

THE PIPELINE

A NEWSLETTER FOR THE COMMISSION FOR TWO-YEAR COLLEGES

This Issue

From the Chair of the Commission for Two-Year Colleges

Engaging Students with a International Short term Program

ACPA 2015 Tampa Wrap-Up

Arrupe College of Loyola University Chicago

#ACPA16 Programs and Events

Upcoming Professional Development Opportunities

New Books

FROM
THE
CHAIR



Morgan State University, ACPA, and the National Council on Student Development (NCSA) co-hosted our first Two-Year Community College drive-in conference entitled **Theory-to-Practice-To-Outcomes: Community Student Development Theory to Community College Practice**. Presentations highlighted the critical importance of integrating theory into our everyday practice, in turn improving student development and improving outcomes. The event was a huge success and planning for the 2016 Two-Year College Conference has already started.

This past Spring and Summer have been an exciting time for ACPA and The Commission for Two-Year Colleges. In March, two-year professionals from across the country came together during the 2015 Convention in Tampa, Florida to hear presentations on assessment, student affairs/faculty collaboration, and Identify Development. We had a great turnout for our annual Convention Commission Reception, which, thanks to the beautiful weather was held poolside at the Tampa Marriott. A special thanks goes out to our reception sponsors. The National Society for Leadership and Success so generously provided delicious appetizers and drinks. Event planning assistance, personalized invitations, and all event marketing materials were sponsored by CAMPUSPEAK.

The Commission has also been hard at developing a number of professional development resources for our two-year members. Social Justice Chair, Dell Hagen Rhodes collaborated with Baltimore County Community college colleague John Lawton to develop a 3-part blog on Social Justice. Past Chair Patty Munsch authored a blog discussing the importance of Open Access. Dr. Munch at work co-authoring a white paper on developmental education that will be released soon. Finally on July 16th, the Commission for Two-Year Colleges along with

Looking ahead, I am excited about what the fall semester will bring. The spotlight on two-year colleges and the important work being done will continue to shine and in all likelihood, will grow brighter. Legislation centered on free community colleges, access, and completion, are already a hot campaign topic for Presidential candidates. Now more than ever, Two-year colleges play a critical role in post-secondary education and student success.

As for the Commission, directorate and commission member continue to hard at work creating more resources and professional development opportunities for our members. In the coming months, the Commission will be hosting more webinars addressing important issues effecting two-year colleges, writing blog posts and articles, and adding more resources to our webpage. Finally, registration is open for the 2016 ACPA Annual Convention in Montreal. The call for programs has also gone out. I hope you will be joining us in Montreal.

Best Wishes on a great semester.....

Shammah Bermudez
Commission Chair
Commission for Two-Year Colleges

Best Practices in Community Colleges

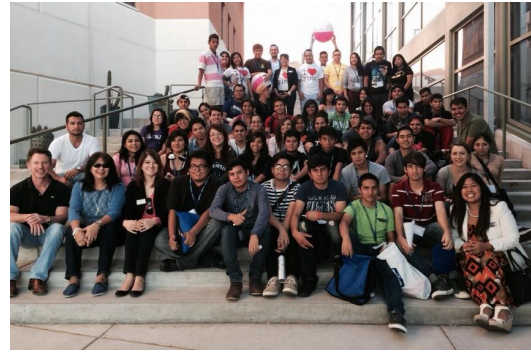
Engaging Students within an International Short Term Program

Dr. Daisy Rodriguez Pitel, Ph.D.

Pima Community College (PCC) located in Tucson, Arizona was one of six U.S. community colleges to participate in an international pilot program with Mexico called *SEP-Bécalos-Santander Universidades* which PCC fondly refers to as *Bécalos*. *Bécalos* is an International Program and Partnership, in collaboration with Fundación Televisa, and is part of the US 100,000 Strong for the Americas Global Initiative. 50 students from Mexico were selected to attend Pima Community College during the Fall 2014. This initiative not only focused on strengthening global academic experiences and building regional partnerships that support lifelong relationships but it also emphasized the value of student engagement.

Students from three technological bilingual universities from different states in Mexico participated in the *Bécalos* International Program at PCC. Students were enrolled in STEM related courses and an English as a Second Language (ESL) course designed specifically to strengthen their understanding of STEM materials. To maximize their English language skills and educational experience, PCC formed Conversation Partners for each *Bécalos* student and Conversation Groups.

PCC developed a comprehensive educational plan which included a strong academic focus, meaningful co-curricular opportunities, and a structured support system. PCC's *Bécalos* International Program centered on student engagement, emphasizing multiple ways a student can have a meaningful higher education experience and be integrated into the campus and local community. PCC developed a "Co-Curricular Engagement Certificate" where each student was responsible for participating in experiential learning activities within four categories: Leadership Development, Civic Engagement, Career Development, and Social/Intellectual Development. Within each category, students needed to complete a minimum of three activities and were regularly provided a list of opportunities to engage in.



Some of the co-curricular engagement requirements included joining at least one student organization (attending meetings and club events), participating in the Pima Leadership Institute (series of 10 leadership workshops), and attending career development related workshops.

PCC developed "P.E.E.R.S.", a student ambassador program that focused on providing the *Bécalos* students with **Positive, Educational, Engaging, Resource, and Support**. Prior to the arrival of the *Bécalos* students, a P.E.E.R.S. recruitment, selection, and training process was established. After interested students completed an application and were interviewed, twelve P.E.E.R.S. were selected and participated in a half-day training and orientation program to prepare for the arrival of the *Bécalos* students. P.E.E.R.S. were broken up into four teams and each team was responsible for 12 *Bécalos* students. The primary responsibility of the P.E.E.R.S. was to provide peer support, plan outings, organize educational workshops, and serve as an educational resource.

Lastly, a critical component of the PCC *Bécalos* Program that contributed to its success is the responsiveness and collaborative partnership between the PCC faculty, staff, and students involved. From the moment the *Bécalos* students arrived until the day the last student boarded the airplane to return home, it was evident that PCC cared about each student's experience. What made this effort successful is the intentional ways that PCC worked with one another to think through the entire student experience and the commitment of each individual, student, faculty, staff, and community member alike, to welcome, accept, and value each *Bécalos* student.

Upcoming Professional Development Opportunities


2015 Presidential Symposium:
Fulfilling Our Promises to Students: Fostering and Demonstrating Student Success
September 29, 2015



Gavin Henning




Fashion Institute of Technology, NYC




Pennsylvania College Personnel Association
Serving Student Affairs Professionals in Higher Education in Pennsylvania

www.pcpa.net

PCPA 34th Annual Conference Gettysburg 2K15
October 23-25, 2015
Wyndham Gettysburg Hotel
Gettysburg, PA 17325
<http://www.pcpa.net/conference.html>



ACPA Arizona
Collaborate/Innovate:
AzACPA/Arizona NASPA Annual Conference
October 27, 2015 @ ASU West-Glendale Arizona
<http://az.myacpa.org/events/>



NCCPA Annual Conference
Elon University
October 29-30th, 2015
<http://nc.myacpa.org/>

Investing in the Present
to Thrive in the Future

The ACPA Commission for Two-Year Colleges

The Commission for Two-Year Colleges is directly concerned with issues relevant to student development programs at two-year institutions. Additionally, it is designed to promote the improvement of student development programs; enhance the professional development of student development personnel; and serve as an advocate for student development programs at two-year institutions.

The Commission Two-Year Colleges enhances your work with students by:

- Giving you access to our e-newsletter, published two times a year, which keeps you updated on current student affairs issues relevant to two-year colleges.
- Providing professional development opportunities through sponsored programs at ACPA's annual convention, commission-sponsored regional workshops, and co-sponsored programs with other national student development in two-year college focused organizations.
- Affording opportunities for you to network with other student development professionals via the Internet, conferences, and workshops.
- Connecting you to job placement opportunities through ACPA's placement services.
- Providing access to research awards for student development for two-year college professionals.

Providing opportunities for you to dialogue with other college student development professionals from diverse cultures and backgrounds.



If you or someone you know is interested in joining the Commission or would like more information on how to get involved please contact:

Shammah Bermudez
Commission Chair
sbermudez@dccc.edu
Phone:484-237-6251

You can also visit our Commission Webpage for more resources and information
<http://www.myacpa.org/commtwoyear>

ACPA TAMPA 2015

CONSIDER. COLLABORATE. CREATE. COMMIT.



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, get convention updates, pose questions pertinent to things happening on your campus, and

ACPA TAMPA 2015

CONSIDER. COLLABORATE. CREATE. COMMIT.





ARRUPE COLLEGE OF LOYOLA UNIVERSITY CHICAGO

Arrupe College of Loyola University Chicago is a two-year associate's degree program designed to serve the needs of a very specific group of Chicago-area students. The ideal Arrupe student is someone who is determined to succeed in the classroom, but may need a little extra academic support in order to do so. Arrupe students must also demonstrate strong financial need.

In Fall 2015, Arrupe will open its doors to help students with limited financial resources begin their college careers. The program, which will lead to an associate's degree in one of three concentrations, is for motivated students who may need a little extra help in the classroom. That's why Arrupe features small class sizes, extensive one-on-one contact with faculty members, and support staff who are committed to one thing: helping students succeed

AFFORDABLE

Arrupe students will receive extremely generous financial aid packages—money that never has to be paid back. It is expected that at least 90 percent of students will carry no debt after completing the program.

RIGOROUS

This is an intensive program designed to build critical thinkers and disciplined leaders. Students attend Arrupe from 9 a.m. to 5 p.m. four days a week and complete the bulk of their out-of-class work in school.

PRACTICAL

Students who complete the program graduate with an associate's degree. They can then transfer all of those credits to any of the 100+ Illinois institutions that are members of the Illinois Articulation Initiative.

SELECTIVE

ACT scores of 17–22 will be the initial cut-off for consideration. Other factors include motivation for college as well as the student's resilience and capacity for perseverance



INNOVATIVE

Faculty and staff will receive specialized training to ensure that all members of the Arrupe community share common goals and values. To ensure financial literacy, counselors will advise families about college costs *before enrollment*

STUDENT BODY

The goal is to open in Fall 2015 and gradually build to an enrollment of about 200 new freshmen a year.

CURRICULUM

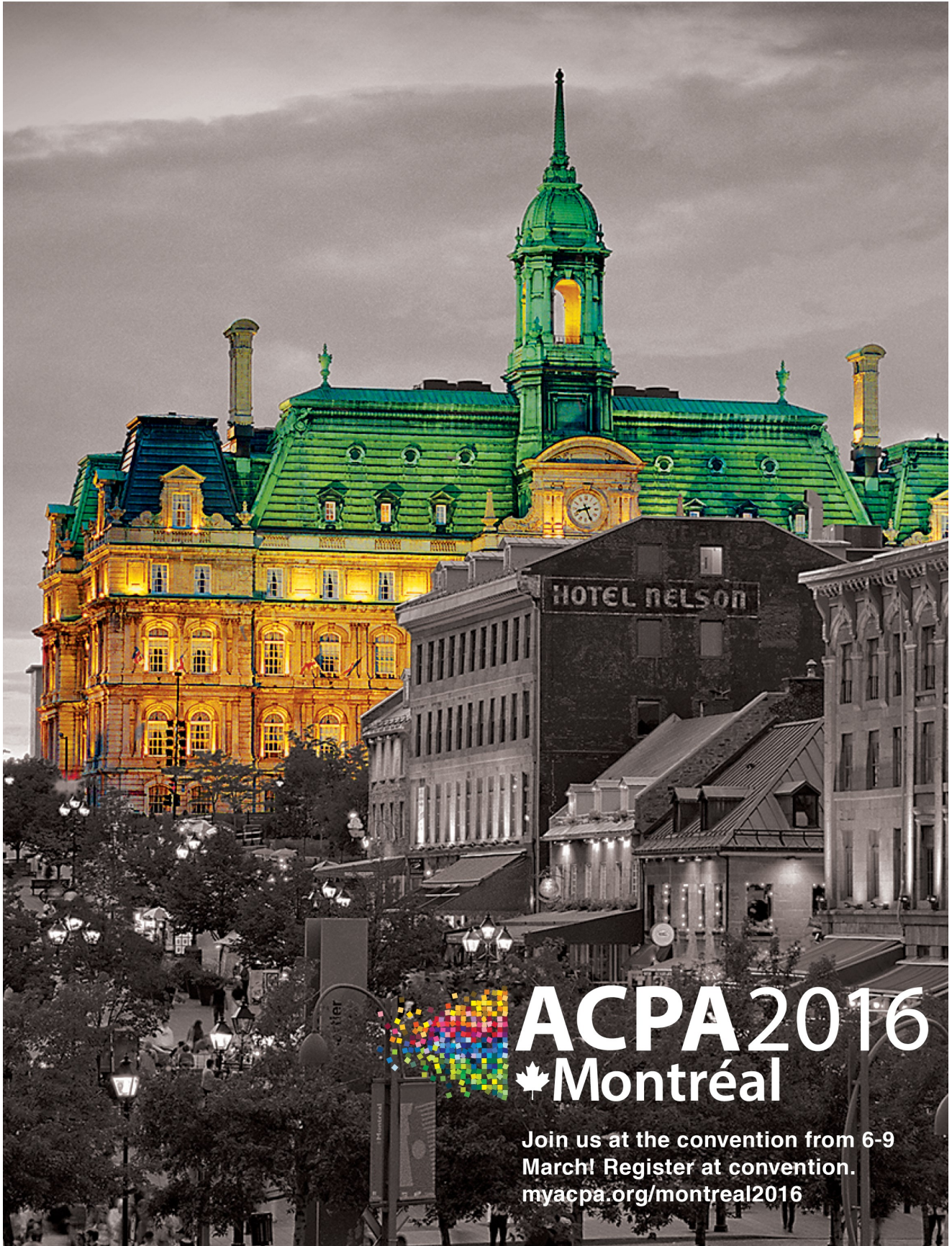
The program focuses on the standard core curriculum for all Illinois four-year institutions, including oral, written, computational, and critical thinking skills. Students can choose from three concentrations—Arts and Humanities, Business, or Social and Behavioral Sciences—and must complete 61 credit hours to earn their associate's degree.

SCHEDULE

Each student will be in a group of 20–25 students and take two courses per eight-week term, with a total of five terms per year. Each course will meet for three hours twice a week—either Mondays/Thursdays or Tuesdays/Fridays, leaving Wednesdays for planning and review sessions, special programs, meeting with faculty, or working outside of school.

For more information, please contact:

**ARRUPE COLLEGE
OF LOYOLA UNIVERSITY CHICAGO**
Rev. Stephen Katsouros, S.J.
Dean and Executive Director
Maguire Hall 514



ACPA 2016 Montréal

Join us at the convention from 6-9
March! Register at convention.
myacpa.org/montreal2016



ACPA 2016 Montréal

Call for Programs

The #ACPA16 Program Proposal Submission Process is Now Open!

Submit your program proposal today!

Your involvement is needed to make #ACPA16 an educational success and a transformative learning experience for all! Submit a convention program proposal by **Friday, 4 September, 2015**.

Submit a Program Proposal for #ACPA16, by yourself or with colleagues:

The program proposal process is now open, and we want you to consider submitting one or more of the following program types. To learn more about #ACPA16 program types goto:

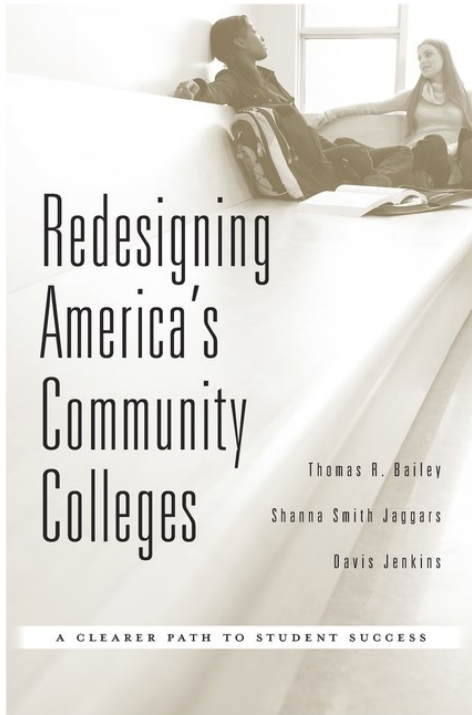
<http://convention.myacpa.org/montreal2016/submit-a-program-proposal/>

Program Categories

- General Educational Session Program
- Extended Educational Session Program
- Sponsored and Co-Sponsored Programs
- Research Paper
- Research Poster
- Theory-to-Practice Poster
- Genius Labs
- Pecha Kucha Powered by ACPA



Redesigning America's Community Colleges



In the United States, 1,200 community colleges enroll over ten million students each year—nearly half of the nation's undergraduates. Yet fewer than 40 percent of entrants complete an undergraduate degree within six years. This fact has put pressure on community colleges to improve academic outcomes for their students. *Redesigning America's Community Colleges* is a concise, evidence-based guide for educational leaders whose institutions typically receive short shrift in academic and policy discussions. It makes a compelling case that two-year colleges can substantially increase their rates of student success, if they are willing to rethink the ways in which they organize programs of study, support services, and instruction.

Community colleges were originally designed to expand college enrollments at low cost, not to maximize completion of high-quality programs of study. The result was a cafeteria-style model in which students pick courses from a bewildering array of choices, with little guidance. The authors urge administrators and faculty to reject this traditional model in favor of “guided pathways”—clearer, more educationally coherent programs of study that simplify students’ choices without limiting their options and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost.

Distilling a wealth of data amassed from the Community College Research Center (Teachers College, Columbia University), *Redesigning America's Community Colleges* offers a fundamental redesign of the way two-year colleges operate, stressing the integration of services and instruction into more clearly structured programs of study that support every student's goals.

Thomas Bailey is the George and Abby O'Neill Professor of Economics and Education at [Teachers College, Columbia University](http://www.tc.columbia.edu), and Director of the [Community College Research Center](http://www.ccrccolumbia.org).

Shanna Smith Jaggars is Assistant Director of the [Community College Research Center](http://www.ccrccolumbia.org) at [Teachers College, Columbia University](http://www.tc.columbia.edu).

Davis Jenkins is Senior Research Associate at the [Community College Research Center](http://www.ccrccolumbia.org) at [Teachers College, Columbia University](http://www.tc.columbia.edu).

Source: <http://www.hup.harvard.edu/catalog.php?isbn=9780674368286>

2015-2016 Commission Leadership

<p>Chair Shammah J. Bermudez Delaware County Community College</p>	<p>Chair Elect Jennifer Blackwell Delaware Technical Community College</p>
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2015-2016 Directorate Members

<p>Deborah Anderson Ivy Tech Community College</p>	<p>Tyler McClenithan University of Maryland</p>
<p>Susan Edwards Phi Theta Kappa International Commission Elections</p>	<p>Patty Munsch Ph.D Suffolk County Community College Commission Awards</p>
<p>Joseph Ginese Borough of Manhattan Community College Social Media</p>	<p>Joe Palencia Oakton Community College Commission Newsletter Editor</p>
<p>Dell Hagan Rhodes Community College of Baltimore County Social Justice</p>	<p>Daisy Rodriguez-Pitel Ph.D Pima Community College Convention</p>
<p>S. Mei-Yen Ireland Achieving the Dream Convention Team/ Equity & Inclusion</p>	<p>Matthew Robison Georgia Perimeter College Convention Social/ Professional Development</p>
<p>Taylor McGovern U'Sellis Jefferson Community and Technical College</p>	<p>Case Willoughby Butler County Community College SSAO Liaison/ Professional Development</p>

2015-2016 Advisory Board

<p>Luke Davis CAMPUSPEAK</p>	<p>Eboni Zamani-Gallaher Monograph Co-Editor University of Illinois at Urbana-Champaign</p>
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NEWSLETTER SUBMISSION INFORMATION

The Commission for Two-Year Colleges 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.

For more information or to submit an article, please contact the editor Joe Palencia at ThePipeline.Editor@gmail.com

Next submission priority deadline: Friday **September 25th, 2015**

Submission Guidelines

- If you include references, please list them in APA format. The newsletter does not otherwise require exhaustive adherence to the APA standard.
- 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.
- If possible, send a photo relevant to your article, a picture of yourself, or a picture of your campus.

Article Topics

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

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 (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.

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!