Community College Teacher Education
A Typology, Challenging Issues and State Views

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Over 2.4 million new teachers will be needed in U.S. within the next decade. (Tapping Potential: Community College Students and American’s Teacher Recruitment Challenge, Hudson, 2002)

Acute shortages in small and rural communities, urban areas with high poverty, and certain disciplines (math & science). (National Education Association, 2003; Hudson, 2002)

Apparent inability of existing university programs to meet needs.
Building Momentum

National Organizational Leadership

- Education Commission of the States-research and PT-3 Consortium -2001
- Community College Baccalaureate – documenting and organizing approaches-1999
- National Association for Community College Teacher Education Programs - 2002
The Problem

- Lack of published research describing state’s responses to teacher shortages
- Most articles based on anecdotal stories and individual college programs
- Lack of timely information from state directors of community colleges about the relevance of this issue in each state
Survey
State Community College Directors

- Why State Directors? statewide perspective due to positions of leadership- NCSDCC
- Purpose – ascertain perceptions about this issue; programmatic information
- Methodology - Electronic survey- 50 directors
  32 states responded, 64% response rate – very, October 2002, administered by a state director
- Survey Instrument - 19 questions, dichotomous, nominal measurement, upper/moderate reliability
Data Analysis

- Frequency distributions
- Chi square contingency tables – association between variables
- Analysis of open-ended responses
Teacher Education in CC’s ....a “hot” issue?

- Overwhelming response
  90% “yes”
  n=29
  (3 state directors recognized the importance of the issue, but did not classify it as “hot”)
Teacher Education as a “hot” issue

School superintendents and boards
N=26 (81.3%)

Political leaders
N=25 (78.1%)

Community college leaders
N=18 (56.3%)

Others (business leaders, state commissioners, teachers, state leaders)
N= 16 (50%)
Description of Teacher Shortage (perception of state directors)

- 62.5% (n=20) Major Critical Issue (Discussed among state leadership)
- 34.4% (n=11) Important issue (But manageable)
- 0% (n=0) An insignificant issue
- 3.1% (n=1) None of the above (Noting that there is not a shortage at this time, but one might be predicted in the future due to retirements)

**NOTE:** South/Southeast and East/Northeast Regions – Statistically significant differences noting a higher support for this as a “major” issue.
Typology – Four Models

- **Articulation Model**
  - Community college/university agreements- guarantee transfers

- **Certification Model**
  - Community college on line, alternative & regular certification programs

- **University Center Model**
  - University programs offered on community college campuses

- **Community College Baccalaureate Model**
  - Community colleges confer 4-year degrees
Articulation Model

- 78/1% (n=25) Transfer agreements with four year colleges articulating teacher education programs
- 62.5% (n=20) First two years of approved teacher education program
- 18.8% (n=6) Associate of Applied Arts (AAT) in Teaching
University Center Model

- 25% (n=8) offer two and four year teacher education programs on the community college campuses

- University Center examples
  - College of Lake County (Chicago area),
  - North Harris Community College (Houston),
  - Broward Community College & Central Florida Community College
Certification Model

- 21.9% (n=7) Mentioned certification programs (although omission was a flaw in the survey instrument)
- Model examples include
  - Rio Salado College (Maricopa District) on line teacher certification 2001;
  - Collin County Community College District certification programs late 90’s to present;
  - Palm Beach Community College’s grants- new center
  ....And many others
Community College Baccalaureate Model

- 6.3% (n=2) States reporting community colleges are conferring baccalaureate degrees.
  - Florida- St. Petersburg College (2001); Chipola Community College and Miami Dade Community College (2002)
  - Nevada- Great Basin College (1999)
Heart of the Controversy
Community College Baccalaureate Degrees
The Controversy: Mission & Role
Expanding community college roles in teacher education

- **Mission Focus**
  - Very congruent with mission- provides access to masses
  - Natural extension and evolution of community college roles
  - Result – Relevant baccalaureate degrees

- **Mission Creep**
  - Incongruent with mission- programs best at 4 year universities
  - Not a natural extension and distracts from major roles of community colleges
  - Result – 2nd class baccalaureate degrees
Ramifications

*Policy Issues
*Research Questions
*Next Steps
How *real* is the teacher education shortage? (prior question)

- Broadly based, or limited to few disciplines such as special, bi-lingual, secondary mathematics & science education? National or just regional in scope? Real or perception/fad?
What role (if any) should community colleges play re: teacher shortage?

- **Is one model more effective than another?** (Community College Baccalaureate, Certificate, Articulation, or University Center)
- **How will effectiveness of models be measured?**
- **What about student matriculation?** CC student success versus native university students? If there are differences, what are they?
- **How should learning outcomes be measured?**
Fiscal Ramifications and Issues

- What are the *real* costs of community college teacher education programs? How do these costs compare with university programs?
- Is one model more cost effective?
- Should community colleges pay faculty teaching in baccalaureate programs more than those teaching in lower division programs?
New roles for faculty

- What are faculty new roles and expectations (each of the four typology models)?
- What are effects of these models on faculty morale, loads, job satisfaction?
- Will faculty teaching in community college baccalaureate programs retain their focus as community college faculty? Or,....change focus?
Once shortage is met.....

...should community college programs be the first to be eliminated as redundant?
Looking to the future....

- What happens to community college students who graduate from a program (based on one of the four teacher preparation models)? Employment? Success? Retention? Variations by model?

- Who will assume responsibility for development of a comprehensive research agenda for policy and decision makers?