentrate on content, Adirondack Community College's "Survival Program" focuses on the learning needs of students. The program is aimed at a special category of at-risk students: those with weak academic backgrounds who need skills, training, and support to help them succeed in their first semester of college. Adirondack's College Survival Program emphasizes that learning is a skill, one that can be developed through proactive motivation and personalized attention.

Presenter: Roger C. Andersen  
Adirondack Community College

Introducer: Susan Catania  
South Florida Cluster

8:30 a.m. - 9:30 a.m.  
Salon C  
Session # 094

#### **"'Prelude' in Practice: Educating the At-Risk Student in Alaska"**

In order to address the inadequate preparation of many rural Alaskans upon arrival at college, Sheldon Jackson College developed the Early College

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Incentive Program (ECIP). It exposes students to the living and learning requirements of college. From 1985 to 1987, the college conducted a two-week academic summer survival program for eighth grade students from rural districts in Southeastern and Northern Alaska. The program has since been implemented, evaluated and revised.

Presenter: Jan Craddick '88  
Sheldon Jackson College

Introducer: Gordon Gilgan  
Regional Cluster

8:30 a.m. - 9:30 a.m.  
Salon F  
Session # 095

### "A Multifaceted Program to Increase Black Student Recruitment and Retention"

Calhoun State Community College in Decatur, Alabama, is one of a number of postsecondary institutions throughout the United States to address the dilemma of declining Black enrollments. Efforts were undertaken to develop and implement a multiple-action program to reverse that trend. The goals of the Calhoun program were to determine ways in which the institution might systematically increase the number of minority students enrolled and the likelihood of these students remaining until their educational goals have been met.

Presenter: Izora P. Harrison '88  
John C. Calhoun State Community College

Introducer: Marvin Joiner  
Dallas Cluster

8:30 a.m. - 9:30 a.m.  
Salon H  
Session # 096

### "Hispanic Single Parenting Program"

This session examines the role of the Hispanic single parent as a student. It will include a discussion of the struggles that Hispanic single parents face and some future considerations in working with Hispanic single parents in academic settings.

Presenter: Susan Peterson  
Texas State Technical Institute

Introducer: Freddie Anttila  
Phoenix Cluster

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9:45 a.m. - 10:45 a.m.  
Salon A  
Session # 097

### PRACTITIONERS' HALL OF FAME SESSIONS

These presentations are repeats of the 8:30 a.m. - 9:30 a.m. sessions.

#### "Adirondack Community College's 'Survival' Program: Addressing the 'Survival' Needs of At-Risk Students Through an Innovative Cognitive and Affective Approach"

Unlike remedial or developmental programs at most colleges (and all community colleges) which concentrate on content, Adirondack Community College's "Survival Program" focuses on the learning needs of students. The program is aimed at a special category of at-risk students: those with weak academic backgrounds who need skills, training, and support to help them succeed in their first semester of college. Adirondack's College Survival Program emphasizes that learning is a skill, one that can be developed through proactive motivation and personalized attention.

Presenter: Roger C. Andersen  
Adirondack Community College

Introducer: Clifford Newell  
Tampa Cluster

9:45 a.m. - 10:45 a.m.  
Salon C  
Session # 098

#### "'Prelude' in Practice: Educating the At-Risk Student in Alaska"

In order to address the inadequate preparation of many rural Alaskans upon arrival at college, Sheldon Jackson College developed the Early College Incentive Program (ECIP). It exposes students to the living and learning requirements of college. From 1985 to 1987, the college conducted a two-week academic summer survival program for eighth grade students from rural districts in Southeastern and Northern Alaska. The program has since been implemented, evaluated and revised.

Presenter: Jan Craddick '88  
Sheldon Jackson College

Introducer: Zilda DePaula  
Greenwood Cluster

9:45 a.m. - 10:45 a.m.  
Salon F  
Session # 099

#### "A Multifaceted Program to Increase Black Student Recruitment and Retention"

Calhoun State Community College in Decatur, Alabama, is one of a number

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of postsecondary institutions throughout the United States to address the dilemma of declining black enrollments. Efforts were undertaken to develop and implement a multiple-action program to reverse that trend. The goals of the Calhoun program were to determine ways in which the institution might systematically increase the number of minority students enrolled and the likelihood of these students remaining until their educational goals have been met.

Presenter: Izora P. Harrison '88  
John C. Calhoun State Community College

Introducer: Leslie Stuart  
Santa Ana Cluster

9:45 a.m. - 10:45 a.m.  
Salon H  
Session # 100

### "Hispanic Single Parenting Program"

This session examines the role of the Hispanic single parent as a student. It will include a discussion of the struggles that Hispanic single parents face and some future considerations in working with Hispanic single parents in academic settings.

Presenter: Susan Peterson  
Texas State Technical Institute

Introducer: Ronald Reinarts  
West Florida Cluster

11:00 a.m. - Noon

## SPECIALIZATION SEMINAR MEETINGS

Salon C

Emergence of Vocational, Technical, and Occupational Education in America  
--Richard L. Fairley

Salon F  
Salon G  
Salon H

Politics, Law, and Economics of Higher Education  
--J. Terence Kelly  
--Sebastian V. Martorana  
--Lawrence A. Nespoli

Desert Suite 1  
Desert Suite 2  
Desert Suite 3

Emergence of Higher Education in America  
--James L. Wattenbarger  
--Donald W. Bryant  
--Frederick C. Kintzer

Theory and Methods of Adult Education

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Agua

--Nancy F. Gadbow

History, Philosophy, and Practices of Adult Education

Adobe

--Dale L. Cook

Noon - 1:30 p.m.

### LUNCH BREAK

### CONCURRENT SESSIONS AND TABLE PRESENTATIONS

During this afternoon period, there are two different types of activities scheduled, each repeated once; (A) a choice of one of five concurrent sessions, and (B) table presentations hosted by students and graduates in a large meeting room.

Institute conferees are encouraged to select either (A) or (B) in the first half of the afternoon (1:30-3:00 p.m.) and the other activity (B) or (A) in the latter repeated half (3:15-4:45 p.m.).

#### A. Concurrent Sessions

1:30 p.m. - 3:00 p.m.

Salon C

Session # 101

##### **"The Practicum Report: Now That I Have the Answer, SO WHAT?"**

This presentation clarifies the process of "thinking about an answer." After one presents a result, what is meant by "discussion?" How does this differ from "reaching conclusions?" How are conclusions translated into "recommendations for action?" While finding the answer can sometimes be a mechanical process, giving meaning to the answer is a creative experience.

Presenter: Valda M. Robinson  
Hillsborough Community College

Introducer: Daniel L. Carlson  
Regional Cluster

1:30 p.m. - 2:30 p.m.

Salon F

Session # 102

##### **"Education in the Twenty-First Century"**

This session will explore the factors shaping the students of the future the subsequent meaning for educational institutions, and the impact on our

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economic future. Some topics to be discussed include ethnic ratios in the workplace, declining achievement by students entering the work force, and social factors that educational leaders must address.

Presenters: Raymond Reyes and Raymond Steiner  
Glendale Community College

Introducer: Suzanne Gust  
Dallas Cluster

1:30 p.m. - 2:30 p.m.  
Salon G  
Session # 103

### "The Future Workplace and At-Risk Students"

According to Bureau of Labor projections, there will be 139 million persons in the labor force in the year 2,000. More than twenty-one million new jobs will be created between the years 1986-2000. It is expected that at the turn of the century, four of every five American workers will be in their middle adult years. Women will account for three of every five workers and minorities. An at-risk population will account for an additional significant percent of this changing workforce. Recommendations for improving the educational preparation of at-risk students and fully integrating them into the economy will be discussed.

Presenter: Richard L. Fairley  
U. S. Department of Education

Introducer: Regina Studwell  
Chicago Cluster

1:30 p.m. - 3:00 p.m.  
Salon H  
Session # 104

### "Nova's Information Retrieval Service: Enhancing Your Research Skills (Workshop)"

Students will become familiar with the skills and knowledge necessary for accessing appropriate research through computer-based bibliographic retrieval. Students will participate in problem conceptualization, search strategy development, and resource selection related to sample topics. Time will be allotted for reviewing the workshop materials and addressing individual research concerns.

Presenter: Elizabeth A. Poliner  
Nova University

Introducer: Olga Chavez  
Phoenix Cluster

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1:30 p.m. - 2:30 p.m.  
Desert Suite 1  
Session # 105

### "On Developing *Ganas* II: A Model for the Retention of Hispanic Students"

An integrative curriculum model for the retention of Hispanic students will be presented. The following programs will be discussed: (1) English as a Second Language, (2) the Spanish Speaking Program (a bilingual approach to general education), (3) the Freshman Center and Freshman Seminar, (4) the Learning to Learn and the Learning Assistance programs. Course syllabi and program brochures will be distributed.

Presenters: Orlando Edreira and Ana Maria Schuhmann  
Kean College of New Jersey

Introducer: Floyd Hardison  
Hampton/Richmond Cluster

## B. Table Presentations

1:30 p.m. - 3:00 p.m.  
Salon E  
Session # 106

### "Outstanding Practicums and MARPs"

Table presentations provide the opportunity for writers of outstanding practicums and MARPs to share project activities and findings in small group settings. Attendees will be able to rotate to at least four or five different tables and topics in the time allotted. Rotation will occur on a signal from the chair.

Chair: Cecilia McDaniel Brown

#### Presenters

of Practicums: Harry Albertson '89, Tampa Cluster  
Nancy Cowan, Oakland Cluster  
Johanna Ellner, Philadelphia Cluster  
Mary Alice Watson, Greenwood Cluster  
Jacqueline Young '89, West Florida Cluster

#### Presenters

of MARPs: Beverly Bigler '88, Santa Ana Cluster  
Izora P. Harrison '88, Alabama Cluster  
M. Patricia Nelson '81, Philadelphia Cluster  
Virginia Nodhturft '87, Tampa Cluster  
Diane Paul '89, Regional Cluster  
J. Brison Torbert '88, Santa Ana Cluster

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### A. Concurrent Sessions

3:15 p.m. - 4:45 p.m.  
Salon C  
Session # 107

#### **"The Practicum Report: Now That I Have the Answer, SO WHAT?"**

This presentation clarifies the process of "thinking about an answer." After one presents a result, what is meant by "discussion?" How does this differ from "reaching conclusions?" How are conclusions translated into "recommendations for action?" While finding the answer can sometimes be a mechanical process, giving meaning to the answer is a creative experience.

Presenter: Valda M. Robinson  
Hillsborough Community College

Introducer: J. Marie Whitaker  
Greenwood Cluster

3:15 p.m. - 4:15 p.m.  
Salon F  
Session # 108

#### **"Education in the Twenty-First Century"**

This session will explore the factors shaping the students of the future, the subsequent meaning for educational institutions, and the impact on our economic future. Some topics to be discussed includes ethnic ratios in the workplace, declining achievement by students entering the work force, and social factors that educational leaders must address.

Presenters: Raymond Reyes and Raymond Steiner  
Glendale Community College

Introducer: Jose Rivera  
Phoenix Cluster

3:15 p.m. - 4:15 p.m.  
Salon G  
Session # 109

#### **"The Future Workplace and At-Risk Students"**

According to Bureau of Labor projections, there will be 139 million persons in the labor force in the year 2,000. More than twenty-one million new jobs will be created between the years 1986-2000. It is expected that at the turn of the century, four of every five American workers will be in their middle adult years. Women will account for three of every five workers and minorities. An at-risk population will account for an additional significant percent of this changing workforce. Recommendations for improving the

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educational preparation of at-risk students and fully integrating them into the economy will be discussed.

Presenter: Richard L. Fairley  
U. S. Department of Education

Introducer: Ruth Brunett  
Tampa Cluster

3:15 p.m. - 4:45 p.m.  
Salon H  
Session # 110

### "Nova's Information Retrieval Service: Enhancing Your Research Skills (Workshop)"

Students will become familiar with the skills and knowledge necessary for accessing appropriate research through computer-based bibliographic retrieval. Students will participate in problem conceptualization, search strategy development, and resource selection related to sample topics. Time will be allotted for reviewing the workshop materials and addressing individual research concerns.

Presenter: Elizabeth A. Poliner  
Nova University

Introducer: Adele McDermott  
Philadelphia Cluster

3:15 p.m. - 4:15 p.m.  
Desert Suite 1  
Session # 111

### "On Developing *Ganas* II: A Model for the Retention of Hispanic Students"

An integrative curriculum model for the retention of Hispanic students will be presented. The following programs will be discussed: (1) English as a Second Language, (2) the Spanish Speaking Program (a bilingual approach to general education), (3) the Freshman Center and Freshman Seminar, (4) the Learning to Learn and the Learning Assistance programs. Course syllabi and program brochures will be distributed.

Presenters: Orlando Edreira and Ana Maria Schuhmann  
Kean College of New Jersey

Introducer: Carol LoRusso  
Phoenix Cluster

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### B. Table Presentations

3:15 p.m. - 4:45 p.m.  
Salon E  
Session # 112

#### "Outstanding Practicums and MARPs"

Table presentations provide the opportunity for writers of outstanding practicums and MARPs to share project activities and findings in small group settings. Attendees will be able to rotate to at least four or five different tables and topics in the time allotted. Rotation will occur on a signal from the chair.

Chair: Peter K. Mills

#### Presenters

of Practicums: Harry Albertson '89, Tampa Cluster  
Nancy Cowan, Oakland Cluster  
Johanna Ellner, Philadelphia Cluster  
Mary Alice Watson, Greenwood Cluster  
Jacqueline Young '89, West Florida Cluster

#### Presenters

of MARPs: Beverly Bigler '88, Santa Ana Cluster  
Izora P. Harrison '88, Alabama Cluster  
M. Patricia Nelson '81, Philadelphia Cluster  
Virginia Nodhturft '87, Tampa Cluster  
Diane Paul '89, Regional Cluster  
J. Brison Torbert '85, Santa Ana Cluster

5:30 p.m. - 6:30 p.m.

### CLUSTER MEETINGS

Salon A

Regional Cluster

Salon F

Philadelphia Cluster

Salon G

Chicago and Dallas Cluster

Salon H

Greenwood, Oakland, and Springfield/Missouri Clusters

Desert Suite 1

Hampton/Richmond and Western Pennsylvania Clusters

Desert Suite 2

Phoenix and South Florida Clusters

Desert Suite 3

Santa Ana and West Florida Clusters

## FRIDAY, JULY 28

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Pueblo

Tampa Cluster

7:00 p.m. - 8:30 p.m.  
Starlight Deck

### FRIDAY'S FINAL FLING

Join your friends and colleagues for drinks (cash bar), tacos, burritos, quesadillas, and empanadas at the *final fling*. This informal social activity will be "just what the doctors ordered" (Drs. Bryant, Cook, Fairley, Gadbow, Groff, Kelly, Kintzer, Martorana, Nespoli and Wattenbarger) before you spend the remainder of the evening preparing for their Saturday morning seminars. Tickets (\$5.00 per person) must be purchased by 10:30 a.m. on Wednesday, July 26 from a cluster coordinator or Institute Office staff member. Conferees, spouses, and family are welcome.

## SATURDAY, JULY 29

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7:15 a.m. - 8:00 a.m.  
Calienta

### MORNING EXERCISES

Invigorating physical activity to start the day, led by Phillis Cooper.

8:00 a.m. - 3:00 p.m.  
Salon B

### INSTITUTE OFFICE OPEN

8:30 a.m. - 9:30 a.m.  
Salon A

### CLUSTER COORDINATORS AND LOCAL RESEARCH ASSOCIATES' MEETING

Wrap-up meeting.

8:30 a.m. - Noon

### SPECIALIZATION SEMINAR MEETINGS

Salon C

Emergence of Vocational, Technical, and Occupational Education in America

--Richard L. Fairley  
--Warren H. Groff

Salon F  
Salon G  
Salon H

Politics, Law, and Economics of Higher Education

--J. Terence Kelly  
--Sebastian V. Martorana  
--Lawrence A. Nespoli

Desert Suite 1  
Desert Suite 2  
Desert Suite 3

Emergence of Higher Education in America

--James L. Wattenbarger  
--Donald W. Bryant  
--Frederick C. Kintzer

Agua

Theory and Methods of Adult Education

--Nancy F. Gadbow

Adobe

History, Philosophy, and Practices of Adult Education

--Dale L. Cook

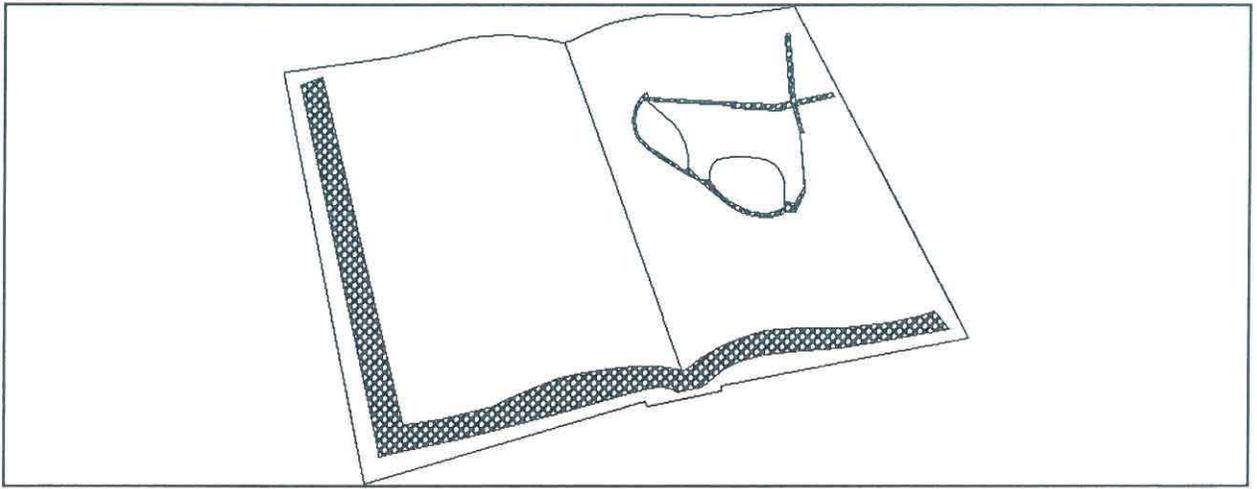
## SATURDAY, JULY 29

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1:30 p.m. - 2:30 p.m.

### SPECIALIZATION LECTURERS' MEETING

Wrap-up meeting.



# ABSTRACTS

## ABSTRACTS

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The following abstracts of summer institute presentations are provided so that conferees have access to lengthy and more complete summaries of sessions than space will permit in the brief descriptions contained in the program itself. For further information about the topic or project presented, contact the individual speaker.

**RICHARD L. ALFRED**, University of Michigan at Ann Arbor

### **"Building Effective Education Organizations for the Twenty-First Century: Changing Factors, Actors, and Impact"**

A spate of books, articles, and published reports in the education enterprise have been critical of the effectiveness of colleges and universities in fulfilling the promise of socioeconomic mobility in the American dream. Thinkers and critics such as Karabel (1972), Pincus (1985), Zwerling (1986), Richardson (1986), and Knoell (1986) have challenged colleges to examine and to improve their effectiveness by making careful choices about the activities to which resources are allocated, and by placing greater value on degree completion. For these and other critics (including college faculty and administrators) colleges are effective when they retain students for longer periods of time, confer degrees and certificates, facilitate achievement of the baccalaureate degree, and propel students into higher paying jobs in middle- and upper-occupational strata.

A new framework for organizational effectiveness developed through research conducted at the University of Michigan contradicts this notion of effectiveness. Effectiveness can be viewed in terms of "paradox" produced when colleges simultaneously perform contradictory but equally important functions in relationship to dynamic forces in the external environment. Effectiveness is measured by the institutional capacity to respond to contradictory conditions in the external environment through multiple programs and services, not simply their capacity to produce degrees, credits, and social mobility for specific student groups. As such, the factors that determine effectiveness diverge from those espoused by critics. Using this theory of effectiveness, the actors becoming more influential shift from individuals inside the college to individuals and groups outside the college--what we might call "externals."

### **"Defining Learning Effectiveness Through Student Outcomes Assessment"**

Student outcomes in postsecondary education play an important role in the determination of learning effectiveness. Traditional conceptions of learning and student outcomes focus on learning as a product or benefit experienced by students through exposure to academic courses and curricula. Learning is effective when it results in the acquisition of knowledge, competencies, and skills which are valued because they meet the needs of students, the standards of those engaged in teaching, or the objectives of those establishing policies for teaching. Viewed in this context, learning is focused on teachers and students as beneficiaries, it is limited in duration, and it is measured in relationship to achievement by students during college. Consider, however, a conception of learning in which groups other than teachers, students, and campus policy makers are the beneficiary of learning. In this conception, a "beneficiary" of learning might be an individual, group or organization external to campus (business and industry officials, civic organizations, elected officials, government agencies, etc.) receiving the benefits of student knowledge in a particular social

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setting. Learning which extends beyond the classroom would be measured in terms of student performance in social settings other than education, and it would be effective when it is perceived to satisfy the needs of identified groups in extra campus settings.

ROGER C. ANDERSEN, Adirondack Community College

### **"Adirondack Community College's 'Survival' Program: Addressing the 'Survival' Needs of At-Risk Students Through an Innovative Cognitive and Affective Approach"**

Unlike remedial or developmental programs at most colleges (and all community colleges) which concentrate on content, Adirondack Community College's "Survival Program" focuses on the learning needs of students. The program is aimed at a special category of at-risk students: those with weak academic backgrounds who need skills, training, and support to help them succeed in their first semester of college. Adirondack's College Survival Program emphasizes that learning is a skill, one that can be developed through proactive motivation and personalized attention.

A three-member team (faculty members in mathematics and English, as well as a counselor) works with each class in focusing on the development of skills proven to be essential for college success. The results of the program have been impressive and have led the College to expand its program, strive toward prescriptive admissions (mandatory placement based on academic preparation), and develop a lower level Developmental Education Program.

Students enrolled in the program have been enthusiastic about its approach and results. Representatives from over a dozen colleges and universities have visited our campus to learn more about this innovative approach and have used Adirondack's concept as a model for similar programs at their own institutions.

DANIEL L. AUSTIN, Nova University

### **"We Are Educating People Not Because We Feel Particularly Generous, but Because We Cannot Afford to Live With Them Uneducated"**

This session will introduce ideas for significant change in our public schools to make them more accountable to students and to taxpayers. A model of a middle school and a senior high school will be used to demonstrate ways to retain potential drop-out students. This model also addresses the need to give teachers more decision-making authority and accountability, and to create a team approach in working with those students.

We are educating people not because we feel particularly generous, but because we cannot afford to live with them uneducated. America cannot survive with uneducated people. Despite all the attention given to increasing technology, functional illiteracy is increasing in those who drop out of school and even among those who finish. At the same time, we have an administration in Washington that seems to be interested in dismantling the educational and training programs of the federal government and saddling the states with even greater responsibility.

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Classroom teachers need greater control and accountability for what goes on in the classroom. For the past century they have simply been at the whims of public policy leaders and administrators who seem to delight in developing autocratic systems. We need to emphasize that learning is a verb, not a noun. Learning is involvement, not a spectator sport. Students will learn what is important in their lives.

No one professional has all the expertise, time, or energy to deal with many of the problems that students are bringing to their schools. So, I recommend a professional team, like that in the health care field, made up of a social worker, counselor, psychologist, and a teacher who will provide comprehensive support efforts for at-risk students--that is, who are on the road to failure and drop out.

The profession must recognize that there is a discontinuity between the kind of learning that goes on in school, and the kind of learning that is required on the job after students leave our secondary schools. Discontinuity between the two has profound implications for educational reform.

**ANITA G. BARRETT**, Tarrant County Junior College

### **"Read, Revise, Rewrite, and Re-Read: The Realities of the Practicum Process"**

The reality of the practicum process is that while students can select the topic, conduct the research, and amass the data for the final report, they often cannot write it in such a manner that it will be approved. Some students admit that they do not write well. Many other students simply do not recognize the fact that they do not write well. The reality is that people forget the basics of good writing that are so important to the approval process.

This presentation is designed to give Nova students concrete suggestions for improving their writing and getting written work approved. Elements of personal style, readability, mechanics, and format are included along with specific techniques for critiquing and revising written work.

**MARCIA J. BELCHER**, Miami-Dade Community College

### **"Classroom Research: A Strategy to Improve Teaching and Learning"**

In the past five years, faculty at our nation's postsecondary institutions have felt new pressures in the workplace. Increasing numbers of academically underprepared students are in college. At the same time, the reform movement has hit higher education and concern for quality, especially in the undergraduate experience, has become a key watchword. Not only the curriculum, but methods of teaching have come under scrutiny.

One strategy to improve the quality of teaching while attending to the diverse needs of students is classroom research. First proposed by K. Patricia Cross, it is a process that is engaging the attention of increasing numbers of faculty and administrators. With classroom research, teachers themselves address the matters that make most sense to them: What works in my subject? In my classroom? With my students? With my teaching style?

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Classroom research is neither traditional educational research nor classroom testing. Teachers engaged in classroom research gather information as part of the teaching process and analyze it to better understand where they have been and where they might go next to enhance learning. It can be a technique as simple as "Minute Papers" where teachers allow one or two minutes at the end of class for students to address questions such as: What was the most important thing you learned today? What was unclear? The purpose of this presentation will be to define the process of classroom research and to share a variety of techniques for engaging in it.

**WILLIAM BENDAT and EDWARD TENNEN, Moorpark College**

### **"Fulfilling Potential: The Dream Becomes Reality"**

Moorpark College employs a unique model designed to address the needs of low achieving students. The model includes administrative support for mandatory assessment and placement into appropriate courses and evaluation of the results of these efforts.

A professional staff of counseling and instructional faculty work together to provide a comprehensive orientation and program planning process to insure support and priority to the at-risk student group. Moorpark College has embarked upon a special outreach effort to reach under represented constituencies to further affirmative action.

A California mandated matriculation model provides funds for augmented staff to help assure "access with success." Emphasis is put into career decision making, strategies for becoming a master student and appropriate, timely referral networks.

A Center for Learning Assistance is in place to address the needs of students tested at pre-collegiate levels. Employing subject matter specialists in basic skills disciplines, students enroll in an individual program of instruction. The essential features of the system include important data gathering techniques that help assure a quality educational program that is meeting students' needs.

**DARLENE F. BIGGERS, The University of Wisconsin at Platteville**

### **"Gender and Racial Harassment: How to Remove These Barriers for the At-Risk Student"**

Recently, increased attention has been placed on diversifying our educational institutions. However, these diverse students are often met with a hostile or at least chilly climate placing them at-risk for completing their educational goals. The Justice Department received reports of thirty racial incidents at colleges and universities in 1987, many involving the use of racial epithets and offensive graffiti. Studies of individual college campuses indicate that thirty-five to ninety percent of the women students have experienced some form of sexual harassment.

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This presentation will seek to define harassment, discuss its consequences, and explore constructive ways of confronting it in ourselves and our institutions. Harassment is generally classified as verbal or physical. Verbal harassment may include name calling, unwanted sexual advances, sexual or racial slurs and epithets, jokes or other remarks that demean the victim and/or discourage the individual's full participation in the educational process. Physical harassment occurs when a person's body, possessions, or residence are threatened or violated.

Harassment can lead to emotional difficulties, physical problems, lowered economic and career well being, and diminished social relationships. This presentation will also discuss how harassment is incongruent with the mission of our educational institutions.

With rising incidents of reported harassment and alarming statistics regarding the consequences of harassment, it is imperative that we confront harassment in ourselves and our institutions. This presentation will offer constructive tips for confronting colleagues and establishing institutional policies and guidelines regarding harassment. It will also explore ethical and legal issues facing individuals and institutions.

### **"Advising the At-Risk Student"**

Interest in academic advising has received national attention due to its impact on educational outcomes. Student satisfaction with academic advising has been linked to improved academic performance and increased student retention. Because national studies indicate a growing dissatisfaction with academic advising, many educational institutions have begun to evaluate and redesign their advising programs.

As faculty responsibilities have increased, advising has become a more ambiguous, less emphasized role. Concurrently, students have been faced with more numerous, complex choices in their educational planning. The growing numbers of non-traditional, minority, women and underprepared students present unique concerns to higher education that faculty often feel unprepared to handle.

This presentation will present a model of developmental advising which focuses on students' unique needs thereby aiding students in achieving educational, career, and personal goals through the full range of institutional and community resources. Characteristics of effective advising and perceptions of helpful interpersonal skills and informational skills will be presented.

Specific strategies, techniques and resources will be given for advising non-traditional, minority, women, and underprepared students. The role of the advisor and the advising process will be explored. Because recent research has indicated that significant relationships with faculty are a contributing factor toward retention of at-risk students, educational institutions must examine their commitment toward effective academic advising.

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DONALD W. BRYANT, Carteret Community College

**"Challenge for the Future: Still a Nation At-Risk"**

Since 1983, the American people have been challenged that the nation is at-risk educationally and, perhaps, economically. This session will probe for reasons why the problem is real and will build a case for the point that, from an educational perspective, the nation is still at-risk. A case will also be made that the risk is not of recent origin but actually dates back to the 1950s. Recent events have only exacerbated the problem and made it more recognizable. (Abstract not available at time of publication.)

DALE L. COOK, Kent State University

**"The Computer Illiterate as an At-Risk Entity: The New 'Have Nots'"**

The percent of functionally illiterate adults in the United States is currently twenty percent of the population. The fact that one out of every five Americans cannot read a daily newspaper or complete a job application is an alarming statistic indeed. Yet, technological advances are changing what it means to be illiterate, making an already intolerable situation even worse. How serious a problem does the computer illiterate population present for our society? What are the primary dimensions of computer illiteracy that are of concern? This session is designed to address these and other related questions.

There is a widening gap developing between the computer literate and those who are not. This gap is resulting in a new category of "have nots" in our society that will be substantially magnified by the year 2000. As the impact of the "information age" continues to be realized, changes will take place in the workforce. We are already at the point where a secretary without work processing and data base skills is at a serious disadvantage when applying for a job.

Another problem is the issue of access. If the demographic forecasting of Harold Hodgkinson and others is correct, limited access to appropriate hardware and software will emerge as characteristic of the new "have nots." Ignoring the access needs of these people will have serious consequences for our society.

JAN CRADDICK, Sheldon Jackson College

**"'Prelude' in Practice: Educating the At-Risk Student in Alaska"**

In order to address the problems of preparation that many rural Alaskans have when they first arrive at college, Sheldon Jackson College developed the Early College Incentive Program (ECIP) to expose students to the living and learning requirements of college. From 1985 to 1987, the college conducted a two-week academic summer survival program for eighth grade students from rural districts in Southeastern and Northern Alaska.

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During the 1987-88 school year, staff and faculty of ECIP developed Prelude, the advanced phase of the program. The model for that program is described by Craddick in "Developing a Model for an Advanced College Preparation Program" (1988). The program has since been implemented, evaluated and revised.

Procedures tested and recommended by Sheldon Jackson College include: (1) a collection of pre-program data relevant to the program, (2) administration of college level entrance exams, (3) instruction in three or more of the competency areas recommended by the College Board, (4) course delivery by college faculty using methods employed in regular college courses, (5) a mix of academic, recreational and social activities structured so there is sufficient time for study, and (6) evaluation of students by faculty, courses and faculty by students, and the program by students, faculty and staff.

**FRANCIS J. CROWLEY**, Fordham University

### **"Damage Control and Disaster Relief in Research: Free Alterations to Your Design"**

Applied research rarely stays on the intended track. Problems, which have not been anticipated by the student researcher or by the scholarly advisors, are frequent and sometimes devastating. Reluctant respondents, missing data, nonsignificant results, contradictory results, and ego-involved advisors are only a few of the possible obstacles which a student researcher will encounter. Practical solutions (not cures) to some of these hazards are proposed.

Research survival tactics include not only standard paragraphs for reporting disappointing outcomes, for preanalysis disclaimers, and for tailored definitions, but also include discussion procedures for coping with common scholarly critiques of proposed and completed research. The necessity for in-process decisions related to elimination, statistical procedure, secondary analyses, full disclosure, and "who can I ask?" will be discussed.

Reverse engineering of problems for research, from available data, is an often neglected source of worthy investigation. Such problems can reduce the need for collecting data with time consuming procedures or can reduce the effort in locating low availability subjects. There is also the advantage of being able to devote more intensive time to the analysis than is reasonably possible with many classical designs.

A brief bibliography of sources for "life-saver" quotes and procedures will be provided.

**JOHN A. DAVITT** and **SHARON D. SCULL**, Glendale  
Community College

### **"A Blue Chip Investment to Prepare for 2001: An Ongoing District-Funded Professional Development Program"**

Activities focus on problems of at-risk and multi-cultural students and development of teaching, service, and management techniques to respond to their needs. Special legislative funding (Assembly Bill 1725)

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augments district expenditures. At Glendale Community College (GCC), staff development emanates from the office of the superintendent/president; the program was created and is managed by a faculty member.

GCC professional development addresses campus-wide issues to effect change in both process (the delivery of educational services) and product (student outcomes). The program sponsors wide-ranging activities involving administrative, instructional, and classified employees. Consultant-led retreats, seminars, and reviews address teaching techniques and methodologies, instructional issues, strategic planning, fiscal policies, and management training. In-house grants and stipends stimulate scholarly research, publication, and innovative projects. Important elements of the program are community outreach and educational partnerships.

**ORLANDO EDREIRA and ANA MARIA SCHUHMANN**, Kean College of New Jersey

### **"On Developing *Ganas* I: Strategies for the Recruitment of Hispanic Students"**

This session will present successful strategies for recruiting Hispanic students to institutions of higher education. A model collaborative pre-college academic program designed to increase the high school graduation rate of Hispanic students will be described. A project with two urban community colleges resulting in articulation agreements and increased enrollments will be discussed as well as an urban scholars program for Hispanic students who graduate in the top ten percent of their high school class.

Special emphasis will be given to recruitment strategies that are consistent with the cultural patterns of the Hispanic community. Techniques for the recruitment of hispanic faculty and staff will also be outlined and program brochures will be distributed. The presentation will focus on strategies that can be replicated by other institutions concerned with dwindling minority enrollments.

### **"On Developing *Ganas* II: A Model for the Retention of Hispanic Students"**

This workshop will present an integrative curriculum model for the retention of Hispanic students designed and implemented in a four-year state supported institution. Kean College of New Jersey has developed a wide array of academic programs and support services designed to improve the academic performance of its Hispanic students and has committed substantial fiscal and human resources to their implementation.

The English as a Second Language, the Spanish Speaking Program (a bilingual approach to general education), the Freshman Center and Freshman Seminar, the Learning to Learn and the Learning Assistance programs will be discussed. These strategies have had a demonstrable effect in increasing persistence rates between the freshman and sophomore years for Hispanic students, from fifty-nine to seventy-five percent.

The presentation will focus on strategies for successful implementation of the model. Course syllabi and program brochures will be distributed. Research conducted at Kean on the retention of Hispanic students will be discussed, as well as the faculty development component of the model. Time will be allotted for practicing classroom techniques geared to Hispanic students' learning styles.

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RICHARD L. FAIRLEY, U. S. Department of Education

### **"Improving the Performance of At-Risk Students to Meet Future Workplace Requirements"**

By the turn of the century, eighty-five percent of new entrants into the workplace will be women, minorities and immigrants. In addition, over the next few years, many of the nation's most experienced scientists and engineers will be retiring.

A shortfall of 500,000 scientists and engineers is projected by the year 2010. By 1995 an additional 300,000 secondary math and science teachers will be needed. If adequate numbers of the workforce are to be trained in areas where new and different skills and competencies are needed, traditionally under-represented and under-utilized population groups must be reached out to and trained in the nation's educational institutions.

This presentation will present strategies for identifying the special needs of at-risk students and developing appropriate educational programs to meet their emerging needs. Empirical data, current studies and a review of literature will be presented. Finally, approaches, models and other activities that have proven effective in improving retention, persistence and academic performance will be discussed.

### **"The Future Workplace and At-Risk Students"**

According to Bureau of Labor projections, there will be 139 million persons in the labor force in the year 2,000. More than 21 million new jobs will be created between the years 1986-2000.

It is expected that at the turn of the century, four of every five American workers will be in their middle adult years. Women will account for three of every five workers and minorities and an at-risk population will account for an additional significant percent of this changing workforce.

The projected growth of the broad occupational groups shows increasing need for changes in the nation's education system. New jobs in many industries will demand much higher skills from those entering the nation's work places.

Occupations in which large populations of workers have college training are among the fastest growing. During this session, the relationship between demography and the labor market will be reviewed. Recommendations for improving the educational preparation of at-risk students and integrating them fully into the economy will be discussed.

Critical issues that need to be addressed to strengthen the knowledge and skills of at-risk groups will be explored. Finally, strategies to create a climate of action and accountability that accelerate the participation of under-represented groups will be presented.

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NANCY F. GADBOW, Empire State College

### **"The Value of Qualitative Research Methods in Adult and Higher Education"**

In recent years an increasing number of studies in education have used research methods. Many more universities not only have recognized, but have endorsed qualitative research. We are finally laying to rest the "qualitative versus quantitative research" debate. Most educational researchers now value both approaches and see them as complementary methodologies which help us to explore a broader range of issues.

Researchers have the option to select from various methodological approaches suitable for different research questions. Whatever the method, it is essential that the researcher understand the premises, foundations, and established guidelines and develop and refine the skills necessary to carry out superior research. Educational practitioners often contribute the questions and issues for study and are then able to apply the findings to specific learning situations.

This session will examine key aspects of qualitative research methods and discuss their application in addressing issues in adult and higher education. Resources and references will be provided and participants will have an opportunity to discuss relevant research issues and topics.

RICHARD M. GOLDMAN, Nova University

### **"'Lee Jones,' At-Risk Child, Born: July 27, 1989--Your Institution's Response to 'Lee Jones,' July 2007"**

"Lee Jones" and tens of thousands of at-risk children were born this week. The causes of the "at-riskness" are numerous: mother used drugs, parents have aids, inadequate prenatal care, unacceptable medical care, birth trauma, lack of accessibility to quality child care, learning disabilities, attention deficit syndrome, family in chaos, and difficulty of society to adapt to the needs of immigrants and minorities. "Lee" and the playmates of "Lee" will be eligible to enter your institutions in the year 2007.

How will your institution respond to "Lee?" Will new educational institutions need to evolve for those populations? Will society "write-off" this population? Will new theories of education evolve? Will a new pedagogy be needed?

The workshop will have three phases:

- Phase I - Review of demographic and social data on the at-risk children born in 1989.
- Phase II - Educational implications for "1989" cohort--pre-school through high school (1995-2007).
- Phase III - Educational implications for the "1989" cohort--postsecondary education (2007-2012).

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EDWARD GOULD, JOHN HANSELL, AND JOHN J. HOLLEMAN, Gavilan College

### **"Title III and the At-Risk Student"**

This workshop focuses on the use of Title III resources to encourage the low-achieving student to utilize assessment, matriculation, and tutorial services. It also shows how Title III funds can trigger other funding sources. (Abstract not available at time of publication.)

IZORA P. HARRISON, John C. Calhoun State Community College

### **"A Multifaceted Program to Increase Black Student Recruitment and Retention"**

Throughout its history, America has been described as a land that affords its citizens hope, opportunity, and promise for a brighter tomorrow. Unfortunately the opportunity to achieve, or the road to success, has not been equally accessible to all citizens. Men from non-elitist backgrounds, women, and various ethnic and minority groups have all experienced inconsistencies of treatment. Postsecondary education has emerged as the key or potential means for affecting change. Nevertheless, the indications are that large numbers of Black high school graduates are not going on the college, and those that do are not succeeding. By the year 2001, it is predicted that Blacks and other minorities will constitute a rather sizeable proportion of the workforce as well as the entire American population. Consequently, America can ill-afford to neglect the educational needs of this particular at-risk group.

Calhoun State Community College in Decatur, Alabama is one of a number of postsecondary institutions throughout the United States to address the dilemma of declining Black enrollments. An in-depth study indicated that Black enrollment declined from fourteen percent in the early mid-seventies to seven percent in 1987. Efforts were undertaken to develop and implement a multiple-action program to reverse that trend.

The goals of the Calhoun program were to determine ways in which the institution might systematically increase the number of minority students, and once enrolled, increase the likelihood of these students remaining until their educational goals have been met. The program includes the following components: recruitment; admissions; academic advising; academic support; faculty-student interaction; student services to include counseling, career planning and job placement, study skills development, tutoring, orientation, financial aid information; and student activities.

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ELIZABETH M. HAWTHORNE, The University of Toledo

### "Teaching and Learning in a Complex Environment"

This session will begin with a brainstorming exercise to identify the range of factors that affect teaching and learning in the two-year college including the diversity of students, differences among faculty members, institutional policies and resources. These factors will be analyzed in relation to their impact on strategies that will improve teaching and learning in community, junior, and technical colleges. The session will conclude with a summary of the role of the faculty member in fostering learning in these institutions.

#### Underlying Assumptions

1. Teaching and learning occur within a context that requires understanding.
2. Knowledge of the spectrum of variables in the teaching and learning environment helps an instructor to design quality learning experiences.
3. Students' educational, psycho-social, and economic backgrounds directly affect teaching and learning.
4. An instructor's responsibilities extend beyond the classroom.
5. A range of pedagogical techniques is part of the business of teaching.
6. Acute observation skills are essential to good teaching.

BARTON R. HERRSCHER, University of Houston

### "Curriculum Integrity: An Imperative in Educating the At-Risk Student"

At-risk students in higher education present many challenges to those charged with recruiting, retaining, teaching, and servicing them. Challenges in teaching, i.e., facilitating changes in student behavior, are especially difficult. To what end should these "changes in student behavior" be directed? This question becomes the focus of this session as we explore the concept of curriculum integrity.

The American college curriculum has been panned by several national studies during the 1980s for its lack of integrity. Many feel the foremost goal of any institution of higher education should be curriculum integrity--the provision of courses, services, activities, programs, and environments which are valuable, effective, and appropriate in both content and design for its particular clientele. And, as a prominent client group, at-risk students need and deserve careful attention by those charged with guiding their education.

Determinations of *what* is valuable, effective, and appropriate, and *for whom* have necessarily evolved over time and across audiences. Higher education is no longer the preserve of the privileged elite, but is now open in some form to all who choose to enroll. The purposes of education have changed over time, and

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how these purposes can best be accomplished in a college curriculum (with emphasis on the at-risk student) will be the road traversed by this presentation. Those choosing to make the trip will emerge with a better understanding of educational outcomes, and the means to achieving same. Curriculum integrity will be enhanced as these concepts become part of our educational practice.

**J. TERENCE KELLY**, Miami-Dade Community College

### **"Teaching and Learning: The Miami-Dade Community College Project"**

Miami-Dade Community College has gained unprecedented national attention for its new Teaching and Learning Project. This project redirects the entire college operation in regard to decision-making on issues that directly support classroom activities.

Since sixty percent of entering students test deficient in one or more of the basic skills areas, there is tremendous need to improve instruction for underprepared students. This project encompasses classroom research; a positive approach to performance evaluation; a comprehensive system dealing with promotions and tenure issues; and a new concept for community colleges--Teaching Chair. The philosophical basis for the Teaching and Learning Project at Miami-Dade Community College is contained in two fundamental documents. One document sets forth the values the college embraces and the other document describes what it means to be an excellent teacher at Miami-Dade. The relationship of this project and the underprepared student will be discussed. The president of Miami-Dade has described this as the most important project ever undertaken at the College and sees the implications of this work for community colleges across the country.

**FREDERICK C. KINTZER**, University of California/Los Angeles

### **"Training the Future Workforce: Excellence in Education"**

Profound changes in the nation's economy, demographics, and technology dictate the need for profound changes in education. The quality of basic schooling and preparation for work are heavily criticized, while an adaptable/flexible workforce is urgently required to bolster diminishing competitiveness. One million teenagers are now leaving high school annually without elementary skills. Two million high school graduates in 1990 will lack skills for menial work. High-tech jobs are growing rapidly, but that expansion is greatly overshadowed numerically by the enormous growth of low-level services. The bi-modal character of future job distributions adds confusion and fuels wild guessing.

For greater efficiency, if not accountability, some specialists advocate giving specific customized job training responsibility to private and proprietary schools. They recommend breaking the monopoly of public community colleges and technical institutes. Proprietary schools can pick the best to train--not crawl along with those who cannot qualify for the university, it is said.

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How can postsecondary education accommodate for such population diversity? How can colleges and universities help in basic education, and improve performance? These and other fundamental questions will be discussed in three sections: (1) sorting out the confusion, (2) summarizing the attack on education, (3) offering directions--some old, some new. A bibliography will be available for each of the three sections.

Special reference will be made to reactions of Nova University students and lecturers through practicums, MARPs, and publications.

**JOHN LOSAK**, Miami-Dade Community College

### **"Learning and the Academically Underprepared Student"**

For decades higher education in the United States has had to deal with two fundamentally conflicting societal values: a democratic view of open access for the masses, and a need to turn out a high quality educated person. Japan, Germany, France have no such conflict; their higher education is only for the select few. What we in the United States have failed sufficiently to comprehend and have especially failed to communicate to our taxpayers is that an open admissions institution which maintains any semblance of quality must (1) have large numbers of academically underprepared students, and (2) have high attrition rates.

For sixty years the open door land grant colleges told their high risk students to sink-or-swim. Since that time most of the major land grant colleges have become highly selective and the role of educating high risk students has fallen to the community college. Rather than provide a sink or swim philosophy, the community college has worked very hard to provide support systems for the academically underprepared student that enhance learning. The focus of this presentation will be on the question: What aspects among the various support systems that have evolved for the academically underprepared student appear to work best?

Are there some governance structures that work better than others? What about curriculum structures? Finally, questions will be raised regarding the kind of instructor and type of evaluation efforts which appear most appropriate for the academically underprepared student.

### **"Raising Questions About High Risk Students"**

The distinction of the open-door college rests with providing a "second chance" concept and with succeeding with those who take the chance. To merely have an "open door" for all high school graduates is no different from the access provided for several decades by land grant colleges. It is the combination of access, support, care and success that differentiates the open door college today from the treatment given high risk students at land grant colleges of the United States.

Yet how do we know that the Herculean efforts of today work any better than the older philosophy? If we cannot reasonably answer that question with data from sound research, I would suggest that we are little more than salesmen, hawking our wares.

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But to get at sound answers, we must begin with sound questions. The primary purpose of this presentation is to develop a series of questions related to curriculum outcomes for academically underprepared students. It is intended that these questions will be of a sufficiently practical nature so that the answers to the questions will be of use to both faculty and administrators. I have prepared a set of questions, but I will also ask all presentation attendees to come prepared with their own set of five questions related to these issues. One question for example, that should be asked is as follows: Should high risk students be immersed in remedial work, or should they be permitted to take non-remedial courses concurrently? After all, if ninety percent of the open two-year colleges in America offer remedial courses/programs for the academically underprepared student, is not about time to ask some questions and hopefully to receive some systematic answers which can provide educational guidance for those who are charged with educating high risk students in the United States.

SEBASTIAN V. MARTORANA, The Pennsylvania State University

### **"Interorganizational Planning and Cooperation Extends Access and Enhances Worker Education"**

Colleges and universities operating in the traditional mode as free-standing institutions, sharply separated from other organizations that serve the society and economy of the nation, can no longer effectively fulfill their broad span of requirements. To be effectively served, the society and economy needs a population educated in broad terms yet capable of performing functions of increasing specialization--general and liberal--along with specialized technical and professional training. Moreover, such educational service must be provided equitably to all persons regardless of the place in the society they hold--poor or rich, minority or majority, underprivileged or privileged, young or old. Beyond that, it must be kept constantly available so that reeducation and retraining can occur as rapidly and frequently during the lifetime of persons as necessary so that the usefulness of individuals to the society and economy can persevere as long as they live. Given the enormity of the expectations for educational service of this kind, colleges and universities are increasingly joining forces with other organizations to get the job done.

This presentation focuses on the growth of interorganizational planning and cooperation among institutions of higher learning and between them and other organizations, some also with educational purposes and many others not so directed. Special notice is made of the effects on worker education. The motivation and objectives set for such organizational linkages, the educational services they seek to provide collectively, their educational services they seek to provide collectively, their educational and organizational strengths and collectively, their educational and organizational strengths and weaknesses, and the implications of all this for the emergence of a new collegiate structure--the communiversity--will be examined.

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GERLINDA S. MELCHIORI, The University of Michigan at Ann Arbor

### **"Higher Education Philanthropy 101"**

For the past ten years, fund-raising activities in higher education have simply exploded. From the local community college to the Ivy League schools, every institution seems to be conducting a major campaign. The money raised supports not only notions of excellence at the one end, but also provides much-needed scholarships for needy students. The purpose of this presentation is to introduce the main components of higher education fund-raising; annual, major, and mega giving programs, corporate relations, planned giving, and special campaigns. Also discussed will be the management of development, policy, and strategy issues. The session closes with a discussion about the career paths of fund-raisers. Students are encouraged to attend Tuesday's session on campaign planning. Handouts will include information on bibliographic resources, professional organizations, and conferences.

### **"How to Organize a Fund-Raising Campaign"**

Philanthropic activities increasingly are the source of financial aid to our needy students and scholarships to our most promising students. While some institutions have been "at it" for decades, many colleges are just now getting started with major development activities.

The purpose of this session is to discuss what it takes to create a development program in general and to plan for a campaign in particular. Emphasis will be on politics, organization and system issues, cost/benefit budgeting, staff development, and the elements of campaign planning. Particular focus will be on the area of alumni research as the underlying tool to good market research, constituency segmentation, alumni and donor profiling, and prospect identification.

Handouts will include samples of campaign material, graphics, alumni research examples, and various alumni/donor/non-donor profiles.

AL P. MIZELL, Nova University

### **"True or False: Research Shows Us How to Educate the 'At-Risk' Student"**

An examination of the research literature reveals that there are some educationally sound practices that will improve the teaching/learning process. When educators seriously attempt to increase the variety of teaching strategies that they use, they help their students learn more effectively. While this is especially valuable in helping us meet the needs of the at-risk student, it will also improve the teaching/learning process in general.

Although the literature does not provide statistically convincing evidence that matching teaching and learning styles significantly improves learning, the effort to do so takes advantage of the expectancy principle, the Hawthorne Effect, active learning guidelines, and increases time-on-task. When handled

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appropriately, even these common effects can bring about general learner satisfaction and improved performance.

A summary of the research on effective teaching (especially from articles and meta-analyses that synthesize the research) resulted in a list of a dozen heuristics that could help us improve the ways in which we deal with at-risk students.

LAWRENCE A. NESPOLI, Maryland State Board for Community Colleges

### **"Investing in Human Capital: Public Policy That's Good for the High-Risk Student and Good for the Nation's Economy"**

In many American cities, the dropout rate is over fifty percent of all students who enter high school. This is a terrible personal tragedy for these young people as most will never be able to hold a job or make a decent living. Social commentators say that this is just not fair and society ought to do something to help these individuals. An economist might describe this situation in different terms by emphasizing the waste of economic resources, specifically human capital, that could be put to work producing goods and services for the nation's economy.

Both are right, of course. The interesting recent development is that the debate over social equity is now being transformed into a discussion about economic growth. Society should indeed help high risk students because it is the "right" thing to do. But demographic trends suggest that it is also in the economic self-interest of all Americans to help high-risk students succeed.

This presentation starts with the assumption that education and training are the primary systems for investing in human capital, and then examines several state-level strategies that have shown great promise. Borrowing a framework from Naisbitt's *Megatrends*, both "high tech" (the importance of technical training short of a bachelor's degree) and "high touch" approaches (like mentoring programs) will be discussed.

RONALD A. NEWELL, Nova University

### **"What Makes a MARP a MARP . . . or Whaddyamean my MARP Topic is Unacceptable?"**

The selection of a suitable MARP is a crucial decision and should represent more than a casual set of considerations. Often, students flounder or, at least, find it necessary to extend anticipated graduation months (even years) beyond their desired (or reasonable) completion goals because a particular MARP topic, although legitimate in its own right, may have been a poor choice given a number of factors often not recognized at the outset. Because MARP students usually have several MARP alternatives in mind before settling on the ultimate topic, the purpose of this session will be to give attendees some parameters upon which to base this important decision and to leave better equipped to make a rational choice about which MARP to undertake.

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The presentation will focus on, but not be limited to the following considerations: intellectual, institutional, practical/pragmatic, and personal. Attendees are encouraged to bring two or three possible MARP topics to the session which will serve, as time and numbers permit, as points of reference for the discussion.

**ALBERT J. PAUTLER**, State University of New York at Buffalo

### **"What is a Functional Curriculum Guide for Use in Community Colleges?"**

The development, function, and use of a curriculum guide in a community college may be one of the least understood things within a community college. Too often such guides are a hodge-podge of plagiarisms from text books and pasted pages from other sources. The function of curriculum within a human organization is to create a sense of community within that organization. The written and perhaps even the hidden curriculum represent a statement of work to be done in the organization. As such it reflects the internal structure as well as division of labor within the organization. It is a reflection of attitudes, assumptions, that direct the teaching-learning which should take place within the organization.

Functional curriculum guides should be a high priority for community colleges in preparing the workforce for the future as well as dealing with the education of students that may be considered at risk. Designing and improving courses and curricula in postsecondary education should be of high priority for community college educators.

### **"Curriculum Alignment: Means of Improving Institutional Effectiveness"**

The research and efforts of Fenwick English and Robert Diamond are both concerned with the improvement of courses and curriculum at all levels of education. This topic will deal with the application and implications of curriculum alignment for use at the postsecondary level. However, the concepts apply to all schools, colleges, and businesses.

Curriculum exists in several forms including the written curriculum, taught curriculum, and tested curriculum. One major use of alignment is to help to insure that the written curriculum is in fact the tested curriculum. This concept should be of special concern to community college administrators and faculty due to the large number of adjunct faculty employed in some colleges.

After the determination of the propriety of the curriculum content, the next most important aspect of curriculum design is curriculum alignment. (English, 1987; Curriculum Management for Schools, Colleges, and Business.)

The major goals of this session are as follows:

1. To develop an awareness of curriculum alignment and its major features.
2. To relate the principles of alignment to the adult learning environment within community colleges.

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3. To discuss implications of alignment to those designing curriculum for the community colleges.

SUSAN PETERSON, Texas State Technical Institute

### "Hispanic Single Parenting Program"

The purpose of this session will be to examine the role of the Hispanic single parent as a student. It will include a discussion of the struggles that Hispanic single parents face and some future considerations in working with Hispanic single parents in academic settings.

The session also will explain how a human relations guide was developed for young Hispanic single parents in the Rio Grande Valley of South Texas. The human relations guide has also served as a resource for many social service agencies, family planning clinics, Home Economists, and schools. This guide received special recognition from the American Home Economics Association as an outstanding single parenting program.

This session should help broaden the understanding of professionals working with the Hispanic population, one of the fastest growing minority groups. There is a great need for programs that will work with Hispanic students. Hispanic single parents are an at-risk group that should certainly be addressed by professionals in education. If this group finds personal and career success through education, positive outcomes will likely follow for their children and America's future workforce needs.

ELIZABETH A. POLINER, Nova University

### "Nova's Information Retrieval Service: Providing Research Assistance Through Computer-Based Bibliographic Retrieval (Lecture)"

Reviews of the literature via computers are offered to students at Nova University through the Information Retrieval Service (I.R.S.). Students have the opportunity to request computer searches from several online services, including Dialog, BRS, SpecialNet, NEXIS, and Advocnet. These online systems provide access to more than 300 databases, containing in excess of 175 million records. The offline printouts that requestors receive may contain bibliographic information and abstracts of journal articles, documents, books, doctoral dissertations, government publications, or the full text of newspaper articles.

Nova's I.R.S. houses the entire microfiche collection of documents from the ERIC (Educational Resources Information Center) database. By completing a microfiche request form, students may receive microfiche copies of selected studies and reports from more than 290,000 documents in the collection.

Computer-based bibliographic retrieval services offer researchers the opportunity to identify quickly and efficiently a variety of resources relevant to specific topic areas. Consequently, it is important that requestors of the research acquire skills in the development of search strategies and in the selection of appropriate

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databases, so that the most relevant citations may be obtained. Descriptions of search processes and resources should assist students in meeting their research needs.

### **"Nova's Information Retrieval Service: Enhancing Your Research Skills (Workshop)"**

This Information Retrieval Service (I.R.S.) session is designed for students who have participated in the I.R.S. presentations at previous institutes or attended the lecture session being offered at this institute. During this workshop session, students will be able to gain further skills in problem conceptualization necessary to access research literature effectively and efficiently.

A sample search related to the theme of the institute will be discussed. Students will learn that through the careful selection of key terms related to their specific research topics, they will be able to obtain the most relevant reviews of the literature. Explanations will be provided regarding the bibliographic information contained within the offline print results.

Students will participate in the development of computer search strategies on sample topics. A review and discussion of selected key terms will follow.

Also, students will have an opportunity to gain skills in the selection of databases and other resources that are most appropriate for individual research needs. Time will be allotted for questions and concerns regarding I.R.S. online resources and databases useful in practicum/MARP research.

**GARY E. RANKIN**, Oklahoma City Community College

### **"A Description of a Career and Job Search Program for At-Risk High School Students and Dropouts"**

The purpose of this presentation will be to describe a career and job search program offered by Oklahoma City Community College. The presenter will discuss the objectives of each component: career exploration, mentoring and job placement, the funding of the program, the evaluation of the program and the advantages to the community college of offering the program.

The purpose of the program is to identify high risk high school students who have or are potential dropouts. Working with high school counselors, the coordinator of the program recruits students into the program. The program offers students an opportunity to evaluate their self concepts and to go through extensive career exploration. The program is offered in the late afternoon to allow currently enrolled students the opportunity to attend high school and the career and job search program. In addition to in class career development, students who seek part-time or full-time employment are given job search skills and assistance in job placement. The third component of the program is the assignment of a mentor to those students who desire a role model in a career field of interest.

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Handouts will include the program brochure, program outline, course syllabus, mentoring guidelines, objectives of the Community Advisory Committee and an evaluation of the effectiveness of the program.

### **"The Evaluation of High Risk Student Programs: Potential Practicum Topics"**

The purpose of this presentation is to describe several research problems dealing with preparing the at-risk student for the work force in the year 2001. Research topics will be presented that will fit developmental, descriptive, historical, experimental and evaluation practicums. Sample topics will be discussed and purpose statements written for each topic.

To determine if programs for high risk students work, research must be conducted. To assist Nova students identify appropriate topics for practicums, the presenter will discuss potential problems dealing with high risk students and possible solutions. Participants will have an opportunity to define underlying problems and write purpose statements for developmental, descriptive, historical, experimental and evaluation research designs that can be used to develop future practicums.

**RAYMOND REYES and RAYMOND STEINER**, Glendale Community College

### **"Education in the Twenty-First Century"**

In less than twelve years, the much heralded Twenty-first Century will arrive. Who will be the students of the class of 2001 and beyond? What must we teach to prepare them for the workplace? In the final decade before the year 2001, America will be facing a critical labor shortage as the demand for skilled workers outstrips the supply. White males will decline from forty-seven percent of the labor force in 1985 to about fifteen percent at the turn of the century. Most of the new workers entering the workplace will be women and minorities. But most of these new workers will lack the basic skills required by U.S. businesses unless current education patterns are changed. High school dropouts rates, teenage pregnancy, slipping achievement test scores, low literacy levels, and declining minority college enrollments are but a few of the major issues that educational leaders must address. At a recent College Board national symposium, Lou Harris of Harris Poll remarked that "America's future hinges on the degree to which we are successful in educating greater numbers of women and minorities that we have in the past." This session will explore the factors shaping the students of the future, its meaning for educational institutions, and its impact on our economic future.

**VALDA M. ROBINSON**, Hillsborough Community College

### **"The Proposal Process: Forget About the Answer, WHAT IS THE QUESTION?"**

In any research, perhaps the most difficult part is not "finding the right answer," but "asking the right question." This is an individual experience, and the researcher must do a lot of reading and thinking, until

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finally the creative insight or "aha" experience results. For the research to be excellent, the question asked must be clear and concise, a question whose answer can truly enhance the effectiveness of the educational enterprise.

The purpose of this presentation is to give concrete suggestions as to how the process can be facilitated: the role of related literature, the necessary sensitivity to one's organization or institution, and the integration of concepts introduced in the seminar. The researcher can follow a logical process toward asking this "right" question. Once this is done, "what to do" to find the answer can take many forms, and the researcher can gain assistance from many sources in formulating the most appropriate ways to proceed.

### **"The Practicum Report: Now That I Have the Answer, SO WHAT?"**

In research, the answer to a particular question is considered "the result." For research to be meaningful, however, the writer must go beyond just stating the simple answer. What does this answer mean? How does it relate to other answers that have been found? What applications can be made? How can this answer truly enhance institutional effectiveness?

The purpose of this presentation is to clarify the process of "thinking about an answer." After one presents a result, what is meant by "discussion?" How does this differ from "reaching conclusions?" How are conclusions translated into "recommendations for action?" If the researcher follows a logical process, the final study becomes useful to a reader: all relevant ideas are included, no extraneous material is inserted, and the specific answer is translated into a generalized framework that makes possible practical application in any setting. While finding the answer can sometimes be a mechanical process, giving meaning to the answer is a creative experience and the researcher becomes an active agent in the commitment for excellence.

**J. BRISON TORBERT**, Paradise Valley Community College

### **"Networking for the Upwardly Mobile Practitioner"**

Networking, according to Joyce Kenney's Career Book, is one innovative way to reduce occupational burnout. Networking can also provide a method to improve one's business chances regardless of position or academic rank. This seminar takes a look at what teachers, administrators, or consultants can do to improve their present work situations. Six inventories are used to help participants take a closer look at themselves and ways to encourage professionalism.

This session will offer a positive image of the role of the professional educator and will demonstrate one technique of self-enrichment that can improve working conditions and promotional opportunities.

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KENNETH E. VARCOE, The Pennsylvania State University

### **"The Preferred Future: Actions Today to Prepare the Workforce for 2001"**

The changes that will occur during the next ten years suggest that we all need to begin now to try to develop a future that is what we prefer. If we do not take the initiative, we may face a future we would not like. As educators this means that we must have an understanding of what our society and the educational enterprise may be like in 2001. Based on demographics and various other trends which are known and can be studied, there are a number of trends/factors that will have a major impact on the educational enterprise. For example, it is clear that educating the at-risk student will need to receive increasing emphasis. Furthermore, the nature of the workforce in the year 2001 will be considerably different than today. What are the major changes we might expect to evolve over the next decade? What are the implications of these forecasts for education and the nature of educational institutions?

This session will review the various demographic and social trends that impact on education and preparing the workforce for 2001. Techniques for approaching the future in a proactive versus a reactive mode will be discussed. Efforts to develop plans that may enable us to achieve a preferred future as contrasted with merely accepting the future will be considered in both a practical and theoretical context. Change is inevitable. How can we shape change to produce a preferred future?

### **"The Learning Society: How Will Teaching and Learning be Different in the Year 2001?"**

The workforce in 2001 will require continuing education and the at-risk student will present a serious problem in terms of educational levels relating to available jobs. If the better jobs available require considerable technical skills and higher levels of education, the at-risk student population will aspire to these jobs versus the low paying service oriented jobs. One of the major challenges to education will be how to prepare persons for the jobs of "the information society" and keep those employed current. If educational level is one of the determinants of the "haves" (contrasted with the "have nots") in our society, obtaining more education may be a critical path to improving ones status both economically and socially. What changes will need to be made to begin to address these concerns? What philosophical, structural, technological, and funding changes will need to be made to address the needs of the at-risk student of the year 2001? Will teacher and educator roles need to change? Will institutional missions and delivery systems need to be modified and changed? What do we now know about the future that we need to act upon today to address the changes in society which will occur over the next decade? These various questions will be the focus of this session and an effort to develop an individual agenda for change will be considered a desirable outcome of the session.

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JAMES L. WATTENBARGER, University of Florida

### **"Preparing the Workforce: Quality Controls"**

Quality is expected in all programs. There are, however, a number of different controls that affect programs. The faculty must be able to exert professional judgement and thereby extend their influence upon the quality of the program. The administrators must be aware of an involved in the development of the criteria that may be applied. The students are in a particularly sensitive role in judging quality and they may not have a way of expressing themselves except through their feet. The community has several very important ways of influencing and controlling quality.

In addition to the internal and the local influences that control quality there are a number of external influences. These include the regional accrediting associations that have been assigned a major responsibility by the profession in identifying and in controlling quality as defined by the profession. Certain programs have national accrediting organizations that have assumed the responsibility for defining and judging quality and these are not always in accord with the regional judgments. There are statues, regulations, policies and administrative decisions at the state level that affect quality and these may be both positive and negative. State agencies, state administrators, the legislatures, the executive branch--all of these both directly affect quality and even control quality.

It is apparent that there is not only a quandary about what constitutes quality but there are also many opportunities for conflict between these various influences. As an institutional actor you may be in a position to become the pawn of forces beyond your influence or control. What does one do? Is there an answer?

Come prepared to identify the QUALITY CONTROLS, both positive and negative, that influence the programs that are your responsibility. Participants will be encouraged to share experiences that have illustrated ways YOU can control the controllers?

EARL L. WRIGHT, San Antonio College

### **"State-Wide Assessment Programs: An Education Initiative in Preparation for the Twenty-First Century"**

Contemporary education initiatives must continue in order for progress to occur as we prepare for the year 2001. Many of these initiatives should be developed at the national level; however, a number of state education agencies are moving forward without any clear-cut impetus from the federal government.

The ongoing debate regarding standardized testing has become one of the most cyclical issues of the last decade in higher education. Critics of standardized tests have made this issue a major item on the national agenda. Some of the arguments against standardized testing focus on concern that the tests assess only a narrow spectrum of abilities, stifle creative thinking, favor the socioeconomically advantaged over the disadvantaged, and have too far reaching effects on life chances. Now, however, standardized tests are virtually indispensable because education has not produced a more objective method to assess academic

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abilities. Today, personal recommendations mean very little because letter writers can no longer rely on the confidentiality of written statements regarding someone's academic ability. High school grades are just as questionable because of the variability factor from one school to the next. The concept of grade inflation is still alive and well. Therefore, when looking at possible alternatives standardized tests remain the best option.

Since there is a trend toward state mandated assessment programs, educators must be prepared for the many institutional changes that will occur as the result of such programs. A number of these changes will have a direct impact on the overall curriculum, remedial programs, student data base, testing practices, advisement, cross-training of staff, delivery of support services, and the current evaluation processes. Any attempt to operationalize such a program without a well developed implementation plan will most likely result in a state of confusion and frustration at best.

The state of Texas, like a number of other states, is in the process of implementing a state-wide testing program. Therefore, this presentation will focus on the case for standardized testing, the political impact, the role of the state education agency, and particularly implementing the mandates at the institutional level.

### **"Imperative for the Year 2001: Educational Renewal and a Thinking Labor Force"**

The American system of education has always been the primary catalyst to greater economic abundance and equality of opportunity for the masses. Although the system is designed for all citizens, everyone does not avail himself of the opportunities afforded. Regardless, education remains as the most important investment anyone can make. At some point in the last twenty-five years the meaning and purpose of education have taken on a different identity. Two of the historic strains in the national character, optimism and egalitarianism, have lost part of their value. Therefore, it is now incumbent upon educators to restore these critical qualities through some form of broad-based educational renewal.

The American public is becoming increasingly aware of the fact that our education system is not producing, on a large scale, educated and skilled workers for the labor market. Educators are becoming concerned about the fact that many of the college graduates, especially those in education, are far less competent than they should be. This trend has to be reversed; if not, the following will most likely be the results:

1. Western Europe and Japan will become the number one and two economic world powers with the United States possibly struggling for third place.
2. The young people comprising the majority of the work force will have a limited economic perspective rather than a global perspective.
3. The United States will not be able to compete with other countries who have a much broader understanding of a new global economy.
4. Because of new technologies in the market place, high levels of competencies will be mandated.
5. The basic personal living standards in the United States will be much higher, and therefore, more difficult for underprepared workers to achieve.

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6. Citizens who are under-educated or lacking in technological skills will become unbearable burdens on the tax rolls.
7. An increase demand will exist for skilled laborers to support an economic system that is responsive to the American public.

The kind of educational renewal needed to develop a new thinking labor force for the year 2001 must be responsive to the global economic developments throughout the world.

The quality of American life in the year 2001 will depend on educational renewal, mainstreaming minorities and women, a competent labor force, and national priorities based on economic developmental needs. Therefore, this presentation will focus primarily on what educators should start considering as we advance toward the year 2001.

**DAVID L. ZIERATH**, University of Wisconsin at Platteville

### **"The Social Context of Being At-Risk"**

Being at-risk is a relative matter and many elements of a society's population can be considered at-risk in different ways and at different levels. This session will consider the implications of that idea, stressing the significance of interdependence among elements of the population.

Opportunities for the most at-risk elements of the population will be considered in the light of needs of other elements, including the elite leadership groups in the society. A consideration of the current characteristics of the population and of labor force needs will point toward a realistic assessment of the prospects for increased well-being for the most at-risk people of our society. Both the positive prospects and potential dangers to those at-risk will be considered, and participants will be invited to provide illustrations and insights from their own experiences and viewpoints.

### **"Effective Response to the Needs of the At-Risk Student"**

During this session it is asserted that concern for students' experiences and responses to opportunities should guide educational programs. That requires taking a realistic look at the characteristics of the at-risk elements of the population, recognizing the difficulties of responding to them, and really understanding their needs. What constitutes their needs from their point of view and from others' points of view will be examined and conflicts between those viewpoints will be considered. The impertinent question, "What's so good about education?" will also be looked at from the perspective of the at-risk person and will be considered as a basic challenge to educators that needs to be taken seriously.

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Various types of ways to trying to meet needs will be examined, including "permissive," "authoritarian," and "responsive." The relation of the last of those approaches to current trends in educational practices and concerns will be highlighted. Participants will be invited to discuss how to use that approach to guide the creation and implementation of programs attempting to respond effectively to at-risk elements of the population.

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