Chapter II

REVIEW OF RELATED LITERATURE
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2.1 INTRODUCTION

The present study is proposed to find out the performance and effectiveness of community colleges in the Manonmaniam Sundaranar University area. It is the duty of the investigator to review the researcher which were already conducted on community colleges. The investigator reviewed the studies and she has got an idea to how to proceed with her present research work. In this chapter the related studies are given.

2.2. RELATED STUDIES

Following are the related studies referred by the investigator. The related studies conducted in India are given below.

2.2.1. INDIAN STUDIES

Helen E., (1999) made a research work on, "Stress factors and stress management strategies for FBI agent spouses: basis for potential community college workshops and classes". Specific recommendations for the FBI included: (1) Improved orientation programs for FBI spouses to Bureau life, (2) Additional channels of communication between FBI families and the Employee Assistance Program, (3) Establishment of a support system when FBI families transfer, and (4) Implementation of a proactive stress management program for FBI families.
Henry, (1999) conducted a study on, "The GED as a predictor of success in community colleges". The t-test showed no significant difference between the community college grade point average of GED completers and high school graduates, GED graduates performed as well as high school graduates in the community college.

Johnson, (1999) made a research work on, "A study of institutional capacity and financial base at rural community colleges". This study found (1) significantly higher expenditure per FTE student - nearly $2,500.00 higher for small rural community colleges; and (2) significant differences in the revenue patterns at rural community colleges compared to the universe of public community colleges. Rural community colleges received a much lower share of their total budgets from local sources, and are therefore more dependent upon state funding. The higher non-tuition related cost of attendance in rural area restricts the ability of rural community colleges to compensate for the shortfall of state dollars from tuition. (3) The study found that in constant dollars, total revenue declined between FY 1993 and FY 1997, despite five of the best economic years for state budgets since the 1950s.

John David, (1999) conducted study on "Student's learning experiences in community college humanities courses delivered on-line". The mix of methods used here resulted in students greater engagement in course content, instructors increased interest in and improvement of instructional use of materials, and a rich pool of ideas and experiences to use in the refinement and improvement
of the product and its future use. Most significantly, students descriptions guided the enrichment and augmentation of the College's on-line courses and chart a course toward the development of a collaborative on-line learning community.

Jones, (1999) made a research work on "Current observations and future importance of leadership attributes perceived by community college presidents and vice presidents for academic affairs". The study found that there was a statistically significant difference in the leadership attributes presidents and vice presidents for academic affairs currently observed as being practiced and those attribute that would be needed in the future. The gap was measured between currently observes and future importance attributes, and levels of importance were listed. The study took into consideration independent variables such as gender geographic location, years of experience in current position and years in experience in higher education. The study also examined the perceptions those presidents and vice presidents who had work experience in the private sector before moving to higher education.

Michael, Mary Susan, (1999) conducted a study on "A portrait of traditional-age students at a rural community college". The students pre-entry attribute of family background was found to be an important factor in the their decision to attend the community college, and their family back-ground also strongly affected the other two pre-entry attributes. Students whose families had relocated several times during the student's public school years experienced difficulty
maintaining the academic credits and continuity needed to prepare an extended college search. Students also showed a lack of information about colleges in general, and had many misconceptions about college life.

Patrick, (1999) conducted a study on "A study to identity community college workforce training and development professionals perceived competencies and their perceived professional development needs". The major findings of this study were: a ranking, by means, of the order of importance of the competency scales; a ranking, by means, of the need for professional development competencies; a ranking of the competencies, by training priorities; and evidence of statistical relationships that exist between the importance-ranked competencies and the need for professional development competencies. The conclusions of this study were: (1) limited literature on research conducted on community college workforce training and development professionals; (2) a set of 14 competency scales have been developed and perceptions of importance and need for professional development for these competencies have been identified; (3) professional development activities can be designed to reinforce and improve competencies of community college workforce training and development professionals based on identified needs; (4) competencies can be used for making decisions related to hiring, promotion, and other human resource issues; and (5) training priorities have been identified.
Thomas, (1999) made a research work on "The determinants of community college faculty attitudes toward unionization". The results show that ongoing political and personal socialization factors, along with institution commitment are significant in shaping union attitudes and determining union membership.

Wilson, (1999) conducted a study on "Community college students with learning disabilities: Percept of emotional self-efficacy". The results of the study indicated that descriptively, students perceptions of their emotional self-efficacy were similar. Students in both groups reported experiencing feelings of fear, nervousness or anxiety when confronted with the need to request accommodations from professors and found it difficult to manage their feelings. While students in the Success Group were able to overcome inhibitive feelings and request accommodations from professors, students in the Challenged Group tried to avoid negative feelings by not asking for help.

Michael, I., (2003) made a research work on "Community college faculty characteristics and perceptions regarding leader-teacher roles: Differences between colleges involved and those not involved in a continuous improvement process". There were no statistically significant differences in the characteristics and perceptions between the groups.
Cynthia, I., (2004) conducted a study on, "The effects of early, regular, and late registration on academic success and retention of community college students". Time of registration significantly impacted academic success including semester GPAs, successful completion rates, and withdrawal rates for students enrolling in their first and second semester in a community college. Early registrants were the most successful; they had higher semester grade point averages, higher successful completion rates, and lower withdrawal rates. In terms of persistence by time of registration, early registrants had a significantly higher retention rate between the first and second year of college. A review of the registration patterns of first time in college, community college students indicated that, with the exception of the 39% of the early registrants who continued to register early, most students did not continually register within their initial registration group. Instead, students tended to move from early to regular registration and vice versa. However, consistently, the largest registration group was the early group with the regular registration group coming in second in terms of size.

Lindy Bunch, (2004) made a research work on "The impact of generation status on academic performance, characteristics, and adjustment among community college students". The results of the study were (a) first generation students reported differences in cultural and social characteristics when compared to non-first-generation students. First generation students were older, worked more hours per week, and had lower household income than non-first-generation students, (b) Significant differences were found between first generation students and non-first generation students ACT Scores and grade-point-averages.
First generation students had lower ACT Scores and first semester grade point average than the non-first generation students, (c) There was not a significant relationship between ACT Scores and grade point averages when predicting the parent's education level and (d) First generation students reported slightly higher college adjustment difficulties than non-first generation students. Additional data revealed that students whose parents did complete a four-year college degree had higher ACT scores and grade point averages than students whose parents had only attended college.

Pedersen, (2004) conducted a study on "Academic performance and demographic variables in predicting success in college algebra and graduation rates in an urban multi-campus community college". The results of the study indicated that the variables of GPA, number of developmental courses, level of mathematics courses and mathematics placement score were all significant predictors. The variables of GPA, placement scores in reading and writing, and the number of developmental courses were all significant predictors. The number of developmental courses that a student tested into did have a significant relationship with the student's receiving an Associate in Arts degree. The results are discussed in relation to ensuring that students are better prepared for college level work by a series of recommendations relating to collaborative efforts between community colleges and local high school districts. In addition, recommendations are made to realign the developmental mathematics curriculum to effectively prepare students for subsequent college-level mathematics courses.
2.2.2. FOREIGN STUDIES

Cousert, Darrell. (1999) conducted a study on "The effects of a mentoring intervention program on retention students in a community college". The purpose of the study was to develop and implement a mentoring intervention program and determine its effectiveness on completion, grades, enrollment in courses during the following semester. Gender, marital status, and ethnicity were the major variables. An experimental design was used in this study. The results indicated that the mentoring intervention had no effects on completion of the reading courses or enrollment into the next semester (retention). Based on the results of this study, mentoring intervention should be funded as an on-going retention strategy. Further research should include larger sample size and a wider range of courses. In addition, other variables such as economic factors and academic background should also be investigated.

Gonzales, (1999) made a research work on. "An analysis of the academic performance and success of community college transfer students as compared with university students". The following is a summary of the major findings of the study: (1) No significant difference was found between the mean GPA of community college transfer students after their first year of transfer and mean GPA of university students. (2) No significant difference was found between the mean GPA of community college transfer students at graduation and that of university students. (3) There was a significant difference between the mean number of semester hours completed by community college transfer students after one year of transfer and that of university students. (4) There was a significant difference between the mean number of semester hours completed by community college transfer students at graduation and that of university students. (5) There was no significant difference between the percentage of bachelor's degrees awarded to community college transfer students and university students. (6) Profiles for transfer students and first-time-college transfer students showed similarities regarding remedial course completion, an increase in the number of credit hours
completed before transferring, and a decline in the number of associate degrees earned. (7) The attrition rates for community college transfer students and university students were higher than graduation rates. (8) The number of hours accepted by the university for transfer students is lower than the number of semester hours completed by these students. (9) Hispanic students are not accessing postsecondary institutions in proportion to their representation in the community. (10) The number of female students continues to increase.

Grier, (1999) made a research work on "The effects of engaging in professional service on community college faculty members vitality: A case study at Midlands Technical College". The finding that community college faculty do not consider professional service a faculty role, but still value it, indicates that the possible job responsibilities of community college faculty need to be expanded to allow professional service to be included. Faculty involved in professional service also tends to value connections outside the institution. This is essential in creating alliances that provide a link to society and may help regain the trust and respect of society. Community college administrators need to provide formal and informal structure that clearly define professional service expectations and allow faculty to pursue these alliance.

Shawn J., (1999) made a research work on "The development of a community college safety curriculum". Using the median to measure consensus, an analysis of the data found that both the Delphi Panel and follow-up group ranked content areas having to do with communication skills, safety management skills,
and regulatory compliance with the highest means. Content areas focusing on mathematics, sciences, or very specific areas of safety were ranked with the lowest means. The results of the Delphi Panel were validated by the Follow-up Group when the panel's were separated based upon the years of experience earned by the respondent. Disagreement was found when the results were separated based upon the industry employing the respondent, thus reflecting the diverse nature of the profession. When designing a two-year degree in safety, curriculum planners can help mitigate these differences by recognizing that a content area important for a safety professional in one industry is not equally as important for a safety professional in another. Curriculum can be designed based upon the industry that will likely employ the graduate.

Anderson, Judith A., (2000) conducted a study on, "Explanatory roles of mission and culture: Organizational effectiveness in Tennessee's community colleges". The findings of the study were (1) elements related to college mission are influential predictors of effectiveness in community colleges, (2) mission agreement and mission fidelity appear to be inseparable parts of the whole, (3) effective use of all four culture types in the appropriate circumstances appears to be required for maximum performance on the nine dimensions, and (4) Cameron's instrument continues to be an important diagnostic tool in higher education and appears to be associated with more familiar Tennessee assessment indicators.
Astone, Barbara, (2000) made a research work on, "Commitment to college: What it means and how it changes, from the community college student perspective". The study finds that students social capital - in particular, their attitudes and beliefs about learning and themselves as learners, and factors associated with socioeconomic status and prior education-were related to college commitment, in that scarce personal and academic resources were cumulatively and negatively associated with both the nature and quality of initial commitment, and with the quality of academic and social interactions after enrollment. In apparent relation to (a) the scarcity of emotional, practical, or financial support for college-going; (b) the extent of learned passivity with respect to learning and lack of confidence regarding ability; (c) the extend of underdeveloped cognitive and academic skills; and (d) clarity of direction with respect to the future, students were more or less likely to engage effectively, in the kinds of integrative activities that lead to success in and interviews were analyzed through constant comparison. Demographic questionnaire was analyzed using descriptive statistics while pre and post knowledge and game performance were analyzed using ANOVAs.

Based on results from the questionnaire (years and type of playing experience, self-rating) pre-service teachers were grouped as either inexperienced or experienced. Results from the ANOVA, with the exception of Base Index, yielded a non-significant interaction effect. The inexperienced group's Base Index was significantly higher at post-test (M = 4.32) than at pre-test (M = 1.13), p < .05. Knowledge test results indicated that at the pretest the experienced group scored
significantly higher (M = 13.33) than the inexperienced group (M = 10.57), p < .01. Both groups significantly improved from pre to post test.

Teaching using a tactical approach resulted in an increased content knowledge for the teacher educator as well as a shift in overall beliefs about games teaching. For example, learning to use the question/answer (Q&A) segment of lessons occurred in a three-step learning continuum: imitation, rephrase, and dual-directional conversation that shifted the role of teacher from information flyer to facilitator. Pre-service teachers indicated that the Q&A segments made them adjust their tactical thinking and as such provided an important source of feedback during game play.

Pre-service teachers indicated that learning via a tactical approach was a meaningful experience for the following reasons: (a) the combined learning of tactical and skill execution elements, (b) the skills were immediately applied in game situations, (c) the class was enjoyable (interesting, challenging), and (d) students learned a new assessment instrument.

Green, Jutta, (2000), conducted a study on, "Job satisfaction of community college chairpersons". The findings of the study indicated that each of the 21 MSQ scale scores has adequate internal consistency. The results of the factor analysis supported the instruments content validity. Job facts of relatively greater satisfaction included social service, creativity and achievement as reflected by respective means of 22.30, 21.28, and 21.26. Job facets of relatively lesser satisfaction included advancement, compensation, and company policies and
practices as a reflected by respective means of 16.60, 16.27 and 15.75. The mean, median, and mode of the respondents general job satisfaction were all equal to 78 meaning the community college chairpersons appear to be generally satisfied with their jobs. The overall regression equation was statistically not significant. The independent variables as a set accounted for only 5.2% of the variance in general job satisfaction.

Hunter, Newal, (2000) made a research work on, "An investigation of leadership style, style range, and style adaptability of the president, vice-presidents and deans and the readiness level of staff members of a community college". The LEAD-Self was designed to measure self-perception of four aspects of leader behaviour (1) primary style, (2) secondary style, (3) style range, and (4) style adaptability. The college presidents, vice presidents and deans individual scores were tallied according to directions for the LEAD instrument. The use of LEAD-Self indicated that the leadership style of the community college president, vice presidents, and deans fell into two categories Selling (90%) and Participating (10%). Adaptability, the ability to alter style to varying readiness levels of followers, had three ranges: high, moderate, and low. The majority of presidents were in the moderate adaptability range.

Jackson, Sonja Peters, (2000) conducted a study on, "An environmental assessment of community college faculty satisfaction". Findings showed that faculty were generally satisfied with the climate of the institution overall. Faculty in the Maths, Science and Health division were less satisfied than others
with the organizational structure element of the environment. Male faculty members were generally less satisfied than their female counterparts with the environment. Faculty who had been at the college less than one year rated the highest levels of satisfaction overall.

Kimmel, Karen Dorman, (2000) made a research work on, "The effect of specialized orientation programs on high-risk students in a south central Texas community college vocational nursing program". Major research findings of this study included: (1) Specialized orientation programs made a significant difference in decreasing attrition for students when compared to the students in the two control groups. Of the two treatment groups, the specialized orientation program with a Mathematical Soils Curriculum was more effective than the specialized orientation program that included a Life Skills Curriculum. (2) Analysis of the data on academic achievement as measured by grade point averages did not indicate a difference in the means of the four groups. However, the data were probably skewed by a liberal withdrawal without penalty policy at the college. (3) The specialized orientation program with the Mathematical Skills Curriculum produced a statistically significant difference in the semester hours successfully completed when compared to the students in the passive control group.

Maphumulo, Peter, (2000), conducted a study on, "How community college develop information technology training programs: A qualitative study of three community colleges". The conclusion suggests that a systematic change must occur if community college are to succeed in developing IT programs that are
responsive to the needs of IT industry. Community Colleges response to the scarcity of qualified IT workers cannot be neatly summarized into a single archetype because each institution has its own unique strategies. But this study has made it possible to identify key elements and practices that can guide other community college policy makers in developing effective IT training programs.

McCullough, Jonathan Wall, (2000) conducted a study on, "The economic impact of an athletic program at a rural public community college on the local economy". Study findings included the following: (a) NTCC produced an economic impact of over $30 million during the 1998-1999 school year, (b) NTCC's economic impact produced over $10 million in personal income and 922 jobs locally, (c) the athletic program at NTCC contributed over $3.4 million of the economic impact of the college, (d) 96% of the athletes stated they would not attend NTCC if there was not an athletic program.

Sandra L., (2000) made a research work on, "An evaluation of the University of Kentucky Community College Leadership Academy: The first five years". The evidence gathered from the research data indicated that transfer students and native students had no significant differences in grade point averages at the end of the lower division work. Overall, the transfer students fared just as well as the native students throughout the upper division work. The retention rates gave the native student a slight advantage over the transfer students. The graduation rates showed no significant differences, however it appeared that more native students stayed on to finish the degree than did the transfer students. Finally, the evidence
has shown that both groups of students had transfer shock and academic major shock to some degree, yet both groups recovered from this phenomenon.

Thomas L., (2000), conducted a study on, "Student effort: The impact community college transfer and vocational student's academic achievement". Further study is needed to determine how much of the multicultural perspective students retain from the general education courses. A comparison between two and four-year colleges is needed to help determine whether only community college instructors are deficient in the amount of multicultural education they infuse into their disciplines.

Cone, Cynthia Jane, (2001) made a research work on "Mental models and community college leadership". The results identified very different themes among the different academic perceptions. Traditional community college presidents identified the following six themes: Funding costs, Funding Revenue, Process, Students, Outcomes, and External influences. Learning college presidents identified the following ten themes: Interconnections, Innovation, Change, Students, Vision/Mission/Values, Decisions, Outcomes, Learning, Internal Stakeholders and External Stakeholders. The findings from this study indicated that there is value in employing mental models to develop effective plans and decisions that impact a broad array of college stakeholders. In conjunction with that, there is value in recognizing the community college institution as an interdependent complex organization in which each unique facet greatly influences all the other interconnected facets. Finally, it is essential to recognize students as a primary stakeholder and driver of the community college.
Fowler-Hill, Sandra Ann. (2001) made a research work on "Full-time faculty recruitment and selection strategies practiced by learning-centered community colleges. Research suggests that the traditional approaches used to recruit and select faculty based primarily on credentials will not meet multiple challenges in the future. New methods will be needed to fill the huge storage of expected faculty vacancies while dealing with changing enrollment trends, the demand for new and emerging technological skills, the decline in the quality of faculty life, diversification and changing faculty roles. Responding to these needs, learning-centered colleges appear to be leading change in hiring practices at community colleges. The planning, recruitment, selection and assessment process that learning colleges use for hiring full-time faculty were identified as a framework for data analysis. Several conclusions were derived about the planning process: the importance of big picture planning; honouring the history of the institution and the current faculty; an interconnected process, using learning-centered language, commitment of resources; and the changing role of human resources. Conclusions derived about the recruitment process included: the need to have clear expectations; the location of the college; the changing role of faculty; and the changing role of part-time faculty. Conclusions in regard to the selection process focused on developing a clear and inclusive approach that looks for evidence of learning-centered practices. Conclusions in regard to assessment of the hiring process emphasized accountability, integrity and the changing role of the chief instructional officer from administrator to facilitator. Document analysis provided the basis for composites of mission statement, faculty position description, advertisement, and
interview questions. Community college faculty in future learning-centered colleges will be expected to focus on learners, collaborate, build teams, communicate across disciplines, and apply technology in the classroom. A hiring process that recruits and selects the new generation of faculty will add long-term value to that college.

Merkle, Rodney Dean, (2001) conducted a study on, "The community college adjunct faculty member at the rural, off-campus site: An overview". Survey respondents indicated that personal satisfaction was the leading reason for adjunct teaching at the rural, off-campus community college location. The following variables were significant in the Analysis of Variance at the p < .05 level: (a) intrinsic motivation and the type of degree earned by the educator, (b) communication and the number of credit hours taught by the adjunct faculty member, and (c) compensation / fringe benefits and semesters taught, prior teaching experience, and number of credit hours taught. Adjunct faculty were the least satisfied in the area of compensation / fringe benefits. The lowest mean score on the survey were in the compensation / fringe benefit survey questions included: fringe benefit from job (2.42), pay increases each semester (2.66), compensation reflect my teaching experience (2.81), and salary (2.94). Overall, the issues the addressed compensation fringe benefits had a mean score of 2.80 conclusion; compensation and fringe benefits for adjunct faculty were the most pressing area of concern.
Molitor, Christopher J., (2001) made a study on "The effect of in-school work experience at community colleges and four-year colleges". This paper does three main things. First, the paper uses NLSY data updated to 1998 (Light (2001) uses NLSY data updated to 1994) to see if returns to schooling estimates that don't take into account in-school work experience are upwardly biased. Second, this paper tests to see if the failure to differentiate between types of in-school work experience leads to upwardly biased estimates for the returns to community college schooling. Third, this paper tests to see if in-school work experience helps explain the gender wage gap.

Like Light's (2001), paper finds that estimates for the return to schooling that fail to take into account in school work experience are upwardly biased. This implies that researchers concerned with natural ability should also be concerned with in-school experience. This paper also finds that the returns to community college schooling are upwardly biased (modestly) when in-school work experience is not categorized by type of schooling. This happens because community college work experience is associated with a higher future wage rate return than other types of in-school work experience. This happens because community college students are more likely to be working at full-time job and in a field that they will work in once they finish school. This paper finds that in-school work experience does not explain any of the gender wage gap because, while males accumulate a more in-school work experience than females (0.944 years compared to .846 years), females have higher future wage return for their in-school work experience than males. While few thematic differences emerged between first
semester students and third semester students, they were found between the two groups in regard to Importance of Changes Expected in College, Issues of Competence, and New Interests.

Moser, Larry Garland, (2001) conducted a study on "Factors influencing community college students' estimate of knowledge gains". Course delivery was the only factor that impacted perceptions of academic and social integration. Traditional, on campus and distance learning students had higher EQ score means than computer students. Ethnicity was the only factor that impacted perceptions of knowledge gain. Black students had higher EG scores than did white or other. There was positive linear relationship between perception of academic and social integration and perception of knowledge gain among traditional on-campus and computer students. Study results suggest that students who live on-campus or complete coursework by distance learning course delivery perceive themselves as highly involved, academically and socially. Computer students do not perceive themselves as involved. Black students may perceive greater knowledge than may other students. Tinto's Student Model of Integration may be appropriate for describing the role of integration and knowledge gain among traditional students but more research needed to ascertain the relationship among distance learners. Study sample size makes generalization of the results problematic and prone to Type 1 errors.
Moore, Patty Bilby, (2001) made a research work on "Access and success in Web courses at an urban multicultural community college: The Student's Perspective". Findings indicated 39.5% of web students completed their courses, compared to a campus completion rate of 72.5% overall. For those who did succeed, the highest rates were significantly lower than all other ethnicities, and men succeed at lower rates than White and Asian students. Success also varied markedly across courses and instructors, with Psychology students succeeding at the highest rates, and second semester English at the lowest. Student interviews suggested that insufficient technology experience contributed most attrition, followed by learner characteristics, such as self-motivation, tendency to procrastinate, and comfort with learning independently. Work schedules were the most common reason for choosing to take a web course, followed by family obligations that kept students place bound.

Croy, Carolyn Kay, (2002) conducted a study on, "Measuring organizational effectiveness in higher education through community college student services: A twenty-first century model". The results of this study found no statistically significant differences in the perceptions of organizational effectiveness of student services between the new Student Success Center Model at Midwestern Suburban Community College and the Traditional Student Service Model at Midwestern Urban Community College. The results also suggest that students and staff / administrators in student services on each individual campus do not have statistically significant differences regarding their perceptions of organizational effectiveness within their community college. When race and age were considered
as variables, no statistically significant differences were identified. The results of this research point to the continued need for evaluation of student services and the importance of the perceptions of organizational effectiveness in higher education.

Crusoe, Kristen L., (2002) made a research work on, "A phenomenological study of collaboration between a community college and selected social service agencies". Common themes were: sharing a culture of helping; feelings of frustration with the current social service and education system; having a sense of readiness to change working through the process; and building and sustaining relationship. The conclusions point to the need for participants of a collaboration to have time to be together and to work through a process that builds relationship through the development of trust and respect. Also, it is important for participants to commit to a common goal or vision that will sustain them through difficult times.

Haines, Dana Lee, (2002) made a research work on, "A study of community college student attitudes related to service learning". Results indicated no differences between the students enrolled in the course with service learning and the students enrolled in the course without service learning on the perception of community service, civic involvement, life skills, and civic engagement. A statistically significant difference was determined with students involvement in community service during Fall 2001 and prior to Fall 2001 as well as with students voting record.
Writing samples from students without service learning produced emerging themes of establishing responsibility, relationship to community, personal development, and college entrance. Writing samples from students with service learning produced emerging themes of involvement in community, career decisions, and personal development. Analysis of fourteen reflection papers revealed there was some impact of the service learning experience on their educational or career plans. Consideration of the academic course for use of service learning is paramount. While there is value to service learning, this study revealed that using a content course such as English may not be the most appropriate for service learning. Alternatives for service learning opportunities include internships or professional/career-oriented courses to assure a specific connection of subject matter for the reflection process necessary in service learning.

Johnson, Bruce D., (2002) conducted a study on, "Preparing students for the university: What is the effect of community college accommodation on students who transfer to state universities?" This study looks at the community college, its history, and its history of student accommodation. Featured are phenomenologic interviews with eight subjects - students who transferred from community colleges and are presently enrolled in state universities. Interviews revealed that they were accommodated at their respected community colleges, they suffered "transfer shock", they were not prepared for university culture and academics, but that they found community college accommodation necessary, as it prepared them for college, if not the university itself. Also included is a review of
Little, Sue C., (2002) made a research work on, "Factors influencing the success of students in introductory algebra at a community college". For the discriminant analysis, the independent variables were entered together to examine the independent contribution of each in determining membership into the successful or unsuccessful group. Successful completion of the course was defined as earning a final numerical grade average of 70 or greater in the course. The model produced a Wilk's A (df = 14, 483) of .70, which was statistically significant at the p < .001 level. Mathematics prerequisite status, college GPA, AB ST score, and attitude toward mathematics contributed the most influence in determining group membership. The canonical correlation for the discriminant function was .55, representing a moderate association between the groups and the discriminant function. The squared canonical correlation coefficient for the model was .30, reflecting that 30% of the variance between the two groups could be explained by the variables in this model. A classification summary indicated that 76% of the cases were classified correctly.

Sloan, Barbara Robinson, (2002) made a research work on, "A model for effective leadership in community college committed to continuous quality improvement". The results of the study suggest a number of leadership traits and behaviours important to successful implementation of CQI. Although CQI can be successful in diverse environments, implementation requires a long-term
commitment, as much as 10 to 15 years. The president should be committed to empowering others and should embrace the concept of leadership in which leaders and followers exert mutual influence. Cross functional teams and horizontal work structures should be developed. A CQI environment requires a relations oriented leadership. The colleges studied exhibited a high level of shared leadership, therefore, the leadership attributes of both presidents and other college leaders were examined.

Quintin, Lynne D.. (2002) made a research work on, "Looking for coherence in support services for minority students at community colleges". To study this problem, a sample community colleges in Southern New England was used. This dissertation presents results that (1) describe the designs and implementations of programs and services for the minority populations at community colleges; (2) identify characteristics of models or best practices of multicultural services that may exist among public two-year colleges; (3) provide recommendations for community colleges that will assist these institutions as they design services and programs to improve success for minority students.

Cesta, Jeffrey Lynn, (2003) conducted a study on, "Dual enrollment: The effects of an accelerated academic program on community college student graduation rates and time to degree". Results provide support for the program. Statistically significant differences were found among program type, gender (female), enrollment status (full time) and ethnicity when predicting likelihood of degree completion, and when measuring time-to-degree and number of credit hours
earned to graduate. These findings are important to the Florida Community College System in identifying programs that improve Associate in Arts degree completion rates. Findings should encourage state legislator and higher education officials not only to promote dual enrollment as a viable acceleration mechanism, but to provide necessary fiscal support. The commitment to articulation between educational sectors may be creating a climate of K-14 cooperation. Timely degree completion becomes important when state and institutional officials plan educational expenses and future resource demands. Greater likelihood of shortened and actual degree completion for full-time dual enrollment students may impact FTE funding sources and performance outcome measures within the Florida Community College System. Findings imply that state officials need to explore options to increase ethnic participation.

Hanson, Barbara Marie. (2003) studied "Preparedness, effort, and student status as functions of persistence at a rural community college". A statistically significant relationship between student status and persistence was found. There was a significant difference between student perception data and actual measurement data.

Selsor, Melinda K., (2003) conducted a study on. "Rural and sub urban community college students perceptions of teaching effectiveness". The quantitative results indicate that rural and suburban community college students rate dimensions related to communication skills highest: Instructor Enthusiasm, Individual Rapport, and Group Interaction, in that order. Conversely, students rated
dimensions related to learning and content among the lowest: Learning Value, Breadth of Coverage, and Assignments / Readings, in that order. In examining the influence of student characteristics, significant differences were found in 5 statements for gender, 3 statements for age, and 2 statements for degree program. The qualitative data, analyzed from four perspectives, revealed themes of Caring, Comfort, Communication, and Competence. Consistent with the quantitative data, the top 15 qualitative responses were related to SEEM dimensions: Enthusiasm and Individual Rapport.

Crowson, Michelle lake. (2004) conducted a study on "Effectiveness of retention strategies for high-risk community college students". The data obtained in the current study resulted in the conclusion that participation in retention strategies by high-risk community college students significantly affects the status of retention. Furthermore, findings indicated that the majority of students who were retained voluntarily participated in at least two of the three available retention strategies: student activities / organizations, study skills class, and declaration of a major of study. The strategy that yielded the most students retained was the involvement in student activities / organizations.

Thielemann, Heather. (2004) studied "The effectiveness of enrollment management programs in universities and community college". As a result, this research (a) identified a university model of recruitment and retention practices to be used to increase student enrollment and retention rates; (b) identified a community college model of recruitment and
retention practices to be used to increase student enrollment and retention rates; and (c) compared the enrollment management practices in Texas to enrollment management practices across the nation.

Powell, Carl R., (2004) studied "Community college leadership in the new millennium: Traits and characteristics of presidents of effective community colleges". This research could be used by community college governing boards to determine the search and selection criteria for new presidents, as well as an indicator of where to look for potential candidates. It could also be used by potential presidential candidates to ensure they have the necessary background, education, and experience to fit the requirements of the community college job market in the new millennium.

Stennis, Jacqueline Herron, (2004) conducted a study on, "Students perceptions of student services in three rural community colleges". The purpose of this study was to determine the perceptions of students concerning the quality of student services in three rural community colleges in central Mississippi. The differences between each service, enrollment category, as well as age status of respondents were analyzed. The responses gathered from the population surveyed indicated that the services being provided at the three rural community colleges are generally perceived as positive by both traditional and non-traditional students as well as full-time residents, full-time commuters. Further, it appears that only two of the twenty-six services were perceived as negative by a higher percentage of students: Cafeteria / food services and parking.
2.3 CONCLUSION

The investigator analysed thirteen Indian studies and thirty five foreign studies which are related with her area. In total Forty Eight studies were reviewed. Six studies were conducted on faculty characteristics. Nine studies were focussing on academic success and performance and seven studies were conducted on community college leadership. Five studies were conducted on problems of students. Nine studies were conducted on the programme of the community colleges. Seven studies were conducted on development of community colleges and three studies were on professional development needs. Two studies were on financial status of the institution. Rarely, evaluative study on the effectiveness of community colleges were conducted. So the investigator has selected this area for conducting research. The next chapter deals with the design of the study.