

THE PIPELINE

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

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FROM
THE
CHAIR



Welcome to the start of a new academic year! I hope that the start has been a successful one for you. As we each start the new academic year, some challenges and opportunities may arise with our students. Some of those challenges and opportunities are touched on in this issue.

The 2012 ACPA Annual Convention theme is “Create Possibilities.” What possibilities have you created for your students, for your faculty, for your staff, and for yourself in the past year? How has creating that possibility changed you or those around you? How has the newly created possibility assisted a student to succeed in their chosen academic path?

As college faculty and administrators, we constantly create possibilities. Sometimes it is giving positive feedback on a paper that allows the student to believe that they can succeed. Sometimes it is taking 5 minutes out of our day to stop a student in the hallway to say hello and ask how are you. For a student to realize that someone cares enough to stop and ask may create possibilities for them. We create possibilities all of the time both in the classroom and outside of the classroom. Through our facebook page, many have posted articles about those possibilities for our students and ourselves. Take a moment to ‘like’ our facebook page and read a couple of short articles to learn what others are doing in the community colleges.

In August, I had the opportunity to create a possibility for myself by completing the Leadership [Chair Academy](#) and focused on “the path to transformational leadership.” Mike Krall who writes about his experiences with the Chair Academy in this issue, was the first colleague I met at the 1st week of residence in 2010 at Delta College.

Along the way, I made strong friendships with faculty and administrators throughout North America who are individuals I can call upon to brainstorm solutions to various situations that may occur or chat about nothing and everything at the same time. Topics covered over the 18 month program include “leading and managing effective teams and work groups,” “strategic planning,” “facilitating, integrating & celebrating strengths,” and “hiring and orienting for excellence” among so many other topics. This academy gave me the opportunity to learn more about myself, grow more as a leader, and take informative risks that I may not have taken previously. I have learned that you don’t necessary always have to work on everything that is negative but to build on the strengths that you already have. Each participant in the Chair Academy had their own path to follow and I think in the end each of us grew as individuals and as leaders.

So, is the sky the limit on creating possibilities? Not at all. Imagine further and longer than ever before and think about all the possibilities that are out there. Enjoy, create, have fun, and help a student succeed by assisting them in creating their own possibilities.

Lisa S. Kelsay, Ph.D.
2009-2012 Commission Chair



<http://www.facebook.com/ACPA2yr>

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 contribute to conversations about all things community colleges. .

Millennia's Risen

*A. Marshall Connor, Assistant Director of Admissions
Trident Technical College*

Ever since William Strauss and Neil Howe unleashed upon the collective imaginations of higher education professionals the notion that the “Millennial” Generation would be a game changer with their 2000 book *Millennials Rising: The Next Great Generation*, we have collectively sought ways to accommodate this wave of radically different young people. We changed everything from admissions policies to housing assignments as we tried to deal with a generation that not only looks and acts completely different than generations before, but is large enough to force fundamental changes to every aspect of society.

But in our scramble to find ways to deal with them as consumers and students, we lost sight of an ever-looming question- What are we going to do with this generation when they hit the workplace? After all, what makes them substantively different as students and consumers carries over into all aspects of life; including (and especially) work. And now, the traditional corporate and institutional work environment in the US is under fire from a group that is flooding the workplace with expectations, preferences, and work habits that are making managers shudder with dismay.

Gone are the days of the “company man” (or woman), toiling away at a single organization for 35 years to receive his/her gold watch and a pension as he slides off into the sunset. Today’s new employees appear to be transforming the “corporate ladder” into a game of Donkey Kong. Instead of taking it one rung at a time in a direct and slow ascension to the top, these folks make small moves up, change course, clear a few hurdles, and head in a different direction. And they aren’t expecting to be on each level long before they find the next ladder.

Do not expect to see a difference between the Millennial student and Millennial employee as the employee bounces from one ladder to another either. The same need for recognition, feeling of accomplishment, and pressure to succeed that was pervasive before, does not seem to wane at all after the transition from school to work. Thus, failure, or even the prospect of failure, is not an option, and neither is the idea of a mundane job without creative outlets.



TRIDENT TECHNICAL COLLEGE

You may have told yourself that this generation will conform, just like every generation before. But companies, colleges, and organizations around the country are finding that not to be the case, and unfortunately, they are finding this out the hard way. Even in this recession, Millennials have shown that they are not afraid of moving back in with mom and dad to hold out for better jobs, and moms and dads are showing a complete willingness to accommodate. After all, the parents are the ones who taught their children that they are special and told them that they can do anything they put their minds to.

The larger issue is that the Baby Boomers are nearing retirement age, and will soon vacate much of the upper-level jobs in America. It should come as no surprise that many of the decision-makers and top executives are nearing retirement, but the nationwide trend is that even the mid-level managers, and even many of the non-management positions are held by Boomers. Who will replace all of these individuals?

The chasm is being filled more and more by Millennials, and they are already transforming corporate America at a lightening pace. Books, articles and studies are regularly being published about how to get the most out of these new workers and how to find a mutually beneficial relationship between the company and the individual. The question for you is- What is YOUR institution doing to attract, retain, and fully utilize the skills and abilities of this generation, while also helping them develop as employees? If the answer is nothing, then let this serve as your wake-up call. If you do not make a comprehensive review of your own practices, and consider the needs of the Millennials as you adjust, you will likely find yourself well behind the curve.

Marshall Connor is a graduate of Francis Marion University, in Florence, SC (BS- 2002, M.Ed.- 2006) and he served as the President of the Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO) in 2009. He currently resides in Dorchester, SC with his two sons.

TRIO Programs: Improving Persistence and Graduation Rates of Disadvantaged Students

Michelle Dykes, LPCS, Interim Director, Upward Bound Southeast Kentucky Community and Technical College

TRIO is a set of seven federally-funded grant programs that encourage and support students from disadvantaged backgrounds to enroll in and complete postsecondary programs while addressing social and cultural barriers. TRIO programs provide academic advising; tutoring; academic, career, and personal counseling; mentoring; financial guidance; and other services proven to retain students in obtaining educational credentials (Council for Opportunity in Education [COE], 2011a).

Two-thirds of TRIO participants must have incomes at 150% or less of the federal poverty level and not have a parent who earned a baccalaureate degree. Today, over 850,000 students who are low-income, first-generation, or have disabilities from sixth grade through college graduation are served by more than 2,800 programs across the country. Of these participants, 37% are Caucasian, 35% are African-American, 19% are Hispanic, 4% are Native American, 4% are Asian-American, and 1% are listed as "other," which includes multiple races. More than 7,000 students have a disability, and roughly 6,000 are veterans (COE, 2011b). It is clear that TRIO programs reflect our culturally-diverse society. TRIO programs include:

Talent Search provides students in grades 6-12 with counseling and information about college admissions requirements, scholarships, and various student financial aid programs.

Upward Bound provides students in grades 9-12 with instruction in literature, composition, math, and science; counseling; job shadowing; cultural enrichment; and information on college admissions and financial aid.

Upward Bound Math & Science offers instruction in math, science, computers, English, and foreign languages, in addition to providing information on college admissions and financial aid.

Veterans Upward Bound helps veterans transition to higher education by offering basic skills development and short-term developmental courses and providing assistance and resources for the Veterans Administration, veterans associations, and other agencies

Educational Opportunity Centers primarily serve displaced or underemployed workers by helping them choose a college and obtain financial aid.

Student Support Services aims to retain students through baccalaureate degree attainment by providing tutoring, counseling, grade monitoring, and remedial instruction.

Ronald E. McNair Postbaccalaureate Achievement encourages undergraduates to consider college teaching careers and to prepare for doctoral programs. Research opportunities and faculty mentors are available.

It is difficult for America's low-income, first-generation students to break the cycle of poverty because upward mobility is difficult to achieve without higher education. Low-income students have much lower rates than their high-income counterparts for both college enrollment (38% and 81%, respectively) and baccalaureate degree attainment (21% and 45%, respectively) (COE, 2011). Low-income students are more than three times as likely not to earn a high school diploma, four times as likely to both be unemployed and have parents who are unemployed, six times as likely to have single parents, and twenty times as likely not to earn a college credential than those who do not live in poverty (Levine & Nidiffer, 1996). Further, first-generation students drop out of college at a rate almost double that of students who have at least one parent with a bachelor's degree (Ishitani, 2006). However, TRIO programs have been found effective when working with this population,

and approximately 2,000,000 TRIO students have graduated college since 1965 (COE, 2011c). The main difference between TRIO and other programs is the focus on relationships, which has been found to increase rates of both retention and graduation (Astin, 1984, 1985, 1993, 1997; Beal & Noel, 1980; Pascarella & Terenzini, 1979, 1991; Schlossberg, 1989; Tinto, 1975, 1993, 1997, 1998).

Most TRIO programs serve less than 250 students, allowing one-on-one interaction. Depending on the TRIO program, students participate from several months to several years, allowing these relationships to build over time. Program staff is typically available to students at non-traditional times and often makes home visits or will meet at locations convenient for students. In fact, it is common for TRIO staff to have met participant eligibility requirements at one time.

Programs tend to have a “family atmosphere” in which alumni often desire to return to motivate or mentor current participants (COE, 2011c). For more information regarding TRIO programs or upcoming grant competitions, please see the US Department of Education’s website: <http://www2.ed.gov/about/offices/list/ope/trio/index.html>

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PROFILE OF A COMMUNITY COLLEGE LEADER:

DR. SCOTT EVENBECH, PRESIDENT, NEW COMMUNITY COLLEGE, CUNY



On March 22, 2010 Dr. Scott Evenbeck was appointed as the founding president of City University of New York (CUNY) New Community College. Prior to arriving at New Community College, Dr. Evenbeck spent 38 years at Indiana University Purdue University Indianapolis (IUPUI). While at IUPUI, Evenbeck served on the faculty as a psychology professor as well as the Dean of University College.

Can you give us a little background on your career and how you came to work in the community college setting?

I began my career at the Indiana University-Purdue University Indianapolis (IUPUI). Prior to taking this position, I was a professor of psychology at IUPUI, and served as the Dean of University College. In my position of Dean, I had the opportunity to work closely with students at Ivy Tech who were in their first two years of college. A real focus of mine has been how to match success with access. When the opportunity to be the founding President of City University of New York's New Community College opened up, I was happy to make the move.

What do you see as some of the biggest challenges facing community colleges today and how can we meet these challenges?

I would say the challenge set by the Obama administration and the goals of the Lumina foundation to increase the proportion of Americans who hold degrees. In order to meet these challenges, institutions must identify best practices that have worked on other campuses. We also must work across traditional lines. I also like the idea of faculty working with students in learning communities. One area that I have seen success in are Bridge programs. This is where Students enroll in the summer prior to their first year taking class and then making the transition into the fall semester.

Two groups that have traditionally been divided in higher education are the Academic Affairs side of the house and Student Affairs, how can work to bridge these two groups in order to help create the opportunity for that transformative education?

It is important to work together on projects that are centered on student success. Look to collaborate on different programs and define the context to work around.

Student success is consistently at the forefront of higher education discussions. How do you as President define student success?

Each student needs to come up with their own definition of student success. We as administrators and faculty need to ask the student how they define success.

If there is one thing that you would love for everyone to know about community colleges, what would it be?

It would have to be the strong dedication to student success. Those who work at community colleges, go out of their way to work with students. They are the unsung heroes.

What advice do you have for those working in the community college setting?

I would say to stop and listen to the students. We get so busy in our work that we sometimes don't hear what the students are saying. There is a lot of value in talking with students, it allows us to get a sense of who our students are.

The New Community College will include fulltime enrollment in the first year and a common first-year core curriculum that includes a math component, a professional studies component and the college's signature, multidisciplinary City Seminar course examining the complexities of New York City. number of majors.. For more information please visit the CUNY website at www.cuny.edu

Carry-ons, Duffle Bags, and Trunks: What TRA / TAA / WIA Contract Students bring with them

Jeanette Passmore M.A. , Chair-Elect, ACPA Commission for Commuter Students and Adult Learners

It's a very warm June morning. My institution is just over a week into the 8 week summer semester and as my Twitter feed is scrolling rapidly with colleagues at 4 year institutions discussing summer projects and campuses becoming quiet I give the piles of paper on my desk the evil eye and pull-up the information on my next appointment.

The summer months in my office are very busy and I sometimes feel like I need to be two people as I switch between working with Bridge-to-Success students, who have just graduated from high school and are excited about college, to the Trade contract students, who have been out of school for many years and may have never intended to be in college. Some of their anxieties and fears are the same. Will I be able to succeed? Will I be the only person like me in the classroom? How will I handle all of the work? But for the Trade students who are attending with funding from the Trade Adjustment Act (TAA), Trade Readjustment Act (TRA), or Workforce Investment Act (WIA), there are many more outside of class pressures. Job loss, family obligations, mortgages and bills, rusty or nonexistent academic skills, unemployment, contract paperwork, and sometimes a resentment that they are in a position of having to do something they never intended to do. The unknown looms large for many of these students as they try to maintain their identities and move forward to something new.

My next appointment is a new TRA student who just started classes last week. A soft spoken man that I imagine to be in his 50s. During our initial meetings he shared with me that he had never planned to go to college and finds himself here after the factory that he spent most of his life working in had closed. But he found a major, alternative energy, that interested him and expressed his desire to do well. It was a difficult decision to make, coming to college, and the fact that he is in my office this soon makes me worry. We spend a few minutes chatting about the weather and about how busy things seem to be on campus. I asked how I could help him and he opens his backpack and pulls out four syllabi. I can see his demeanor change

as he becomes visibly upset. I cannot remember his exact words, but the gist of his angst is that he does not know what a syllabus is, or how to use it, and he is very concerned about all of the due dates and how he is going to get all of this work done in what is now seven weeks.

I take a breath to calm myself. Give me a crying traditional student over an upset nontraditional student any day! My empathy meter goes off the charts when I face displaced workers and all of the luggage they bring with them. Yes, I use luggage instead of baggage. Luggage is what we take with us when we are off on adventure. Some of it is good, such as life experience, soft skills, and work ethic. Some of it may not be so good including prior less than positive experiences with education, family pressures, and tons of red tape. Baggage always brings to mind just the negative aspects of what we carry with us.

So I make a quick note that I need to remember to cover the majors points of a syllabus in the Trade student information session and the student and I settle down to work on breaking down and prioritizing assignments and discussing time management. The student shares some of his home situation with me and we discuss possible ways to include his life partner in the education process. Trade students in our area are required to be full-time students during all semesters. This means 12 hours in eight weeks during summer, an enormous undertaking for any student, but even more so for someone who is a first time, first generation, student who has been out of school for 30 years. We also talk about meeting instructors during office hours and visiting our learning centers for tutoring. The difficulty is that with class schedules and shortened hours at the learning centers it is almost impossible to find the time. So we set-up a regular weekly meeting between the two of us just to talk and manage priorities. We go over his funding contract again as we had to make a last minute change in his academic plan and need to submit a contract modification to cover the changes. Once the student signs it I will scan and email it to his Customer Service Representative with the county. There are already more modifications in my email and several that are out with the contract writer. Every small adjustment for Trade students requires a new round of paperwork and another visit to my

Passmore Article Continued

office to sign it, adding more complexity to their already busy days.

I never thought to include a syllabus primer in our information sessions. Having studied non-traditional students, reading about them, and writing about them there are still things I learn every day. I find that many of the theories in my “backpack” are not holding as true as some others. Now, if I could just finish these contracts and modifications I might be able to find the time to formulate my own theories. In the meantime, if you want to discuss nontraditional students, displaced workers, or trade contracts I am always looking for someone exchange ideas with. I know that somewhere out there someone would have reminded me to include syllabi in my information session!



Jeannette is the Advising Manager for the School of Arts & Sciences at Owens Community College. Her educational journey has included two community colleges and three state universities. Active in professional development at the state and national levels she enjoys making connections and building relationships. Please contact her anytime at jeannette.passmore@gmail.com

Commission for Commuter Students and Adult Learners Mission Statement

- Providing a network of contacts and support for those serving commuter student and adult learners;
- Providing a forum for discussing and advocating commuter and adult student needs and concerns; and
- Promoting the generation and sharing of data, research, services, and programs which effectively enhance commuter and adult students' development.

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Good advice - How to become a better leader

Mike Krall, Dean of Math & Natural Sciences
Lone Star College – North Harris



“Mike, you should sign up for a Chair Academy program,” is what my supervisor, the dean, told me in 2003. After she explained what the Chair Academy was all about – developing strong academic leaders – I let her know that I would not attend. She didn’t flinch when I explained that my recent appointment as department chair was temporary and only something I agreed to in an effort to help the division. While she remained in the role of dean, the encouragement to attend a Chair Academy session continued. I “knew” that I would never move into any other administrative job, so I did not need to develop my leadership.

Six years later, I applied for and accepted a job as a dean. Although I was eager and felt that 10 years as faculty, including 7 years as department chair, had prepared me well for my new position, I could not describe myself as confident. Questions always cycled through my mind – What makes a good leader? Should I act differently as an administrator? Some administrators are kind, tyrannical, content with a bird’s-eye view, and others want to know every detail. Which is the best way to lead? Were my reactions to challenges and opportunities the right ones? I had plenty of questions, but not a lot of places to ask them.

Reflecting on the advice from years before, I started to visit the [Chair Academy website](#), looking for the next Leadership Academy that would fit into my schedule. Before long, I was signed up and on a plane to Michigan. The program started with a weeklong set of interactive sessions led by two program facilitators who remained in contact with us for the next year (and I hope for years to come). I was answering all of the questions I had pondered for the last year and other questions that I didn’t realize I had. The week was one of introspection that we rarely, if ever, get to enjoy in our busy lives. However, we were not simply pondering ourselves and our actions. We were also gaining practical wisdom and concrete actions we can use to make ourselves into better leaders.

I am sure that each individual would describe a different type of professional growth experience over that

year. Although I could not identify it initially, my facilitator asked me during our mid-year phone conversation, “*What has been the biggest benefit of your Academy experience?*” My answer: *Confidence*. As I reflected on that answer, I realized more with each workday how accurate it was. The exercises we did as a group during our first week together helped to inform me on transformational leadership, confirming what I have done well and providing correction where I needed it. In the year following, my mentor provided the same instruction. He coached and guided me, nudging me toward decisiveness, compassion, foresight, and courage. His guidance was priceless. Throughout the experiences, I have consistently seen the benefits of an increase in my confidence.



One year later, our program group was back together. We enjoyed another week led by our facilitator duo that boosted our continued growth as individuals. The biggest surprise of the week for me was our growth as a team. I am not sure if the Chair Academy intends to unite participants into a close-knit group, but my classmates were bonded. We cheerfully worked together during our sessions, happily planned activities together afterward, and joyfully played together when all the work was done. When we sat down for meals, none were concerned with who was sitting at our table. Whoever it was, we were thrilled to have more time chatting with them.

I am already reaping the benefits of the investment I have made into the Chair Academy program. The change inside of me is significant, and that change will result in a larger impact on the people I lead and interact with daily. My professional future and that of those around me is brighter. Looking back, I didn’t need to be an administrator to benefit.

In conclusion, I will share this advice: “You should sign up for a Chair Academy program!”

Prior to his current role Mike was Professor of Engineering and Physics at Lone Star College – Montgomery and has also worked as an electrical engineer at Texas Instruments and Baker Hughes.



SPOTLIGHT ON A CONVENTION COMMUNITY COLLEGE: Jefferson Community and Technical College

JCTC earns selection to Achieve the Dream network College to engage research, policies to close student achievement gap

With a goal of creating a culture of completion, Jefferson Community & Technical College is one of only 30 community colleges nationwide selected for the Achieving the Dream 2011 cohort. **Achieving the Dream: Community Colleges Count** is a national nonprofit organization focused on helping colleges improve student success, particularly students of color and low-income students, by removing barriers while maintaining academic rigor. The organization works on multiple fronts, including efforts on campuses and in research, public engagement and public policy.

Launched as an initiative in 2004 with funding from the Lumina Foundation for Education, Achieving the Dream focuses on broad institutional change, informed by student achievement data. Selection to Achieving the Dream is considered an honor. To date, only 160 institutions among about 1,200 community colleges nationwide are members of the Achieving the Dream network. Jefferson is the only Kentucky college to be selected.

To qualify, colleges must demonstrate a commitment to recognizing and addressing achievement gaps. Jefferson's leadership in the 55,000 Degrees initiative to improve the region's educational attainment levels and the college's innovative Change Makers Partnership, Health Care Career Pathways, Early College at Western High School, Jefferson Counts (math remediation) and Student Support Services programs, all directed at supporting the success of at-risk students, helped propel Jefferson's selection to this year's cohort.

"Closing achievement gaps and improving student outcomes is extremely difficult work. The ambitious commitment of JCTC is commendable," said William Trueheart, president and CEO of Achieving the Dream. "Adding 30 colleges to the Achieving the Dream national reform network means that an additional 300,000 students now have a better chance of earning a certificate or degree, realizing greater economic opportunity, and achieving their dreams."

Through Achieving the Dream, Jefferson will have the opportunity to learn from other Achieving the Dream institutions and receive assistance from experienced

practitioners. The goals are to identify problems, set priorities and measure progress toward increasing student success.

"We believe that our active participation in the Achieving the Dream network, with its focus on student outcomes, assessment and accountability and its deep knowledge of national best practices, will be the key to achieving our own dream of becoming our region's most successful pathway to degree completion, helping thousands of students each year out of poverty and into self-sufficiency," said Tony Newberry, Jefferson president and CEO of Jefferson.

As a public open access community college, Jefferson reflects national norms for comparable institutions. Seventy-six percent of incoming students require one remedial course and 50 percent are placed in two. The average income of a Jefferson student is \$23,000 a year, which is 50 percent less than the average Kentucky university student. These barriers, along with the challenges of jobs and families, keep many students from completing a college credential.

At its core, Achieving the Dream seeks to help more students reach their individual goals, which may include earning a community college certificate, diploma or degree, attaining a bachelor's degree, and/or obtaining a better job.

Jefferson Community & Technical College is the largest of 16 colleges forming the Kentucky Community & Technical College System. Serving 15,000 students on six campuses in Jefferson, Bullitt, Carroll and Shelby counties and online, Jefferson is the region's only open access institution, welcoming a diverse student body at all academic levels.



Q AND A WITH A PAST CHAIR: MAGGIE CULP

COMMISSION CHAIR 1993-1995



A former senior student affairs officer and faculty member in Florida, Virginia and Texas, Dr. Culp is a nationally recognized leader in student affairs, student success and institutional effectiveness.

Co-editor of *Community College Student Affairs: What Really Matters* (2005), she has held a variety of elected positions in state and national associations and received

numerous state and national awards, including the Pyramid Award from NASPA, ACPA, and AACC and the Diamond Honoree Award from ACPA. Dr. Culp served as Commission Chair from 1993 to 1995. Dr. Culp is currently assisting forty-three colleges and universities from New York to California to reengineer student services, build cultures of evidence, design learning-centered programs and services, increase partnerships between academic and student affairs, and improve student retention and graduation rates. Dr. Culp served as the Commission Chair from 1993 to 1995.

What projects did you complete on your Directorate?

We collaborated with directorate members and Jossey-Bass to publish *Promoting Student Success in the Community College*, a book that many of us believe jump-started the national student success movement. Another project was to refocus the *Eleven Update* to include more emphasis on student affairs connection to learning, the importance of faculty partnerships, and the need to create more data-based, outcomes-oriented programs and services.

We also raised the profile of two-year colleges within ACPA and across the country. One way the directorate did this was by presenting programs at NASPA, AACRAO, and ACA that focused on two-year colleges and concluded with invitations to join ACPA and Commission XI.

What accomplishment are you most proud of?

Helping Commission XI earn the best commission award two years in a row.

How have the Commission and ACPA changed since your time serving as past chair?

I attend ACPA conventions, and it seems that the Commission XI is not as visible, pro-active, or influential as it was in the 1990s. Another thing I notice is that ACPA does not appear to value two-year colleges as it once did, even though a two-year college person (Sue Salvador) is past-president.

What memories stand out the most?

The people on the Commission XI Directorate during my time as a member, chair, and past chair. They were exceptional. Another memory was the fun Commission XI members had educating the world about two-year colleges and the essential role that student affairs' professionals play in these institutions.

Where would you like to see the Directorate go in the next three years?

I would like to see the Directorate identify and address some of the most significant challenges facing student affairs professionals in two-year colleges. One of the most important areas would be to focus on demonstrating the value and importance of student affairs, pull together data and tie the contribution of student affairs divisions to the bottom line of the community college. It is so important to create a "Culture of Evidence".

Another area to focus on is developing staff that are both good managers as well as good leaders. Working at colleges across the country I see people who are either good leaders or good managers. There are not a lot of people who are both.

What was the most challenging part of serving on the Directorate?

Educating ACPA's leadership about the importance of two-year colleges and the significant (but different) role that student affairs professionals played in these institutions.

MAGGIE CULP CONTINUED

What advice would you give Commission members who are interested in becoming a Directorate member?

Do it. It's a great way to learn and to give back to the profession. But make sure you are willing to work

Where has your career path taken you since your time serving as past chair?

I was a Senior Student Affairs Officer at Austin Community College in Austin, Texas, where I had the opportunity to direct a major computer conversion as well as serve as the SSAO. I was the Co-editor of *Life at the Edge of the Wave: Lessons from the Community College* and *Community College Student Affairs: What Really Matters* (with Steve Helfgot, another former Commission XI chair). I have authored numerous book chapters, the most recent being "Don't Fence Me In: the Senior Student Affairs Officer in the 21st Century" in *Exceptional Student Affairs Leadership: Strategies and Competencies for Success* (NASPA, 2011)

Currently I am running MaggiesCulp.org, a consulting firm focused on Higher Education working with over 40 colleges and universities to strengthen student affairs, build faculty-student affairs partnerships, design and implement non-classroom based programs and services that matter, and create cultures of evidence in student affairs. I also serve as the lead person for the student affairs portion of West Virginia's *Degree Now* initiative, a three-year project funded by the Lumina Foundation for Education.

For more information about Maggie Culp, visit maggieculp.org.

SAVE THE DATE!

Drive-in Conference
Friday, March 23, 2012
Louisville, KY

Topics on Transfer Students

Co-Sponsored by: Commission for Student Development in the Two-Year College and Commission for Academic Affairs Administrators.

Hosted at : Jefferson Community and Technical College

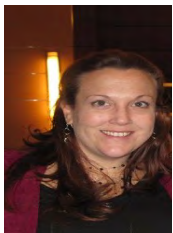
For more information, contact:
Patty Munsch, munschp@sunysuffolk.edu
Paulette Brower-Garrett,
Paulette.BrowerGarrett@csi.cuny.edu
Katie M. Clare, kclare@gmu.edu

More information to come...



FROM THE CHAIR-ELECT

PATTY MUNSCH, CHAIR ELECT 2011-2012



As we move into another academic year I am reminded about the mission and purpose of community colleges. We have a unique responsibility within the system of higher education to provide an education to all who seek it. We do not turn students away due to test scores or high school records.

We embrace returning students, students with special academic needs, high achieving students, and everyone in between. We look at all individuals who enter our campuses and we see them as students.

How then do we support all of these various students and their multitude of needs? Despite record enrollments at many of our institutions, we have all faced budget shortfalls, and are consistently given the message “do more with less.” How then do we continue to value our mission of educating all individuals who want to be students?

It is this question that is driving my work this fall semester. From my position on campus I cannot create new policies, re-write our budget, or even create the schedule of when we see students. However, I, and I think all of us, need to take responsibility for our role in the mission of the community college. We need to look at how we can embrace this mission, while recognizing the current challenges. So I pledge this year to recognize that each student that sits across my desk is seeking to be educated. I think, for me, this is sometimes easy to forget, as class availabilities get smaller, the enrollment lines get longer, and the parking lots get fuller, it is easy to become frustrated at the system, at the institution, and even at the students.

So for this fall semester I will **not** let myself think any of the following questions:

- “Why did you wait until now to register for classes?”
- “Why is it my problem that you forgot to pay your bill?”

- “How can I help this student if there are no classes left for them to take?”
- “Why are we still admitting students, when there are no open classes.”

These negative questions, ones I think we have all thought from time to time, take our energy away from our real purpose, to help educate all students. So I am committing to myself, and to you the readers that this fall semester, each time one of the negative questions above enter my mind I am going to repeat that our mission and purpose is to educate all students. I hope this will support my work by giving me more energy to treat each student, each question, and each problem with compassion and support.

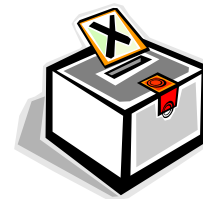
As you enter the fall semester, what is your pledge to the mission of the community college? How will you purposefully embrace our mission in the work that you do?



Come join the conversation at:
<http://twitter.com/#!/ACPASD2yr>

Commission Elections

By: Marcus Peanort, Elections Coordinator



WE WANT YOU!

Each year the Commission for Student Development in the Two-Year College engages in the very important process of electing members to the Directorate Board. This is essential sustaining the work of the Commission by allowing members to help lead our group, ensuring that our colleagues within ACPA have a better understanding and appreciation for the students we serve and work that we do a two-year institutions. Our Commission just celebrated 50 great years in ACPA and we need energetic, innovative, and dedicated colleagues to move us in to the next 50 years.

Maybe you are new to ACPA, maybe not? Maybe you have been involved with our Commission, maybe not? It doesn't matter, but if you are looking for a great way to get more involved within ACAP and the Commission, serving on the Directorate is a great way to contribute your expertise and talents. I strongly encourage you to consider nominating yourself and/or a colleague for one of the open Directorate Board member positions. The following are the qualifications for nomination/election and responsibilities:

Qualifications:

- ◆ A current member of ACPA and the Commission.
- ◆ Strong leadership qualities and knowledge of student development within two year colleges as a professional or graduate student.
- ◆ Willing to participate in student development related activities and presentations at the ACPA conference and at other related events.
- ◆ Willing to fill the responsibilities of a Directorate Board Member, including attending all ACPA conferences during their tenure, working on Commission activities at the conferences, and working on year-round projects for the Commission.
- ◆ This position requires a 3 year commitment.

Responsibilities:

- ◆ Attending all ACPA conferences and all Commission activities at the Conference during their term.
- ◆ Recognizing that the Commission is a year-round responsibility, not just conference activities.
- ◆ Working on, and completing in a timely manner, assigned projects, including engaging in Directorate discussions via e-mail, telephone, etc.
- ◆ Taking a proactive approach to Commission activities.
- ◆ Assuming leadership for projects as assigned.
- ◆ Making the Commission a priority for their ACPA and professional involvement.

The elections process is now open with the acceptance of nominations through early December. Depending on the number of nominees, the online election will take place in January 2012 with the new elected Directorate Board members entering their roles officially at the ACPA Convention in March 2012 in Louisville, KY. Please check your email and our [Facebook](#) page in the fall with more information. In the meantime, if you have any questions please feel free to contact Marcus Peanort, Elections Coordinator, at marcus.peanort@montgomerycollege.edu.



Call for Award Nominations

By Patty Munsch, Awards Coordinator

As we start another academic year, look around your institution, your campus, your office and your colleagues and consider nominating a person, a program or an area of research for our annual awards. These prestigious awards are recognized at the national convention and serve as means to pay honor to our colleagues, recognize outstanding programs, and bring forth new areas of knowledge. Please review the various commission awards below and think about nominating yourself, a colleague, a publication, a new use of technology, or a piece of research. All awards are chosen by representatives within the commission and award winners are honored at our national convention.

AWARDS DESCRIPTION AND CRITERIA & AWARD APPLICATION PROCESS

Due Date: December 2, 2011



Award Categories

Service to the Profession
New Professional at a Two-Year College Award
Outstanding Publication
Outstanding Use of Technology
Innovative New Program
Research Award



Application Process

If you would like to nominate yourself, a colleague, or a program for any of the awards listed above, please submit the information below along with the nomination application information to Patty Munsch, Awards Chair. For more information for to fill out an application please go to www2.myacpa.org/twoyear-awards-a-scholarships

Name of Award for which you are applying
Name of Applicant
Institution
Address
Name of Nominator (if applicable)
Institution of Nominator
Address of Nominator
Supervisor of Applicant
Applicant's email address
Nominator's email address (if applicable)
Supervisor's email address
Applicant's phone number
Nominator's phone number (if applicable)
Supervisor's phone number

Please submit your applications or nominations must be returned by December 2, 2011 to:

Patty Munsch
Counseling Center A209
Suffolk County Community College
533 College Road
Selden, NY 11784
Phone (631) 451-4060
munschp@sunysuffolk.edu

2012 Diamond Honoree

Dr. Carolyn J. Palmer

Professor of Higher Education, Bowling Green State University
Nominated by The Commission for Student Development at Two-Year Colleges
The Commission for Commuter Students and Adult Learners



Dr. Palmer embodies the qualities of mentor, educator and researcher and has served the field of higher education for 42 years. She has passionately dedicated her professional career to serving the needs of students and as a result is a beloved member of the faculty at Bowling Green State University. As stated by a former student, “Dr. Palmer has been a dynamic innovator and contributor to the field of Student Affairs and Residence Life and has dedicated her life to the evolution of higher education. Her positive attitude coupled with her endless support in me gave me the inspiration and motivation to persevere and allow myself to grow. As higher education professionals, we are called to educate and to inspire others. We seek to innovate and evolve the field. Dr. Palmer has embodied all that we have come to respect and admire in this field and she is highly deserving of this recognition.”

***To donate to the ACPA Foundation in recognition of our Diamond Honoree please go to the following link:
www.acpafoundation.org/donate.html***

Class of 2012 Diamond Honorees

Elisa S. Abes- Miami University (OH)

Vivian S. Boyd

Maura Cullen

C. Marine Cunningham- Mico University College

Heather Shea Gasser- University of Idaho

Audrey J. Jaeger- North Carolina State University

Roger B. Ludeman

Denise C. Ottinger- Washburn University

Carolyn J. Palmer- Bowling Green State University

Stacey Pearson-Wharton- University of Central Florida

Richard A. Stevens- Shepherd University

Chandar Gupta Supersad- University of the West Indies, St. Augustine

Florence M. Guido- University of Northern Colorado

Congratulations to all Diamond Honorees

NEWSLETTER SUBMISSION INFORMATION

The Commission on Student Development in the Two-Year College publishes an e-newsletter three 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, Shammah Bermudez at ThePipeline.ACPA@gmail.com. The next submission priority deadline is February 1, 2012

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 or .txt file
- Submit a photo of yourself or of your campus and a logo from your college.

Article Topics

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

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.