THE PIPELINE

A NEWSLETTER FOR THE COMMISSION ON STUDENT DEVELOPMENT IN THE TWO-YEAR COLLEGE

This Issue

Community College Leadership Program
Eastern Michigan University

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Preparing RAs to serve two-year campuses

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FROM THE CHAIR

Hello Commission members and welcome to 2010!

I hope that the spring term has started well for you and that you are beginning to fulfill those New Year's resolutions for yourself and your departments.

As you are probably witnessing first hand, the numbers of students who are attending community colleges have increased. Students have arrived in droves to our community colleges seeking re-training, opportunities for a new career path, or choosing to take the first two years before transferring to a bachelor program. How can our commission help you be successful at assisting students in their success? How can you help other community colleges also be successful at assisting students in their success?

The commission for student development in the 2-year college has been busy at work over the past 6 months preparing and planning for the upcoming ACPA convention in Boston March 20-24, 2010 and for the time after the convention concludes. We began by electing our class of 2010-13 directorate members. They are Deborah Anderson, Dr. Stanley Bazile, Christopher Conzen, Rashida Govan, Ashley M. Hazelwood, and George Niebling. We are excited to have these six individuals join the leadership team and look forward to incorporating their many unique ideas to promote student development in the community college sector.

We also opened up the nominations for awards and received numerous outstanding nominations! I would like to congratulate all of the award recipients: Randy Dean, recipient of the Commission for Student Development in the Two-Year College Service to the Profession Award; Marcus Peanort, recipient of the Commission for Student Development in the Two-Year College Outstanding New Professional at a Two-Year College; Onondaga Community College Office of Residence Life, recipient of the Commission for Student Development in the Two-Year

College Innovative New Program; and Tim Kirkner, Julie Levinson, and Jamin Bartolomeo, recipients of the Commission for Student Development in the Two-Year College Outstanding Use of Technology. An amazing group of individuals who we have the honor of recognizing during the upcoming ACPA convention. Please join us on March 20 from 5-7 pm at the Awards Ceremony & Leadership/Corporate Partner Reception located in Sheraton Boston Hotel, Constitution Ballroom AB.

In addition, during the convention, come join us in networking and recognition at the annual Commission for Student Development in the 2-Year College Reception on Monday, March 22nd at 9:30 pm. The dessert reception will be held at the Sheraton Boston Hotel - Beacon D. We look forward to chatting with you! If you are interested in learning more about the commission, contributing in the upcoming monograph, or would like to volunteer your ideas and/or time, please join us at the annual Commission for Student Development in the 2-Year College Open Business Meeting on Tuesday, March 23rd from 4:15 -5:15 pm in the Sheraton Boston Hotel - Constitution A meeting room.

I am excited about what lies ahead for community colleges and for this commission. If you have questions, please do not hesitate to contact me. I look forward to working with all of you.

Lisa S. Kelsay
2009-2012 Chair, Commission for Student Development in the Two-Year College

Did you know that our Commission has a Facebook page? Join today! This is an easy way for you to interact with other members of the community college community, pose questions pertinent to things happening on your campus, and contribute to conversations about all things community colleges. As the Convention draws closer we will be sending updates about related events and programs, so I encourage you to join and stay informed. Click the link or image above to join.

CONVENTION 2010:
COMMISSION MEETINGS AND PROGRAMS

Making a Difference: Careers in Two-Year Colleges
Monday, March 22, 2010
8:45 AM - 10:00 AM
Sheraton Boston Hotel, Fairfax A

Student Development in Community Colleges:
Innovative Ideas, Revolutionary Results
Monday, March 22, 2010
2:45 PM - 4:00 PM
Sheraton Boston Hotel, Liberty B

Convention Showcase
Monday, March 22, 2010
6:30 PM - 8:00 PM
Marriott Copley

Commission for Student Development in the 2-Year College
Reception
Monday, March 22, 2010
9:30 PM - 11:00 PM
Sheraton Boston Hotel - Beacon D

Behavioral Intervention Teams: Innovative Approach to
Addressing Student Behavioral Issues
Tuesday, March 23, 2010
2:45 PM - 4:00 PM
Hynes Convention Center, 200

Commission for Student Development in the 2-Year College
Open Business Meeting
Tuesday March 23, 2010
4:15 PM - 5:15 PM
Sheraton Boston Hotel - Constitution A

REQUESTED TOPICS FOR
FUTURE PROGRAMS AND
NEWSLETTER ARTICLES

Welcoming Veterans Back to Campus

Spotlighting CC in Convention City

Behavioral Interventions

Transfer Strategies

Public Policy

Retaining Online Students

Retention and Orientation Resources

COMMUNITY COLLEGE LEADERSHIP PROGRAM

Eastern Michigan University Graduate Certificate
by Jeffrey Klein

With the changing landscape of two-year colleges, many institutions are recognizing the need for more contemporary executive and instructional leadership. The Community College Leadership (CCL) Graduate Certificate at Eastern Michigan University (EMU) is designed to meet the needs of two-year colleges. Housed in the Department of Leadership and Counseling, the CCL program offers students a combination of online, face-to-face, and hybrid class formats to reach a variety of current and aspiring community college professionals. The curriculum includes a strong emphasis on linking theory with practice and research while providing students with instructional leadership, peer collaboration, and professional growth. The flexibility of the program accommodates students who desire to embark on graduate course work while working full-time. The course offerings reflect a variety of evening and weekend classes. The CCL Graduate Certificate is also a very cost-effective choice for anyone pursuing an advanced graduate degree in Higher Education. Up to 12 credit hours of the CCL Graduate Certificate can apply toward the master's, specialist, or doctoral program in Educational Leadership.

Since many community colleges are reflecting a significant increase in enrollment for this upcoming fall semester, as well as the predicted retirement of many community college presidents within the next seven years, the need for leadership in the two-year sector is growing. The CCL Graduate Certificate at EMU is an 18-credit program (12 credit hours of basic concentration with 6 credit hours of electives). This allows for students who are working full-time while enrolled at EMU to be able to complete the CCL Graduate Certificate within a relatively short period without compromising educational integrity. With the decline in the number of advanced graduate degrees in community college leadership over the last two decades, the need for a well-crafted community college leadership program is increasing.

Anyone interested in additional information should contact Dr. Eboni Zamani-Gallaher, coordinator for the Community College Leadership Graduate Certificate at Eastern Michigan University.

This article is part of a series of profiles featuring degrees, certificates, and training programs that foster leadership in and for community colleges.

CCL PROGRAM INFORMATION

Name of School:	Eastern Michigan University
School Location:	Ypsilanti, M
Type of Program:	Graduate Certificate
Specializations/Emphases:	Community College Leadership
Program Format:	On-campus
Admissions Deadline:	F: 8/1, W: 12/1, Sp: 4/15, Su: 6/15
Program Website:	Graduate Certificate Catalog Page

BEST PRACTICE

Preparing RAs to serve two-year campuses
by Cathy Dotterer and Parker Gallo

As enrollment surges at community colleges, the trend to residential housing continues to grow. The availability of on-campus housing offers students an opportunity to have a richer college experience while still accessing the affordability and convenience that are the hallmarks of community colleges.

However, it isn't only luggage, large screen TVs, Xbox games and extension cords these new residents bring. The students also present a big challenge for the college and their resident assistants (RAs). Indeed, the residential buildings become a new environment for the college to house programming that fully supports a holistic approach to student growth and development. And unlike four-year institutions where the RA staff generally comprises junior and senior level students, RAs at two-year institutions who lead programming, counsel students and serve in leadership capacities are (for obvious reasons) first and second year students.

What this means for student services is that RAs overseeing and presenting programs may be at the same development level as the residents the programs aim to reach. Given that fact, it's important to ensure that programming responsibilities meet two parallel goals: 1) The RA is well-trained to deliver a program that they can lead with a sense of authority. 2) Through the program delivery, RAs can build upon their own individual understanding of the topic.

Onondaga Community College (New York) first opened its residence halls in fall 2006, and since then we have learned a great deal about what works and what doesn't. The college's ultimate goal was to have only second-year students serve as RAs. This proved difficult to attain and did not allow us the luxury of having an RA for longer than one year. Out of necessity, we reassessed that stance and looked at potential RAs as those who had completed one semester of on-campus living in addition to the leadership attributes that all residence life programs seek.

As a community college that serves a transitory population, we have found that this is the ideal, but that all good plans need to have flexibility. This year, we opened with four first-semester, first-year RAs, and with the appropriate training, mentoring and supervision, they are flourishing. They bring a fresh perspective about the kinds of programming that they feel is necessary during that critical first year.

In developing the program model, we made sure to link institutional factors with commonly accepted student development theory. The resulting model has a solid base that specifically addresses student development and is linked to Arthur Chickering's Seven Vectors of Student Development. With the theoretical foundation and goals of residential programming clarified, six target areas were identified for student growth and development: Scholastic achievement, positive lifestyles, acceptance, community awareness, essentials and social growth, which collectively make up the college's SPACES model.

Through this simplified process, RAs become facilitators of developmental learning without having to fully understand the link to Chickering's Seven Vectors.

The scope of SPACES allows a residential student the opportunity to attend programming each month across the six target areas. These categories are fully defined in the model in order to assist RAs in directly addressing student needs while still having creative autonomy.

The staff is crucial in implementation and development of the programming. As programming is a job requirement for each RA, OCC's office of residence life and its department of student services are in charge of overseeing and monitoring the program. Each RA meets weekly with his or her residence hall director, and programming is a constant on the agenda.

Sessions during RA training allow for brainstorming and tentative scheduling of programs throughout the semester. By the time students arrive in the residence halls, each RA has his or her semester of programs set. From then, it becomes a joint, ongoing effort between the RA and the residence hall director to tweak and schedule programs that complement the needs of the residence hall.

Following each program, students are asked to complete a short feedback form. While the feedback is not a formal assessment tool, it is a good indicator for staff to identify areas that are succeeding and those areas that have had challenges and are in need of more refinement.

Many students arriving on campus are not well prepared to live on their own and have trouble transitioning to on-campus living. As student development professionals, we have the opportunity to enhance students' college experience and personal development through an intentional programming model that works for first- and second-year students. If we take the time to understand our students' needs—including those of our incoming RAs—we can create and implement strategic programming in a way that not only impacts student success and satisfaction but also promotes student growth and development.

SPECIAL TOPICS

Undocumented students access to higher education
by Patty Munsch

Undocumented Students Access to Higher Education
An estimated 1.1 million undocumented children attend school each year in the United States and approximately 65,000 of them graduate from high school (Pew Hispanic Center, 2009; Urban Institute Immigration Studies Program, 2003). It is estimated that 13,000 of undocumented high school students continue on to college each year (Pew Hispanic Center, 2009; Urban Institute Studies Program, 2003). An undocumented student is an individual enrolled in an educational system within the United States and they do not have proper authorization to be living in the United States (Dozier, 2001). Undocumented people are commonly referred to as illegal aliens. Undocumented students are often brought to the United States by their families who overstay their tourist visa and then become undocumented (Gonzalez & Plata, 2003).

Undocumented students face many obstacles in accessing and persisting through college to earn a degree. Students must understand the current policy of the state in which they reside regarding tuition differentials and then find a means to pay for the potential increase in tuition (Szelenyi and Chang, 2002; Gray, Rolph and Melamind 1996). Many undocumented immigrants, like their peers in lower socio economic groups, need to overcome the lack of college readiness both in knowledge about the college system and in academic preparation (Auerbach, 2006; Tomas Rivera Policy Institute, 2002). They may need to balance the responsibilities of living with their families with their academic coursework (Murphy, 2006), and overcome the lack of support from the federal government (Horwedel 2006, Urban Institute Studies Program, 2003). These obstacles create barriers for undocumented students interested in pursuing higher education.

Szelenyi and Chang (2002), using the 2000 Current Population Survey found that 67% foreign-born individuals over the age of 25 had a high school education while 87% of native-born individuals over the age of 25 had a high school education. The lack of high school educational attainment decreases access to college education. Bailey and Weininger (2000, 2002) in a study of community college students found that only 39% of immigrant students who received a high school diploma from a U.S. high school went on to complete an Associates degree. The study found that U.S.-educated immigrant students were less likely to complete their Associate degree or transfer to a four-year institution when compared with immigrants who completed their K-12 education in their home country.

Dozier (2001) conducted a similar study comparing the achievement of documented F1 international students and undocumented students in an urban community college in New York. The F1 international students were better prepared and graduated at higher rates than the undocumented students. The U.S. - educated undocumented students needed remediation in high levels; 68% needed remedial reading coursework, 75% needed remedial writing coursework, 64% needed remedial math coursework. Forty eight percent of undocumented students were likely to shift between full and part-time coursework. The mean grade point average for the undocumented students was 2.43 with only 2% of undocumented students receiving academic honors. Additionally, Dozier (2001) points out that undocumented students fear being deported, express feelings of loneliness, and isolation.

The second issue surrounding undocumented students' access to higher education is tuition differentials. A review by Szelenyi and Chang (2002) found two key issues that hinder access to college for undocumented students, tuition differentials at state funded institutions and financial aid. The first, tuition differential, refers to higher tuition rate that is paid by a certain population of students on a college campus including out-of-state students and undocumented students. Gray, Rolph and Melamind (1996) studied policies of 14 institutions of higher education and found that undocumented students could not qualify for in-state tuition rates at any of the 14 institutions. The study revealed that even in states that did not have a residency requirement, because of the maze of rules surrounding the eligibility for in-state tuition rates, many undocumented students continued to pay the higher tuition rate (Gray et al., 1996).

Currently, ten states provide undocumented students with access to in-state tuition rates, allowing undocumented students to pay the same for their education as their native peers (Kaushal, 2008). Also, 14 additional states are debating legislation allowing for undocumented students to pay in-state tuition rates. However, due to the current post 9/11 political climate, legislation supporting undocumented students is becoming unpopular. Kaushal (2008) studied the effects of in-state tuition rates on Mexican undocumented students. The research found that states that support in-state tuition rates for undocumented students had 37% increase in the number of undocumented Mexicans with some college education. In addition to the lack of clarity surrounding tuition rates, undocumented students are not eligible to receive federal or state aid. Undocumented students cannot

receive any federal sources of aid for their education (Szelenyi & Chang, 2002, Alexander et al., 2007).

The legal status of undocumented students is an important factor in understanding the scope and breadth of the experiences of this population. The Development, Relief and Education for Alien Minors Act or the DREAM ACT were originally introduced in 2001 and since then have been re-introduced seven times. Most recently the DREAM ACT was introduced on March 26, 2009 in both the Senate and the House of Representatives. (National Immigration Law Center, 2009). The DREAM Act is bipartisan legislation that would permit students who grew up in the United States and attended a high school here to attend college here despite their immigrant status. These students, who derive their immigration status from their parents who were often undocumented, have no legal means to attend institutions of higher education. The legislation would allow students to apply for temporary legal status and eventually obtain permanent status and allow them to be eligible for citizenship. It would allow students access to citizenship and future employment and it would have provided access to the necessary financial aid (Romero, 2005; Hermes, 2008).

Undocumented students are more likely to attend a community college than any other form of higher education (Horwedel, 2006). In a recent study of Texas Community Colleges, researchers examined the correlation between undocumented students and the community college system (Jauregui et al., 2008). The study found that the number of undocumented students has continued to increase over the past seven years. The research cited the causes for the continued increase in this specific population, including tuition cost, open-access philosophy, and presence of a diverse student body and ease of admissions process.

Szelenyi and Chang (2002) found access and tuition were leading reasons for immigrant students to choose community colleges. As discussed above, undocumented students often do not have access to financial aid. Community colleges, with the lowest levels of tuition, provide the most access to this population of students. Community colleges offer immigrant students an opportunity to gain access to higher education in an environment that provides the necessary services such as remedial courses, English as a second language curriculum, with the most affordable tuition.

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National Immigration Law Center. (2009). *DREAM act summary* Washington, DC: Bernstein, J.

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Szelenyi, K., & Chang, J.C. (2002). ERIC review: Education immigrants: The community college role. *Community College Review, 20*, 55-73.

Tomas Rivera Policy Institute. (2002). *College knowledge: What Latino parents need to know and why they don't know it.* Clarmont, CA: Tornatzky, L. G., Cutler, R., & Lee.

Urban Institute Immigration Studies Program. (2003, November). *A profile of the low-wage immigrant workforce* (Issue Brief No. 4) Washington, DC: Capps, R., Fix, M., Passel, J.S., Ost, J., & Perez-Lopez, D.

2009-2010 AWARDS

**Outstanding Service to the Profession: Randy L. Dean | Richard Land College**

There are many individuals that you see each year at convention that you recognize but you may not remember. Randy Dean is an individual that you remember. He is a leader in the field of student affairs at the two-year college and a dedicated member to the Commission for Student Development at the Two Year College. Upon my foray into working at a Two Year College, Randy was always someone I could turn to for professional advice and guidance. From the first Commission meeting that I attended I found Randy's good nature, positive outlook, and high regard for the mission of two-year institutions motivating. A graduate of community college Randy not only represents the work of our profession but also demonstrates the strength of the educational foundation that is instilled at the community college. I believe that Randy is deserving of this award because of his continued service to the Commission for Student Development at the Two-Year College he has served in various leadership positions and is currently the outgoing Chairperson. I know that even upon the completion of his term that Randy will continue to serve as a resource, mentor and leader for student affairs professionals in the two-year colleges.

Outstanding Use of Technology: Tim Kirkner, Julie Levinson, Jamin Bartolomeo | Montgomery College

Montgomery College is a large multi-campus community college that serves a large number of new and continuing students each summer. It can become very overwhelming, especially during the peak registration time. Prior to the creation and implementation of eMAP the only option students had was a two-hour in-person program. The idea of eMAP grew out of the need to integrate more technology in our group advising process and to assist students in getting the same information as they would in-person, but make it more convenient for them. A byproduct of that is the amount of human resources needed to conduct the in-person sessions would be reduced as well. Clearly this online tool is essential to our work as academic counselors which shows the relationship it has to student affairs in the two-year college. Some of the highlighted features of this tool is that it does not require a login or password, students can access the information again and again an d it is easy for students to follow. The team used Flash to make the site very engaging and eye catching, as well adding audio and music. There are appeals to the various learning styles and at the end of each module there is a quiz that ensures that students understand the information they received. Finally this college-wide collaboration brought together students, counselors, the assessment center and the technology department. This outstanding resource can serve as a model for other institutions interested in shifting the format of their student advisement process. It can be accessed by visiting:
http://www.montgomerycollege.edu/emap/emap.html
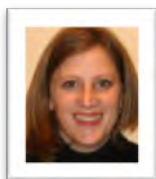
Outstanding New Professional at a Two-Year College: Marcus Peanort | Montgomery College

Marcus joined the faculty ranks at Montgomery College in 2005 as a counselor and professor. As one of several individuals newly hired that year, Marcus set himself apart by helping students displaced by Hurricane Katrina transition to Montgomery College. Although new to the college and role, Marcus assisted the students in their quest to continue their education, while also lending them support in dealing with the recent devastation they had experienced. As a result, Marcus became instantly known by administrators and colleagues as a go-to person. Students (and parents) seek him out for advice and guidance, and colleagues look to him for leadership. Excellent educator, compassionate counselor, and superb student advocate are just a few expressions that I would use to describe Professor Peanort. He is truly committed to the success of all Montgomery College students, and works diligently to ensure that they have the tools and resources necessary to accomplish their goals. His commitment to students is recognized by all who come into contact with him. Marcus is truly a dedicated student development educator.

Innovative New Program Award: S.P.A.C.E.S. | Onondaga Community College Office of Residential Life
S.P.A.C.E.S.   Scholastic Achievement, Positive Lifestyles, Acceptance, Community Awareness, Essentials and Social Growth is a new programming model for Residence Life developed and implemented in the 2009-2010 academic year. The intent is to purposefully connect the College Mission to a theoretical framework that recognizes that student development happens on a continuum and that successful development emphasizes holistic rather than compartmentalized growth. In other words, while in College it is expected that students will expand their fund of knowledge academically. It is equally important that their personal growth and all the dimensions that contribute to that (mental, physical, spiritual, social, etc.) are offered the same opportunity for expansion. Residence Life is in the process of reinventing itself after just three full years of operation. It was recognized that Onondaga, as a two-year institution, had an opportunity to excel in the provision of residential life services and could, if done right, become a model for other two year institutions who often struggle with building a sense of community as well as maintaining a strong staff due to the brief amount of time that students remain at a 2-year college.

NEW DIRECTORATE MEMBERS

Deborah Anderson serves as Vice Chancellor of Student Affairs at Ivy Tech Community College, a statewide community college system, specifically for the Southwest Region, which serves nine counties and an annualized headcount of over 7,000. In 2006, she was initially hired as Director of Student Success and Retention and served as Interim Dean of Student Affairs from Nov. 2006 to Feb. 2007 and was appointed Dean of Students effective March 1, 2007. (Statewide, the 14 regional Deans of Student Affairs experienced a title change last year.) Her areas of administrative responsibility include Admissions, Career Services, Disability Services, Financial Aid, Judiciary, New Student Advising, Student Life, Student Success and Retention and Wellness and Fitness. Deborah holds a B.S. in Journalism from the William Allen White School of Journalism, a B.A. in Italian Studies and a M.S. in Educational Administration (Student Personnel) from The University of Kansas.

Stanley Bazile received a Doctor of Philosophy from Penn State University, and both a Masters and Bachelors from Stony Brook University. Stanley has spent the majority of nine years as a higher education administrator trying to provide students with an environment that allows them to self-actualize and succeed. He believes this is critical in any student's success. His successful journey as a college student was greatly aided due to the dedicated administrators at his undergrad. Currently, he is the Director / Assistant to the Vice President of Academic Affairs and Enrolment Services at Cumberland County College. Additionally, he maintains an active research agenda that examines student retention, transfer and success of community college students. His dissertation topic examined high-achieving students of color who transferred from two-year institutions to selective predominantly white institutions.

Christopher Conzen is in the midst of his fourth year as the Director of Campus Activities and Student Leadership Development at Suffolk County Community College's Eastern Campus. He earned a B.A. in Social Work from The Catholic University of America and a M.Ed. in College Student Personnel from The University of Maryland College Park. He is currently working on an Ed.D. in Higher Education Administration through Nova Southeastern University. While at SCCC, he has helped to develop a number of leadership initiatives, including a summer leadership retreat grounded in the Social Change Model of Leadership, an emerging leaders program for 2nd semester first-year students, and a Peer Mentor program.

Rashida Govan earned her master's degree in College Student Personnel from the University of Maryland and has worked in higher education for more than a decade in enrollment and student services. Her last position held was Senior Director of Student Life at the Community College of Baltimore County during which time she also served as the Maryland Community College Activity Director's Association. Her research interests center on college access issues. She is currently the Graduate Assistant to the CEO of the University of New Orleans Charter Schools and serves as the research intern to Urban League College Track afterschool program.

Ashley Hazelwood is a second year student in the College Student Affairs Program at Penn State and Graduate Assistant for the S-Plan Program. Support, Survival and Success (S-Plan). S-Plan is a program for African American and Latino students who are new to Penn State. S-Plan mentors work to promote healthy decision making among first year African American and Latino students while helping these individuals become acclimated to Penn State. While at Boston College, during her undergraduate career, she gained valuable experience in the areas of diversity, multiculturalism and social justice. While here at Penn State, she has had the opportunity to work with students of underrepresented populations. She has dedicated her career to creating environments in which access and equity in education is a reality for all students regardless of race, socioeconomic status, class, sexual orientation, etc.

A dedicated student affairs professional, **George Niebling** currently serves as Strategic Initiatives Director at the University of North Texas (UNT). In this capacity he works closely with the National Institute for the Study of Transfer Students (NISTS). He has a keen understanding of the role of intentional student development work in community colleges. Prior to working at UNT, Niebling served as an adjunct instructor at Tarrant Country College and as faculty and an administrator at Texas State Technical College (TSTC). A doctoral candidate, Niebling holds degrees from the University of Texas at Arlington (BA) and Abilene Christian University (MA).

NEWSLETTER SUBMISSION INFORMATION

The Commission on Student Development in the Two-Year College publishes an e-newsletter two times a year. The e-newsletter's purpose is to further the commission's mission by providing both a tool for communication as well as a resource for information relevant to student development in the two-year college.

Next submission deadline: August 1, 2010

Submission Guidelines

- This informal newsletter does not require an exhaustive adherence to APA format, but if you include references, please list them in APA format.
- The newsletter welcomes a wide variety of submissions including relevant announcements, short articles about campus practice, opinion pieces, previews of upcoming presentations (i.e. Convention) and original research.
- Submissions are due in the form of a Microsoft Word document, .txt file, or other Microsoft Office-friendly format.

Article Topics

Though the newsletter welcomes various types of article submissions, the following types of articles and their individual requirements will be featured more regularly in the newsletter effective Spring 2010.

Make a Difference (500 word maximum/submission)
This section of the newsletter is an opportunity for you to talk about ways that community colleges or perhaps your own community college has made a difference in the lives of students, the community, or in the field. This article should also be tied into the theme of the next convention.

Best Practices in Community Colleges (500 word maximum/submission)
This section can be used to inform fellow professionals on how to accomplish a certain task, develop a type of program, advise a certain type of student, or improve the functioning of their office through practices that the writer deems as exemplary.

News for Community Colleges (750 word maximum/submission)
Given that current events and trends can have a direct impact on the work we do in student development, it is important for us to be knowledgeable about them in order to be prepared. This section of the newsletter allows article submissions to highlight or synthesize the national concerns that can affect us locally.

Professional Development Resources (250 word maximum/submission)
Sometimes we face the problem of not having enough resources relevant to the problems we face. However, sometimes we also have the problem of having too many resources and not enough time to sift through them in order to find the best information. This section is an opportunity for you to review articles, websites, or any other resource that would be helpful to professionals in the field.

Book Review (250 word maximum/submission)
Similar to the Professional Development Resources section, the newsletter is looking to help point professionals to helpful books that will serve as key resources.

Profile of a Community College Leader (250 word maximum/submission)
Whether it be the director in your office or the president of your institution, we're looking to feature leaders in the field who have interesting stories about their time in the field and the contributions they've made. This may take the form of a biography or an interview.

Spotlight on a Convention Community College (250 word maximum/submission)
This section simply features a community college in the host city of the upcoming convention. The article can discuss the history of the college as well as any achievements or programs that it might be known for locally.

Thanks for reading!