Recipes for Success

Ten colleges compete for top prize from Aspen Institute

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Finding Benefits
A $4.84 million pilot project seeks to link low-income students to public benefits.

New Leader in Alabama
A college president who led his school in the wake of scandal will now oversee the state’s two-year college system.

HOPE Fades, Tuition Rises
Cuts in Georgia’s signature grant program means technical school costs are rising.

Onward and Upward
A Mississippi college is teaching students to fly unmanned aerial vehicles, commonly called drones.

Educational Attainment
The U.S. formerly led the world in educational attainment but no longer. Here are the countries with the highest percentage of 18- to 84-year-olds with at least an associate degree.

- Canada: 49%
- Japan: 43%
- United States: 41%
- New Zealand: 40%
- Finland: 37%
- South Korea: 37%

SOURCE: SOUTHERN REGIONAL EDUCATION BOARD

Culinary students at Walla Walla Community College watch an instructor at work.
In recognition of the long tradition of excellence in community college teaching and leadership, the League is proud to announce the establishment of the John & Suanne Roueche Excellence Awards in 2012. These awards are open to League Alliance member institutions to celebrate outstanding contributions and leadership by community college faculty and staff. Recipients will be recognized in a series of activities and promotions, and honored at special events at the League's Innovations conference each spring.

We invite all League Alliance member colleges and systems to nominate those at their institutions who exemplify exceptional teaching and leadership for Excellence Awards.


❖ Submit names online at www.league.org/award.
❖ The deadline to submit names is December 8, 2012.

A special John & Suanne Roueche Excellence Awards program will list the names, titles, and colleges of all honorees and feature congratulatory ads from League member colleges.

❖ Submit a congratulatory ad online at www.league.org/award/ad.
❖ The deadline to submit ads is January 26, 2013.

For more information please visit www.league.org/exawards.
Pilot Program Links Low-Income Students to Benefits

BY PAUL BRADLEY

WASHINGTON — Seven community colleges are embarking on a pilot project aimed at connecting low-income students to local, state and federal benefits — including child care subsidies and food stamps — that might make it easier for them to stay in college and earn a postsecondary credential.

Benefits Access for College Completion (BACC) is a three-year, $4.84 million initiative funded by the Ford Foundation, the Kresge Foundation, Lumina Foundation, and the Open Society Foundations, and managed by the Center for Law and Social Policy (CLASP) and the American Association of Community Colleges (AACC). The Annie E. Casey Foundation is also contributing to the initiative.

The initiative will link low-income students with aid that can fill the gap between financial aid and the resources needed to attend college. The initiative’s aim is to help students complete their studies swiftly and successfully move into jobs earning family-sustaining wages.

According to the College Board, the average full-time community college student had more than $6,000 in unmet need in 2011-12. The result is that 66 percent of young community college students work more than 20 hours per week to help pay for school and their home and family obligations, and 58 percent attend college part-time to accommodate work.

“In today’s economy, it’s more important than ever that students have the supports to earn a higher education so they can land better jobs and support their families,” said Evelyn Ganzglass, director of workforce development at CLASP, a nonprofit that advocates for low-income Americans. “Rising college costs mean an education is increasingly out of reach for millions. By combining traditional student financial aid with public supports, students are better positioned to get by and complete their education.”

Each college has created its own plan to integrate screening and application assistance for public benefits with the services the colleges already provide, like financial aid counseling. The colleges are partnering with local human services agencies to better provide these integrated services. Each one took into account local resources and policy contexts to develop strategies that will substantially assist students.

“We applaud these colleges for taking an informed and proactive look at how they can help those students most in need of financial and public support to pursue their college and career goals while dealing with work and family pressures,” said AACC President Walter G. Bumphus said. “These benefits, including health insurance, food, and child care, as well as financial aid, can help them to complete credentials and get into well-paying jobs.”

The colleges participating in the implementation phase of the project are: Cuyahoga Community College (Ohio); Gateway Community and Technical College (Ky.); LaGuardia Community College (N.Y.); Lake Michigan College and Macomb Community College (Mich.), Northampton Community College (Pa.), and Skyline College (Calif.).

“These institutions have stepped up with new and creative ideas to meet the financial needs of low-income college students,” said Ford Foundation Program Officer Chauncy Lennon. “This initiative will offer a space for experimentation to test whether delivering these supports on campus will ultimately increase the number of students who complete credentials, become skilled workers and succeed in our economy.”

The pilot period for this initiative will last from the fall 2012 semester through 2014, after which BACC will share the most successful strategies and lessons learned with policymakers and other community colleges nationwide to improve retention and credential completion.
Leaders Who Disturb the Universe

I

n our 110-year history, the community college has evolved through many stages, and each stage has required a different kind of leader — leaders who build, leaders who consolidate, leaders who negotiate, leaders who partner. At this stage in the continuing evolution of the community college, national leaders from the White House to the State House and from major foundations are calling on the community college to play a key role in doubling the number of students in the next decade. Simply tweaking a program or grafting on a prosthetic technology is trimming the branches of a dying tree. Margaret Wheatley has advised that “we need the courage to walk in the world, to relinquish most of what we have cherished, to abandon our interpretations of what and does not work.”

As we gear up to transform our colleges to meet this overarching goal doing more of the same will just get us more of the same. Simply tweaking a program or grafting on a prosthetic technology is trimming the branches of a dying tree. Margaret Wheatley has advised that “we need the courage to walk in the world, to relinquish most of what we have cherished, to abandon our interpretations of what and does not work.”

There are indications the transformation is under way. One example of the change is reflected in the assertive language we are beginning to use. The challenges of the Completion Agenda are clear and the timeline short. Never in our history have so many stakeholders galvanized behind a common goal. Never in our history have so many foundations provided so many funds to support our efforts. It is our Andy Warhol 15-minutes-of-fame “disruptive” innovations, “deeper” engagement, scalable “interventions,” etc. The old passivity associated with change is giving way to something more robust and energetic; colleges are picking up momentum because the change is clear and the timeline short. Never in our history have so many stakeholders galvanized behind a common goal. Never in our history have so many foundations provided so many funds to support our efforts.

The Community College Research Center at Teachers College, Columbia University alone has produced over 300 research reports in the last decade. Fifty years ago, our technology consisted of rolling tub files, color-coded folders, the McBee Sort System and eventually IBM punched cards. Today, through the application of data analytics, we can mine data to predict student behavior and to intervene in the first week of class to help get students back on track. And we can manage and orchestrate huge systems of data related to learning outcomes, educational plans, course schedules, and assessments. Fifty years ago most foundations did not fund community colleges, or purposely excluded them from their agenda; Dwight Eisenhower and John Kennedy did not call on the community college to play a major role in the nation’s work. Today we are the darlings of the foundations and of the White House.

We have more resources than we have ever had to make good on our promise of student success. And we have more challenges than ever before: declining financial resources, retiring faculty and leaders, reliance on adjunct faculty, crumbling facilities, complex accountability metrics from accrediting agencies and state and federal agencies, internal conflicts among faculty and other groups, cumbersome educational codes and regulations, and a hostile national political climate. We are caught in a Dickensian nightmare of the best of times and the worst of times. If we are to navigate our way through this jungle we will require leaders who will not settle for business as usual but who will “disturb the universe.”

If we are to transform the community college to meet the goals of the completion agenda we must heed the advice of the 21st Century Commission on the Future of the Community College: “The American dream is at risk. Because a highly educated population is fundamental to economic growth and a vibrant democracy, community colleges can help reclaim that dream. But stepping up to this challenge will require dramatic redesign of these institutions, their mission, and, most critically, their students’ educational experiences.”

The commission report concluded that “Change cannot be achieved without committed community college leadership. In recent decades, community colleges have been developing leaders to maintain the inherited design. They need now to develop leaders to transform the design.” That is to say, we now need leaders who will “disturb the universe.”

Many of the new leaders needed to “transform the design” and “disturb the universe” will come from community college leadership programs, including one now under development at National American University. John Rouche, who has been “disturbing the universe” of community colleges for five decades as the most gifted leader in the history of the community college, is working with NAU to create a substantive leadership program. His vision and experience will provide the foundation for the new program which he is developing in collaboration with a vast network of community college colleagues, including me. The program is in early stages of development and is expected to welcome its charter class in the fall of 2013.

Terry O’Banion is a senior advisor to National American University and chair of its Community College Advisory Board. National American University is a private, proprietary, regionally accredited institution. This article is the first in a series to be authored by principals involved in NAU’s Rouche Graduate Center and other national experts identified by the center. John E. Rouche and Margareta B. Mathis will serve as editors of the monthly column, a partnership between the Rouche Graduate Center and Community College Week editorial staff. Send comments and co mtnmathis@nauniversity.edu, and Paul Bradley, editor@ccweek.com.

YES! WE COVER:

- Teacher Education
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New Alabama Community College Chancellor Named

BY PHILLIP RAWLS, ASSOCIATED PRESS

MONTGOMERY, Ala. (AP) — The man credited with restoring the reputation of an Alabama community college after scandal will soon be overseeing the state’s entire community college system.

The State Board of Education voted unanimously to hire Shelton State President Mark Heinrich of Tuscaloosa as chancellor over the other finalist, Blake Flanders, vice president of workforce development for the Kansas Board of Regents.

The board president, Gov. Robert Bentley, who’s from Tuscaloosa, said he voted for Heinrich because he saw firsthand what Heinrich did at Shelton State after the State Board of Education named him president in early 2008 following a corruption investigation.

“He is critical of state audit. Rogers was charged with theft, but a judge dismissed the charge for lack of evidence.

The school board still must negotiate a contract with Heinrich, but Bentley said the salary is likely to be closer to the $198,000 paid to Alabama’s K-12 superintendent, Tommy Bice, than the $289,900 that previous chancellor Freida Hill received. She stepped down in March under pressure from some board members.

Heinrich, 59, received his bachelor’s and master’s degrees from Tennessee Tech University and his doctorate from the University of Alabama. In addition to being a longtime educator, he is a licensed psychologist.

He spent most of his career at Carson-Newman College in Jefferson City, Tenn., but left in 2001 to be dean of instruction at Shelton State. He resigned after six months because of concerns about what he saw. “There were a lot of issues that I could tell I was not having a lot of impact on,” he said.

He went back to Carson-Newman, but the state school board got him to return to Shelton State as president after the previous president, Rick Rogers, was placed on leave and then retired following a critical state audit. Rogers was charged with theft, but a judge dismissed the charge for lack of evidence.

An administrator at the college, former state Rep. Bryant Melton, pleaded guilty to theft. The director of the Alabama Fire College at Shelton State, William Langston, was convicted of theft and other charges.

Reach Higher

It takes more than financial need to become a Jack Kent Cooke Scholar and earn one of the largest scholarships offered to students interested in furthering their education. It also takes exceptional academic achievement and intelligence, a will to succeed, and a breadth of interests and activities.

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For information about our scholars, a list of faculty representatives, and guidelines and application materials, please go to our website: www.jkcf.org.
That the winemaking industry has been the economic salvation of Walla Walla, Wash., can hardly be argued; the industry provides some 6,000 direct and indirect jobs, nearly 15 percent of all jobs in the region. It’s the main source of the area’s economic growth.

What’s less well-known is the instrumental role Walla Walla Community College played in uncorking the economic engine that has helped southeastern Washington state weather the economic downturn and become one of the nation’s top wine producing regions.

It was back in 2003 that WWCC opened its $4.1 million Center for Enology and Viticulture, among the first of its kind for a community college in the nation. The center gives students hands-on experience in winemaking, viticulture practices, and wine sales and has developed several acres of vineyards where students help manage the vineyard and oversee the growing of quality wine grapes.

Today, Walla Walla County is home to more than 100 wineries. In the late 1990s, they numbered only about 20. They include College Cellars of Walla Walla, WWCC’s own non-profit winery, which produces award-winning wines in the viticulture center.

“Our goal,” said college President Steven L. VanAusdale, “is to help our local winemakers make the best wines in the world.”

But more than creating beverages to sip and savor, WWCC has assumed a primary role in its regional economy. WWCC’s close ties with area business and industry and its ability to respond to their needs are among...
the reasons the college has been named by the Aspen Institute as one the top ten community colleges in the country — the second straight year it’s been so recognized.

“Walla Walla Community College stands out among the nation’s community colleges because it stays on top of local economic trends and job growth, creating innovative programs that create tomorrow’s jobs,” said Josh Wyner, executive director of the Aspen Institute’s College Excellence Program. “Its focus on growing the regional economy from the ground up and providing the students to fuel that economy is outstanding.”

The ultimate goal of the Aspen Prize for Community College Excellence competition is to identify best practices that can be shared and scaled up across the country. Nearly half of all college students attend community colleges, including large numbers of low-income and Hispanic students. Community colleges enroll more than 7 million students, and the institutions are being called upon to boost graduation rates and improve the nation’s turgid recovery from the recession.

This is the second year that the Aspen Institute has sought to identify and recognize excellence in community colleges, sponsoring a competition that offers a $1 million prize fund to be awarded in March in Washington, D.C. to the winner and up to four finalists-with-distinction. Last year’s winner, Valencia College, was ineligible to compete this year.

But more than 1,000 community colleges did compete in a process that first winnowed potential winners to 120, and then narrowed them to the top ten. Colleges are being judged on their achievements in four areas: student learning outcomes; degree and college completion; labor market success in students securing jobs after college; and minority and low-income student success. Site visits to the finalists are now under way.

The ten finalists reflect the broad diversity of the community college sector itself. They range from the giant Broward College, with more than 56,000 students spread across three campuses and six educational centers in south Florida, to tiny Lake Tech Technical College, located in a corner of South Dakota with a service area of more than 18,000 square miles. They are located in crowded urban areas like Brooklyn, N.Y. (Kingsborough Community College) and rural outposts like Cumberland, Ky. (Southeast Kentucky Community and Technical College).

What they have in common, Wyner said, is a willingness to adapt to their peculiar challenges, adopt approaches that work in addressing them and discarding those that don’t.

“The best colleges are developing policies that are consistent in meeting their challenges, and measuring those policies to see if they are working,” he said. “It’s a real hungering to recognize that serious challenges exist. It’s not finger-pointing. It’s a real hunger for finding out what works.”

Van Ausdall said WWCC’s close ties to its regional economy are critical to the college’s success. “We have been looking at this institution through an economic lens, not only for today, but for the future,” he said.

The same thing has been happening half a continent away in Paducah, Ky., home of West Kentucky Community & Technical College, another of the Aspen Institute’s top ten finalists, and another that made the list for the second straight year. If Walla Walla found its economic niche in wine, Paducah discovered its in the world of art.

“For communities that are losing jobs, it’s important for the college to identify areas where students can get a job. We’ve worked very hard to identify those areas.”

— BARBARA VEAZEY, PRESIDENT WEST KENTUCKY COMMUNITY & TECHNICAL COLLEGE

See Aspen, page 8, col. 1
Aspen, from page 7, col. 5

fastest-growing jobs sectors. But the college has perhaps become best-known for its support of Paducah’s flourishing arts scene. In 2008, the college opened its Paducah School of Art in the city’s Lower Town Arts District, which became nationally known a few years earlier for using the arts to foster economic development.

A once dilapidated, depressed area of the city is now home to more than 25 art galleries; since the district was launched with Artist Relocation Project in 200, more than $30 million has been invested in the area.

“The Artist Relocation Project really turned our city around and made it a tourist attraction,” Veazey said. “We asked ourselves, ‘what could we do to continue this?’ That’s how the school was started, first in a rented storefront in Lower Town and soon to be located in a larger space now under construction in the district.

“You really have to be a part of your community,” Veazey said. “This is a niche we are working on very hard. We’re looking at things that would make a company want to come here. The goal is to make Paducah a very appealing town, and the college is trying to be a part of that.”

Different Roles

WKCTC awards primarily technical degrees, a far different role than that of Santa Barbara City College in California, which also made Aspen’s top ten list two years running, despite the fact that the college has lost 11 percent of its state funding over the past two years. SBCC concentrates on college transfer and has a three-year transfer and graduation rate of nearly 64 percent.

College President Lori Gaskin said SBCC has tried to create and maintain a culture of excellence, despite the budget cuts that could have crippled the school.

“I think it’s a collective sense of priority,” she said. “There is a pervasive belief that a student’s educational journey at SBCC is of paramount importance. Students achieving their goals become our reason for being. It’s not just words.”

Part of the reason for the college’s success is its partnerships with area high schools, which embraces a cradle-to-career approach to education, Gaskin said. In the ninth grade, Santa Barbara high school students are required map out a ten-year educational plan. It’s revisited and adjusted on the 10th, 11th and 12th grades.

“The students start thinking about college readiness and career readiness,” Gaskin said. “They are constantly planning and making decisions. We’re trying to implant a valuable learning experience.

“They are constantly planning and making decisions. We’re trying to implant good choices and put them into practice.”

It’s a matter of creating a culture of excellence and high expectations, she said. Lake Area Technical Institute, a top ten finalist for two years in a row, has the same approach.

“Lake Area Technical Institute not only leads the nation in graduation rates, but is also remarkably successful at connecting its graduates to competitive-wage jobs,” Wyner said. “LATI is delivering success to students and the community, listening to what the labor market is saying and arming its students with the skills they need to succeed in the workplace, and that’s good for everyone’s bottom line.”

Clear Path to Graduation

College President Deb Shephard said LATI has a rigid program structure that offers students a clear path from admission to graduation.

“We have an attendance requirement,” she said. “We can’t teach them if they are not here. They have a clear graduation plan from day one. Keeping them on that path is so important. It keeps everyone focused.”

At nearly 76 percent, LATI has one of the highest graduation and transfer rates of any community college in the U.S. The college offers workforce training programs in 27 different areas.

Shephard said she is humbled that the college has been singled out for praise. But more than that, the awards process has been a valuable learning experience.

“We’ve learned a lot,” she said. “Community colleges are different from one another, but they’re the same. “The successful ones are those that focus attention on the student and make connections between students and instructors. The whole process has helped us improve what we do.”

Here we Grow Again

SPECIAL REPORT

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Ga. Tech Schools Raise Tuition 13 Percent

BY BILL BARROW, ASSOCIATED PRESS

ATLANTA (AP) — Students attending any of Georgia's 25 technical colleges will see a 13 percent tuition increase and a new mandatory fee for the spring semester that begins in January, resulting in more out-of-pocket costs not covered by state HOPE grants.

The board that runs the system voted to increase tuition to $85 per credit hour, up from $75. That means a tuition bill of $1,275 for a full 15-hour course load. It was $1,125.

The board also added a new $50 "institutional fee" per semester for the spring semester and a $50 fee for each online course starting in fall 2013. According to the system, students will pay an average of $223 in fees starting in the spring.

The moves will push the average total cost of attendance, including books, to about $2,000 per semester. That's more than double what qualifying students receive from HOPE. The state award, funded by Georgia Lottery proceeds, pays $60.75 per credit hour.

About 75 percent of the system's 170,000 students receive the HOPE grants. That proportion could fluctuate given changes that lawmakers approved in 2011 that now require recipients to maintain a minimum grade point average of 3.0.

Before the change, HOPE grant recipients had no minimum GPA requirement, unlike recipients of the higher-profile HOPE scholarship program for students at four-year colleges and universities. Lawmakers said the new requirements, along with a higher GPA minimum for the four-year awards and reductions in the dollar value of the awards were necessary to reduce the overall program cost.

Since its inception, HOPE grants have paid out about $1.5 billion to almost 800,000 technical college students.

According to the system, about half of its students receive federal Pell Grants.

The system board has raised tuition consistently for at least a decade, though Georgia closely tracks the regional and national median for public technical colleges.
Minn. Trains ‘Community Paramedics’ To Fill Gap

**In New Approach To Algebra, Computers Take Over Teaching**

**ND Board: New Standards Would Improve 2-Yr. Colleges**

**ARGO, N.D. (AP) — Pro-**

*By Dave Kolpack, Associated Press*

Promoters of a plan to toughen admission standards at North Dakota’s two research universities said the new requirements should boost programs at community colleges and advance education at the state’s high schools.

Hamid Shirvani, who took over this summer as the university system chancellor, proposed the idea because he believes entrance requirements at the University of North Dakota and North Dakota State University are too relaxed. The improvements should trickle down to other colleges and high schools, he said.

“This is the aspiration for the board and myself to raise the level of recognition of these institutions to much higher levels,” Shirvani said.

About 7 percent of this year’s freshmen at UND and NDSU had scores on the ACT college entrance exam that were below the score required for automatic admission.

Shirvani’s plan, which is similar to a model used in Iowa, would weigh a prospective student’s high school class rank, grade-point average and ACT scores, as well as the student’s ACT score. Each factor would be given a score, and if the total is above a set value, the student would be accepted.

The chancellor said that the formula could be tweaked.

The plan would allow university presidents the leeway to add students under special circumstances. That number would be capped at 5 percent of the total freshman class from the previous year.

Board member Don Morton, a Microsoft Corp. executive and former head football coach at NDSU, Tulsa and Wisconsin, said the formula could be tricky for athletic programs that require rosters to compete at the Division I level.

“You need just as many football players at NDSU as you do at Michigan,” Morton said.

Shirvani said it might require taking student-athletes out of the 5 percent equation and making a separate calculation.

Shirvani said the plan could initially result in fewer students at NDSU and UND, but it should not lower the state’s overall college enrollment. Some students are better off starting at community colleges, he said.

Board member Grant Shaft, of Grand Forks, said the change is a good idea and believes it would require high schools to “comply and conform” with the tougher requirements. Also, students who begin at other state colleges would have a smooth transition to transfer to UND or NDSU, he said.

“That is one of the carrots we could hold out for these students,” Shaft said.

NDSU President Dean Bresciani and UND President Robert Kelley told board members that the schools were studying the proposal. They had no further comment.

Shirvani said the idea would require that Lake Region State College, based in Devils Lake, and North Dakota State College of Science, based in Wahpeton, expand their course offerings, particularly at their satellite campuses in Grand Forks and Fargo.

John Richman, NDSCS president, said his school would need more money for expansion and an advertising campaign to show that

Richman said a major donor to the school is worried about the impression that the “smart kids go there and the dumb kids go here.” He said the booster, whom he didn’t name, “has fought that image for years. He is now concerned that the image is now back.”

**In New Approach To Algebra, Computers Take Over Teaching**

**By Reeve Hamilton, Texas Tribune**

Alexandria Siprian, a senior at the University of Texas at Arlington who is double majoring in Spanish and theater, is not a math person. Early in her college career, she squeaked through her required algebra course with a D.

Siprian said that her professor was very difficult to understand, but she also blames herself “because I never tried to get help,” she said. “They have tutoring services, but I never took advantage of it.”

Her experience is not unique. Of the 1,041 UT-Arlington students who took college algebra in the spring 2011 semester, only about 47 percent earned a C or higher.

“Nationally, the single greatest academic barrier to student success is mathematics,” said Michael Moore, senior vice provost and dean of undergraduate studies at UT-Arlington.

Seeking to improve the situation, UT-Arlington officials decided to take an approach that is becoming increasingly common throughout the country: letting computers do the teaching.

In August, the university opened its “math emporium,” a 5,800-square-foot space where algebra students will spend two-thirds of their class time working on desktop computers at their own pace rather than sitting through traditional lectures. The pilot program is currently being used only for algebra, though officials indicated that it could expand to other courses as well.

The concept was first developed in 1997, when Robert Olin, then the chairman of the math department at Virginia Tech, faced a perfect storm of budget cuts and growing enrollment. His idea also appeared to improve the students’ success.

Olin, who is now dean of the College of Arts and Sciences at the University of Alabama, says a chief benefit of the emporium model is that students are forced to work out problems themselves and can receive instant, individualized feedback from teachers who are available in the lab.

“Teaching math is like RF or football,” Olin said. “You can look at Tiger Woods or Arnold Palmer all you want, but you’re not going to learn how to golf unless you go out on a course and start swinging.”

Some professors have concerns about the emporium, which is expected, said Jianzhong Su, chairman of UT-Arlington’s math department.

“When you break away from tradition, it’s natural for the academic to have some concerns, but that’s based on whether this will work out or not,” Su said.

José Antonio Bowen, dean of Southern Methodist University’s Meadows School of the Arts and author of the new book “Teaching Naked: How Moving Technology Out Of Your Classroom Will Improve Student Learning,” questioned whether massive computer labs were really a step forward in an increasingly mobile age. Currently, UT-Arlington students can only do their algebra coursework on the desktops in the emporium.

“I think the days of building big computer labs are nearing the end,” he said. “When students come into class, let’s have them interact with each other. I’m not anti-technology; it’s just a question of where the technology needs to be.”

Carolyn Jarmon, the vice president of the National Center for Academic Transformation, helps colleges around the country institute the

See Algebra, page 11, col. 1
Will Happier Adjuncts Mean More Graduates?

BY BEN WIEDER, STATELINE

A proposal presented at a national gathering of university professors in Washington suggests that providing career paths for adjunct could ultimately improve graduation rates.

The "Contingency Plan," developed by several professors at Middle Tennessee State University, would create four tiers for adjunct professors, ranging from contract lecturer to full-time senior lecturer. In addition to higher pay, movement up the tiers would mean teaching more advanced classes, having separate office space and becoming eligible for faculty research support.

Adjuncts have a poorer record of student retention, said Scott McMillan, an associate professor at Volunteer State Community College who presented the proposal at the American Association of University Professors conference. That poorer record is in part due to less institutional support, McMillan said, and the proposal addresses that.

While the plan would increase pay for some faculty, its authors suggest that cost increases, at least at MTSU, would be offset by increased funding from the state because of expected student improvement. Tennessee is one of a number of states that funds its colleges based partly on performance.

In Tennessee’s outcomes-based formula, college funding takes into account the number of students achieving certain academic benchmarks, such as earning credits, successfully transferring from a community college to a four-year college or graduating.

At MTSU, the number of non-tenure track professors has increased by nearly 75 percent from the fall of 2005 to the fall of 2011, according to the proposal. “It’s a pretty standard practice that most incoming freshmen don’t see a tenure-track faculty member until their second or third year,” says Warren Tormey, an assistant professor in English at MTSU and one of the report’s authors.

Tormey, who is considered a tenure-track faculty member from his first year, agrees, noting that it has been much discussion of it so far in Tennessee, according to Russ Deaton, associate executive director of fiscal policy and administration at the Tennessee Higher Education Commission.

“Don’t know of any institution here that has examined this in any depth,” he said in an email.

That’s reflected in the proposal, which points out that one benefit of the plan is that it would “allow MTSU to position itself as an educational leader, showing a proactive approach to dealing with a nationwide trend in which contingent faculty have become the 'New Faculty Majority.'”

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Ivy Tech Community College and courses. Franklin’s program with Grove’s program is open to all students when the courses were first offered three years ago, guidance counselor Dave McMillan said.

Center Grove junior Vanessa Wahl enrolled in the early-college program to save money and to get an idea of what to expect once she got to college, Baker and Wooldridge said.

Classrooms are run by either professors from the colleges or school teachers who have been certified through the universities, Baker and Wooldridge said.

Local high schools also offer Advanced Placement courses to students through the national College Board organization. The content of those classes is similar to a college-level course, but they’re offered primarily to juniors and seniors. Students must pass a year-end test in order to earn the college credit.

Students taking early-college or dual-enrollment courses need to earn a C for the college credits to count. Wahl said she prefers earning college credit because it enables her to take college-level courses while still in high school. She also said it allows her just one day and one test to prove she deserves college credit, while the early-college program lets her earn the credit over a semester.

“It’s a lot easier for me and a lot less stressful,” she said.

Whiteland doesn’t have an early-college program, meaning students can’t earn an associate degree by the time they graduate. But the school has dual-enrollment partnerships with Ivy Tech, Vincennes, the University of Southern Indiana and Indiana State University.

The courses have varying fees and are open to all students. A student may not be interested in or qualify for an Advanced Placement course, but the dual-enrollment courses give them the chance to learn what will be expected in college and to start earning college credits, McMillan said.

“One of our goals is to want our students, when they graduate, to have a certain number of college credits already,” he said.

Comments: ccweekblog.wordpress.com

IND. STUDENTS REAP BENEFITS OF EARLY COLLEGE PROGRAMS

BY TOM LANGE, DAILY JOURNAL

GREENWOOD, Ind. (AP) — A student attending Vincennes University will pay more than $9,000 for classes this year, and that’s before room, board and other expenses are factored in.

But to save money, a growing number of college-bound Center Grove High School students are taking those same courses in high school.

Center Grove has offered an early-college program to students for the past four years and has partnered with Vincennes for the past three. Students in the program can earn up to 60 college credits, meaning they can graduate from high school with an associate degree. The total cost to the students is $3,000, Center Grove early-college program coordinator Josh Baker said.

Center Grove, Franklin and Whiteland high schools all are seeing increases in the number of students in early-college and dual-enrollment courses as families try to save money and teens look to gain academic experience before getting to college.

This year, about 400 students are enrolled in Center Grove’s early-college program, up from 200 four years ago.

Last semester, nearly 500 students at Franklin — 29 percent of the overall enrollment — were either in the early-college program or taking dual-enrollment courses. That’s up 13 percent from three years ago, Franklin assistant principal Leah Wooldridge said.

At Whiteland, about 170 students, or 10 percent of those enrolled, are taking dual-enrollment courses, up from just 12 students when the courses were first offered three years ago, guidance counselor Dave McMillan said.

Center Grove has offered the early-college program for the past four years. Franklin has a program four years ago. Ivy Tech Community College and Indiana University is open exclusively to students who have good grades and who would be among the first in their family to go to college, Baker and Wooldridge said.

Classrooms are run by either professors from the colleges or school teachers who have been certified through the universities, Baker and Wooldridge said.

Local high schools also offer Advanced Placement courses to students through the national College Board organization. The content of those classes is similar to a college-level course, but they’re offered primarily to juniors and seniors. Students must pass a year-end test in order to earn the college credit.

Students taking early-college or dual-enrollment courses need to earn a C for the college credits to count. Wahl said she prefers earning college credit because it enables her to take college-level courses while still in high school. She also said it allows her just one day and one test to prove she deserves college credit, while the early-college program lets her earn the credit over a semester.

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“One of our goals is we want our students, when they graduate, to have a certain number of college credits already,” he said.

Comments: ccweekblog.wordpress.com

KENTUCKY COLLEGE TO OFFER VET TECH PROGRAM

OWENSBORO, Ky. (AP) — Owensboro Community & Technical College is adding a two-year veterinary technology program next fall.

College officials say the program is needed due to a shortage of available workers in the field. President James Klauber told the Messenger-Inquirer that school officials will spend the next year developing a curriculum for the program, which is being funded through a $475,500 grant provided by the Multi-County Coal Severance Program.

In an application for grant funding, Klauber noted a 2010 Kentucky Education and Workforce Development Cabinet report that said demand for vet technologists and technicians is expected to rise by nearly 39 percent through 2018 and a survey that says local veterinarians are having trouble finding and keeping qualified techs.

Daviess County Judge-Executive Al Mattingly said the vet tech addition felt appropriate for the community.

“Today, with resources being as scarce as they are, it behooves each and every one of us to work collaboratively and regionally to make these types of programs available to our citizens,” Mattingly said.

Gov. Steve Beshear, who attended a recent announcement about the program, said the program is an example of a good partnership between an educational institution and the workplace.

Beshear, whose son is a veterinarian, said he understands the importance of these vet techs.”

Klauber said there’s also a shortage nationally due to a limited number of two-year programs. The newspaper reports that currently only two in-state four-year universities offer vet tech programs — Morehead State University and Murray State University.

Klauber said while the curriculum is being developed, crews will renovate laboratories and classrooms at Owensboro Community & Technical College’s downtown campus, install surgical facilities, indoor/outdoor animal holds and more office space.

“We saw a need, and we acted on it,” Klauber said. “This is something I’m so proud of, something we really need.”

Comments: ccweekblog.wordpress.com
Older Veterans Benefit from New Federal Aid Program

WASHINGTON — Franklin Wingo was more excited about his first day of college this fall than many of his peers at McLennan Community College.

“The first day of school, I had a military backpack with all of the books (for my classes),” said Wingo, a 50-year-old U.S. Coast Guard veteran. “I didn’t know what all I’d need. They were calling me Rambo.”

Wingo is studying to earn an associate degree in paralegal studies. He is one of about 30 local veterans starting college this fall under a new federal program that helps older, unemployed veterans go back to school for training in a new field.

The Veterans Retraining Assistance Program, started this year through the Department of Veterans Affairs, pays veterans a monthly housing stipend for up to a year to cover living expenses while they pursue an associate degree or certificate in a high-demand occupation.

“A few also have qualified for the Hazlewood Act, a state program that waives tuition and fees for Texas-born veterans,” said Wingo after he dropped off fellow guardsmen to work assignments, hit him repeatedly with coral rock and stole the military van he was driving.

Wingo currently is enrolled in the Serious Mental Illness Life Enhancement program, or SMILE, a residential program at the Waco VA Hospital for PTSD treatment. Wingo wants to get his degree and starting work as a paralegal will allow him to support himself and create a fresh start.

“I’m trying to see if I can do this,” Wingo said. “Since when I was beat so bad, I went from job to job because I’m afraid of being around a bunch of people. I wig out, I see shadows. I’m going to try to apply what I learned from the SMILE program in a college setting, to see if I can complete it. I think I can, and I really want to.”

Eligible veterans get a monthly housing stipend while they pursue an associate degree or certificate in a high-demand occupation.

“Most veterans do very well in school because they’re very structured and disciplined.”

The program is not open to veterans who are eligible for any other VA education benefits, or state and federal unemployment. Also, the stipend is not meant to pay for tuition. The funds are paid directly to veterans at the end of each month they are enrolled in school, but veterans still have to pay for tuition and fees upfront.

Most of the veterans at MCC have been able to get federal financial aid to cover their tuition costs, Cervantes said. A group of locals attacked of Yap. A group of locals attacked of Yap. A group of locals attacked of Yap. A group of locals attacked of Yap. A group of locals attacked of Yap. A group of locals attacked

The Veterans Retraining Assistance Program, started this year through the Department of Veterans Affairs, pays veterans a monthly housing stipend for up to a year to cover living expenses while they pursue an associate degree or certificate in a high-demand occupation.

“If they want to go into basket weaving, probably not such a great idea, but anything in health care, or lots of good stuff in office technology, computer technology, anything like that,” said Kris Cervantes, veterans coordinator for MCC.

The current housing stipend is $1,473 per month, the same rate as the Montgomery GI Bill.

The program is geared toward veterans ages 35 to 60 who have been unemployed for six months or longer and did not have a dishonorable military discharge.

The initiative was created under the VOW to Hire Heroes Act of 2011, which aims to increase employment opportunities for veterans.

MCC had nine veterans start school this month under the VRAP program, while Texas State Technical College has nearly 20 who have enrolled.

“We have a couple of them that are in their 40s, and the rest of them are between 50 and 60 (years old),” Wingo said. “They have really heavy jobs, so they didn’t need to use VRAP, hopefully.”

Wingo was out of work since spring. He mainly has worked in construction jobs, but he said working outdoors in the sun reacts negatively with the mental health medication he takes, leaving him unstable.

He suffers from post-traumatic stress disorder after an incident that occurred when he was stationed on the South Pacific island
Hinds CC Gets Drone Program Off Ground

BY THERESE APEL, ASSOCIATED PRESS WRITER

RAYMOND, Miss. (AP) — When news hit last summer that an American drone had killed at least 10 al-Qaida militants, instructors some 8,000 miles away at Hinds Community College were working on Mississippi’s first program to train drone pilots.

Currently the market on unmanned aerial vehicles, or UAVs, also known as drones, is almost completely military. In February, President Barack Obama signed a bill giving the Federal Aviation Administration three years to “integrate” UAVs into the national air space along with piloted aircraft.

Seeing that opening, HCC’s leaders thought it was time to start training the people who will pilot those crafts.

“They said in the next two to five years this industry will explode,” said instructor/consultant Dennis Lott.

“There are so many opportunities that will be available, there will be more positions than pilots and technicians to fill them.”

Hinds already has a traditional aviation course that trains pilots. The UAV program will allow students to take four courses that will train them to fly the unmanned aircraft.

The people who go into those military positions tend to have hand-eye coordination and technical knowledge that comes from personal experience with radio-controlled aircraft or video games.

The idea for the class at Hinds was born a few years ago when the college’s aviation chairman, Randy Peercy, was discussing an ROTC program with New York surgeon Butch Rosser.

Rosser is a big fan of video games for children, Peercy said, because he got his own hand-eye coordination, particularly in surgeries performed while looking at a monitor, from playing video games.

The two collaborated on some opportunities to expose kids to the fields of technology in ways they could understand.

Students of all ages already are inquiring into the program, Peercy said.

“We’ve had people just out of high school, but also a lot of nontraditional type students and people who have always had an interest in remote control aircraft,” he said.

“I’m looking at this to be a backup,” he said. “If something ever happens and I can no longer fly commercially or for the military, I have the knowledge I need to fly UAVs for a contractor. There’s no telling what all will be available in the future.”

While building the curriculum, Peercy said he talked to employers at Aurora Flight Sciences and Stark Aerospace in Starkville, Miss.

Hinds’ program allows students to go at the industry from several angles. They can do as Meacham is and take both traditional and UAV pilot training or focus solely on the UAV work.

The program also will teach them to repair and upgrade the aircraft.

The program has several kinds of simulators, including one that simulates a remote control airplane.

“We get their skills built up here, then we’ll take them out and let them fly some sort of radio-controlled aircraft inside the hangar,” Peercy said. “We’ll probably damage a lot of aircraft, but we’ll learn from them, and we’ll work our way up to larger and larger aircraft.”

At this point, it’s not really clear what kind of certifications UAV pilots will need, since there really isn’t a standardized certification now.

“We don’t really know what the domestic market will look like. The FAA is working on that right now,” Lott said. “There may be and probably will be initially some actual pilot certifications that are required for UAV operators.”

That’s one thing that gives HCC an advantage, he said.

“We’re already in that market,” he said. “We’re training pilots now. After two years here, we’ll have a well-rounded individual that can fly, or if they’re not interested in flying, they’ll know the technical side of it. They’ll know the basics of maintenance and repair, and we’ll also provide them with the pilot training necessary for whatever level the FAA decides they want to have.”

And once they’ve finished at Hinds, students can use what they’ve learned to get straight into the work force or use it to go into either Delta State’s commercial aviation department or engineering studies at Mississippi State if they want to keep their studies in state.

Hinds CC Sees 11% Decline In Enrollment

TUCLSON, Ariz. (AP) — Enrollment at Pima Community College has declined by 11 percent from a year ago.

About 2,500 students attended classes there now, down from 2,800 last year.

College spokesman C.J. Karamargin says changes to rules to measure proficiency has been criticized as unsuitable.

The college has backed off the criticism tends to rise when unemployment is high, then tapers off as the economy improves.

Karamargin says changes to rules to measure proficiency has been criticized as unsuitable.

The college has backed off the new rules somewhat, for example, by allowing students weak only in math to take credit courses that aren’t math-based.

First Students Welcomed to Ark. Campus

TEXARKANA, Ark. (AP) — Local leaders have welcomed the first class of the University of Arkansas at Texarkana.

Chancellor Chris Thomason greeted the class on the new campus.

The university is looking to build an advantage, he said.

“We’re training pilots now. After two years here, we’ll have a well-rounded individual that can fly, or if they’re not interested in flying, they’ll know the technical side of it. They’ll know the basics of maintenance and repair, and we’ll also provide them with the pilot training necessary for whatever level the FAA decides they want to have.”

And once they’ve finished at Hinds, students can use what they’ve learned to get straight into the work force or use it to go into either Delta State’s commercial aviation department or engineering studies at Mississippi State if they want to keep their studies in state.

Miss. CC To Train More Commercial Truck Drivers

RAYMOND, Miss. (AP) — Hinds Community College and KLLM Transports of Richland will partner to provide training for more commercial truck drivers.

KLLM Transport Services is offering $4,000 scholarships to cover the cost of training for students enrolled in the commercial truck driving program at Hinds in Raymond.

The eight-week training program is followed by a paid eight-week internship with KLLM.

The students commit to one year of employment with KLLM, and after one year have the opportunity become an owner/operator of their own truck, financed by KLLM.
Second Lady Jill Biden visited Minnesota’s North Hennepin Community College in September to meet with student veterans. Biden, a second Lady Jill Biden visit-ed Minnesota’s North Hennepin Community College as a guest of two student organizations: the NHCC African American Student Association and the Lesbian, Gay, Bisexual, and Transgender Alliance. She was greeted by NHCC students Awale Osman, president of the AAASA; Lorpu Farmah, who is in the process of organizing a student Democrat group; and Allen Brock of the Veterans Student Association; along with NHCC President John O’Brien. A long-time advocate for veterans and their families, Biden made a point to stop at the college’s Veterans Resource Center to meet with student veterans and hear their stories. North Hennepin is recognized nationally as a veteran-friendly school, and provides many services for veteran students. There are approximately 300 veteran students currently enrolled at North Hennepin, and the number is growing steadily. Osman introduced Biden in the central courtyard to a group of about 200 students, faculty and staff. He thanked her for all the time and energy she has invested in community college students like him and for believing that community colleges make a difference.

Second Lady Jill Biden and North Hennepin Community College President John O’Brien.

The American Repertory Ballet

The Theatre at Raritan Valley Community College (N.J.) will present American Repertory Ballet Oct. 6 in An Evening of Premières. To kick off American Repertory Ballet’s fourth year at RVCC, the company will showcase another exciting evening of brand new works. The program will feature a world premiere by resident choreographer Mary Barton, a company premiere of Ann Marie DeAngelo’s “Blackberry Winter,” and a major revival of Gerald Arpino’s “Viva Vivaldi.” Applauded for its revival of Gerald Arpino’s “Confetti” during the 2011-12 Season, ARB will present “Viva Vivaldi,” set to Antonio Vivaldi’s Concerto in D for Violin, Strings and Cembalo. The piece is expected to be performed with equal gusto. Barton and DeAngelo are Joffrey Ballet alums.

Delgado Community College (La.) announced that it has reached a cooperative education agreement with the U.S. Navy that will significantly enhance programs offered by Delgado in advanced manufacturing education at the Avondale shipyard in Jefferson Parish. The Navy is providing $10 million to Delgado through the Delgado Community College Foundation. The funds are given to support existing education, training and workforce development of the maritime industry trades. Delgado has offered educational programs in the shipbuilding industry for decades, extending back to the 1940s and its training of a workforce to build the renowned PT (La.) announced that it has reached a cooperative education agreement with the U.S. Navy that will significantly enhance programs offered by Delgado in advanced manufacturing education at the Avondale shipyard in Jefferson Parish. The Navy is providing $10 million to Delgado through the Delgado Community College Foundation. The funds are given to support existing education, training and workforce development of the maritime industry trades. Delgado has offered educational programs in the shipbuilding industry for decades, extending back to the 1940s and its training of a workforce to build the renowned PT

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Caroline Seefchak, chair of developmental studies and English professor at Edison State College (Fla.), found out just how much her students like her: a lot. Seefchak ranked sixth in the nation as a top professor based on calculations from RateMyProfessor.com. All of the calculations were based entirely on student input. Seefchak, who has been an educator for 27 years, teaches students who arrive at Edison State College without all the tools they need. The college strives to prepare them and give them the tools and the support they need. The 2011-12 rankings included colleges from across the country.

Lois Ryan, professor of English at Manchester Community College (Conn.), was inducted into the Manchester Arts Hall of Fame at a ceremony held at the Lutz Museum. As stated in the official citation, Ryan received this honor “in recognition of her dedication to, advocacy for, and achievement in the arts of the Manchester community.” She has coordinated and curated the Manchester Arts Association’s exhibit at MCC since 1990 and is an accomplished visual fine artist who paints in watercolor and oil. The citation was presented to Ryan by Jay Moran, the deputy mayor of Manchester. Ryan received her undergraduate degree from the University of Connecticut and her graduate degree from Central Connecticut State University. She has been teaching at Manchester Community College since 1981. The Manchester Arts Commission was created in 2001 to encourage and generate community participation in the development and appreciation of artistic and cultural activities, support the goals of the arts community, create new economic opportunities through the expansion of artistic and cultural programs and events and to enhance learning opportunities.

New Jersey’s Raritan Valley Community College Visual and Performing Arts Department will present the Art Faculty Exhibition, in the Art Gallery at the College’s Branchburg Campus from Oct. 5 to 23. The show is being coordinated by RVCC Art Gallery coordinator and VAPA faculty member Darren McManus. A tribute will be held to John Cage, celebrating what would have been the artist’s 100th birthday. Performances by visual art, dance and music faculty from the VAPA department will replace the normal artists’ talk. The exhibition will feature work by RVCC art faculty members representing a wide range of media, including drawing, painting, sculpture, ceramics, printmaking, video, graphic design, digital media, interior design and photography.

Susan Roth, associate professor and head of the culinary arts program at Northampton Community College, in Bethlehem, Pa., has won the Iron Chef competition at the annual Great Allentown Food Fair, her fifth consecutive victory. Her winning appetizer was mini Thai turkey burgers over rice noodles tossed with tofu, veggies, coconut milk, and eel sauce, flavored with cilantro, lime and ginger. Her judge-pleasing entrée was pan-seared semi-boneless Cornish hen over date-and-orange-infused quinoa with mole sauce.

Salt Lake Community College (Utah) Trustee Gail Miller has been named the 2012 ATHENA Award recipient. Miller will officially be presented the award at the 36th Annual Salt Lake Chamber Women’s Business Center American Express Women & Business Conference and Wells Fargo ATHENA Award Luncheon in November. Miller actively supports a variety of women’s issues, including health and wellness issues for women and children and college access for women. Miller is the owner of the Larry H. Miller Group of Companies and serves as chairwoman of the organization’s advisory board. She is actively engaged in the company’s operation, including the administration of the Larry H. & Gail Miller Family Foundation. The ATHENA International Award, sponsored by Wells Fargo, is a national award presented annually to an active member of the Salt Lake Chamber who demonstrates excellence, creativity and initiative in business, provides valuable service by devoting time and energy to improve the quality of life for others in the community, and assists women in reaching their full leadership potential.

Colorado’s Arapahoe Community College Progenitor art and literary magazine, has been selected as one of three finalists for the 2012 Magazine Pacemaker contest in the two-year institution literary magazine category.Entries were judged on the following criteria: content, quality of writing and editing, photography, art and graphics, layout and design, overall concept or theme. The Magazine Pacemaker awards are presented by Associated Collegiate Press, which is the oldest and largest national membership organization for college student journalists. The Magazine Pacemaker awards recognize general excellence in collegiate magazines and are divided into two categories: feature and literary magazines. This year, the literary magazines were judged by Graywolf Press.
Coastline Community College (Calif.) recently named Christine Nguyen vice president of administrative services. Nguyen brings more than 20 years of experience to the role. Her prior positions include director of fiscal services at Coastline Community College, as well as Budget and accounts payable manager and financial aid accounting specialist at the Coast Community College District. She has a bachelor of science in accounting from California State University Long Beach and an MBA from the University of Phoenix.

Lawrence G. Miller has been named to lead the National Institute of Staff and Organizational Development, an outreach arm of the Department of Educational Administration at the University of Texas at Austin. Miller was most recently chief academic officer and interim chief student services officer at Sneed State Community College in Alabama. His previous work in community colleges includes an eight-year tenure at Chattanooga State Community College where he was vice president for institutional advancement, and four years at Austin Community College where he headed the district’s television production area. He earned a M.Ed. at the University of Arkansas at Fayetteville in instructional technology and a B.A. in political science from Humboldt State University.

Gerald Sequeira has been selected as California’s Citrus College dean of admissions and records. Sequeira comes to Citrus College from the El Camino College Compton Center, where he served as the director of admissions and records. In this position, his duties included managing the processes of the Admissions and Records Office, as well as the Assessment Center. Sequeira holds a bachelor of science degree UCLA and a juris doctor from the UCLA School of Law. He is also a member of the State Bar of California.

The College of Southern Maryland announces the appointment of Tracy A. Harris as vice president and dean of the college’s Leonardtown Campus. Harris has more than 26 years of higher education experience, including 12 years within community colleges and 14 years with bachelor-degree universities. Most recently he served as dean of enrollment services with Prince George’s Community College. Harris received a doctorate of philosophy, community college leadership, from Walden University; a master of public administration from University of Pittsburgh with certification in personnel and labor relations; and a bachelor of science degree in administration of justice from Pennsylvania State University.

Deena Samuel has been appointed to the Guilford Technical Community College (N.C.) Board of Trustees. As the CEO of McNeill Lehman, a marketing, public relations and graphic design firm based, Samuel is responsible for strategic planning, business development, account management, and the day-to-day operations of the firm. She brings an exceptional resume to GTCC having been named the Small Business Person of the Year by the Chamber of Commerce, Triad Woman in Business by the Triad Business Journal and a Mover & Shaker by Business Leader Magazine. Samuel has an MBA from High Point University and a BS in Business Administration from UNC-Chapel Hill.
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CHANCELLOR

Central Louisiana Technical Community College

The newly created Central Louisiana Technical Community College, located in the heart of the state, offers a rare and unique opportunity for an innovative and inspiring leader. The ideal candidate will see themselves as, and enjoy being, a problem solver, relationship builder, and a strong advocate for academic quality. He or she will plan for and implement new facilities and programs. An outstanding institution depends on a leader that personifies and provides exceptional service to students. The individual we are seeking will embody strong leadership, a demonstrated commitment to improving educational access, the ability to inspire faculty, staff, and students, along with the skills to collaboratively execute a common mission and vision. The successful candidate will have an affinity for, and experience in, community engagement for both the college and the communities it serves. Community involvement and economic development are equally as important as college leadership. Economic development leaders will embrace the new chancellor and count on him or her to participate in workforce development initiatives and anticipate needs so that relevant, up-to-the-minute programs may be created or enhanced to meet the workforce needs. Fundraising will be an activity the new chancellor will prioritize and execute on an ongoing basis. CLTCC has six campuses, Alexandria, Winnfield, Leesville, Oakdale, Ferriday and Cottonport, LA.

Qualifications for the position include:

- Earned doctorate or terminal degree from an accredited institution preferred
- Minimum of 5 years successful experience at the Vice President or President/Chancellor level in an institution of higher education, preferably in a comprehensive community college
- A passion for the role and mission of technical and community colleges
- The ability to inspire and lead a complex, multi-campus organization
- A record of successful senior management experience in a fast-paced environment
- A commitment to ensuring appropriate linkages between career/technical/adult education and the transfer mission of the institution
- Experience in listening to and engaging with multiple stakeholders
- For additional information about Central Louisiana Technical Community College, please visit www.cltc.edu.
- For a full position description and application procedures, you may also visit www.acctsearches.org

Salary and benefits are competitive. The review of applications will continue until the position is filled. Candidates are encouraged to submit a complete application to www.acctsearches.org by Friday, October 19, 2012.

An Association of Community College Trustees-Assisted Search

The college is a member of the Louisiana Community and Technical College System comprised of seven community colleges, four technical community colleges and three technical colleges. Confidential inquiries regarding the application process or nominations should be directed to Dr. Narcisa Polonio, ACCT Vice President for Research, Education and Board Leadership Services at (202) 276-1983 (mobile) or narcisa_polinio@acct.org.

Executive Searches

http://www.acctsearches.org
Morton College, a successful, metropolitan community college, is the second oldest comprehensive community college in Illinois. Our Hispanic Serving Institution serves Berwyn, Cicero, Forest View, Lyons, McCook, Stickney and other communities in Chicago’s southwest suburbs. Morton College seeks a courageous, imaginative president to lead the development of a sound, resilient and reliable college financial plan in an era of lagging state support.

The College’s next president will demonstrate: (1) trustworthiness when dealing with the Board, faculty and staff, and community; (2) deep respect for teaching and learning; (3) appreciation of the roles technology can play in improving institutional effectiveness and efficiency; (4) sensitivity to accreditation criteria and process; (5) appreciation of cultural diversity; and (6) success in enhancing communities through exemplary learning, teaching and community service.

The presidential search committee will begin to review applications on Oct. 1 and applications will be accepted until the Board hires the College’s next president. The Board expects to select a president by Dec. 15, 2012.

For directions on how to apply, please see: www.MortonCollege.edu/President

Morton College is an AA/EOE.
SCIENCE & TECHNOLOGY

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