

THE PIPELINE

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

This Issue

Developing Institutional Roadmaps for Student Success

American Association of Colleges & Universities

Faculty Perspective

Liz Chang, Assistant Professor of English

Delaware County Community College

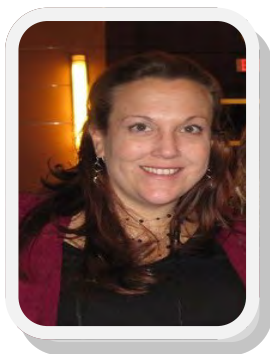
Convention Community College

Creating Lasting Partnerships Through an Early-Alert System

College of Southern Nevada

Call for Award Nominations

FROM THE CHAIR



completion agenda. My goal as chair of our group is to work to the realization of as many professional development opportunities as possible during the next year. Some will take place at convention, some we will discuss through this newsletter and others we can address through free webinars. However, I am not the only one who can work towards professional development, as members of this amazing organization we have a responsibility to provide our peers support, ideas, and encouragement as we move through these challenging times together.

I hope as we move through the fall semester each of you will take the time to help a peer understand the impact of our work on large national issues, share ideas about how we can engage students, and try through your own work to think about your role in the completion agenda.

Patty Munsch, Ph.D.
Chair, Commission for Student Development in the Two-Year Colleges

I was recently asked to write a one-page issues brief about current challenges for two-year colleges for the ACPA president, Keith Humphrey. So I went through and thought about all of the different challenges I see in my work, expanded my thoughts to conversations I have had with colleagues about their work and then looked to the research about the challenges faced by two-year institutions.

What I realized through this effort is that from my small day-to-day work through to the work of major associations, and into the research the themes surrounding our challenges are the same. We are facing a budget crisis that has been exasperated by a shift in enrollment and during this challenge we have been asked by President Obama to increase the number of community college graduates to 5 million by 2020.

So I outlined the challenges to the completion agenda and discussed ways that we, ACPA and the Commission for Student Development in the Two-Year Colleges can support the work of two-year college professionals. We can offer more professional development opportunities for two-year college professionals focused on support of the completion agenda amidst tight budget constraints. Areas and topics that we can address include early alert systems, orientation content and delivery, and the process of student advisement with a focus on the transfer process.

The second suggestion that we can support is improved student engagement. A challenge to the two-year system as primarily commuter based institutions student engagement can be redefined to include student to student outreach via phone, text, Facebook and Twitter. We can support institutions in new thinking about the role of family based programming on campus and engagement programs for first-generation college students specifically.

As I read through the research from the American Association of Community Colleges I realized what a natural role we, ACPA and the Commission, can play in support of the



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. .

Developing Institutional Roadmaps for Student Success

Tia Brown McNair, Senior Director for Student Success, American Association for Colleges and Universities

In 2005, the Association of American Colleges and Universities (AAC&U) launched a national advocacy, campus action, and research initiative that champions the importance of a twenty-first century liberal education for all individuals. Liberal Education and America's Promise (LEAP) calls for all students to obtain higher levels of learning, including broad knowledge and strong intellectual and practical skills to prepare graduates to become more engaged and informed citizens and effective workers in a global economy. LEAP challenges the traditional practice of providing to some students an education that prepares them to deal with complexity, diversity, and change and to others more narrow skills training alone. To make excellence inclusive, we must ensure that *all* students are given the opportunity to demonstrate achievement of a broad set of Essential Learning Outcomes (see below). These outcomes are required for student success in the twenty-first century.

The Essential Learning Outcomes
Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Reprinted from Association of American Colleges and Universities, *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise*, Washington, DC: Association of American Colleges and Universities, 2007, 12. This listing was developed through a rigorous dialogue with hundreds of colleges and universities about needed goals for student learning, analysis of a long series of recommendations and reports from the business community, and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. For more information, please visit www.aacu.org/leap.

AACU's current programmatic work with two-year institutions in the *Developing a Community College Student Roadmap* project funded by MetLife Foundation, recognizes the critical role of community colleges in achieving the goals of the LEAP initiative. Launched in 2010, the Roadmap Project is central to AAC&U's strategic work for student success and making excellence inclusive. Community colleges serve as the onramp to higher education for an increasing number of new majority students, especially those who are first-generation, low-income, and/or racial or ethnic minorities.

Developing a Community College Student Roadmap project is devoted to supporting students and getting them engaged in meaningful and deep learning experiences early in a student's community college career. The Roadmap Project brings together twelve community colleges, each of which is connecting the dots among often disparate initiatives and designing robust, durable, and integrated student success programs. The twelve campuses are Gainesville State College, Georgia Perimeter College, Hostos Community College, Lane Community College, Miami Dade College, Middlesex Community College, Mt. San Antonio College, Northern Virginia Community College, Prince George's Community College, Queensborough Community College, Salt Lake Community College, and Tidewater Community College.

The Roadmap Project is distinctive in using clearly articulated and shared student learning outcomes to organize institutions' work in supporting student success. The project bridges academic and student affairs in shared activities and, in so doing, engages students at entrance and helps them become partners in their own success. The Roadmap colleges are designing transferable models that emphasize evidence-based practices to improve student learning.

The Roadmap Project's theory of action identifies four primary elements for achievement of Essential Learning Outcomes within the greater framework of inclusion and excellence for all students:

Figure 1. Roadmap Project's Theory of Action



McNair, Continued from pg 3.

- Cross-divisional collaboration between academic and student affairs professionals
- Program integration for a clear and comprehensive pathway for student success
- Enhanced assessment strategies that measure quality of learning and outcomes
- Use of high-impact practices for engaged student learning (e.g., first-year experience programs, undergraduate research, service learning, collaborative assignments and projects, internships, etc.)

In the first year of the project, each Roadmap college participated in AAC&U's Summer Institute on High-Impact Practices and Student Success. Five-member, cross-divisional campus teams spent a week designing action plans to improve student success. The plans address their individual campus goals and the developmental needs of their students. The campus teams meet regularly to discuss their action plans and to monitor progress. National project meetings provide opportunities to share implementation strategies, to network, and to discuss challenges. A nationally-recognized advisory board provides leadership and expertise to the initiative.

To learn more about the individual campus plans for the participating colleges, please visit the project website on the LEAP Campus Toolkit: <http://leap.aacu.org/toolkit/projects/roadmap-project>



A Special Invitation: Learn from Roadmap

Projects and Consider Joining the Project
Please join AAC&U and the twelve Roadmap colleges for a one-day workshop on April 4, 2013 in Miami, FL. This workshop will bring together a diverse group of educators to learn from emerging designs for student success that cross divisional boundaries and support higher levels of student achievement. Charlene Dukes, President, Prince George's Community College; Terry O'Banion, President Emeritus, League for Innovation in the Community College; and Carol Geary Schneider, President, AAC&U will be the keynote speakers. For more details: <http://www.aacu.org/meetings/studentssuccess13/workshops.cfm>

How to Get Involved

AAC&U is accepting applications to select an additional ten community colleges to participate in the Roadmap Project.

Please visit www.aacu.org after September 19th or contact Tia Brown McNair, Senior Director for Student Success at mcnair@aacu.org for more information.

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,250 member institutions—including accredited public and private colleges, community colleges, and universities of every type and size

Faculty Perspective:

Excavating Mystery, Banishing Fear, Teaching Poetry in a Community College

Liz Change, Assistant Professor of English, Delaware County Community College

Many students have had negative experiences with poems from the canon by the time they get to me, so we always begin by clearing away old ghosts. Students may have been told there is a "right" way to read poetry, and they're doing it "wrong." I try to ease their anxiety by saying, "here, I will teach you to look at a poem and to admire its mystery." We are not in the business of "solving" poems. I enjoy climbing inside of it and exploring the new world it inhabits, ultimately seeing if its perspective changes my own. I usually pick contemporary poems, so we spend less time chewing on archaic language. (We have a Shakespeare unit for doing that.) When I introduce a poem, we will spend 15 minutes or so listing our reactions. The insight at this stage is less directed, but the early comments are often the type that I will encourage later on, once we have the vocabulary to articulate our instincts.

At this stage, we are collecting information about the poem, circling it and writing down what we notice. Then I introduce the words that they will use to justify and expand their gut reactions. These words sound intimidating at first, but we break them down slowly and practice applying them together. Dr. Richard Jackson, a poet, essayist and professor at University of Tennessee at Chattanooga and Vermont College of Fine Arts first introduced me to these terms. I have developed the following order in my classroom: 1) form/format, 2) speaker/addressee, 3) tension, 4) metaphor/transport, 5) image narrative and 6) what's at stake. When students are led through this progression, they find it as easy to use as a formula.

We start off with the least intimidating question: "what does the poem look like on the page?" (This leads to discussions of formal elements like line breaks, rhymed forms and broken patterns.) Next, we talk about who is speaking in the poem. We make connections to our earlier conversations about narrators in other genres. I warn that the next term (tension) is subjective, but I ask where students feel gut-wrenching moments in a poem. Once students identify where they feel this, we look at what happens just before to create this effect.

Then we get to some more advanced terms like metaphor and transport. I use this to mean either isolated incidents of metaphor or extended or controlling metaphors. Metaphor/transport is the breadcrumb path that the poet has left us to follow. The fifth term, image narrative, puts all of the pieces together to form a movie in our minds. The comparison to a movie works for students since our culture is visually obsessed. (I also show a student movie that is one director's visual translation of an Edna St. Vincent Millay sonnet.) I ask students to look at the types of words and sounds the author employs and to think about how these elements fit together.

The final question¾ what's at stake¾ has to do with what is being risked in this poem. How does it speak to the human condition? This is the only time when we approach talking about what a poem *means*, but we have a mountain of evidence to look back on. Individuals may interpret a poem in different ways and I allow that.

There are a few activities that get students applying these terms. One is a partner project. We draw a table with six terms down the left-hand column and one poem's title at the top of the first column. I assign the first poem and let the partnerships pick the second. They write down all of their observations in a neat little table, and then they draw some comparison between the two, putting it into a thesis statement. For instance, "these two authors describe a surviving spouse's despair in opposite ways: Gilberts seeks relief, while Gallagher struggles to manage." (Their conclusions at this stage are often surprisingly advanced.)

Students eventually write a poetry paper explicating poems of their choice. They must properly apply at least four of our six terms *as we used them together in class*. I used to say, "I am one of the only people in this country who teaches poetry this way, so I will know if you cribbed something off the Internet," but I suppose I will have to revise my warning soon. I am trying to encourage students to think analytically, beginning with what they know to be true. I hope to foster a love of poetry through the excavation of words and ideas, and careful attention to patterns, expanding the audience for the art form. It pleases me to have heard more than one student say, "after your class, I will actually *read* poetry!" In short, that is how I measure success.

Liz Chang is an Assistant Professor of English at Delaware County Community College and 2012 Montgomery County Poet Laureate. Her second book of poems and translations, What Ordinary Objects, is available from Book-Arts Press.

Milestones in Community College History

1901: Founding of Joliet Community College.

Founded under the influence of William R. Harper, President of the University of Chicago, Joliet is the oldest public two-year college in the United States.

1918: Phi Theta Kappa is founded by presidents of eight Missouri junior colleges

Created for women, who seek to establish an academic honor society with a common purpose and organization. Of the eight original chapters, Epsilon Chapter at Cottey College remains active today

1920: Founding of the American Association of Community Colleges

Originally named the American Association of Junior Colleges (AAJC); the association was to function as a forum for the nation's two-year colleges.

1930: AACC and Stanford University Release first issue of Community College Journal

1944: GI Bill (Serviceman's Readjustment Act) is passed

Providing financial assistance for veterans for World War II who wished to pursue Higher Education.

1963-65 Federal Aid to Higher Education

With the adoption of the Higher Education Facilities' Act of 1963 and the first Higher Education Act of 1965, the federal government dramatically expanded its direct aid to community colleges and their students.

1968: League of Innovations in the Community College Created

Founded by B.Lamar Jonson, the League of Innovation of promote experimentation and innovation in community colleges. More than 750 institutions and their campuses from 11 different countries and territories make up the League for Innovation.

1972: Association of Community College Trustees (ACCT) Created

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed

1998: Carl D. Perkins Vocational and Technical Education Act Reauthorization

The Perkins Act represents the major federal commitment to vocational education activities.

2004: Achieving the Dream established by the Lumina Foundation

Achieving the Dream, Inc. is a national nonprofit that is dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree

2008 Establishment of the Congressional Community College Caucus

The 80-member bipartisan caucus is designed to highlight the contributions, needs, and goals of community colleges as well as the role that they play in our nation's economy and social life.

2010: White House Summit on Community Colleges.

On October 5, 2010, Dr. Jill Biden served as chair of the first-ever White House Summit on Community Colleges. President Obama asked Dr. Biden to convene this event to highlight the critical role that community colleges play in developing America's workforce and reaching our educational goals.

*Sources: American Association of Community Colleges
U.S. Department of Higher Education
Phi Theta Kappa*

Student and academic affairs: Creating lasting partnerships through an early-alert system with real impact on student success.

Laura Latimer, Interim Dean of Student Affairs, College of Southern Nevada, Las Vegas, NV

The College of Southern Nevada (CSN) is committed to the success of its 35,000 students. Through best practices, CSN – an Achieving the Dream (ATD) institution, seeks to identify and overturn achievement barriers and increase completion rates. The Early Alert (E-Alert) proactive feedback system is one of CSN’s core success initiatives used by faculty to alert student affairs to students exhibiting performance deficiencies.

Faculty members can place an E-Alert by accessing the class roster inside CSN’s student information system. The E-Alert referral form self-populates with course and student contact information. It also provides a list of low-performance indicators including excessive absences, low test/quiz grades, and knowledge of personal or family difficulties. The faculty member may check as many indicators as appropriate or use the box marked “other” to elaborate or to add a behavior not included on the list. Before submitting the referral, faculty users are encouraged to utilize the system feature that sends an automatic notification email to the student in an effort to boost student response. The completed E-Alert form goes to the Office of Retention and Student Success Alert module. While E-Alerts may be placed at any time during the term, the program promotes faculty referrals during the first 2-6 weeks of class when interventions are most effective.

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E-Alerts may be placed at any time during the term, the program promotes faculty referrals during the first 2-6 weeks of class when interventions are most effective.

Upon receipt of the E-Alert by the E-Alert program administrator, a Success Coach contacts the faculty member who sent the alert to discuss details of the referral and consult on intervention strategies. This collaboration helps to forge and deepen the critical partnership between academic and student affairs professionals which is characteristic of an ATD institution.

Next, the administrative support team contacts the student to schedule a personal success planning session. The initial session begins with a needs assessment to identify barriers. Some of the most common barriers point to time management and study skill deficiencies, lack of clear direction, family challenges, academic unpreparedness, and/or unrealistic career goals and expectations. Based on principles of appreciative advising, the Success Coach utilizes a comprehensive approach that encourages the student to carry out an agreed-upon success plan. Success plans typically include referrals to other campus resources, revised academic plans, tutoring, and learning advanced study strategies. Above all, the goal of the Coach is to support the student in overcoming roadblocks.

To further cultivate the faculty-coach partnership, the Success Coach reports back to the faculty member core steps outlined in the action plan. Continued interaction between CSN faculty members and Success Coaches throughout the past years has successfully increased the number of instructional staff using the E-Alert program. When first implemented in 2005, the E-Alert system received sixteen alerts from five teachers. Today, approximately three-hundred faculty members place well over fifteen-hundred alerts each term.

E-Alert data reveal differences in academic performance between those students flagged for E-Alert interventions who met with a Success Coach (38%) and those who opted out of services (62%). Evidence shows that students who responded to the early intervention were 31% more likely to pass the class they were alerted for than those who did not (22%). Table 1 summarizes similar beneficial effects in terms of semester GPA, persistence rates, as well the number of credits attempted vs. earned from students who worked with a Success Coach after an alert.

Latimer Continued from pg.8

TABLE 1- Comparison: Success Rates of Students Using Success Coach Services/Students Not Using Services
 Source: CSN Office of Institutional Research (2011)

	Passed E-Alerted Course with "C" grade or higher	Semester GPA of 2.0 or higher	Next Term Persistence	Earned 100% of Attempted credits
Student Responded	31%	47%	68%	33%
Student did not Respond	22%	34%	53%	20%

This data suggest that as a next step in the evolution of the E-alert program at CSN, a hold on the records of students failing by midterm point would ensure that they work with a Success Coach to receive timely services. The E-Alert System allows CSN faculty to consistently participate in retention efforts by assisting in the detection of struggling students who, with the help and support from a Success Coach, have an opportunity to be successful.

Acknowledgements: Special thanks to the team of CSN Retention/Success Coaches and faculty members whose dedication and collaboration through the E-Alert System has made a difference in the student success.



CollegeFish.org, powered by Phi Theta Kappa, has opened access to its online community college completion & transfer resources to community colleges in five key states, AL, FL, IN, KY, & WA.

Nearly fifty community colleges have signed on to partner with the site, which includes a college comparison tool; transfer tuition planner; degree and pre-requisite manager; and advisor reporting and tools. The web resource also provides connections between two-year community college students and four-year senior college or university transfer programs and their admissions process.

An enhanced, refreshed version of the free site will be unveiled in November 2012.

For more information on your two-year institution partnering with CollegeFish and obtaining free access for all of your enrolled students, including community colleges outside of the five states, contact program director, Jennifer Blalock at jennifer.blalock@ptk.org.



COLLABERATION: AN INSIDE OUT POINT OF VIEW

Steven R. Helfgot, Ed.D, Vice Chancellor for Resource Development and Community Relations
Maricopa Community College
President & CEO, Maricopa Community Colleges Foundation

In 1994 I wrote an article for the newsletter of what was then called Commission XI entitled “Collaboration: An Inside Out Point of View.” I invited community college student affairs professionals to look beyond the internal collaboration fairly common in two-year institutions—collaboration with faculty, with academic administrators and with students—to opportunities for collaboration outside the institution with local feeder high schools, with four-year colleges and universities, and with local business and industry. I reread that piece only recently in response to an invitation to reprise it as part of the Commission’s 50th anniversary.

My first reaction was that the more things change the more they stay the same. And then I began to wonder about what that means. I still stand by the points I made: Collaboration, with feeder high schools (and indeed with K-12 systems) from where our students come, with the colleges and universities to which they go and with local business and industry where they both come from and go to, is as important, perhaps even more important, today as it was in 1994.

But why is that the case? It’s possible that this is still important because we’re stuck, mired in old practices and old models and we’ve not moved on. It’s also possible that it remains important because I identified something essential and of enduring importance (boy, would I like it if that were the case). And it’s possible that those external collaborations were a challenge that we are still trying to meet or to meet over and over again as times and circumstances change. You can decide which if any of those is true.

Now, before I go on, here is my “true confession.” I worked in community college student affairs for 36 years from 1971 to 2007. I don’t anymore . . . at least not directly. As President & CEO of the Maricopa Community Colleges Foundation and the Maricopa Community College District’s Vice Chancellor for Resource Development & Community Relations I spend most of my time raising money (mostly to support scholarships for students) and then distributing that money. It’s work very much focused on students, but it is not mainstream student affairs work.

So maybe I’m a little bit out of touch, but I’m still immersed in the community college world on a daily basis and believe that I am a fairly knowledgeable observer of what goes on around me. With that perspective, then, let me pose some questions about collaboration and the place of student affairs and student affairs professionals in these collaborative activities. I do so because while I believe that these external collaborations remain important, I’m not sure that importance is apparent in day-to-day community college student affairs practice.

First, **do these kinds of collaborations still have a place high on the agenda of community college student affairs professionals** or have other things relegated these activities to a lower priority? This really is a way of suggesting a bigger question about what are the priorities of community college student affairs today and if those are the right priorities.

Second, **do student affairs professionals have a leadership role in collaborations with K-12 schools, with four-year colleges and universities and with business and industry** or is leadership for those activities being provided elsewhere in the institution? In 1994, in many community colleges, student affairs professionals were leading these efforts and if not they, at least, played an influential role in those efforts. These collaborations are fundamentally about students and student success. Elements of student development and career development are at their core. Who better to conceptualize, organize and operationalize these efforts than those in student affairs?

Third, and simply put, **are we up to the challenge?** As I talk with veteran colleagues around the country I hear more than a few comments about a “dumbing down” of student affairs in the community college, about insufficiently trained staff, the never ending concern about being understaffed and about a shift away from theory based practice. It’s for others to determine the veracity and extent of these concerns. The point is that things like external collaborations are complex efforts with potentially huge impacts on students, institutions and communities. They demand the best we have to offer.

When community college student affairs professionals started exploring the world outside our colleges and began collaborating with others it was an example of something we always did: reinventing and recasting our profession to help insure student success. The process and the goal remain as important as ever.



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.

For more information or to submit an article, please contact the editor Shammah Bermudez at ThePipeline.ACPA@gmail.com

Next submission priority deadline: February 1, 2013

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. —NEW—

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)

Thanks for reading!

Call For Nominations!!!



It's that time of year again! Know of a colleague who is doing extraordinary work? Work with a new professional that is outstanding? Doing some really great programming and outreach on your campus?

The Commission for Student Development in the Two-Year College would like to recognize the work being done at two-year institutions throughout the country. We do so through our recognition program that includes an awards ceremony at Convention each year.

The following are awards given by the commission:

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

For more information and full descriptions for each award, please visit the commission website at: <http://www2.myacpa.org/twoyear-home> and click on the "Awards & Scholarships" link.

The deadline for award submissions is November 30, 2012. For more information please contact Dara Hagen at darahagen@hennepintech.edu.



George Lucas

Famous Community College Alumni

George Lucas has built an impressive movie empire that includes Industrial Light and Magic (a visual effects company), THX and LucasFilms. Lucas has received numerous prestigious awards for his work on the big screen, including the Irving G. Thalberg Memorial Award and the DigiGlobe Award, according to the [American Association of Community Colleges](#). After graduating from high school, Lucas attended [Modesto Community College](#) before graduating from the University of Southern California.

Source: American Association of Community Colleges

VEGAS

acpa 2013

Join your ACPA colleagues in Las Vegas as we collaborate with NIRSA: Leaders In Collegiate Recreation.

The co-located 2013 annual convention is an extraordinary opportunity for our members to examine the role that college and university leaders play in:

- advancing student learning and wellness
- cultivating critical discourse
- integrating intersectional approaches to identity
- transforming higher education

All convention attendees will have unrestricted access to over 700 ACPA and NIRSA educational sessions.

March 4–7, 2013 • Monday–Thursday

Paris • Bally's • Planet Hollywood

**INSPIRING COMMUNITIES
OF WELLBEING**

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