

They Never Told Me What to Expect, So I Didn't Know What to Do: Defining and Clarifying the Role of a Community College Student

Search for theses, data, articles, etc.

[About](#) [Explore](#) [Log In](#) [Upload](#)

2012 REPORTS

"They Never Told Me What to Expect, So I Didn't Know What to Do": Defining and Clarifying the Role of a Community College Student

[Karp, Melinda Jane Mechur](#);

[View all authors](#)

Increasing the number of young people who attain postsecondary credentials has become one of the primary educational objectives of the 2010s. While low college success rates are typically linked to students' lack of academic preparation for college and their subsequent need for developmental or remedial instruction, research suggests that even many students who are deemed "college-ready" by virtue of their placement test scores or completion of developmental coursework still do not earn a credential. This paper builds on previous work arguing that community college success is dependent not only upon academic preparation but also upon a host of important skills, attitudes, and behaviors that are often left unspoken. Drawing on role theory and on a qualitative study conducted at three community colleges, this paper aims to clarify the role of community college student and the components of that role that must be enacted for students to be successful. Using data from interviews at the study sites, we provide a concrete, actionable description of the community college student role. We also present a framework that practitioners can use to help students learn how to be successful community college students.

Subjects

[Community colleges](#)

Files



[332_1126.pdf](#) application/pdf 297 KB

More About This Work

Academic Units

[Community College Research Center](#)

Publisher

Community College Research Center, Teachers College, Columbia University

Series

[CCRC Working Paper](#), 47

Published Here

July 30, 2012

Notes

<http://ccrc.tc.columbia.edu/>



Academic Commons provides global access to research and scholarship produced at [Columbia University](#), [Barnard College](#), [Teachers College](#), [Union Theological Seminary](#) and [Jewish Theological Seminary](#). Academic Commons is managed by the [Columbia University Libraries](#).

ERIC ED535078: "They Never Told Me What to Expect, so I Didn't Know What to Do": Defining and Clarifying the Role of a Community College Student. CCRC Working Paper No. 47. by. Drawing on role theory and on a qualitative study conducted at three community colleges, this paper aims to clarify the role of community college student and the components of that role that must be enacted for students to be successful. Using data from interviews at the study sites, we provide a concrete, actionable description of the community college student role. We also present a framework that practitioners can use to help students learn how to be successful community college students. (Contains 5 tables and 8 footnotes.) Addeddate. What am I going to do?' 'Don't worry. I'll ___ them all ___. Just go to work.' A) put / away B) find / out C) sort / out D) clear / up. 55. The fire was so intense that it took the firemen three hours to _____ it _____. A) put / away B) find / out C) put / out D) clear / up. 56. The government wants to _____ a new scheme to encourage people to start their own businesses. Students should select tests that suit them to practice in terms of the test structure and their comfort to prepare and perform for the same. This website gives you the opportunity for downloading free resources and make practice on IELTS, TOEFL, PTE. Good luck to all. Menü. To have asked his name, to have been told his name and it! to be forgotten. to have forgotten. to have been forgotten. to forget. The only way to get the best of an argument is it. to avoid. to be avoiding. to do. What did you come here for? It is mean of you our holiday. to have spoilt. to have been spoilt. I didn't want to join the dispute, so I pretended . to be reading. to have read. to read. to have been reading. I hoped you by phone, but I couldn't. Why didn't you pick up the receiver? to have been reaching. to be reaching. 1 What b she tell you just now? I hope it 1 The first time I used a foreign language outside of wasn't anything bad. school was when I visited France with my family. a) has b) did c) were 2 My Spanish teacher tells us that fluency is more 2 you eaten lunch yet? If you haven't, we important than a . She tells us not to could go somewhere together. worry if we make mistakes, because we will learn a) Did b) Have c) Do from

Download

DOI

<https://doi.org/10.7916/D8W09F54>