

# THE PIPELINE

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

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# FROM THE CHAIR



Much like the theme of the 2012 ACPA annual convention, President Obama and others are “Creating Possibilities” through the Completion Agenda – a movement to double the number of community college students in the next eight years who earn a certificate, associate’s degree, or transfer to a four-year college or university.

In January, I had the privilege of hearing Dr. Terry O’Banion, president emeritus for the League for Innovation in the Community College, speak about student success and pathways to completion in the community college. Dr. O’Banion also has ties to ACPA as he served as our commission chair from 1967 to 1969. Under his leadership, the first pre-convention workshop for two-year college personnel was held in 1969.

During his keynote address at Moraine Valley Community College in Illinois, Dr. O’Banion presented the red flags community colleges face when meeting the completion agenda:

- 14 percent of students do not complete a single credit in their first term
- Almost 50 percent drop out by the second year
- 60 percent need remediation
- 33 percent recommended for developmental studies never enroll in those courses
- Only 10 percent of entering students who want a bachelor’s degree attain one

Just 12 days later, President Obama spoke of two-year colleges during his State of the Union speech.

“Join me in a national commitment to train two million Americans with skills that will lead directly to a job. My administration has already lined up more companies that want to help ... Now you need to give more community colleges the resources they need to become community career centers, places that teach people skills businesses are looking for right now, from data management to high-tech manufacturing. Higher education can’t be a luxury. It is an economic imperative that every family in America should be able to afford.”

President Obama and Dr. O’Banion have suggestions and ideas to assist students in achieving their dreams. What are you doing to meet the requirements of the Completion Agenda? How are you working to provide training to current and future students who are seeking skills to find that perfect job? Are you creating possibilities like the Center for Community College Student Engagement is through a multi-year project to learn “[What Helps Students Graduate?](#)” or the Maryland State Department of Education, which is implementing “[Race to the Top](#)” to ensure all high school graduates are college ready?

We all have the opportunity to create possibilities for our students and each other. The convention is a time to see what other colleges are doing, share ideas, brainstorm, and discover ways to assist in the Completion Agenda. While there, reach out to the 2012 Commission for Student Development in the Two-Year College award recipients Darl E. Drummond, James M. Mohr, Matt Ruhland, and Jennifer Stanford to learn about their innovative ideas.

For the past 50-plus years, our commission has created possibilities for hundreds of members. I have had the pleasure of being a part of some of those possibilities as the chair-elect and chair. Now as I move into the immediate past chair role, I would like to thank everyone who has worked so hard to build the commission and create possibilities of professional development opportunities for employees of two-year colleges and those who want to learn more about two-year colleges. I have truly enjoyed working with a dedicated group that cares about student success.

I would like to take this time to say thank you to those who nominated me four years ago for the chair position - this has been a remarkable journey. Thank you to many at Moraine Valley Community College who have supported me in taking on this role, provided guidance along the way, and have been outstanding role models. Last but not least, thank you to those I have had the privilege to work with on the directorate through the years. The energy, enthusiasm and creativity you bring to the table inspires me every day.

Our new chair, Dr. Patty Munsch (2012-2014), has great experience and knowledge, and I look forward to seeing where she will take our commission next. The commission has a bright future under her leadership with a limitless sky and endless possibilities. Congratulations to everyone on a successful year and to many successful years in the future.

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

# FACULTY PERSPECTIVE

## Dissecting the difference: From a four-year university to a two-year college

*Patti Vorndran, Professor of Communication, Delaware County Community College*

For the past eight years I have worked in different capacities in higher education. A common theme that has existed was the distinction made between community colleges and four-year institutions. While community colleges are viewed as providing access to all, advice givers would warn that choosing to work at a community college would close the door to other opportunities. “Once you work at a community college, it will be difficult to get hired at a university” was an assertion I heard often. Other distinctions were made in terms of the preparedness and motivation of students and the opportunities for research. There are obviously differences between community colleges and four-year institutions; however, as a faculty member that recently transitioned from a four-year to a two-year college, I posit they are more similar than different. There are, however, some differences that I have experienced. It should be noted that my role at a four-year college was in a non-tenure position with my responsibility focused entirely on teaching. This obviously alleviates the tension many faculty experience between research and teaching and, therefore, my account cannot speak to that tension. Instead I will focus on the differences I have experienced in *teaching*.

At the start of my tenure at my current community college, I attended a pre-semester talk by our president. He made a point during that talk that really resonated with me, so much so that I replay it in my mind multiple times per week. He explained that when our students drop out of a class, they often leave and never come back. They very well may be taking one class and if that one class is a bad experience, they will abandon their mission altogether. This was much different than my previous experience. I was used to having mostly full-time students who had four other classes. Surely if they dropped my class they would continue the others; one could even argue they would do better in those classes since they had more time to devote to each. While I took steps to be proactive to ensure students would successfully complete my class, I was willing to utilize a “tough love” approach and let students learn from their mistakes. This approach came into question when I started to consider the possibility that instead of learning from their mistakes, my students may now use them as evidence for not being “college material.” I realized that in my new role I had to maintain the same academic standard while being nurturing enough to allow students to gain the confidence they needed to persist. This has resulted in a greater number and frequency of e-mails, phone calls, office meetings and study sessions and more detailed and encouraging feedback. These were all things I did before, but the effort has been intensified. I feel a greater responsibility for the success of my students, which has resulted in greater time and energy investment.

As I transitioned to the two-year college I, at least to some degree, expected this increase in responsibility and looked forward to it; I saw it as an opportunity to have even greater impact on the course of students’ life direction. I also expected that I would lose a certain number of students each semester for a variety of reasons. What I did not anticipate was the loss of students who were achieving at a high level. My previous experience was that students who withdrew or simply stopped coming to class were those who had regularly missed class or had continuously been slacker-like. What I found quite surprising at the two-year college was that a greater number of students “disappeared” throughout the semester. Not only were the numbers higher but the types of students who disappeared were surprising. I had some of my top performing students choose to withdraw. As this happened the words of my president were echoing in my mind, which prompted phone calls and e-mails to students to determine what was happening.

In hindsight, it makes sense that community college students often have more/different responsibilities than the traditional students I had taught at the four-year university. Changing work schedules, child-care issues, health problems and even legal matters had been less of an issue. I recognize that these issues will continue to prevent students from completing courses, but I also recognize my need to never take such disappearances lightly, and I now have a deeper understanding and commitment for being proactive, flexible and nurturing.

As my time at the community college lengthens my observations are likely to be greater. As for now, I recognize that community college students are no less intelligent or motivated. Their circumstances are, however, different, which requires my approach to be different. Luckily for me I embrace the challenge.



*Patti Vorndran completed a B.A. and M.A. in Communication Studies from West Chester University and is currently pursuing a Ph.D. in Educational Psychology at Temple University. Her scholarly interests include; identity development in educational and professional contexts, teaching in higher education, and student motivation.*

# PRESIDENTIAL PERSPECTIVE: A VIEW FROM THE TOP

*An interview with Dr. Jay Box, Chancellor, Kentucky Community & Technical College System*



*Dr. Jay Box is the Chancellor of the Kentucky Community and Technical College System (KCTCS). Prior to becoming Chancellor, he served at system Vice-President with primary responsibilities of technology advancement.*

## **Can you give us a little background on your career and how you came to work in the Kentucky Community and Technical College System?**

The majority of my professional career has been in Texas (I was born and raised there). I taught and coached eight years in high schools. After completing my Masters degree, I accepted a teaching and coaching position at Odessa College. Two years later I was named Health and Physical Education department chair, a position I held for seven years. I spent three years on the college's Faculty Senate and served one year as the senate president. While working on my Doctorate, I accepted the position of Director of Institutional Research and Effectiveness for Odessa College. In 1996, I moved to Waco, Texas to become Vice President for Instruction. One year later, my role expanded as I took on student services as well as all of the instructional areas. In 2001, I began to search for college presidencies. I had met Dr. McCall at a SACS conference and was very impressed with the work going on in Kentucky. I applied for the presidency at Hazard and was very fortunate to become the third president for this great college. In 2007, I was named System Vice President with primary responsibility for technology—including IT, distance learning, and innovation and visualization. With the retirement of Chancellor Keith Bird in 2009, I applied for and was selected as the new Chancellor. I love my work in my new role and hope to complete my career here in Kentucky.

## **KCTCS has grown dramatically since its inception in 1998. KCTCS strives to be the nation's premier community and technical college system. What are the keys to the success the system has met so far?**

Although KCTCS is relatively new (1998), our roots go much further back with the former UK community college system and the state's technical college system. When we came together as one system, we were able to leverage the strengths of both while eliminating some of the inefficiencies. KCTCS is now engaged in its third strategic plan. During our first strategic plan, we focused on becoming ONE system. The second strategic plan allowed us to implement goals that led to tremendous growth. But it is in our third plan that we are now much more focused

on student success. KCTCS has been blessed with a strong Board of Regents and with excellent leadership by Dr. Mike McCall and our college presidents. But the success of our System so far (as it will be in the future) is due to the dedicated efforts of our outstanding faculty and staff. When I speak at national conferences about the incredible success KCTCS has enjoyed, I am always asked how we have accomplished so much so quickly. I always respond that we have employees who say "we can do that" when called upon to embrace new challenges. This "can do" attitude is so refreshing and is not common in other community college systems. I love the positive vibes that our employees exude.

## **Transfer and completion are current hot topics in higher education, as evidenced by the President Obama's Completion Agenda and Kentucky's *Double the Numbers* Campaign. Can you tell us a little bit about *Double the Numbers* and how KCTCS is working to meet this mandate?**

The Council on Postsecondary Education (CPE) recently approved its new Strategic Agenda. The *Double the Numbers* campaign was actually in CPE's last strategic plan. *Double the Numbers* had performance measures for KCTCS and the universities that focused on enrollment numbers. The theory was that strategies that led to more access would increase enrollment and, thus, an increase in college graduates. Enrollment did grow for us as well as the eight public universities. Unfortunately, the number of graduates with a Baccalaureate degree did not significantly increase. But with the new plan, the focus is squarely on "completion." KCTCS' primary role in the CPE strategic agenda is to increase the number of transfer students. But CPE and the universities want transfer students who finish an Associates degree with us first. CPE has been tracking the success of our students who transfer to the universities. Those who earned a KCTCS degree before transferring out perform the native university students and have been much more likely to finish their Bachelor's degree within six years. Thus, KCTCS colleges will be placing much more emphasis on not only getting more of our students to transfer but also on those students completing a degree first.

*Continued: Presidential perspective: A view from the top*

**Academic and student affairs have often been divided in higher education. How does KCTCS encourage these two branches to collaborate in providing a transformative education to its students?**

I think “divided” is too strong of a word. Some universities may see the functions of the two units as separate and divided in mission, but at KCTCS we are more united in our work. Academic affairs is charged with facilitating the learning process for our students. Student affairs is more focused on providing the wrap around services students need. Both areas want our students to be successful. To make sure that both groups are working together, twice a year I host joint peer team meetings consisting of the Academic Council (college chief academic officers), the Student Affairs Council (college chief student officers), and the Workforce Solutions Peer Team (college workforce training directors). Over the last 18 months, the meetings have focused on KCTCS Transformation. Although there are seven transformation topic areas (with nine strategies), I stress to the three groups that we cannot look at these topics purely as independent initiatives. Rather, the success of KCTCS Transformation depends on employees seeing the connectivity of the seven areas and understanding that we must all collaborate to reach our transformation goals.

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

Over the last 30 years, we have seen enrollment numbers in higher education across the nation more than double. However, the number of college graduates has stayed relatively the same. That is unacceptable. People today understand that individuals are not likely to secure a livable wage job with just a high school diploma or a GED. They have gotten the message about the need to “go to college.” But where we have failed is to convince them that the goal is to COMPLETE college—not just start. And to be able to complete college, incoming students need to be enrolling college-ready. That means academically ready, socially ready, and psychologically ready. Thus, KCTCS colleges must work with our communities to change students’ perception of what it means to get an education. We need our incoming students to adopt a one word student mission statement—FINISH. That commitment would mean that the student completes a credential (certificate, diploma, or AAS degree) that leads to immediate employment in a career that provides more than a living wage or that the student completes an AA or AS degree before transferring AND completing a Bachelor’s degree.

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

Community colleges now serve more than 50% of all students entering postsecondary education. We enroll high school students through dual credit, recent high school graduates who have made us their first choice for college, business and industry employees who are improving their skills through credit and non-credit courses, working adults who are seeking an advancement in their career, and out-of-work adults who want to gain the knowledge and skills necessary to rejoin the workforce. Our mission is as broad as the people we serve. Thus, we must take an individual approach with our students realizing that one size does not fit all. When we greet one of our students, the first words out of our mouth should be “how can I help you reach your goal today?”

**Is there anything else you would like to tell us that you haven’t already discussed?**

I am honored and humbled to be your Chancellor. I hope that I am living up to your expectations. I am always open to your suggestions on how to improve.

*This interview was conducted by Michelle Dykes-Anderson, Director of Upward Bound, Southeast Kentucky Community and Technical College.*

*For more information about the Kentucky Community & Technical College System, visit [www.kctcs.edu/](http://www.kctcs.edu/).*



# PROFILE OF A COMMUNITY COLLEGE LEADER

*MS. SHANTELE JENKINS, SOUTHEAST CENTER DIRECTOR, DELAWARE COUNTY COMMUNITY COLLEGE*



*Ms. Shantelle Jenkins is currently the Director of the Southeast Center at Delaware County Community College. Ms. Jenkins oversees the daily operations of the Southeast Center including working with the adjunct faculty.*

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

I received my Bachelors of Arts in Journalism from The Ohio State University, my Masters of Science in Education from Saint Joseph's University in Philadelphia and I am currently working on my doctorate in Higher Education Leadership at the University of North Carolina at Charlotte.

I currently serve as the Director of the Southeast Center at Delaware County Community College. Prior to DCCC, I worked as the Administrator for Mentoring Services at Montgomery County Community College in Blue Bell, PA. I also worked at the Ohio Department of Education and at the Philadelphia Education Fund.

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

Students have multiple reasons for attending community colleges. I think the biggest challenges facing colleges today are retention and financial aid. In order for students to stay in college, they need to be able to find ways to pay for the expense of going to school. We can meet these challenges by providing more substantive work study opportunities for students to finance their education.

## **Having worked in different areas of higher education, what area do you find yourself enjoying most?**

I would have to say Administration. It was one of my earlier experiences working for the federally funded TRIO Upward Bound program that opened my eyes to the critical issues of higher education. In my current position as center director, I am able to have a direct impact on the future of higher education. I like the challenges you face on a daily basis and I value the experiences that comes with this position.

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

I think Student Success is individually expressed. Education is the raw material, it takes the student to make something out of it – success is what you can make out of what you've been given. Many community college students haven't been given a lot to work with yet they make history. To this end, if a student can find value in their education and can articulate it, they have achieved student success. If they can transfer the articulation of their personal educational experience to others, it's even sweeter.

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

There is a great wealth of knowledge and wisdom at the community college. The diverse atmosphere as it relates to varied walks of life, career backgrounds, and life journeys is remarkable.

## **Can you talk about some of the contributions you have made to the field?**

During the spring semester of 2009, as a graduate student at UNCC, I had the opportunity to participate in a colloquium titled "The Presidency of Barack Obama Across the Disciplines" serving as the course graduate student. This was a wonderful experience for me I was able to interact with a diverse group of students and I was also able to dip my toe into collegiate instruction. While at Montgomery County Community College, we received the College's Innovation of the Year Award for the Male Minority Mentoring Program. I also have presented at various national and international conferences i.e. NAFSA: Association of International Educators, American Educational Research Association (AERA) and Phi Beta Delta International Honor Society.

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

Be open and honest with yourself and spend some time learning who you are as a community college professional. Find your niche and identify where you can be the most impactful in your field, contribute and serve. Pay attention and ask loaded questions. Be a positive influence and role model for everyone that you encounter.

For new professionals and graduate students, get involved professionally with at least one professional association in the field and read as many journals and publications that you can.

# CONVENTION COMMUNITY COLLEGE

*SOUTHEAST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE*

*BY: CAROLYN SUNDY, VICE-PRESIDENT OF DIVERSITY/INCLUSION & SPECIAL PROGRAMS*



*Carolyn Sundy is the Vice President of Diversity/Inclusion & Special Programs and Professor at Southeast Kentucky Community & Technical College. She received her Bachelor's and Master's degrees from the University of Kentucky and is currently completing her dissertation*

*through Mississippi State University*

## **Southeast built on Diversity and Inclusion**

Southeast Kentucky Community and Technical College (SKCTC) is nestled in the Appalachian mountains of eastern Kentucky – a location that is a geographical barrier but often thought of as a psychological barrier since its citizens are stereotyped. However, in May 1957, a motorcade of 125 cars carrying 500 citizens from Benham, Lynch, Cumberland and neighboring counties set out on a journey, traveling to Frankfort for a rally and meeting with Governor A.B. “Happy” Chandler to show their support for building a college in eastern Kentucky.

The College opened in 1960 with all classes being held in one building, Newman Hall. The affordability of the College was attractive to students, with many of them from large families with fathers working in the mines. At that time, area high schools were still segregated. School integration took place three years later in the fall of 1963. Many African American residents of the area enrolled at Southeast, graduated with a two-year degree and then transferred to four-year institutions to continue their education.

Over the last two decades, SKCTC has grown to more than 5,000 students with five full service campuses operating in Cumberland, Harlan, Middlesboro, Whitesburg and Pineville. In 2010-11, the College celebrated its 50<sup>th</sup> anniversary of serving the region with educational excellence and community service.

A Southeast alumnus, W. Bruce Ayers has served as the College’s president since 1987 but actually began working at Southeast in 1969. During his tenure, he also served as director of Upward Bound and Special Services and as an English instructor and division chair. Ayers has positioned SKCTC among the nation’s leaders in providing access to higher education and working to promote economic diversity. A strong proponent of partnerships and alliances, Dr. Ayers has forged ‘working relationships’ with other colleges

and universities, public schools, and businesses, resulting in the initiation of several innovative programs.



Also active on the national level, Ayers is the founding chair of the Rural Community College Alliance, a national organization made up of colleges that seek to promote economic vitality in rural America.

Another distinguished alumnus of SKCTC is Porter G. Peeples, who serves as chair of the Kentucky Community and Technical College Board of Trustees, the governing body of the System’s 16 colleges. Peeples grew up in the Harlan County coal mining town of Lynch.

I am a proud alumnus of Southeast and currently serve as vice president of Diversity/Inclusion and Special Programs. I was raised in the mountains and take great pride in my heritage. I am pleased to know that the College remains diverse with an inclusive environment where faculty and staff work hard for traditional and non-traditional students.

Each year, SKCTC campuses host festivals to celebrate the Appalachian culture. Art exhibits are held to display the talents of local artists. A series of performances of the community play, “Higher Ground”, have taken place to celebrate mountain life and culture. The play, developed through the College’s Appalachian Program, has received local, state and national acclaim. Today, parents and students still find the cost of an education at SKCTC to be affordable.



The College’s goals are to: Advance Excellence and Innovation in Teaching, Learning and Service; Increase Student Access, Transfer and Success; Cultivate Diversity, Multiculturalism and Inclusion; Enhance the Economic and Workforce Development of the Commonwealth, and promote the Recognition and Value of Southeast and KCTCS.

# 2011-2012 COMMISSION AWARDS

By Patty Munsch, Awards Coordinator, Commission Chair-Elect



This year we are pleased to announce that the commission bestowed four awards;

***Outstanding New Professional  
Service to the Profession  
Innovative New Program  
Outstanding Use of Technology***

Our *Outstanding New Professional* award was conferred to **Matt Ruhland**. As written in his nomination letter, “Throughout the last year and a half the following are a few of the events that Matt has implemented; intramural events including badminton, table tennis, flag football, kickball, volleyball, basketball. Outdoor recreation activities including Gobble Wobble 5K, golf outings, canoeing excursions, ice skating and ultimate Frisbee. The recreation desk has expanded to include rollerblades, golf clubs, fishing equipment, camping equipment, canoes, snowshoes, skis, and yard games such as bags and croquet.” Matt’s approach to his work as echoed in his nomination letter also led the selection committee to choose Matt for this award. “As his colleague, it has been very challenging to put in words what an impact Matt has had on our community and how much I value him as a colleague and a friend. He has developed an incredible program that establishes community and student development. His work ethic, sense of humor, and enthusiasm has proven a motivational factor for those that he works with and for. Finally, his creativity and drive have enabled him to truly make a difference in everyone he interacts with at Century College.”

Our *Service to the Profession* award was granted to **Darl Drummond**. As the Vice President of Student Development at College of Lake County, Darl was vital in creating positive changes on campus. “Darl realized the importance of quality services, programs and the impact of calendaring events to assist new students transitioning to college. Embracing the concept that students make a conscience decisions to stay at a school during the initial admission process and within the first six weeks of the term, Darl worked with the Student Activities director to develop a program entitled “6W.” Despite the current economic climate and diminished funds available for many programs Darl was able to move forward in the creation of innovative programs to support students in transition. “Darl implemented a fully operational New Student Orientation office. As a result of her support the Orientation program evolved from a “one shot” activity to a year-long exploration for new students. This includes her implementation of a First Year Experience Program, a New Student Orientation course and an Advising Center specifically for students in their first 25 hours of course work.”

The *Innovative New Program* was bestowed upon **Spokane College’s Safe Campus Advocates program**. As described in the nomination letter “Through this program, students, faculty, and staff who have concerns, for self or others, surrounding issues of marginalization, violence, and acceptance can speak with faculty and staff members who are trained as Safe Campus Advocates and can address these issues.” This program moves beyond traditional safe space programs in its holistic approach to the definition of individuals who may be in need. “This program is innovative in that it is comprehensive in nature and prepares faculty and staff to see connections between different identity issues and to learn how violence and marginalization can impact learning.”

Finally the *Outstanding Use of Technology* award was granted to **Phi Theta Kappa International** for its Community College Completion Initiative. The web-based toolkit created by the Phi Theta Kappa International office provides students on community college campuses, involved in PTK the opportunity to promote college completion on their campuses. The impact of this campus based initiative has been more than 65, 0000 page views and more than 25,000 community colleges have signed the commitment to complete. In conjunction with this program the organization has also created a web based personal and professional development plan for their student members. This web-based program includes the ability for students to develop an online portfolio along with purposeful approach to creating core competencies in critical thinking, communication and teambuilding. This impressive tool allows student to recognize the need for marketable skills and how then to develop such skills. The professional competency areas include a broad range of areas reinforcing the importance to developing various strengths both within and outside the classroom. Finally PTK has created collegefish.org which is a resource guide that helps direct students through the transfer process. The need for such a tool is apparent with more than 16,000 students utilizing the program. The tool was also recognized by the U.S. Department of Education as a significant tool for college completion.

The awards program would not be possible without the work and dedication of the members of the awards committee. A huge thank you to Aarin Distad, Michelle Dykes, Kristie Ruef, Ben Weihrauch, Cathy Dotterer and Dara Hagen.



# FROM THE CHAIR-ELECT

PATTY MUNSCH, CHAIR ELECT 2011-2012



*Dr. Patty Munsch is a counselor at Suffolk County Community College in Selden, NY. At this years Annual Convention in Louisville Kentucky she will be assuming the role of Commission Chair.*

It is truly amazing how quickly the time goes by and how certain parts of the year we participate in the same activities. For me, the opening of the Spring semester has two meanings. The first is to see the multitudes of students who need direction in the selection of courses, majors and careers. The second is to plan my travel for the upcoming ACPA convention. I am always excited to see the hotel choices, look for airfare, and register for convention. I also begin to plan my itinerary for convention. Which major speakers must I see? When are the Commission meetings? What socials do I want to try and make this year? And what colleagues have I lost touch with that I need to spend some time with while at convention?

I hope as you read this article that you are in the process of a similar ritual. While budgets are tight and we are all overwhelmed with the day-to-day tasks of our jobs it is important to take the time to reflect on our profession, our career, and the impact we have in the lives of our students. For me, this reflection occurs during convention. I always look to the convention and the connected theme as my new year and new outlook. I love the theme "Create Possibilities" it gives each of us the opportunity to look to new and innovative ideas, to think of ways to improve our campuses, and to even think beyond the challenges of this year to the broader horizon of higher education and our place in society.

So, as your chair-elect I hope that you will join us in person or in spirit at convention this year as we look to create possibilities for the Commission for Student Development in the Two-Year colleges.

We will be celebrating our accomplishments, examining our goals and continuing to develop amazing relationships with colleagues.

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

**Follow us during the 2012 convention through facebook and twitter! Photos, announcements, and all of the happenings will be posted here.**



<http://www.facebook.com/ACPAsd2yr>

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.



Come join the conversation at:  
<http://twitter.com/#!/ACPASd2yr>

# WELCOME NEW DIRECTORATE MEMBERS

By: Marcus Peanort, Elections Coordinator



**Tamara Stevenson, Ed.D.**

*Visiting Assistant Professor at Miami University, Oxford, OH*

I am an early career teacher/scholar in educational/community college leadership after a career in journalism and corporate communication. I am interested in the impact of the comprehensive faculty role on college student development, especially in the two-year college sector where teaching is a primary focus.



**Tara Fagan**

*Counselor and Associate Professor at Suffolk County Community College, Long Island, NY*

As a counselor at SCCC for nearly 10 years, I have fostered an environment that embraces student involvement and created a sense of community at our campus by providing programs for student leadership and involvement that enable students to gain a well-rounded education through becoming invested in the college experience. In 1997, I completed a Master of Counselor Education Degree and in 2010 completed a Master of Social Work Degree.



**Milbert O. Brown, Jr.**

*Adjunct Professor, Communications and Journalism, Washington Adventist University, MD*

I am a *Decosta Graduate Scholar* in Morgan State University's (MD) prestigious (CCLDP) *Community College Leadership Doctoral Program*. My doctoral research interest includes the study of African American male initiative programs. I graduated from *Ball State University* with a B.S. in journalism and from *Ohio University* with a M.A. degree. After graduate school, I embarked on a career in journalism that spanned over two decades.



**Christopher Johnson**

*Assistant Director in the Office of Residential Life at the University of California, Santa Barbara, CA*

I was born and raised in New York, NY. After completing an A.A. in Liberal Arts and Social Sciences from the SUNY Cobleskill, I graduated from Salisbury University with a B.A. in English and then received a M.A. from Boston College in Higher Education Administration. I will be graduating with a Ed.D. in Educational Leadership in June 2012. I have over 15 years of increasing responsibility in college administration and have presented locally and regionally.



**Kari Kahler**

*Director of the Department of Learning Services at Northwestern Michigan College, MI*

I serve as the Director for the Department of Learning Services at Northwestern MI College, which includes our Center for Learning, Tutoring, Disability Support Services and the Honors Program. I co-advise our Phi Theta Kappa chapter and also serve as the MI Regional Coordinator. I am writing my dissertation for the Michigan State University HALE program and am researching community college students who are beating the odds and succeeding academically.



**Dell Hagan Rhodes**

*College-wide Director of Student Life at The Community College of Baltimore County, MD*

I received my Master's from Ohio State in Higher Education and Student Affairs in 1999. I have worked at The Community College of Baltimore County, where I first coordinated Student Activities and Leadership, and Carroll Community College, where I ran the Center for Service-Learning. Back at CCBC, I am now the Director of Student Life for a multi-campus institution. I oversee leadership development, the First-Year Experience, civic engagement, co-curricular learning, the SGA, and student organizations.



**Luke Davis**

*Manager, Chapter Relations at Phi Theta Kappa.*

Prior to joining the Phi Theta Kappa staff, I worked professionally at the University of Missouri – Columbia and Webster University in St. Louis, MO in student affairs. I attended Western Kentucky University, receiving a B.S. in Social & Behavioral Sciences and is currently finishing a M.Ed. in Adult & Higher Education with an emphasis in Community College Leadership at the University of Missouri – Saint Louis.

# PROFESSIONAL DEVELOPMENT: MENTORING

*Michelle Dykes, Interim Director of Upward Bound, Southeast Kentucky Community & Technical College*

***The Pipeline is excited to announce a new professional development column geared towards new professionals and graduate students. The column will focus on a different topic that will allow readers to develop and expand on professional skills.***

I was recently at a leadership training where community college presidents discussed his or her trajectory through educational leadership and gave advice to future leaders. The commonality in their speeches was the importance of mentoring. A good mentor can make a difference in our career success and progression. Mentors are essential to both new professionals and those rising through the ranks. Mentored individuals perform better, are more likely to ask for difficult assignments, advance more rapidly, earn higher salaries, and are more satisfied. Mentoring can take place in person or through telephone or email conversations and chat. Your mentor does not even have to live near you.

How do people find mentors? Choose well and ask, "Would you consider mentoring me?" Optimize your chances by using these tips.

- Take advantage of mentoring programs your department, institution, or professional organizations offer to increase your network to call for assistance.
  - Avoid asking your direct supervisor so you will be free to discuss issues and future plans.
  - Know why you want a mentor: advice, a pathway to influential people, a sounding board, networking, etc.?
  - Determine the kind of mentor who will best complement you - someone who is your opposite or with whom you share characteristics.
  - Consider all possibilities. A person you might not have thought of may be the best mentor for you. Be open to someone who has more skills than you regardless of age, especially when it comes to new fields and areas like technology.
  - Decide on your approach. Depending on your comfort level and the relationship that you may already have, you can make your request via telephone or email, set up a meeting, or informally stop by his or her office.
- Name your reasons for approaching this person. Be flattering (i.e., "I'm asking you because you are extremely successful.").
  - Procuring a mentor requires self-promotion. You need to make them believe that you have potential to make them look good.
  - A mentor is a role model. Find someone who has met the kind of success you would like to have. Choose a person you respect, rather than the person with the most powerful position.
  - Conduct a test run by asking for input on a single topic. If the advice was good, made sense, and empowered you, the person is likely a good choice.
  - Look for ways to reciprocate the relationship. If nothing else, occasionally buy lunch.
  - Show appreciation and supply feedback. The relationship should be a two-way street.
  - Do an advanced LinkedIn search – either someone from your alma mater or your zip code to connect with someone nearby.
  - You can have more than one mentor. Choose different mentors to meet different needs.
  - Finally, if the person refuses, don't be hurt or offended. Good choices are very busy. Thank him or her and ask for a referral. Above all, don't give up your search!

*Michelle Dykes-Anderson is Director of Upward Bound and Associate Professor at Southeast Kentucky Community and Technical College, which is part of the Kentucky Community and Technical College System. She has served this role for four years, after acting as Counselor for eight years.*





# ACPA LOUISVILLE 2012 ANNUAL CONVENTION

## Commission on Student Development in the Two Year College

### Convention Commission Activities

*Print this page and bring with you to convention*

Day	Date	Time	Location	Event
Friday	March 23, 2012	8:30 am-3:45 pm	Jefferson Community & Technical College	Drive-in Conference
Monday	March 26, 2012	9-10 am	Kentucky International Convention Center-214&215	Sponsored Program-Life without papers: Undocumented students negotiating higher education
Monday	March 26, 2012	11 am-12 pm	Kentucky International Convention Center-111	Sponsored Program-The lived experiences of two-year college students with felony records
Monday	March 26, 2012	12:30-1:30 pm	Kentucky International Convention Center-219	Sponsored Program-Transforming leadership on the two-year campus
Monday	March 26, 2012	6:30-8 pm	Kentucky International Convention Center-Hall 1AB	Convention Showcase
Monday	March 26, 2012	9:30-11 pm	Galt House-Wilson	Community College Reception
Tuesday	March 27, 2012	2:30-3:30 pm	Galt House-Wilson	Open Business Meeting

***We look forward to seeing you in Louisville!***

## 2011-12 Commission for Student Development in the Two-Year College Directorate

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# You Are Invited

The ACPA Commission for Student  
Development in the 2-Year College and  
Jefferson Community & Technical College  
cordially invite you to our  
Community College Reception.

Monday, March 26th, 2012  
9:30 - 11:00 p.m.  
Galt House - Wilson



## Congratulations to Brienne Schwarz from UW-Eau Claire. She was named as this commission's 2012 Next Gen Scholarship Recipient.

For more information on the Next Gen conference,  
please visit [convention.myacpa.org/program/next-generation-overview.php](http://convention.myacpa.org/program/next-generation-overview.php)

# 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](mailto:ThePipeline.ACPA@gmail.com). The next submission priority deadline is May 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.