

COMMUNITY COLLEGE EDUCATION AND ITS IMPACT ON SOCIOECONOMIC STATUS ATTAINMENT

BY EDUARDO MENDOZA-RODRIGUEZ



Community College Education And Its Impact On Socioeconomic Status Attainment

Gary Orfield, Patricia Marín (Ph. D.), Catherine L. Horn



Community College Education And Its Impact On Socioeconomic Status Attainment:

Community College Education and Its Impact on Socioeconomic Status Attainment Elizabeth Monk-Turner, 1998 This work examines the role of the community college in the United States and how community college education shapes adult income and occupational status *Community Colleges* David Levinson, 2005-03-25 The only overview of research on the uniquely American community college system which is increasingly becoming the site of entry for students seeking a higher education This new volume shows why America's community colleges increasingly find themselves at the epicenter of social conflict surrounded by unresolved questions such as In a country based on the notion of equal opportunity shouldn't all high school graduates have access to higher education Are access and excellence really compatible What is the real work of community colleges Is it to provide transfer programs for students going on to baccalaureate colleges or training workers for careers in business and industry In this comprehensive guide readers will find not only a solid grounding in the latest research on these difficult questions but also a thoughtful analysis of the social forces that gave rise to American community colleges and still shape them today Cumulated Index to the Books, 1999 **Higher Education: Handbook of Theory and Research 12** J.C. Smart, 1997-02-28 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities **The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean** Wendy P. Hope, 2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960's the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak Since English is the official language of these islands the population of persons originating from them is assumed to consist of English speakers Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies In these nations English is most likely reserved for official domains in government and education while a patois is most likely

the language of home church and friends The linguistic situation is further complicated by the many varieties of dialect that exist These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland However many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in English as required in American schools It is this population of students in a school located in Brooklyn New York that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon This is an insightful and thought provoking examination of middle school students in the Buxton Intermediate School The purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools Nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment To reach its goal Dr Wendy Hope studied a class of newly arrived students from Jamaica Guyana Trinidad and Tobago and Barbados as well as other Caribbean islands It was part of a transitional program This was a self contained class taught for most of the day by one teacher who was also a Caribbean native Ms Jackson Nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers By examining the teaching practices of these educators who work with Caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from Henry Giroux s 1993 theory of Border Crossings and a second Jim Cummins 1993 theoretical framework for intervention Empowering Minority Students were employed Both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students Furthermore pedagogical issues stemming from a dominant subordinate relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different

approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

The Oxford Handbook of Social Class in Counseling William Ming Liu, 2013-04-26 Social class is a pervasive facet of all lives regardless of one's own social class and status One would think its ubiquity would make it necessary for all helping professionals to understand social class and discuss it in therapy and research Yet social class and classism are one of the most confusing and difficult concepts to understand and integrate into research and counseling practice mostly due to the relative lack of psychological theories research and quantitative data Fulfilling this need this handbook summarizes and synthesizes available research on social class and classism in counseling practice and research areas The 32 chapters included offer up to date fascinating and provocative applications of social class and classism as seasoned chapter authors provide an overview of theories related to social class and classism and its application toward research education training and practice Chapters include comprehensive coverage of lifespan issues related to social class such as unique aspects of social class and classism in the lives of children adolescents and older adults how social class is studied and empirically understood through research assessment and practice implications of social class in career counseling psychological assessment and diagnosis and the therapy relationship how social class is implicated in

positive psychology career and work psychology and health psychology social class and classism and its connection to whiteness racism sexual orientation religion and spirituality and social justice This book offers the first compendium of counseling related resources on social class and classism and will be a comprehensive must have reference for professionals and academics in counseling psychology and related fields for years to come Resources in Education ,1987 The Impact of High-stakes Testing on the Academic Futures of Non-mainstream Students Gail Singleton Taylor,2004 This book is about the impact of testing on the academic futures of students Performance-based Evaluation for Certificated and Non-certificated School Personnel Robert Dewayne Buchanan,Ruth Ann Roberts,2001 Based on the common standards established by the Interstate School Leaders Licensure Consortium ISLLC this monograph will provide both beginning and practicing administrators with models of performance based evaluations **The History of the International Learning Styles Network and Its Impact on Instructional Innovation** Laura Shea Doolan,2004 Doolan St Joseph s College Brooklyn New York documents the development of the International Learning Styles Network ILSN over the past 25 years from a national educational network of centers in colleges and universities in the U S to an international organization with centers in Asia Australia Europe and North America dedicated to the p *Higher Education and the Color Line* Gary Orfield,Patricia Marín (Ph. D.),Catherine L. Horn,2005 Book began at the Color Line Conference held at Harvard University 2003 P ix **The Leadership Challenges of a College Presidency** Francis Oakley,2002 **A Philosophical Guide for Decision Making by Educators** Robert D. Heslep,2002 After a critical discussion of several current positions in educational philosophy the book focuses on communication reason and voluntary action as sources of principles that are integral to philosophy and education The work applies its foundational principles in two ways It shows how they compare with the educational views of Social Constructivism and of Critical Theory It also devotes a chapter length discussion to several curricular topics likely to be facing educators in the future higher order thinking skills multicultural education and higher technology **A Dream Deferred?** Deborah Faye Carter,2001 *Empire s Children* looks at works at by Rudyard Kipling Frances Hodgson Burnett E Nesbit Hugh Lofting A A Milne and Arthur Ransome for the ways these writers consciously and unconsciously used the metaphors of empire in their writing for children *Integrating Drama with Primary and Junior Education* Agnes D. Walkinshaw,2004 A sense of mystery surrounds the subject of drama within primary and junior education compounded by the assumption that the individual modalities of the experts in the field are exclusive rather than inclusive This has fostered obscurity and confusion as to what constitutes drama and indeed how drama should be taught The direct consequence of such misconception and erroneous supposition is the beggared implication of drama However in an era of primary and junior education when the Arts generally and drama specifically are being given a dutiful nod at best it is of critical importance that a solution to this problematic predicament be established This work offers such knowledge by deconstructing the methodologies and philosophies of Winifred Ward Peter Slade Brian Way Dorothy Heathcote and David

Hornbrook within the neutral framework of Aristotle's dictates for drama. These pioneers from the field of drama within education exemplify individual unique and exclusive styles. Traditionally they would have been considered as incompatible. However, an unbiased examination and analysis of their work exposes mutual concerns, common threads, as well as polemic opinions. A definition: **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant**, An Investigation of the Relationship Between Social Studies Teachers' Beliefs and Practice, D. Antonio Cantu, 2001. This study addresses and advances the study and understanding of numerous research and educational constructs. In particular, it provides greater understanding of the role of teacher beliefs in guiding or influencing classroom practice. It also provides researchers and educators with a framework for identifying those components that comprise a teacher's belief system.

Investigating the Reasons University Students in the South Central United States Have to Retake First-year English Composition, Edith Sue Kohner Burford, 2004. The university Burford studies is in the southern tip of Texas and is called a Mexican university because it is in the Lower Rio Grande Valley. Most of the students are Hispanic and most of the faculty is of Anglo-Saxon European heritage. The school has a history of a high rate of students repeating first-year composition either because they did. A New Era in Educational Leadership--one Principal, Two Schools, Ruth Rees, 2003. Principals are in short supply in Ontario, Canada, and across North America. This work aims to help teachers understand why schools have been twinned: one principal leading two or even three schools in Ontario and elsewhere, as well as the benefits associated with twinning. *Opinions of Administrators, Faculty, and Students Regarding Academic Freedom and Student Artistic Expression*, Charles David Warner, 2001. This study compares the opinions of campus administrators, art faculty members, and student artists concerning institutional solutions and policy options relating to the exhibition of controversial student art work in the community colleges of Maryland. It investigates specific issues of academic freedom, exhibition space, and administrative responsibility for campus neutrality.

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