

# THE PIPELINE

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

## ***This Issue***

*ACPA 2013 Las Vegas Wrap-Up*

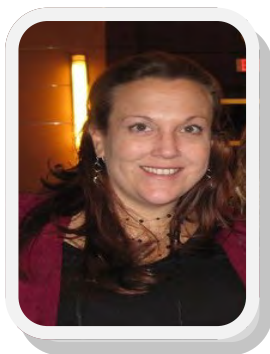
*ACPA Loves Our Two-Year College Members*

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# FROM THE CHAIR



Thank you to all of our members who joined us for the 2013 ACPA convention in Las Vegas. We had a wonderful time networking, sharing and learning from each other. A few of the highlights that I would like to mention is our amazing reception. This event is growing each year. This year we were fortunate to have the College of Southern Nevada, Phi Theta Kappa, and the Commission for Commuter Students and Adult Learners co-host with us. It was an amazing evening and a great opportunity for our commission members to meet colleagues in the field. I want to thank Dr. Santos Martinez, Vice President of Student Affairs for the College of Southern Nevada and Luke Davis, Associate Director for Phi Theta Kappa for their support of the reception along with their wonderful words of inspiration during the event. We also recognized our members who drive the work of our commission and said thank you to the members of our directorate who led the conversation around two-year colleges and our role in ACPA.

During convention we welcomed a new group of directorate members; Jennifer Blackwell, Susan Edwards, Ar-dith Feroglia and Case Willoughby. Also returning to our directorate for an additional term is Deb Anderson. Finally, Shammah Bermudez began his term as chair-elect for the commission. Our new group of directorate leaders joins our current twelve leaders to forward the work of two-year colleges.

Our directorate had the opportunity to meet with Chris Moody, Chair of the Recruitment and Retention for the ACPA governing board to discuss ways to highlight the role of our two-year college members. Our commission, in conjunction with ACPA, will spend the next year working to provide the best opportunities for two-year college educators. You will see more research and scholarship, a devoted column on two-year colleges in ACPA's Developments and more opportunities for grants supporting the work of two-year institutions.

I also wanted to share with our members the new leadership structure for our commission. As many of you may know, ACPA has adapted a new strategic plan. Based on this plan, the commission has updated our areas of responsibilities to align our work with the work of ACPA. We are now focusing our efforts in the commission to provide professional development around the following strategic initiatives; career development, social justice, and research and scholarship.

It is an exciting time to be a member of the Commission for Student Development in the Two-Year College. We are emerging as leaders in ACPA, we will see more attention given to issues based in two-year colleges, we will see a growth in membership from our two-year college peers, and we will find a stronger home in ACPA for our professional development. As always, I welcome your feedback, ideas and suggestions. The purpose of the commission is to serve the professional development needs of our members. I hope that you will share with us how we can provide you with the best professional development experiences.

Sincerely,

**Patty Munsch, Ph.D.**  
**Chair, Commission for Student Development in the Two-Year College 2012-2014**



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. .

# ACPA Loves Our Two-Year College Members!

*By Chris Moody, ACPA Director of Membership Development*

*Heather Shea Gasser, ACPA Director-Elect of Membership Development*

*ACPA 2012-2013 Governing Board*

Greetings on behalf of the ACPA Governing Board and thank you for your continued support of ACPA and the Commission for Student Development in the Two-Year College. The importance of two-year, community, and technical colleges has never been more important to higher and tertiary education than the present and professionals at all institution types and sizes should be paying close attention. These institutions are a vital part of the postsecondary education delivery system in the United States. They serve almost half of the undergraduate students in the U.S., providing open access to postsecondary education, preparing students for transfer to four-year institutions, providing workforce development and skills training, and offering non-credit programs ranging from English as a second language to skills retraining to community enrichment programs or cultural activities. In addition, community colleges face increased levels of attendance requiring much knowledge and understanding of the populations and programs that they serve.

ACPA acknowledges that we must continue to aggressively offer services and resources to support the work of community colleges as an Association priority. We are pleased to share that the Governing Board recently approved a new membership plan, which prioritizes the recruitment and retention of two-year college professionals in the next several years. We are working in tandem with a wide variety of Association leaders, including this Commission's very own Patty Munsch, Shammah Bermunez, Lisa Kelsay, Chris Johnson, and Luke Davis!

As a result of our collaboration across the association, ACPA has committed to a new featured column in the quarterly Association-wide publication *Developments* to highlight research, scholarship and contemporary issues related to two-year colleges and their students. The editorial board of *Developments* has added a new columnist position to ensure that two-year, community, and technical colleges are regularly represented in this member benefit. There are several additional research, scholarship, financial, professional development and membership benefits that will be shared in the coming months, so we invite you to pay close attention to your ACPA communications to find those that specifically address two-year educators' needs.

We would be remiss if we did not acknowledge our tremendous respect for and appreciation of the leadership of the Commission for Student Development in the Two-Year College. Not only were you recognized with the Associa-

tion-wide award for Overall Distinguished Accomplishment Award in 2013, but your partnership on these new and exciting membership initiatives has been unparalleled.

As each of you starts to think about your professional development plans for yourself or for your staff members for the year, we sincerely hope that you will choose to join us in Indianapolis for ACPA 2014 where we will "REINVENT" the traditional convention experience. This is one convention experience you will not want to miss! For more information about the ACPA 2014 convention, we encourage you to explore the website at <http://convention.myacpa.org/indy2014/>.

There is so much to look forward to in this coming year and we want to make sure you do not miss a beat. From ACPA 2014 to the new services, programs, and resources that will launch specifically for professionals at two-year, community, and technical colleges, your ACPA membership has never provided a greater value. We want you to be sure to take advantage of every opportunity and hope that you will contact us should you have any comments, questions, or suggestions. It is our pleasure to serve you on the ACPA Governing Board.

ACPA appreciates you!

**Chris Moody** ([moody@american.edu](mailto:moody@american.edu))

**Heather Shea Gasser** ([hsgasser@gmail.com](mailto:hsgasser@gmail.com))

# Convention 2013: A Week of Inspiration



## Meet our New Directorate Members



**Susan Edwards**, Dean of Academic Affairs and Honors Programs, began her journey with Phi Theta Kappa as an advisor for the Omega Sigma chapter, at Houston Community College in 1991. She has taught history and humanities for twenty-two years, most recently online. Susan is a former Fulbright Fellow and National Endowment for the Humanities grantee and was named 2005 Texas Professor of the Year by the Carnegie Foundation and a 2005 Piper Professor by the



**Ardith Feroglia** graduated from Western Washington University (BA - Communication, 2008) and Oregon State University (Ed.M. - College Student Services Administration, 2012). She is currently an academic advisor for Health Occupations & Education at Clark College in Vancouver, WA. Her educational interests include areas such as transfer student services, academic advising, international programs, and educational policy. She spends most of her free time exploring Portland, OR and planning world travels, CrossFitting, reading, dancing, and blogging



**Case Willoughby** was appointed Vice President for Student Services at Butler County Community College in 2012, and has held prior roles in academic advising, orientation, and residence life. He has presented widely at national conferences, authored book reviews for professional journals, and been active in professional organizations. His education includes an Ed.D. and an M.A. in Higher Education from Teachers College. Case feels honored to serve on the Directorate of the Commission, and hopes to use the platform to increase engagement of senior student affairs officers from community colleges in both the Commission and ACPA.



**Jennifer Blackwell** is an Academic Advisor-Civic Community Engagement at Delaware Technical Community College, in Delaware. She is a student affairs professional with broad experience in program and risk management. Her focus is on student leadership with experience in facilitating ropes courses and reflective learning/co-curricular components. Jennifer has facilitated workshops on a local and national level to educational professionals, as well as college and high school students. She is always interested in projects focused on learning and those committed to making a difference on a global scale.

# ACPA / Commission Ambassador Blog

Kolrick Greathouse, Graduate Student,  
Rutgers, The State University of New Jersey, The College of Student Affairs



Since the age of ten, change and transition has been a central theme in my life. It began with an 800 mile move from South-west Louisiana to Northeast Florida, and continues on until today from my office at Southern Utah University in Cedar City. From that very first move, my passion for growth and

change has only become stronger. In June of 2006, at the age of 18, I set off from home just days after graduation, to begin my undergraduate career at the University of Central Florida in Orlando. For whatever reason, I couldn't wait to start and applied for a summer term in order to get my feet wet. Three and a half years, four changes of major, and two Residence Life jobs later, I was donning a cap and gown and moving on with the rest of my life. The only problem was, I had no idea where I was going.

After a semester off, and a few crucial life lessons, I found myself back in school, a thousand miles away at Rutgers University. I didn't know what I was doing there, but it just felt like the right place to be. I met a few friends who worked with New Student Orientation and they encouraged me to apply. Citing my non-traditional status, they felt I would have something to offer incoming students. I was thrilled to have been offered a position, but I had no idea what I was getting myself into. Fast forward to mid-semester spring of 2011. I'm sitting in the orientation leadership class where I am given a piece of information that quite possibly alters the course of the rest of my life. There is a thing called College Student Affairs. I can get a master's degree in it, and I can make a career out of it.

Much to my dismay, the application deadline for fall acceptance had already passed. I was forced to wait another year before I could begin this journey, but instead of spinning my wheels, I decided to make

the most of this time. I started networking and talking with other Student Affairs professionals about their advice and experiences, and I met mentors that stuck with me through all of the highs and lows that come with the waiting game. One of the strongest influences I have met so far came to me during that first summer as an orientation leader. I won't embarrass him here, but his approach to supervision and student development has directly impacted the way I work in, and perceive the field of Student Affairs. After a very long couple of semesters, I was accepted in the Master of Education in College Student Affairs program at Rutgers and I don't know that I had been happier about anything in my life at that point. This was real. I was going to graduate school.

Now we fast forward to the summer of 2013. I have completed my first year in the program, as well as my first year as a Residence Hall Director, and attended two Student Affairs conferences in just a few months. I am also an ACPA Ambassador to the Standing Committee for Graduate Students and New Professionals, as well as a liaison of sorts, to the Commission for Student Development in the Two-Year College. Standing midway through my NODA internship at Southern Utah University, I am beginning to look at the profession in an entirely new light. Integrating theory, best practices, and a whole lot of heart has given me the most amazing summer internship experience I could imagine. Looking ahead at my work with the Commission, my biggest goal is to shed light on the great things that are happening in Student Affairs at two-year colleges and bring that knowledge to my colleagues and cohorts. With television shows and films depicting the culture of these institutions, I feel it is important to paint a broader picture for anyone considering making a home there. I look forward to speaking with many of you about your experience and sharing your stories with others.

# Assessment is a Four Letter Word?

Charles Schnur, Director of Student Conduct  
Delaware County Community College

I was signing up for my summer course in my doctoral program and was disappointed when the class I wanted to take was full. I e-mailed the instructor hoping that a spot would open up. To my dismay, no such luck, I ended up taking Assessment of Student Learning. I was not looking forward to the prospects of spending six weeks discussing the dreaded “A” word. To my surprise however, the class turned out to be the most practical one so far in my program and motivated me to take a closer look at my office.

The Office of Student Conduct and my position as Director were new to the college, having started in February 2012. There was no mission statement or goals for the office when I started. Rubrics and other tools designed for the classroom setting I felt would not apply to student conduct. Besides, I *know* I am good conduct officer and the students I meet with are getting a great education when they meet with me, right?

Working at a community college, I recognized some other barriers that I felt would hinder effective assessment. First, I am an office of one. I get some administrative support, but the rest is on me. Like others who work at small institutions, many of us wear a number of hats. We are just too busy to do assessment.

Additionally, retention and graduation numbers are hard to measure at community colleges. How do you know if you “succeeded” in your intervention, conversation, and education of the student when there is a strong possibility that she was leaving the next semester anyway? The fluctuating nature of our student body makes it difficult to measure achievement. A student who successfully transfers to a four-year institution sans associate degree may have met his goals but may impact our numbers.

We also may work with small numbers of students. I may have only 100 conduct cases a year, with many of the students handled by the faculty requiring no direct involvement from me. Many of the others walk away with verbal warnings and no conduct records reducing student numbers further. This can make it challenging to get reliable data.

Finally there is the cost involved. I already mentioned staff time, but effective and reliable measures can cost significant financial resources which are in short supply. For example, the National Assessment of Student Conduct Adjudication Processes (NASCAP) Project - <http://www.nascaproject.org/> - measures student conduct outcomes and was an excellent resource at a prior institution.

However, \$750 for one year’s subscription can be a significant investment.

Despite some of these barriers, student conduct officers at community colleges should not be discouraged from conducting assessment. We must show that what we do matters and matches with the college mission. As I worked on the final project, an assessment plan for my office, I realized a number of relatively simple steps can be taken without significant resources. For example, our newly revised (and to be continued to be revised as needed) Code of Conduct was based on the “Model Code” (Stoner & Lowery, 2004). As well, the Council for the Advancement of Standards in Higher Education (CAS) provides self-assessment guides for a number of functional areas. A single guide costs \$35. These are best practices that have been proven successful at other institutions that we should be adapting to our campuses. As well, your campus likely has an Office of Institutional Effectiveness – staff members who exist to assess. I pass by their office almost every day, yet have never actually spoken to them. That is on my list of things to do.

Finally, there is the mission. The implementation of a focal point to guide future efforts is critical to show that it is not just policies and procedures, but learning is at the forefront of what I do. Maybe this assessment thing is not so bad after all.

**Charles Schnur is the Director of Student Conduct at Delaware County Community College in Media, PA.**

Stoner, E. N., & Lowery, J. W. (2004). Navigation past the “spirit of insubordination”: A twenty-first century model student code with a model hearing script. *Journal of College & University Law*, 31(1), 1-78. Retrieved from [http://www.edstoner.com/uploads/stoner\\_lowery\\_JCUL\\_2004\\_cropped.pdf](http://www.edstoner.com/uploads/stoner_lowery_JCUL_2004_cropped.pdf)

# Commission Elections



**Are you ready?**

**We are!**

## **Directorate Nominations Will Open September 1st**

### **DIRECTORATE ELECTIONS**

We are excited to announce that **we are electing six (6) new directorate members** for the 2014-17 term. We are looking for a few good men and women who are passionate about community college issues. You could be a graduate student or professional working in a two or four year institution who is interested in furthering the issues facing students, faculty, and administrators in the two-year setting. There are many ways to get involved so take the first step and submit your application to join our directorate.

If you have any questions, or would like to apply, please feel free to contact Deborah Anderson, Elections Coordinator, at 812-429-1402 or [danderson128@ivytech.edu](mailto:danderson128@ivytech.edu) or Chris Johnson at [ckjohnson@housing.ucsb.edu](mailto:ckjohnson@housing.ucsb.edu). We look forward to having you join our commission directorate.





## 2012-2013 Commission Leadership

2012-2014 Chair  
Patty Munsch Ph.D  
munschp@sunysuffolk.edu

2013-2014 Chair Elect  
Shammah J. Bermudez  
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## 2012-2013 Directorate Members

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## 2012-2013 Advisory Board

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# 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](mailto:ThePipeline.ACPA@gmail.com)

Next submission priority deadline: September 20, 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 regularly.

### *Make a Difference* (500 word maximum/submission)

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

### *Best Practices in Community Colleges* (500 word maximum/submission)

This section can be used to inform fellow professionals on how to accomplish a certain task, develop a type of program, advise a certain type of student, or improve the functioning of their office through practices that the writer deems as exemplary.

### *News for Community Colleges* (750 word maximum/submission)

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

### *Professional Development* (250 word maximum/submission)

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

### *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!