Higher, Adult, and Lifelong Education
Dissertation Abstracts
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STUDENT ATTITUDES TOWARD AFFIRMATIVE ACTION IN COLLEGE ADMISSIONS AND RACIAL DIVERSITY BEFORE AND AFTER PROPOSITION 209

ABSTRACT

Using a sample of California four-year college freshmen, this study examines attitudes toward affirmative action in college admissions and racial diversity before and after the passage of Proposition 209 in California. The results showed an increase in support for affirmative action in college admissions, but less concern for racial diversity from 1996 to 2000. Attitudes toward affirmative action and racial diversity were less polarized in 2000 than in 1996. Whites and Asian-American students were more opposed to affirmative action in college admissions than African-American or Hispanic/Latino students. Women and those with more liberal political ideologies were more likely to support affirmative action in college admissions and were more concerned about racial diversity. Regression analyses was included to show how the factors used to predict attitudes toward affirmative action in college admissions and racial diversity changed from 1996 to 2000.
This study of the academic life histories of four high achieving first generation college women of color at a predominantly White Midwestern university explored factors in the formative and collegiate educational experiences that have led to the women’s exceptional academic success. The questions that provided direction for the research were: (a) What are the defining moments in the pre-college and college experiences of gifted first generation college women of color? (b) What facilitates or provides an obstacle to high achieving women in the pre-college years and while in college? (c) To what or whom do high achieving first generation women of color attribute their academic success and finally, (4) What are some interventions that could serve as catalysts to enable the positive academic identity development of other first generation college students?

Each woman’s history uniquely contributes to the discussion of ways in which early academic and non-academic challenges can fuel subsequent academic achievement. By using aspects of cultural identity and heritage, learning the language of the academy, applying lessons learned in other non-academic environments, and making decisions based on a strong internal foundation, the women’s histories chronicled in this research provide a counternarrative to existing research that nearly uniformly claims the academic frailty of first generation students and students of color. Family, school, and peer support are cited as critical to the success of the young women but their influence is moderated by each student’s internal drive and ability to make independent decisions. As such, the women show signs of self-authorship as they make meaning of their school experiences and academic paths.

Findings suggest that middle school interventions, intensive secondary school relationships with teachers and administrators, college enrichment programs and the peer relationships they foster may be particularly facilitative of academic success for these talented young women. The life histories presented are instructive regarding how a student can build and negotiate a positive academic identity development during their K-16 school career without the benefit of having an immediate family member who is personally familiar with what it is like to attend college. They also suggest strategies for educational institutions and practitioners seeking to improve the school experiences for first generation college women of color.
The Bible School Movement in the United States was born in 1882 out of a desire to train lay workers for missionary service because traditional institutions of higher education were not providing graduates in sufficient numbers to meet the pressing need for home and foreign missions. Several important religious ideals, including the doctrines of holiness, sanctification, Holy Spirit baptism, divine healing, and a belief in the imminent return of Jesus Christ (which would only take place when the whole world had been evangelized), coalesced in the mid-nineteenth century and resulted in the emergence of this movement. The visionary example of Albert Benjamin Simpson, founder of the Missionary Training College in New York City, resulted in the establishment of dozens of similar Bible schools across the country to provide practical ministry training for both men and women who became active participants in global evangelization. The outpouring of the Holy Spirit, evidenced by speaking in other tongues, at a Topeka, Kansas Bible School in 1901 and the subsequent national revival that followed led to the establishment of at least two dozen additional Bible Schools and Missionary Training Institutes that specifically embraced the Pentecostal experience. Leaders of these schools were instrumental in defining Pentecostal doctrine, conducting Pentecostal camp meetings, planting Pentecostal churches, establishing Pentecostal associations, and training Pentecostal missionaries and ministers. This qualitative dissertation, employing archival research methodologies, examines the emergence of the Pentecostal Bible School movement from 1880 to 1920 by exploring its origins, its founders and leaders, its common features, and its contributions to the global expansion of Pentecostalism in the first two decades of the twentieth century.
The purpose of the current study was to explore the relationship between academic self-concept and sense of belonging in the final course grade of students in a developmental English course. In order to investigate this potential relationship the following research question was explored: what is the relative importance of psychosocial achievement characteristics (i.e., sense of belonging and academic self-concept) and demographic variables in the final course grade of a developmental education English course at the community college? Participants included 284 community college students enrolled in Developmental English courses at a rural community college in the Midwest. The study used an academic self-concept instrument and sense of belonging instrument. The survey also included demographic variables that were included as control variables in the study.

In order to investigate the central research question, a hierarchal multiple regression procedure was utilized to determine the amount of variance explained by the psychosocial characteristics. Results suggested that the overall model was statistically significant, but only explained a small amount of the total variance in the final course grade. In addition, the multiple regression procedure was used to investigate the contribution that psychosocial achievement characteristics and selected demographics contributed to the model of developmental education final course grade. Academic and general self-concept were positive and significant predictors of students’ final course grade. Unexpectedly, verbal and problem solving self-concept were negative and significant predictors of final course grade. Lastly, sense of belonging and the demographic variables included did not make a significant contribution to the final course grade.
ILDIKO PORTER-SZUCS, 2008

IN LOCO MATERNIS:
RECENT MA TESOL GRADUATES SPEAK FROM COMMUNITY COLLEGE
ESL CLASSROOMS

ABSTRACT

This investigation focuses on recent graduates of MA TESOL programs, exploring how they fare in community college classrooms and what implications this has for their graduate preparation. I draw upon an online survey, in-person interviews, and a variety of documents in order to explore the gender dynamics of ESL training and teaching. I posit a tension between (on the one hand) the community college ESL faculty, who construct themselves, their backgrounds, and their students using categories typically characterized as feminine, and (on the other hand) their TESOL programs, which they construct using masculinized terms. The ESL teachers view their role as in loco maternis, but the training programs prepare them in a way they perceive as masculine. The gendered lenses structure the disparate worlds of native-English-speaking ESL teachers and their teacher trainers.
As the nation experiences a major shift in demographics, higher education institutions are faced with the need to increase diversity on college and university campuses to better serve today's student population. Consequently, universities have a greater sense of urgency to diversify their faculties and achieve an all-inclusive campus environment. Universities generally support and believe that diversity better serves the needs of today's demographically different student population. However, despite the general support for an increase in minority faculty, progress has been slow, suggesting persistent challenges. One explanation for such slow progress is the culture and climate that is resistant to change in embracing diversity. Consequently, the problem is that diversification of faculty continues to be a challenge. Though there is significant research about many obstacles faced by faculty of color and women in higher education, there is a dearth of studies examining personnel practices at the department level in the context of espoused theories of the university in support of diversity. Therefore, the purpose of this study is to explore factors that inhibit or enhance the hiring of the tenure-track faculty workforce at a Midwestern university. This study emerges from two previous studies implemented at the College of Agriculture and Natural Resources at a Midwestern university. Through the use of a qualitative case-study approach, open-ended and semistructured interviews were conducted with search-committees members and administrators, followed by a focus group. A review of university archival documents and hiring policies provided background information. This study provides "best practices" for policy recommendations to improve the hiring of tenure-track faculty.

The findings revealed several factors that inhibit or enhance the hiring of tenure-track diverse faculty in the college: (a) Minority faculty and women feel a lack of support for success, feel isolated, and believe their work is devalued or marginalized, thus leading to the feeling that the climate is "chilly" and unwelcoming in the college; (b) ineffective "mechanical" hiring policies and practices continue to challenge diversification of the faculty in the college; (c) top leadership support is lacking for a diversified campus; and (d) members of the search committee lack training in understanding hiring policies and practices or affirmative-action programs, and therefore myths continue to erode efforts to create a diversified faculty pool. The results of this study highlight the impact on the ban of affirmative-action programs in the state and the continued struggle minorities and women experience in higher education institutions. Little research in the area of tenure-
track faculty recruitment and search committees has been conducted; therefore, this study is important, as it is unique in the state.
MENTORING THE LEADER: THE ROLE OF PEER MENTORING IN THE LEADERSHIP DEVELOPMENT OF STUDENTS-OF-COLOR IN HIGHER EDUCATION

ABSTRACT

The racial and ethnic demographic landscape of American society and postsecondary education is changing at an accelerated rate whereby people-of-color are becoming the numerical majority. Yet, little is known about the response to these changes particularly in the area of leadership. There is minimal evidence to suggest that members of racial and ethnic groups are assuming leadership roles in similar proportions to their population growth in society or in college. The intent of this study is to explore the ways in which peer mentoring contributes to how students-of-color develop as leaders.

Using qualitative methodology, seventeen students participated in semi-structured individual interviews which also involved hand drawings of their experiences. The study was conducted at a large research institution located in the Midwest. Purposeful selection was applied to select students-of-color serving as a student leader of an ALANA (African American, Latino, Asian Pacific American, and/or Native American) student organization on campus.

In the findings three themes emerged from data including Defining, Positioning, and Generativity. Peers mentors are defined in personal and organizational contexts. The setting and timing of interaction between peer mentors and participants affects the degree of their involvement in leadership. Leadership succession was evident among participants as a result of encouragement from their peer mentors. Connections between this study and theoretical models from three other research were identified including Kram's (1988) Developmental Relationships Model, Komives (2007) Generativity Model, and Sedlacek's (2004) Non-Cognitive Variable Model. Conclusions are drawn to provide insight on the benefits and outcomes of peer mentor models. Thus, institutions can utilize this information to enhance peer mentoring opportunities to increase leadership capacity among students-of-color.
ERIC R. JESSUP-ANGER, 2009

IMPLEMENTING INNOVATIVE IDEAS: A MULTISITE CASE STUDY OF PUTTING LEARNING RECONSIDERED INTO PRACTICE

ABSTRACT

Leaders in colleges and universities across the United States are coming under increasing pressure to enhance the quality of programs and services on their campuses (Gensheimer, 2009; U.S. Department of Education, 2006). Although administrators and faculty have access to a growing body of scholarship to improve institutional quality (e.g., Kuh, Kinzie, Schuh, Whitt, & Associates, 2005; Pascarella and Terenzini, 2005), the majority of institutions continue to struggle to put innovative ideas into practice (Bok, 2006; Duderstadt, 2000). Furthermore, leaders and change agents have limited literature to consult to enhance their efforts because few studies have examined implementation in postsecondary organizations. To provide further guidance to administrators, this study used a multi-site case study approach and a backward mapping analytic strategy to examine three divisions of student affairs that implemented Learning Reconsidered (American College Personnel Association & National Association of Student Personnel Administrators, 2004), a national report calling for a series of innovative policies and practices. Data were collected via individual and small group interviews using a semi-structured protocol. A review of available documents was also conducted. The data are presented in three, in depth case studies. The study concludes with a cross-case analysis of the implementation process and forwards implications for theory and practice.

Three broad, overarching findings relating to implementation emerged across the three divisions of student affairs examined in this study. These include: 1) the influence of the initiation phase and adoption decision on implementation; 2) the multiple, cascading levels of adoption and implementation, and the shifting roles of senior student affairs officers and mid-level professionals; and, 3) the importance of technical and leadership capacity and how resources were employed to bolster professionals’ capacity to implement. In addition, a river delta metaphor is presented that captures the iterative, complex, and relatively non-linear process by which innovative ideas are put into practice. The metaphor provides a framework for leaders and professionals throughout the organization to make sense of implementation and their role in the process.

The study concludes with implications for theory and practice. Theoretical implications include: 1) a changing conceptualization of the role of senior leaders and mid-level professionals as the implementation process unfolds; 2) how and when levers are employed is more influential than what levers are used; and, 3) the availability of sufficient time and space are the most influential levers. Recommendations for practice include: 1) the process should ideally stem from a period of organizational reflection; 2) organizational culture should be viewed as a road map, not a barrier; 3) the process should be inclusive of professionals throughout the organization; 4) change leaders
should embrace their symbolic and behind the scenes role in the effort; 5) because of their central role in implementation, mid-level professionals must be adequately prepared to put innovative ideas into practice at the department level; 6) creativity and reasonable risk-taking should be promoted from the outset; and, 7) the pace and process by which technical and leadership capacity is bolstered needs ongoing attention from senior leaders and change agents.
INSPIRING THE LIFE OF THE MIND: AN EXAMINATION OF THE ROLES OF RESIDENTIAL COLLEGE ENVIRONMENTS AND MOTIVATIONAL ATTRIBUTES IN PROMOTING UNDERGRADUATE STUDENTS’ INCLINATION TO INQUIRE AND CAPACITY FOR LIFELONG LEARNING

ABSTRACT

As postsecondary education is promoted as a necessity for participation in the 21st century knowledge economy, academics, policymakers, and the public have all voiced concerns about the quality and coherence of undergraduate education (AAC & U, 2007; Barr and Tagg, 1995; U. S. Department of Education, 2006). Critics point to the size, scope, and multiple missions of large, public research universities as contributing to students’ feelings of anonymity, lack of engagement, and disconnection from faculty (Astin, 1993; Boyer, 1987; Gaff, 1970; Gamson, 2000; Guskin, 1994; Hawkins, 1999; Jerome, 2000).

University administrators increasingly turn to residential colleges and other types of living-learning programs to address the size and scale conundrum facing large research universities. By creating smaller enclaves of students living together initially, taking part in a shared educational endeavor, and using resources within their environment that stress academics (Inkelas, Zeller, Murphy, & Hummel, 2006), administrators and faculty purport to create the atmosphere of a small liberal arts college while still offering students the resources of a large university (Magolda, 1994; Schuman, 2005). Despite this claim, virtually no attention has been paid to whether and how these environments promote values associated with a liberal arts education, including whether they deepen students’ inclination to inquire and capacity for lifelong learning. Identified by the Center of Inquiry in the Liberal Arts at Wabash College as one distinctive outcome of a liberal arts education, having a deep inclination to inquire would suggest that a student has a strong desire to learn and continues to pursue intellectual growth. Closely connected to students’ inclination to inquire is their capacity for lifelong learning, which is defined by Hayek and Kuh (1999) as students’ ability to “learn to learn’ and interact effectively with others in a complex, information-based society” (p. 4).

In the current study, I used Moos’ social-ecological framework, which accounts for environmental context and individual characteristics (Moos, 1976, 1979, 1986), to examine how students’ attributes (including their motivation and other sociodemographic characteristics) and residential college environments were associated with students’ inclination to inquire and capacity for lifelong learning. With data collected from over 1800 undergraduate students in 24 residential colleges at 10 research universities across the United States, I used hierarchical linear modeling techniques to ascertain the statistically significant individual, contextual, and cross-level associations of variables with students’ inclination to inquire and capacity for lifelong learning. I found that a
statistically significant amount of variation students’ inclination to inquire and capacity for lifelong learning was attributable to students’ residential college environment and that much of the variation was explained by the liberal arts emphasis of the residential college environment. Specifically, an ethos marked by academic challenge and high expectations was associated with a deepened inclination to inquire and an ethos marked by out-of-class interactions with faculty was associated with a deepened capacity for lifelong learning. Furthermore, students’ motivational attributes and desire to obtain more than a bachelor’s degree were also associated with both outcome variables. Implications for theory, research, practice, and policy are discussed.
MARGARET SAMPSON EDGELL, 2009

HIGHER EDUCATION FINANCE POLICY:
A COMPARATIVE ANALYSIS OF TWO DYNAMICS OF
SOCIAL CONTRACT IN THREE BOLOGNA PROCESS COUNTRIES

ABSTRACT

This first detailed map of the topography of social contract in comparative higher education finance policy laid out a research design and methodology that proved viable for comparative case study analysis. Its research design, based on Qualitative Comparative Analysis, addressed three initial challenges to the study of a macro level social phenomenon: the inherent subjectivity of study of a social construct; a lack of definition of social contract terms; and the multiplicity of social contracts.

A review of the literature on social contract included literature in politics of education, educational policy, educational equity, educational finance, educational trends, and educational change, but the review resulted in no generally accepted definition or conceptualization. The current study was designed to clarify at its outset a generalizable definition of social contract based on historical interpretation, as the expected roles of stakeholders in higher education (Neave, 2006). The literature on social contract indicated that social contract is a phenomenon that can exist at national, supranational, or global levels. It also suggested that there may exist three universal types of social contract (Kezar, 2004; Neave, 2006; Zumeta, 1996). Neave’s (2006) typology may best describe social contract using terms grounded in political theory as follow: Hobbes type (government-oriented), Smith type (market-oriented, also referred to as marketization or privatization), or Locke type (intentional mixtures of the other two types).

The current study applied definitions, conceptualizations, or methodologies from political theory, comparative research (of foreign countries), economics of education, finance policy analysis, and content analysis in the field of higher (or postsecondary) education. Three countries were chosen as case studies due to their classification as welfare states with strong government orientations: Finland, Norway, and Sweden.

Described as a supranational initiative, the Bologna Process in Europe afforded an opportunity to study the social contract implicit within it, along with the social contracts implicit in national policies. Along these lines, two research questions were explored:
First, is there a relationship between a supranational social contract regarding academic research and the allocation of funds to research projects at national levels? Analysis of the first research question was primarily analysis of resource allocation toward economic development via research and development (R & D) with industry. Second, is there a relationship between a supranational social contract regarding student financial support and the allocation of funds to student financial support at national levels? This second
question, in the cases of the three welfare states studied, was an analysis of state financial support in payment of the net costs to students for higher education.

Conclusions based on the results were, first, for student financial support policy, that, absent supranational social contract, the national social contract was a stronger determinant of funding in the three countries studied than the shifts in social contracts in other European countries. For academic research funding, national social contract was the driving factor, over supranational social contract.
Each year numerous language learners decide to travel abroad in order to improve their language skills. Many studies have investigated the linguistic and cultural gains that those students acquired during their study abroad. However, little is known about how these experiences influence the students’ learning motivation, development of learning strategies, and future perceptions of themselves as language learners. The following study explored the role of study abroad programs in the development of possible second or foreign language selves and the effect of moving from a second language to a foreign language context in the development of possible L2 selves. Twenty subjects took part in the individual interviews and focus groups. This study employed qualitative data techniques such as color-coding to analyze it. The results show that most of the subjects held future images of themselves as language learners. Subjects with salient possible language selves after their abroad experience were more motivated, and were able to use multifarious language learning strategies in order to keep their language gains once they were back from their abroad sojourn. These students were also able to overcome obstacles easily by creating alternative approaches that helped them move towards the achievement of their possible L2 selves. On the other hand, students with less salient possible L2 selves after their abroad experience encountered difficulties maintaining their possible L2 selves salient. Some students’ PL2Ss disappeared from their working self-concept. This study contributes to the development of a more holistic view of language learning motivation. It also presents language educators with possibilities to enhance language learning. Furthermore, universities and adult education institutions could benefit from the results of this study in order to create mechanisms to promote student achievement and student retention.
COMMUNITY COLLEGE TEACHER EDUCATION PATHWAY: A STUDY OF MICHIGAN TEACHER EDUCATION COMPONENTS

ABSTRACT

This study explored the components of six Michigan community college teacher education programs that were members of Michigan Association of Community Colleges in Educator Preparation (MACCEP) in 2006-2007. Data were collected from face to face interviews and institutional resources. Each interviewee was an identified “champion” of their respective teacher education program. Interview analysis and document data form the detailed description of MACCEP teacher education program components.

Components of the community college teacher education studied are categorized by: 1) Commitment; 2) Curriculum; and 3) Connections. Components in the categories include: faculty; administration; students; courses; field experience; MACRAO agreement; alignment to standards; state testing and credentialing preparation; student support; transfer and articulation; formal and informal partnerships; local, state and federal governing organizations; and credentialing agencies. Identified as the Belknap Model, a figure and table depict the interrelationship of categories and components.

This foundational study offers community colleges descriptive information for teacher education programs. There is a range in program development from informal, early developing programs with few components, to established formalized teacher education programs with many components.

Every public higher education institution in Michigan is autonomous. It is within this complex and open postsecondary environment that the results of this study may be used to benefit faculty and administrators committed to improving the teacher education pathway in Michigan specifically, and in other states more generally. The findings have implications useful to the following objectives: 1. Help to design strong curricula and courses of study; 2. Increase communication among colleges and universities, which, in turn will benefit programs and students; 3. Increase respect and understanding of community college teacher education programs due to the analysis of program components; 4. Broaden potential transfer options among teacher education programs especially in Michigan; 5. Help ensure a high quality teacher education workforce that may lessen the impact of teacher retirements in the next decade in Michigan; 6. Strengthen instruction at all levels to maintain a strong educational foundation for all schools as the state recovers from the present situation of economic instability (Duderstadt, 2005). The Belknap Model serves as a starting point for further research or action in any or all of the specific areas related to the improvement of teacher education practice, especially with community colleges. This study and the Belknap model illuminate Michigan community college teacher education programs.
This mixed methods study was designed to contribute to exploration of the reasons students returned to college, stopout, and the factors that influenced that decision. In the study's first part I conducted a quantitative analysis of the relationship between factors associated with a high risk for departure and community college students who returned to school after departure. The second part of the study was a qualitative inquiry into the educational paths of community college students who stopped out, but were currently enrolled. The third article was an exploration of the intersection between the quantitative and qualitative results. The research questions addressed across all three articles were: (a) Why do community college students return after a period of nonenrollment?; (b) Which factors influence the decision to return?; (c) What is the influence of these factors on the decision to return to return?

In the first part, I used correlations and logistic regression to examine data from the Beginning Postsecondary Survey 96/01, focusing on community college students who departed college between 1996 and 2001 (n=779). The final model had four significant variables associated with who stays out and who returns to school. Students with mixed enrollment were more likely to return to college, while students who were divorced/widowed/separated marital status, job skill development as a reason for initial enrollment, and minimal student disadvantage were less likely to return.

The purpose of the second part of the study was to explore the external and internal reasons and factors involved in students' decisions to return to college after an extended absence. This study specifically sought to explore the role of students' concepts of who they might be (or want to avoid becoming) in the college and career domains of their lives (possible selves). Analysis of the interviews revealed two different educational paths that were partially shaped by students' college possible selves as they initially entered college. The different educational paths and influence of possible selves and other important factors came to light as students discussed critical decision-making points along their journeys. Changes in students' possible selves also resulted in different attitudes and approaches toward school, resulting in more academic success and persistence.

The purpose of the third article was to present the results of the quantitative and qualitative studies and analyze the intersection of the data. While the results reported for the quantitative portion of the study remain unchanged, the data from the qualitative study were reanalyzed and coded to better understand and expand on the ways that the significant risk
factors in the quantitative model appeared in and influenced decision-making about college departure and reentry among the participants in the qualitative study. In general the qualitative data supported or partially mirrored the quantitative results and expanded upon the results to demonstrate how these risk factors manifest and influence students personal and academic lives in relationship to their educational persistence decisions.
EXAMINING THE FUNDING REQUEST PROCESS BETWEEN PUBLIC HIGHER EDUCATION AND THE STATE LEGISLATURE

ABSTRACT

This research examined the funding request process whereby higher education institutions seek financial support from state government. The study tested whether a model based on state goals and priorities for higher education could distinguish a funded request from an unfunded request. The research was qualitative and followed a comparative case design examining two instances where Michigan State University submitted a funding request for a project through the state of Michigan’s capital outlay process. One of the requests received funding while the other funding request did not. Information on each case was collected through interviews with people involved in the design and implementation of each funding request, and through an analysis of relevant documentation on each request. A conceptual framework based on perceived state goals and priorities for higher education and lobbying methods was used to analyze the cases.

The research findings revealed that the case that received funding aligned more closely with the components of the study’s conceptual framework than did the case that did not receive funding. However, the interview process revealed that closely aligning with the conceptual framework was not the primary reason for the final outcome of each case. Factors outside the control of the institutions, specifically the economic conditions in Michigan, contributed to whether funding for both cases was granted. Although the model tested was beneficial in distinguishing the unfunded from the funded case, the findings indicated that model itself needed to be modified to account for variables outside the control of the institution in all stages of development of the funding requests. The environment that influences state higher education funding is very dynamic, and institutions need to adjust each funding request accordingly throughout the design and implementation process.
BRIDGING THE GAP BETWEEN COLLEGE AND HIGH SCHOOL WRITING IN AN ONLINE ASSESSMENT COMMUNITY

ABSTRACT

An interactive Web site was developed and investigated to determine whether interaction on the site among college and high school teachers of writing could result in the formation of an interpretative community. An interpretative community is one in which meanings are stable (Fish, 1980), and which adjudicates student writing with a high degree of reliability. Interaction on this Web site produced movement toward reliable scores, increasingly shared perceptions of student writing, and development of common perspectives in talking and thinking about writing. Several recommendations for future uses of such a Web site are provided.
This dissertation is a qualitative case study of the factors of collaboration between faculty and community partners in sustained community-university engagement partnerships at a public research university in the Midwest. Based on secondary data from an annual, online, mixed-method survey of faculty-reported engagement activity, parallel yet tailored interviews were conducted with ten faculty and nine community partners, corresponding to nine full partnerships. The research conceptual framework implied that as faculty and community partners sustained their partnerships, partnership policies, resources and commitments influenced their ability to align both the academic and civic organizational contexts.

This study’s findings assert that the community-university engagement model of mutual exchange between partners is working in practice, especially in relationship to co-creation of knowledge, into transfer, application and preservation. The collaborative process necessitated simultaneous organizational and community policies, resources, and commitments that were strongly influenced by the characteristics of fit between faculty and their community partners. The fit between both partners was based on a commitment to co-create scholarly work useful to the community. Moreover, the leadership relationship was supported by the factors of establishing common goals, networks, experience, and knowledge sharing across both academic and civic organizational contexts. As both partners came together to develop and implement the partnerships in this study, their example of mutual respect and trust expanded throughout both of their respective institutions’ networks. Thus, the actual leadership relationship was modeled into a community-placed network of relationships that sustained the partnership, in spite of institutional challenges.

The scholarship of engagement centers on campus and community processes and products of community-campus engagement. The purpose of the scholarship of engagement is to assess reciprocity for both communities and campuses that undertake these collaborations. Although there is an emerging body of community-university engagement literature in higher education, little is known about reciprocal impacts on communities involved in community-university engagement – including institutional policies, resources, and commitments. Further, even less has been published within higher education detailing the community’s perspective in these partnerships. The factors of organizational alignment that are in common between faculty and community partners demonstrate the synchronicity between organizational challenges and opportunities across these sectors. Understanding these collaborations addresses implications for social change and the idea of the academic institution as societal citizen.
TRIBAL COLLEGE TRANSFER STUDENT SUCCESS AT FOUR-YEAR PREDOMINANTLY WHITE INSTITUTIONS

ABSTRACT

Tribal colleges, which are often community colleges, have been successful in helping American Indian students achieve academic success. The current study was designed to understand what happens to American Indian tribal college students when they transfer to four-year Predominantly White Institutions (PWIs). The research question that guides the current study is what are the experiences of American Indian tribal college graduates who transferred from tribal colleges and succeeded at four-year PWIs?

A qualitative study, specifically phenomenology, was chosen to draw out the experiences of eight American Indian tribal college students who transferred and succeeded at PWIs. Multiple interviews were conducted and analyzed with all eight participants, which resulted in six themes related to their successful experience at PWIs. The six themes were: personal goals and dreams; family matters; being a community member of an American Indian community; various levels of engagement with the campus; overcoming ignorance and stereotypes; and adjusting to differences in non-native and native academic worlds. The current study is significant and has implications for tribal colleges, PWIs, and anyone concerned about the success of American Indian college students.
THE INFLUENCE OF ALTERNATIVE PEDAGOGICAL METHODS IN 
POSTSECONDARY BIOLOGY EDUCATION: HOW DO STUDENTS EXPERIENCE A 
MULTIMEDIA CASE-STUDY ENVIRONMENT?

ABSTRACT

The purpose of this study was to better understand how an online, multimedia case study method influenced students’ motivation, performance, and perceptions of science in collegiate level biology classes. It utilized a mix-methods design including data from pre- and post-test, student surveys, and focus group interviews to answer one primary question, did participation in the affect student performance? Two sub-questions were: (a) did participation affect persistence? and (b) did students believe it to be a good learning experience?

One hundred and eight students in 5 classes from 4 campuses in the United States and Puerto Rico participated in this study during spring semester 2009. After receiving instruction on HIV, students took a 6 questions pre-test to measure their initial knowledge of both HIV and lab procedures. Participants then engaged in the Case It! learning environment, where they watched case-studies on HIV, used virtual lab tools, created an online poster of their findings, and role-played as both family members and physicians about their case. A post-test identical to the pre-test was given to students upon completion. Both were then scored using rubrics and analyzed via paired t-Tests and ANOVA. The researcher visited all 4 study sites to conduct both the focus group interviews and student surveys. Student surveys were quantified and descriptive statistic generated. Focus group interviews were video recorded, transcribed, and inductively and deductively coded.

Student knowledge increased because of participation, and the majority of students said they found the Case It! project to be both a good learning experience (95%) and one that would help with future classes or careers (87%). Based on student interviews, the Case It! project did have a beneficial impact on students’ intentions to persist as science majors. Many students noted that the learning environment created an overall context in which they could apply knowledge from multiple classes that allowed students to fit all the pieces of their previous academic instruction together into a single, comprehensive picture—and to place themselves within that picture. Students enjoyed the autonomy and personal connections that using case studies and multimedia content offered, and found the material more engaging and relevant. By involving students in real-world situations, Case It! demonstrated the application and effect of theoretical knowledge and stimulated students’ curiosity. Case It! appears to be a learning environment that motivates students by making material relevant and personal, thus creating enduring links between students and content which can result in better performance and higher retention rates. It is an effective pedagogical tool that, unlike many other such tools, is not instructor dependent, and is adaptable to fit various learner types, settings, and levels.
DEBBIE CHANG LECHUGA, 2010

SUSTAINABILITY OF FOUNDATION-FUNDED GRANT PROGRAMS
BEYOND INITIAL FUNDING: A MULTICASE STUDY AT
SELECTIVE LIBERAL ARTS COLLEGES

ABSTRACT

College and university leaders must remain responsive to their environments by promoting institutional innovation and change. External grant-funders, such as foundations, view themselves as initiators of change. Foundations can provide the necessary tools to jump start innovation within colleges and universities. However, despite the best intentions, not all colleges are able to sustain their programs or initiatives beyond the foundation’s initial funding.

The central research question of the study was: How do liberal arts colleges sustain foundation-funded programs beyond the initial grant period? Grounded in the literature on organizational change (Clark, 2004; Kezar, 2001; Luddeke, 1999), and program institutionalization and sustainability (Huberman & Miles, 1984; Levine, 1980; Levison, 1994; Steckler & Goodman, 1989), this study examined how foundation-funded programs are sustained at liberal arts colleges. The guiding conceptual framework, based upon Shediac Rizkallah and Bone (1998), proposed that three primary factors contribute to the sustainability of a program past initial funding: 1) program level factors, 2) institutional level factors, and 3) environmental level factors. Utilizing this framework, the current study utilized a multi-case study design. Four selective liberal arts colleges were selected to examine the sustainability of faculty career enhancement programs funded by the Andrew W. Mellon Foundation.

The results of this study revealed that eight factors, surrounded by environmental influences, contribute to the sustainability process: 1) meets an institutional need, 2) breadth of impact, 3) program effectiveness, 4) institutional context, 5) integration into campus, 6) planning to sustain, 7) committed leader or champion, and 8) applied organizational learning. A conceptual model based upon the guiding conceptual framework and the findings from this study are presented along with implications for research and practice.
The educational benefits of a diverse student body are clear. However, in order to reap the benefits associated with a diverse student body, campus leaders must create a campus environment that is welcoming and affirming, and fosters cross-cultural interactions. Student affairs professionals are uniquely positioned within the university to be instrumental to this process. To be effective however, practitioners must be capable of understanding and interacting competently with diverse groups of students.

Regrettably, while the importance of intercultural competence among student affairs professionals is well documented, few scholars have endeavored to define what it means to be interculturally competent and fewer have developed methods for assessing efforts toward its development among professionals. Accordingly, the purpose of this study is two-fold. This study introduces to the field of student affairs, a new theoretical construct (Cultural Intelligence or CQ) and assessment instrument (Cultural Intelligence Survey) designed to assess intercultural competency. Second, this newer construct and instrumentation are used to address a series of research questions designed to be better understand the intercultural competency of a sample of student affairs administrators.

This study examines: 1) the relationships between demographic characteristics (including gender identification, age, race, and ethnicity) and intercultural competency of student affairs practitioners; 2) which and to what degree variables including: (a) years of professional service in student affairs, (b) frequency of on-going training regarding intercultural issues, (c) amount of time spent outside the US, and (d) direct experience with diverse others impact the outcome of assessment of intercultural cultural competency among student affairs practitioners; and 3) whether or not there are relationships between student affairs practitioner self and peer-assessments of intercultural competency.

In spring 2009, 465 student affairs practitioners completed three web-based instruments, the Cultural Intelligence Survey (CQS), developed by Ang, Van Dyne, Koh, and Ng (2004), the Multicultural Competence in Student Affairs-Preliminary 2 Scale (MCSA-P2) (Pope & Mueller, 2000), and a researcher developed Personal Data Form. Of this group, 52 practitioners also submitted the names and contact information of peers and students they believed could assess their intercultural competence. One hundred, eighty-eight individuals completed observer assessments.

Selected study findings: 1) Race and identification with a socially marginalized group were not be related to intercultural competence as assessed by the CQS; 2) Five experience variables, including international travel or living, training and workshop attendance, work place interactions with individuals from identity groups dissimilar to one’s own, and workplace conversations about cultural difference accounted for 20% of the variance in intercultural
competency; 3) Of the four factors that comprise cultural intelligence, practitioners rated themselves highest in meta-cognitive ability (higher order thought processes) and lowest in cognitive ability (procedural or crystallized knowledge). Finally, practitioner self-assessed intercultural competence was not related to peer assessed intercultural competence. The implications of and recommendations resulting from this research are discussed in detail.
MID-CAREER WOMEN STUDENT AFFAIRS ADMINISTRATORS WITH YOUNG CHILDREN: NEGOTIATING LIFE, LIKE CLOCKWORK

ABSTRACT

In the existing student affairs literature about career development and work-life balance, women administrators of all professional levels and women with children of all ages have been studied together. As a result, little is known about the unique rewards and challenges that result from simultaneously negotiating the different stages of motherhood and a career in student affairs administration. The purpose of the current study was to better understand the tools and strategies mid-career women used to negotiate their multiple roles and the mechanisms they used to make meaning of their experiences. The study specifically focused on mid-career professionals because the mid-career stage is a time of personal and professional convergence, especially for women. Using a qualitative research approach, multiple in-depth interviews were conducted with 10 mid-career women student affairs administrators who were also mothers to young children, infant to age five. Mid-career was defined as more than five years of professional experience, but less than 15 years.

Data analyses revealed three main themes related to how women negotiated their lives as mid-career mothers. Those themes included: (1) like clockwork— the timing and alignment of multiple roles; (2) make it count— tools and strategies participants used to maximize their time; and (3) scaffolding— the support structures participants utilized to help them negotiate their multiple realities. Two themes related to why the participants chose motherhood and student affairs also emerged from the data. The women were (1) agents of their own experiences and (2) actively chose to maximize their mid-career time to help them achieve various personal and professional goals. I referred to these choices as “mid-career agency.” The women were motivated to persist in student affairs administration because they saw themselves as part of a larger collective of mothers and student affairs professionals. As a result, they blazed a path for themselves, their children, their students and institutions, and for the next generation of professionals.

The lived experiences of mid-career women with young children suggest that a dichotomous rendering of work-life balance is no longer useful and the national conversation about work-life balance should be re-conceptualized. Participants did not experience work-life balance; rather, they negotiated their various realities in purposeful and meaningful ways. It was the convergence of motherhood and work that made their lives challenging and rewarding. In addition, findings from the current study diverge from previous renderings of mid-career as a stagnant time. The participants were not stuck at mid-career and they were not victims; they were the creators of their own experiences who chose to make the most of their mid-career positions.
Findings from the study have implications for student affairs professionals at all career levels, as well as those who are parents and non-parents. Policies such as parental leave, flexible time, and compensatory time should be widely available to student affairs administrators. By example, mid-career and upper-level administrators should create an office culture where staffs are actively encouraged to utilize these policies.
The 21st century has been a time of major change for women’s colleges (Calefati, 2009; Harwarth, et al, 1997; Powers, 2007). From an all time high of close to 300 in operation, now less than 100 exist (Calefati, 2009). The decade of the 1980s saw a convergence of a perfect storm of challenges: declining birth rates that produced fewer college-going young people, a decrease in young women interested in single-sex education, and an economic recession that left tuition driven campuses in crisis (Chamberlain, 1988; Reisberg, 2000). While some women’s colleges chose to close, others made tough decisions to ensure survival (Salamone, 2007). One of these colleges, Wheaton College in Norton, Massachusetts, opted to admit men and pursue coeducation as a way to expand enrollment, improve the quality of the student body, and avoid certain closure.

The purpose of this study is to explore, from an organizational theory perspective, how decision making is made and communicated on a college campus within the context of a major organizational change. Recognizing that each organization is unique and has a very specific set of inherent challenges and restrictions, this study does not attempt to generalize, but rather uses the case of Wheaton’s transition to coeducation as a way to identify challenges, outcomes, and lessons learned for future decision making.

Through a traditional case-study method (Creswell, 2007; Merriam, 1998; Stake, 1994; Yin, 1984) this study examined, in depth, the two year period of decision making and transition on the Wheaton College campus. Key administrators during this period were interviewed, as well as a full analysis of documents created during the same time frame. Four research questions guided this study: (1) what environmental and institutional factors prompted the move to coeducation at Wheaton College; (2) how were decisions made and communication handled to guide the transition; (3) what organizational strategies could be used to explain the transition to coeducation; and, (4) what lessons learned from the Wheaton College transition can be used by other institutions facing similar circumstances.

The data collected from interviews and document analysis was analyzed using a variety of organizational theories. The main framework employed was Quinn and Cameron’s (1983) work on the four stages of organizational change and adaptation. Additional theories in the areas of population ecology, niche theory, and organizational communication provided additional points of analysis.

At the conclusion of this study, several areas of future research are presented, as not all aspects of the transition to coeducation could be included in this study. Additionally, implications for administrators, faculty, Boards of Trustees and alumnae/i are presented.
This study sought to explain how high school seniors across the United States think about community colleges in the context of the college choice process. The study described what attributes are associated with the community college experience and what influences those attributes. Since a weak college choice process can contribute to later performance problems, a better understanding of the community college within the choice process should mean less talent lost, fewer college dropouts, and a more efficient use of resources by both individuals and institutions.

This study focused on perceptions about community colleges and the environmental, personal, and institutional factors that influence such perceptions. The study involved an analysis of closed- and open-ended questions from a survey of over 36,000 college-bound high school students, and addressed the question: “What attributes, values, and influences can help explain perceptions about expected experiences at community colleges within the context of the college choice process?”

The study results indicated that geographic region, income, race, and academic preparation all had an impact on serious consideration of a community college as an option during the college choice process. In addition, different racial and income groups perceived community college attributes differently. For example, lower-middle income students had an unusual aversion to the community college, while higher income students indicated a high overall favorability of community colleges. A large number of respondents did not see the community college as a transition away from their home and high school, and for many this perception was tied to academic reputation. Emotional attachment, developmental growth, and social network appeared more important than affordability to respondents considering a community college. Environmental and personal factors played significant roles in influencing perceptions held about community colleges.
DENISE NEUMAN, 2010

COMMUNITY COLLEGE TRUSTEES IN MICHIGAN: THE EXPERIENCES OF FOUR WOMEN

ABSTRACT

Community colleges continue to employ more women and provide education to more women than men, and although women are becoming more prevalent than they used to be in many executive roles at these institutions, there are still fewer women who are board of trustee members than men. Trustees at community colleges in leadership positions in these institutions are unique in that they are elected or selected from the community which they serve. This study provides the experiences of four women who are trustees at community colleges in the State of Michigan, and their perception of their role as trustees. Each of the four women share how they were approached to either run for an open position, or apply to a term that was not fulfilled by someone else; share how they were oriented and trained for the trustee position; explain how they view their role on the board; describe their relationships with the other trustees and the president that serves them; and how the trustee role affects their personal and community relationships. Leadership and feminist theories are discussed, as are ways of knowing described by Belenky, et al. (2007) to interpret how these women view their role as a trustee.