The sixth edition of *The American Community College* shakes up much of what has been consistent throughout the structure of the first five editions. All of the major topics (students, faculty, finance, governance and administration, curricular areas, etc.) are still presented, although many of the chapters have been reorganized, and others have gained or lost emphasis following changes in their prominence on community college campuses (the chapter on community education, for example, has been trimmed in this edition, while that on occupational education has been expanded).

The sixth edition also contains much new information, including a chapter on student outcomes and accountability; a case for reconceptualizing general education around critical thinking, civic engagement, and sustainable development; and an appendix examining the ascendant for-profit sector. The entire book has been streamlined and updated to focus on issues of contemporary concern to the colleges.

Major changes in the sixth edition:

- A new, 50-page chapter titled “Student Progress and Outcomes: A New Age of Accountability,” which reflects the growing push from legislators and others for colleges to be more transparent and accountable for their students’ success.
- A new, 15-page appendix on the for-profit sector, which mirrors the community colleges in programs and degrees offered, as well as in student demographics, but that differs in so many other ways that it does not belong in analyses of the non-profit colleges’ purposes, functions, or outcomes.
- A reconceptualization of general education—now called “Integrative Education” and presented in a separate chapter—to emphasize critical thinking, service learning, civic engagement, and sustainability.
- Sixty-five questions spread over 14 chapters that can be used as discussion topics or as starting points for student essays or debates.
- Nine new and 12 updated tables and figures to reflect the most recent data on community colleges and their faculty, students, finance, governance, curricula, and outcomes.
- New perspectives and conclusions based on recent scholarship, trends, and events.

**Chapter 1. Background: Evolving Priorities and Expectations of the Community College**

Chapter One recounts the social forces that contributed to the expansion and contemporary development of the community colleges. It examines the ever-evolving institutional purposes, showing how their changes sometimes conflict with funding patterns and often lag behind public perceptions.

New to the sixth edition are discussions of vertical expansion—the “Two-Way Stretch” toward both grades 11 and 12 and the baccalaureate—and the colleges’ “Place in the Academic Pipeline.” Discussion questions focus on the purposes of the community college; the morality of sorting students at entry; the societal value of the transfer, occupational, and developmental functions.
Chapter 2. Students: Diverse Backgrounds and Purposes

Chapter Two displays the changing patterns of student demographics and explores the reasons for part-time and sporadic attendance. The chapter also examines attrition, showing that the concept is an institutional artifact that masks students’ true achievements.

New to the sixth edition are:

- A short discussion of “Students’ Lives” and the social and economic realities that affect their ability to enter and succeed in college.
- Expanded analyses of “Student Ability and Academic Preparedness,” as well as “Racial and Ethnic Diversity.”
- A more thorough examination of “Enrollment Patterns,” including drop-outs, stop-outs, and swirling students.

Discussion questions ask about the fairness of various methods for limiting enrollment; the effects on the colleges of students’ enrollment patterns and willingness to piece together a “mobile” education; the individual and societal benefits of community college education.

Chapter 3. Faculty: Building of a Professional Identity

Chapter Three examines faculty tenure, salary, workload, evaluation, satisfaction, and preparation. It discusses the shift toward a contingent labor force, as well as the conflict between instructors’ desires for better students and the realities of the institutions in which they work.

For the sixth edition, the sections on “Part-Time Faculty” and “Professionalism” have been expanded. Discussion questions focus on the often adversarial relations between administrators and faculty and/or collective bargaining groups representing faculty; whether faculty can reconceptualize their academic disciplines to better fit the realities of their colleges; the outlook for part-time instructors and faculty professionalization.

Chapter 4. Organization, Governance, and Administration: Managing the Contemporary College

Chapter Four presents various modes of college organization and reviews the modifications in college management that have resulted from changes in institutional size, the spread of collective bargaining, reductions in available funds, and changes in the locus of control.

Specific changes to the sixth edition include:

- The former section titled “Early College and the Baccalaureate” has been expanded and moved to the discussion of vertical expansion in Chapter One (“The Two-Way Stretch”).
- A new section examining the role of the college president has been created under the “Administration” heading.
- A new discussion of leadership training has been added under the “Leadership” heading.

Discussion questions ask about the desirability of various patterns of state and local governance and coordination; the relationship between collective bargaining and faculty professionalization; management and governance issues related to calls for increased productivity and accountability.
Chapter 5. Finances: Generating, Sustaining, and Allocating Resources

Chapter Five describes the various funding patterns, explores relations between tuition and student aid, details the effects of fiscal limitation measures, and shows how new revenue sources and various cost-saving practices have been sought.

Specific changes to the sixth edition include:

- A new examination of “Performance-Based Funding.”
- The former section on “Alternative Funding Sources” has been expanded into a larger discussion of “Revenue Generation and Diversification.”

Discussion questions focus on managing costs in a labor-intensive enterprise; costs and benefits of interactive media; relationships between sticker price and equity and/or efficiency; who should bear the costs of developmental, occupational education.

Chapter 6. Instruction: Methods, Media, and Effects

Chapter Six explores the technology and discipline of instruction, including various modes of distance education and efforts to improve student learning (Writing Across the Curriculum, Learning Colleges, Learning Communities, and so forth). The chapter also discusses Learning Resource Centers, the assessment of instructional effects, and the power of inertia, which has resulted in a relative stability in instructional forms over time.

Specific changes to the sixth edition include:

- A streamlined discussion of television and other early modes of providing education at a distance.
- The former section on “Critical Thinking” has been moved to Chapter Ten on Integrative Education.
- Recent developments in “Competency-Based Instruction” have been added, including efforts to decouple determinations of academic competency from student credit hours.
- The section on “Learning Colleges” has been separated from that on “Learning Communities.”
- The discussion of “Student Engagement” has been moved to Chapter Seven on Student Services.
- The former section on “Interactive Media” has been incorporated into a larger exploration of “Distance Learning and Online Instruction.”
- The former section on “The Pros and Cons of Assessment” has been merged with the discussion of “Assessing Instructional Effects.”

Discussion questions ask about the extent to which various technologies of instruction might progress; the assessment of instructional outcomes; the future of awarding credit for demonstrated competencies or completion of Massive Open Online Courses (MOOCs).

Chapter 7. Student Services: Supporting Educational Objectives

Chapter Seven traces the student personnel functions, including student recruitment and retention, counseling and advising, financial aid, student activities, and various group-specific services. New to the sixth edition is the framing of student services around concepts of student development and engagement.
Specific changes to the sixth edition include:

- A revamped discussion of “Student Engagement” has been moved from Chapter Six to provide context for the chapter.
- The former sections on “Scope” and “Organization of Student Affairs” have been combined, with detailed sub-sections on the various student personnel functions.

Discussion questions focus on the amount of responsibility colleges should have for the lives of their students; the fairness of allocating student financial aid based on type of institution attended or immigration status; whether mandatory assessment and placement policies will allow colleges to remain receptive to students not on a path toward a degree or certificate.

**Chapter 8. Developmental Education: Enhancing Literacy and Basic Skills**

Chapter Eight (formerly Chapter Nine) describes the decline in student literacy at all levels of education and illustrates how community colleges bear the brunt of students’ ill-preparedness. It reviews college programs designed to strengthen students’ basic skills and details the rise of developmental education to a level of importance second only to that of transfer and occupational studies.

Specific changes to the sixth edition include:

- The section on “School Requirements” integrates a discussion of student ability, which was formerly presented in the chapter on collegiate education.
- A new section on “Developmental Teaching.”
- The former section titled “Revised Practices” has been incorporated into a larger discussion of “Assessment and Placement.”
- The former section titled “Programs” has been merged with a broader examination of “Integrated Programs.”

Discussion questions explore whether developmental education can be maintained without jeopardizing the colleges’ standards and legitimacy in higher education; challenges in funding developmental education; whether traditional college-level standards and academic career tracks should be modified for those students not pursuing transfer or degrees.

**Chapter 9. Liberal Arts and Transfer Education: Preparation for the University**

Chapter Nine (formerly Chapter Eleven: “Collegiate Education”) considers the rise, fall, and subsequent stabilization of the liberal arts. It includes discussions of transfer curricula, faculty and academic disciplines, dual enrollment and high school curricular alignment, and program and course articulation.

Specific changes to the sixth edition include:

- The former section on “Student Ability and the Curriculum” has been integrated into Chapter Eight on Developmental Education.
- The former sections titled “Articulation and Dual Credit” and “The Transfer Function” have been reorganized into broader discussions of “Dual Enrollment and Alignment with High School Exit Standards” and “Articulation and the Transfer Function.”
- A new section titled “Future of the Liberal Arts” has been added.
- The former sections on “General Education” and “Sustainable Development and Service-Learning” have been moved to Chapter Ten on Integrative Education.
Discussion questions focus on whether the liberal arts can be expanded into occupational or developmental programs; if the rise of transfer associate degrees will help to ease issues of credit transferability and applicability between community colleges and universities; whether advocates of the liberal arts can effectively communicate their values to the broader society.

Chapter 10. Integrative Education: Modifying General Education

Chapter Ten is new to this edition, although much of it has been culled from previous chapters on instruction and collegiate education. The chapter introduces integrative education as a way of redefining the principles of general education, which originally meant preparing students for citizenship. Over the years the term had been corrupted to describe a set of distribution requirements organized according to academic disciplines, but this short chapter attempts to reframe the colleges’ integrative mission around existing critical thinking, service learning, civic engagement, and sustainability efforts.

Discussion questions ask whether a reframed and renewed emphasis on integrative education will help to reduce longstanding complaints that the colleges are failing in their general education missions; if a reliance on distribution requirements as the primary way of providing collegiate education will ever cede ground to newer, more innovative approaches to providing general education; whether integrative concepts can help to change the community college’s emphasis from access to success.

Chapter 11. Occupational Education: Growth and Change in Workforce Preparation

Chapter Eleven (formerly Chapter Eight: “Vocational Education”) considers the rise of occupational education as it has moved from a peripheral to a central position in the colleges and discusses the contributions that workforce-oriented programs make to the community.

Specific changes to the sixth edition include:

- The section on “Contract Training” has been expanded and moved from the chapter on Community Education.
- The section on “Program Success” has been moved almost entirely to Chapter Fourteen on Student Outcomes.

Discussion questions focus on whether occupational programs can ever be effectively merged with liberal arts ideals; who should bear the costs of programs designed to train workers for specific businesses or industries; the implications of a shift in the public’s view of community colleges as agents of upward mobility for individuals to a view of them as occupational training centers.

Chapter 12. Community Education: Extending College Services and Training

A streamlined Chapter Twelve (formerly Chapter Ten) examines adult and continuing education, lifelong learning, and community services. It also considers the assessment of effects and the validation of services that fall outside traditional college offerings and questions whether the inclusion of non-educative courses and services ultimately diffuses the colleges’ primary purpose.

Discussion questions ask if an institution funded primarily by the state can effectively respond to community needs; whether the colleges ought to maintain their recreational functions, especially in times of fiscal exigency; how quality can be controlled in community education programs that do not come under the scrutiny of outside agencies and are not included in curriculum reviews.
Chapter 13. Scholarship and Commentary: Perspectives of the Community College

Chapter Thirteen combines two chapters from previous editions (“Scholarship and Assessment” and “The Social Role”), describing contemporary research about community colleges and responding to some of the major critiques of the institution.

Specific changes to the sixth edition include:

- The discussions of “Accountability” and “Outcomes Assessment” (formerly presented in the scholarship and assessment chapter) have been revised and moved to Chapter Fourteen on Student Outcomes and Accountability.
- The section describing “The Inevitability of the Allocative Function” (formerly appearing in the social role chapter) has been eliminated.

Discussion questions focus on whether state and federal demands for hard data can overcome the colleges’ tendency to publicize only that information that reflects positively on their institution; if researchers can sustain a proper balance between social science research standards and the journalistic style suitable for providing information to a broad audience; the value of a community college above and beyond the credentials it confers.

Chapter 14. Student Progress and Outcomes: A New Age of Accountability

Chapter Fourteen is new to this edition, although some sections have been pulled from previous chapters on students, vocational education, and scholarship and assessment. The chapter examines measures of student progress and outcomes, including transfer, retention, and completion rates, student goal attainment, and various occupational outcomes. It then analyzes the major contemporary emphasis on accountability, as well as problems and possibilities in assessment.

Chapter Fourteen includes the following sections:

- Measures of Student Progress (new to this edition)
- Transfer Rates (expanded and moved from the former chapter on students)
- Success After Transfer (revised and moved from the former chapter on students)
- Degree and Certificate Completion (new to this edition)
- A Broader View of Completion (new to this edition)
- Goal Attainment (moved from the former chapter on students and significantly revised)
- Occupational Outcomes (all sections updated and moved from the former vocational education chapter)
- Benefits to the Individual
- Benefits to the Public
- Accountability (most sections revised and moved from the former scholarship and assessment chapter)
- Outcomes Assessment
- National Efforts (new to this edition)
- Problems in Assessment
- Possibilities in Assessment
- Issues (new to this edition)

Discussion questions ask about the institutional and personal factors that may interact to affect student progress and outcomes; whether the colleges will—of their own volition—produce routine data on productivity and/or student learning outcomes; if contemporary accountability initiatives will overcome historic tendencies to ignore assessment findings in institutional decision-making.
Chapter 15. Toward the Future: Trends, Challenges, and Obligations

Chapter Fifteen (formerly Chapter Fourteen) updates projected trends in student and faculty demographics and indicates the areas where change will occur in college organization, curriculum, instruction, and student services. It emphasizes the ascendant role of developmental education and projects the future of efforts to assess college and student outcomes.

Specific changes to the sixth edition include:

- Sub-headings under “Curriculum” have been reorganized and retitled, and a new section on “Integrative Education” has been added.
- The former section titled “Research” has been broadened and now appears as “Research, Accountability, and Outcomes.”

Appendix: For-Profit Colleges

The appendix is new to this edition and includes the following sections:

- A New Form
- Students
- Staff
- Curriculum, Instruction, and Student Services
- Organization, Governance, and Administration
- Finances
- Outcomes
- Future