

Welcome to our sixth Annual International Conference Build • Maintain • Enhance

Dr. Kenneth P. Walker, President

Dr. Kenneth P. Walker is the District President of Edison College in Ft. Myers, Florida and the President of the Community College Baccalaureate Association. He previously held college presidencies and other administrative positions in Oklahoma and Texas. He has a B.A. and M.A. in Political Science, a Ph.D. in Higher Education Administration and continuing education in management and leadership from Harvard University, Southern Methodist University, College of William and Mary and Oxford University. He served in the United States Air Force.

Dr. Walker has received numerous awards for exemplary and distinguished service, outstanding leadership in improving educational opportunities and the advancement and support of education. He received the Professional Educators award from the Association of Community College Trustees in 1977. He was honored in 2001 by the Edison College District Board of Trustees with a unanimous Resolution naming the new \$14 million Kenneth P. Walker Health Science Hall. Dr. Walker is the Founder of the Community College Baccalaureate Association.



Community College Baccalaureate Association

The Community College Baccalaureate Association strives to promote better access to the baccalaureate degree on community college campuses, and to serve as a resource for information on various models for accomplishing this purpose.

The CCBA attempts to gather all published articles and legislation dealing with the community college baccalaureate degree. We also solicit copies of unpublished materials related to this topic. We host an annual conference to share information and develop ways to promote the community college baccalaureate degree to governors, state legislatures, national policy boards, and other appropriate persons and organizations.

The baccalaureate degree is an important entry requirement for the better jobs and a better lifestyle. Therefore, every person should have an opportunity to pursue the baccalaureate degree at a place that is convenient, accessible and affordable.

BETH HAGAN, Ph.D., EXECUTIVE DIRECTOR

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Conference Agenda

Sixth Annual International Conference

BUILD, MAINTAIN, ENHANCE

Friday, March 17, 2006

- 1 pm – 3 pm** Exhibit Hall Open
Hilton Hotel Lower Level
- 4 pm – 7 pm** CCBA Conference Registration
Hilton Hotel Lower Level
- 5 pm – 7 pm** CCBA and NACCTEP
Welcome Cocktail Reception
Exhibit Hall

Saturday, March 18, 2006

- 8 am – 10 am** CCBA Conference Registration
Outside Monroe Room
- 8 am – 8:40 am** Breakfast
Monroe Room
- Welcome**
Dr. Kenneth P. Walker,
CCBA President
- 8 am - 11 am** Exhibit Hall Open
Hilton Lower Level

8:45 - 9:30 Concurrent Sessions

Session 17: Jefferson Room

Curriculum Components: A Closer Look

Panel Moderator: Dr. Edith Pendleton
Margarita Cabral-Maly
Dr. Charles Carroll

New programs offer many opportunities for community college administrators and faculty to work together as they address issues of credentials, new courses and even the name of the institution itself. This panel discussion will focus on new degrees at three Florida institutions. Edison College, Ft. Myers will offer a BAS degree in Public Safety Management. Florida Community College at Jacksonville will have a BAT in Fire Service Technology and Daytona Beach Community College will offer a BAS in Supervision and Management.

Session 10: Washington Room

Reframing a College - A Matter Of Degrees. Grant MacEwan College

DR. PAUL BYRNEM

DR. JANET PATERSON-WEIR

As Grant MacEwan College develops a new academic future that includes the offering of four-year undergraduate baccalaureate degrees, the continuing discussion of the MacEwan culture emerges richer, more complex and incorporates a continual reframing of the organization.

MacEwan is a multi campus college located in Edmonton, Alberta. MacEwan is the province's largest college, serving approximately 42,000 learners annually. The catchment area has a population of one million and is served by four public higher education institutions: a large traditional research university (Canada's third largest), a technical institute, a vocational college, and MacEwan.

MacEwan opened in 1973 as a community college with a primary focus on one and two year career certificates and diplomas plus a wide array of community programming. In 1989 the College introduced university transfer offerings that enable students to complete their first and second year of an undergraduate degree. In Canada the Associate Degree is not awarded. The success of MacEwan's university transfer program has resulted in MacEwan becoming Canada's largest university transfer college. Commencing in 1996 the College began offering Applied Degrees that are 4 year programs of study with 3 years in College and a supervised work placement/internship during the 4th year. In 2000 the College's name was formally changed from Grant MacEwan Community College to Grant MacEwan College that has culminated into our current branding of MacEwan.

The evolution of baccalaureate transfer programs at colleges in Canada can be seen as a major adaptive strategy. This presentation will trace the evolution of Canada's college system from a community-based retraining and higher education alternative to creating degree access through university transfer as well as applied degrees. In addition, the presentation will outline the opportunities afforded by legislation in Alberta that permits colleges to offer four-year baccalaureate degree completion.

MacEwan is the first public college in Canada that has been granted approval to offer baccalaureate degrees. A new process was designed by the government included a Systems Co-ordination Review, Institutional Readiness assessment managed by the Alberta Quality Council and Curriculum Program Review as a peer process by established universities. This new three-staged accreditation process was applied utilizing Grant MacEwan College degree proposals. The two-year process, its impact and the results will be reviewed in the presentation with a focus on lessons learned.

The additional mandate of degree completion at MacEwan has evolved through experience and circumstance. As a college with fully half of its full time student population in university transfer programming, and the growing lack of transfer spaces within the traditional university system, this new mandate was self generated, not imposed.

Looking to the future where learners will see academic credentialing from diploma to degree and degree to diploma within a context of full time, part time, and on line will add new meaning to integrated curriculum planning and development.

While the core beliefs of student support and academic excellence have helped prepare MacEwan for the anticipated complexity of reframing the college yet again, attention to an evolving academic culture that will add stronger dimensions to existing scholarly activity and shared governance systems will be discussed.

**Embedded Baccalaureates – New Concepts,
Enduring Relationships****DR. ROBERTA C. TEAHEN****DR. NOREEN THOMAS****MS. MARGUERITE COTTO**

The baccalaureate degree has become what the high school diploma was a generation ago: the minimum educational requirement for a meaningful job and career. Those with bachelor's degrees qualify for better entry-level jobs, receive opportunities for promotion, and earn more in their lifetime than those with less than a bachelor's degree. The importance of the baccalaureate degree has now become a public policy priority, as employers, educators, governors, and legislators unite in promoting and funding initiatives to create more bachelor's degree graduates.

One viable strategy is the Embedded Programming Model—side-by-side programs with no physical distinction as to the learning provider. Course work is intermixed developing an educational ladder ultimately reaching a bachelor's/master's degree. This approach also allows for dual admission at the beginning of the educational program and shared responsibility for advising throughout.

Embedded baccalaureate degree programs differ from traditional transfer programs. Traditional transfer programs are all "hand-off" approaches, where students at some point leave their community college and enter their receiver institution. The point of leaving can be after a minimum number of courses have been completed (often the so-called "gen eds"), or after completing a transfer plan, or after completing an associate degree whose credits are accepted by a receiver institution. The success rate for earning a baccalaureate degree of traditional transfer students ranges from 17% for those who do not complete an associate's degree before transfer, to 41% for those who do.

In order to encourage continued progress, and to recognize their accomplishments, students in an embedded baccalaureate model can still earn an associate's degree after completing approximately half their baccalaureate degree hours. The community college awards the associate's degree, even though several courses in the degree may have been earned from the baccalaureate degree partner.

Approaches like this take communications and partnerships to a new level – from top-level administrators through the faculty and coordinators at the program levels.

The presenters will briefly introduce different approaches to baccalaureate education at a distance from primary college and university sites, but the session will elaborate on the concept of the embedded baccalaureate and the challenges and opportunities associated with successful models.

A primary thrust in the presentation will be an emphasis upon the qualities that contribute to successful collaborative ventures, utilizing principles, theories, and practices of collaboration, teamwork, and trust. The value and challenges of relationships among institutions and individuals will be highlighted as these factors contribute to the development and ongoing success of the embedded baccalaureate or any innovative venture.

Much has been written about financial models, technology utilization, curricular strategy, program promotion, and staffing structures. Less is written about the glue that holds partnerships together – the approaches and commitment to collaboration and the relationships that are built to support learning and growing together.

Integral to collaboration and relationship building is awareness of how individuals and groups learn together. Theories of organizational learning will be introduced, as these tenets of acquiring, sharing, and using information and knowledge contribute to expanded learning and greater success for all those engaged. This success promises even more success for those students who will be served through the partnership.

The presenters are all experienced professionals and dynamic presenters. Their experiences from three different environments but with common learning perspectives will provide valuable insight to others seeking to make things happen to expand the baccalaureate options for America's citizens.

**Class of 2006: Ontario's first four year college
degree graduates****MR. HENRY DECOCK****MS. KAREN MURKAR**

In 2000, the Government of Ontario through the post Secondary Choice and Excellence Act enabled the Ontario Colleges of Applied Arts and Technology to grant degrees. In the first round of applications, Seneca College was granted permission to offer two degrees: Integrated Environmental Site Remediation and Financial Services Management. In Fall 2002, the first class of Ontario college degree students were enrolled in the four year Bachelor of Applied Business – Financial Services Management program. It was the only degree that began that fall in the province and the program is expecting its first graduates in June 2006.

As the first graduates to have completed all four years of a degree at a college, their experience within the program and anticipated venture into the work or academic world will be the subject of significant scrutiny. Educators and prospective students alike are interested in the quality of college degree programs and the prospects they hold for increasing access to post-secondary education in Ontario. In beginning to understand the issue and answer outstanding questions, this presentation will profile the demographic characteristics of this first cohort, compare them to other students who have since enrolled in degree programs, and describe any differences or similarities with the rest of the non-degree student population. At the same time, we need to investigate their academic achievements and challenges, their co-op work placement accomplishments from the student and employer perspective, and their prospects for meaningful and gainful employment. The results of a survey to document the students' experiences while earning a degree, the match between their initial intentions with eventual results and their hopes for future work or academic achievements as graduates will be discussed in the context of the fledgling college degree implementation process.

Information ascertained from this first group of graduates will assist colleges in understanding the market for college bachelor degrees, in reaching out to prospective students, in developing of new proposals, and in improving the educational environment at the institutions.

10:20 - 10:35 Break**10:35 - 11:20 Concurrent Sessions****Principles of Good Practice of Assessing Student
Learning****DR. RONALD REMINGTON****DR. NANCY REMINGTON**

One of the criticisms of community college offering baccalaureate degrees is the lack of quality control; a second criticism is that delivering the baccalaureate degree is a departure from the community college mission.

We propose an interactive session demonstrating a series of matrices—based, in part, on the nine "Principles of Good Practice of Assessing Student Learning" (Astin et al., 1992)—that institutions could adopt to measure their own effectiveness and address these criticisms. These matrices, which we would provide for participants, explicate three essential components of an assessment system: purpose—the system is aligned with the institution's mission, values, and goals; people and processes—the system is supported by flexible leadership structures from across the educational community that values the scholarship of teaching and learning; and pedagogy—the system engages students in their own learning, actively searching for meaning and generating knowledge, and it encourages and values learning as both an individual and an interactive, collaborative endeavor.

Session 4: Washington Room**The Transformation of Five Florida Community Colleges: Converting to Baccalaureate Producing Programs****Ms. DEBRA K PETRY**

In 2001, the Florida legislature authorized community colleges in the state to offer baccalaureate degrees in very specific areas and under well-defined conditions and circumstances. Five Florida community colleges, St. Petersburg, Miami Dade, Chipola, Okaloosa-Walton, and Edison, pioneered this movement in Florida and are currently providing such programs. This presentation will provide the results of a dissertation that was completed by the presenter in 2005. The purpose of the study was to determine what community college leaders view as the transformations that occur in community colleges in order to provide baccalaureate degree-producing programs, and to consider the factors that led to the introduction and initiation of such programs.

The study focused on key leaders at each of the five community colleges in Florida who were involved, at various levels and to various degrees, in the creation, development and implementation of these programs. These leaders were divided into three groups, executives, developers, and implementers. Attitudes and beliefs about these new programs, both in general and specifically experienced at the individual institutions, were solicited via a survey and interviews. The following questions and results will be addressed:

(1) What major factors precipitated the transformation to a baccalaureate degree-producing program in five Florida community colleges? What were the reasons for the initiative to be considered and implemented? What critical decisions were made in order for this to occur? How did the mission of the college change as a result of this transformation?

(2) What problems were managed and resolved during the process and what problems remain?

(3) What are the perspectives that Florida community college leaders have who experienced this transition related to the following concepts: program selection, responsiveness to community needs, limited resources and funding, access for students, conflict versus collaboration with colleges and universities, and program accountability and quality.

CCBA attendees at the 2005 conference in New York were surveyed on the same questions. The results of the CCBA survey, with a comparison to the Florida results will also be presented. "Lessons learned" and recommendations by the Florida college leaders to those community college leaders who are considering establishing such programs in their own colleges will be included.

11:25 - 12:10 Concurrent SessionsSession 16: Jefferson Room**The Collaboration Success Measurement Model****Ms. JOYCE CZAJKOWSKI**

The Collaboration Success Measurement Model: Two year and four year higher education institutions are entering into collaborations without models to guide them toward success. This presentation will identify the factors that predict successful collaborations between two-year and four-year colleges. A review of the literature on collaboration success factors and the findings from the speaker's recent research form the basis for the Collaboration Success Measurement Model that can be used to guide the development of successful partnerships between community colleges and four-year institutions. Success factors are arranged into the three stages of collaboration supported by collaboration theory: the formation stage, the process stage, and the outcomes stage. This measurement model will be helpful for institutions forming new collaborations and will also provide current collaborators a means to measure and improve their existing collaborative efforts.

The Daytona Beach Community College Story: From Mission to Outcomes – Making a Difference in the Community**DR. CHARLES CARROLL****DR. EILEEN HAMBY****DR. MICHAEL SANTONINO**

Daytona Beach Community College (DBCC), as part of its mission, has responded to the needs of the community when making decisions on the appropriate degree and non-degree programs to offer. DBCC routinely calls upon community stakeholders to serve in an advisory role and to participate in the "Developing a Curriculum" (DACUM) process. Programs are tailored to meet specific needs and achieve desired outcomes. Educating students using an iterative process that builds from the simple to complex and from theory to practice are incorporated into well developed curricula.

DBCC has been aware that the students who have graduated from its Associate of Science (A.S.) degree programs have reached a stumbling block when attempting to pursue a bachelor's degree. The graduates have found that they need to return to college to first pursue an Associate of Arts degree, and then apply to a specific program of study at another institution to earn a bachelor's degree. This has created a conundrum whereby students would often accumulate an excess of 100 student credit hours, and just be beginning their upper division courses for a bachelor's degree. Because of the number of additional courses required, A.S. graduates often get discouraged and do not continue their education. With regard to baccalaureate and other advanced degrees, the Florida Chamber of Commerce Cornerstone Report (2003) ranked Florida's 44th among the states for production of new baccalaureate and advanced degrees, which they predict, is insufficient to meet the demands of the next decade. Part of the problem has been the system that is noted above.

Curriculum development panels composed of expert workers and managers from a wide variety of occupations and professions have consistently indicated that workplace supervisory and management skills are becoming necessary for an increasingly broad spectrum of occupations. To respond to this problem, in 2005, DBCC obtained approval from the Florida Department of Education, and subsequently, the Southern Association of Colleges and Schools to offer the Bachelor of Applied Science (B.A.S.) in Supervision and Management degree. The degree is offered to students with specific A.S. degrees.

Major learning outcomes for each course were formulated using Bloom's Taxonomy where all three learning domains – cognitive, affective, and psychomotor – have been addressed. To ensure that all domains are truly represented, and that the program graduates students with value added skills, experiential and service learning opportunities have been incorporated throughout the curriculum. Additionally, behavioral objectives with appropriate learning activities have been developed for each class session or learning module. Student success in these activities will be measured, and the results will be discussed among the faculty. Appropriate changes will be made at the curriculum, program, institution, and community workforce partner levels.

DBCC's Bachelor of Applied Science Program in Supervision and Management is seeking to develop best practices in both its teaching and learning methods, and is focused on students achieving the desired outcomes so that they will have the knowledge and skills to be successful managers and add value to the community. We would like to benchmark with other community college baccalaureate programs to ensure continuous improvement and achievement of our mission and goals.

12:10 - 1:30 Lunch

Monroe Room



Dr. Margaret M. Sullivan

Commission on Colleges

Southern Association of Colleges and Schools

Dr. Sullivan has thirty years experience in diversified areas of education including key administrative and consultant positions in higher education. She has enjoyed a wide range of professional activities with the Southern Association of Colleges and Schools (SACS) including serving as University Liaison Officer for Brenau and Georgia State Universities. She has chaired or served on visiting committees for several colleges and universities such as Vanderbilt University, Troy State University, University of Miami, Southern University, University of Houston, University of the Americas, and Samford University and has served on numerous Advisory Committees including as Chairman for the Accreditation of Foreign Institutions and Research Director, FIPSI (SACS Project).

Dr. Sullivan has presented for many organizations including the Southern Association of Colleges and Schools; Association for Institutional Research; Council for Independent Colleges; Southern Association for Institutional Research; Society for College and University Planning; National Conference on Social Welfare; and American Education Research Association. She has authored several book chapters, articles, monographs and reports that explore areas that are representative of her expertise in higher education, secondary education and special education. Recent articles in *Assessment Update* reflect emerging assessment issues.

2006 Pioneer Award

Essay Contest Award

Sponsor Recognition

1:30 - 2:15 Plenary Session

Session 3: Monroe Room

Theoretical Perspectives on the Community College Baccalaureate

MR. MICHAEL L. SKOLNIK

As Levin has noted, theoretically based explanations of the behavior of community colleges “are the exception rather than the rule.”¹ This generalization is particularly true in regard to relatively new developments like the community college baccalaureate. Of course, there are differences of opinion within the field of higher

education as to the usefulness of applying theory in a formal way to the phenomena that we study. Some of the greatest insights into higher education have come simply from observation rather than the formal application of theory, for example the contributions of Newman, Flexner, and Kerr. Still, as Thomas² has noted, theory may be useful in “systematizing and tidying” things after experiential based cognitive insights.

The purpose of this presentation is thus partly experimental. That is to see whether an attempt to view the community college baccalaureate within some formal theoretical framework does much to further our understanding of this phenomenon. Two different theoretical frameworks were selected: one because it is well known within the field of community college studies and seems, on the surface at least, to be directly relevant to the community college baccalaureate; the other, from a different field of study, selected because it addresses in greater depth an important issue that is treated fairly lightly within the first framework.

The first theoretical framework is from what has sometimes been described as the literature on the social role of the community college. Though several authors have contributed to this body of literature, there are two works that stand out for their detail and comprehensiveness: *The Diverted Dream* by Brint and Karabel and *The Contradictory College* by Dougherty.³ Brint and Karabel sought to provide a theoretical explanation for what they called the shift in emphasis in community colleges from transfer programs to vocational programs that began to occur in earnest in the 1960s. Dougherty developed this theoretical framework further and applied it not just to explaining the shift toward vocationalization, but also the origins and social role of the community college. Brint and Karabel considered three alternative theoretical explanations for the vocationalization of the community college that they referred to as the consumer choice, business domination, and institutionalist models. Dougherty reformulated and extended these to include four theoretical explanations of the origins, social role, and vocationalization of the community college that he called the functionalist, instrumentalist, institutionalist, and state relative autonomy perspectives. This presentation will explore the extent to which these various theoretical perspectives help to understand the development of the community college baccalaureate. These theoretical frameworks give only limited attention to what may be one of the most important factors influencing the emergence, viability, and success of the community college baccalaureate, the perception of competition between two-year and four-year college institutions in the provision of the baccalaureate. To explore this aspect of the community baccalaureate, the presentation will employ a theoretical framework borrowed from the literature on the professions, that of inter-professional competition over jurisdiction. Following London’s⁴ view of university and community college professors as distinct professional sub-groups, the presentation will explore the types of settlement of professional jurisdiction that could result from the apparent increased demand for community college involvement.

¹ J.S. Levin, “The Community College as a Baccalaureate-Granting Institution,” *The Review of Higher Education*, 26(1), 2004, 1-22.

² G. Thomas, “What’s the Use of Theory,” *Harvard Educational Review*, 67(1), 1997.

³ S. Brint and J. Karabel, *The Diverted Dream: Community Colleges and the Promise of Educational Opportunity in America, 1900-1985* (New York: Oxford University Press, 1989); K.J. Dougherty, *The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College* (Albany: State University of New York Press, 1994).

⁴ H.B. London, “In Between: The Community College Teacher,” *Annals of the American Academy of Political and Social Science*, 48 (March, 1980).

2:20 - 3:05 Concurrent Sessions

Session 11: Jefferson Room

Baccalaureate Degrees, Access and Vincennes University

DR. CAROLYN K. JONES

DR. PHILLIP PIERPONT

ACCESS! ACCESS! ACCESS! Access, like location for real estate, is the key word in community college education. If the college is not present and available to its community, it should close up shop and go away. Vincennes University initiated its pursuit of baccalaureate degrees in an effort to increase access and thereby deal with perceived workforce shortages not just in Indiana as a whole, but in its immediate community. These degrees were awarded to the University despite substantial opposition (including the harsh charge of “betrayal” from a four-year university with whom the University has a long history of cooperation) from various sources in the state. This accomplishment provided momentum that has allowed the University to expand access to other degree areas directly related to its two-year mission.

First, the University took three of its existing computer programs to its Indianapolis Aviation Maintenance Technology Center. The proposal was based on the premise that the need for computer technicians in areas like LAN Networking, Wireless Security, and Computer Software Support was greater than the public community college and four-year University in Indianapolis could supply and required more student access than these colleges could provide. The proposal earned worthy opposition from the state’s newly ordained community college system – an outcome of the University’s “divorce” from the technical college system which was quickly ordained as “Indiana’s Community College” – but not from the four-year university.

Second, approximately two months later and riding the wave of its momentum, the University proposed, based upon invitations from various fire departments on the quickly growing west side of Indianapolis, that its very successful Fire Science program should also be given operational access to the Indianapolis area. The proposal again earned worthy opposition from the newly created community college, but, riding the wave of its momentum, the University’s proposal was supported by representatives from key agencies and approved. Such support came partially as a consequence of the momentum created by approval of the baccalaureate programs.

Third, as a consequence of this momentum, the University’s state-wide concurrent enrollment program has also experienced record enrollments despite resistance to such programming from the state’s four-year universities. The concurrent enrollment program – the Indiana Legislature has mandated concurrent enrollments as part of the state’s Core 40 Honors Diploma – has expanded from 47 high schools to 75 high schools in the last two years even though there is increased competition for these students. The baccalaureate degrees have apparently provided a cache of success and quality that attracts students who may eventually wish to attend a small residential college (approximately 4500 headcount, 4000 FTE in Vincennes) for either the associate and/or bachelor’s degree.

The baccalaureate degrees have caused Vincennes University to expand its mission and have proven to be a driving force that has helped the University to overcome opposition to continuing its state-wide mission and to providing increased access to specialized programs in the state’s largest city as well as within our immediate service area. The people of Indiana, the primary stakeholders in public higher education, have benefited substantially from this new level of access.

Session 13: Washington Room

Latest Developments and Plans from Florida’s first Four - Year Community College: St. Petersburg College

DR. THOMAS FURLONG

MS. KAY BURNISTON

This presentation will briefly provide an overview of the program. Challenges and issues will be addressed. Attention will be given to unique program offerings, such as Orthotics and Prosthetics and Dental Hygiene. The presenters will discuss program determination, (feasibility study) and components of successful program implementation. Future plans will also be discussed.

3:05 - 3:20 Break

3:20 - 4:05 Concurrent Session

Session 1: Jefferson Room

Myths and Realities: Community College Baccalaureate Curricular Issues and Challenges

DR. DEBORAH L. FLOYD

This session will address myths and realities surrounding curricular areas of focus regarding community college baccalaureate degrees. An analysis of the curricular areas of emphasis (reality) vis a vis misconceptions about curricular areas of emphasis (myth) will be discussed. Participants will be encouraged to offer their insights and experiences about the issues and challenges related to implementing community college baccalaureate degrees.

Session 7: Washington Room

From Planning to Implementation: Lessons Learned at Okaloosa-Walton College with Its Two Baccalaureate Degrees

DR. JAMES R. RICHBURG

The OWC baccalaureate programs were presented at the 2004 Annual Meeting of the Community College Baccalaureate Association in a session describing the processes the college had gone through in its journey to offer the two degrees. This program presents two years of experience with students enrolled in the two programs and two years of experience with the faculty and the community in their work and support of the programs.

The programs have been warmly received by the community for the management program’s enrollment exceeded five fold the anticipated headcount enrollment. Giving to the college foundation specifically for the four year degrees surpassed \$300,000 in an easily managed fund raising campaign. The community has responded positively to the college name change from Okaloosa-Walton Community College to Okaloosa-Walton College.

Planning issues between the college and the university in nursing have been challenging and have occupied far more time than has implementation of the management degree which is solely handled by OWC. Even with coordination issues, the enrollment success of the nursing program and its reception in the community has been successful.

This session presents in detail the obvious learning outcomes in the implementation of these two new baccalaureate programs in a community college.

4:10 – 5:00 Rotating Round Tables

Monroe Room

Let’s hear from.....

- A. North Dakota
- B. Jamaica
- C. Washington
- D. Illinois
- E. TBA

Sunday, March 19

8:00 – 8:45 Breakfast

Monroe Room

Accreditation, Institutional Self Interest, and the Public Good

Moderator: DR. RONALD BAKER

DR. DANNY GONZALEZ

The success of community and technical colleges in meeting the postsecondary education needs of their communities is unquestioned and unsurpassed. Increasingly, however, that need extends beyond the associate degree level. Due to a variety of factors, traditional baccalaureate institutions may not be able to meet that need, thus creating a void increasingly filled by community and technical colleges. This panel will explore the development of community college baccalaureate institutions from three perspectives: 1) continuous improvement and quality assurance; 2) pursuit of institutional self interest; and 3) public policy in meeting the needs of students and external stakeholders.

**8:45 - 10:00 Plenary Session
with National Association of
Community College Teacher
Education Programs (NACCTEP)**

Session 18: Monroe Room

**Teacher Education Degree Options: From
University Partnerships to Community College
Baccalaureates**

DR. LINDA THOR • DR. LESLIE ANN ROBERTS

MS. MARY BRIDEN • DR. LINDA MILLSTEIN

This joint session between the Community College Baccalaureate Association and the National Association of Community College Teacher Education Programs features a panel discussion focusing on these organizations' shared interest in expanding pathways to baccalaureate degrees in teacher education. Three models will be presented: expanded university/community college articulation; university centers on a community college campus; and stand-alone community college baccalaureates. Strengths and challenges of each model and lessons learned will be presented.

10:05 - 10:50 Concurrent Sessions

Session 2: Jefferson Room

**Expanding in the Community and Technical
Colleges Role in Meeting the Bachelor's Degree
Capacity Needs in Washington: Piloting Community
and Technical Colleges Bachelor's Degrees and
University Contracts**

DR. LORETTA SEPPANEN

DR. DAVID BOROFKY

Based on research on the issue of the state's capacity to meet the demand for junior and senior year spaces in the bachelor's institution in Washington, the Washington State Board for Community and Technical Colleges passed the resolution taking the following actions (January 2005):

- Granting the Executive Director authority to work with partner universities, the legislature and the Higher Education Coordinating Board to plan for and fund systematic expansion of University Centers based on the partnership model to address capacity gaps identified in this study.
- Authorizing planning for pilot community or technical college baccalaureate degrees and granting the Executive Director authority to work with the State Legislature and Higher Education Coordinating Board for approval and funding for several targeted community or technical college baccalaureate degrees to address capacity gaps identified in this study.
- Supporting the funding requests of those public universities where those requests lead to increased spaces for Washington residents in their junior and senior years on university main campuses, university branch campuses and existing University Centers and authorizing the Executive Director to continue working with the universities on a joint enrollment plan.

Legislation in the 2005 session (E2SHB 1794) provided a comprehensive set of strategies to expand baccalaureate capacity and addressed all three action items adopted by the Board in January. The legislation authorized expansion of the CTC role in addressing bachelor's degree capacity needs by:

- Promoting agreements between community and technical colleges and universities to bring bachelors degrees to underserved communities through three pilot University Contract projects. Funding would flow to the State Board to allocate to the pilot colleges who would contract with universities. University partners would collect and retain tuition and count the student FTE. The State Board will receive proposals for the pilots in mid March and make a selection by mid May based on criteria established by a system Task Force. The Task Force also developed a funding request package for the pilots under consideration during the 2006 legislative session for junior enrollments starting in fall 2006.
- Authorizing the State Board to select four community and technical colleges to pilot bachelor's degrees in applied technology. Funding would flow to the State Board to allocate to the pilot colleges. The pilot colleges would collect and retain tuition at a rate identical to regional universities. The State Board will receive proposals for the pilots in mid December 2005 and make a selection by mid March based on criteria established by a system Task Force. The Task Force also developed a funding request package for the pilots under consideration during the 2006 legislative session for start up work in 2006-07 and junior enrollments starting in fall 2007.

The presentation will focus on the criteria and process for selection of pilot colleges.

Session 5: Washington Room

**The Chipola College Ethics and Compliance
Program: Risk Assessment and Monitoring for
Community Colleges Offering Baccalaureate
Degrees**

DR. KITTY MYERS

Chipola College has a strong tradition of commitment to ethical behavior and compliance with Chipola's principles, policies, and procedures, state and federal regulations, and the principles of accreditation and licensing agencies. Prior to December, 2004, Chipola College was similar to many institutions of higher learning; Chipola had the informal components of an Ethics and Compliance Program in place, but had no coherent, formalized program.

The SACS Commission on Colleges' (COC) December 2004 recommendation requiring Chipola to demonstrate the institution's commitment to integrity was the catalyst for the development and implementation of a formal Ethics & Compliance (E&C) Program at Chipola. Upon receiving notification of SACS' action, the leadership of the college pledged to put in place procedures that would assure that

the COC's principles of ethical conduct would not be violated by the College. The leadership explored all options available to determine the best course of action for Chipola and chose to follow guidelines recommended for E&C Programs nationwide.

In the wake of recent corporate scandals, there has been heightened concern and increased focus on corporate risk management and ethical conduct. As a result, the Committee of Sponsoring Organizations of the Treadway Commission's (COSO) Internal Control – Integrated Framework, the Sarbanes-Oxley Act, and the Amended Federal Sentencing Guidelines for Organizations (FSGO) have set standards and provided a framework for effectively identifying, assessing, and managing risk.

While these publications and legislative acts were not specifically crafted to apply to institutions of higher learning, some business and medical schools and research universities have responded by instituting Ethics and Compliance programs based on the aforementioned guidelines. Both Texas and California's University systems have instituted system-wide Ethics and Compliance programs as well. As documented in *Let's Get Ethical*, an article in *Business Officer Magazine* authored by Tina Sheldon, Senior Compliance Officer at Harvard University and W. Michael Hoffman, only 43% of colleges and universities responding to a recent survey currently have institution-wide E&C programs, but 79% think they should have such a program. In this era of increased demands for accountability, an institution-wide E&C Program is an extremely effective mechanism for ensuring that a college or university identifies, manages, and assesses risk.

Chipola leaders decided that the SACS action and recent best practices in the ethics and compliance arena provided an opportunity to take a systematic approach to prevent and detect lapses of integrity. The College engaged the services of the Ethics Research Center (ERC) and their senior consultant, Kenneth Johnson. The ERC, founded in 1978, is the nation's oldest non-profit organization dedicated to organizational ethics, and it continues to be a leader in that field. Mr. Johnson conducted workshops and interviews on Chipola's campus. A survey to assess the ethical culture of the institution was administered and the results informed the formation of the E&C Program.

This presentation will describe the development and implementation of Chipola's E&C Program and the evaluation methodologies that will be used to monitor and improve the program over time.

10:55 - 11:40 Concurrent Sessions

Session 14: Jefferson Room

The First Entrepreneurship Baccalaureate: Everett Community College

Ms. JAMIE CURTISMITH

Entrepreneurship is a key factor to stimulating economic growth in the United States. America's 23.7 million small businesses represent 99.7% of all firms, employ over half of all private workers and generate over 80% of new jobs annually in the US.¹

Businesses of all sizes are seeking individuals who are capable of anticipating, initiating, and managing change. Traditional business programs that offer lecture style, linear progression, lack the foundation for creating highly skilled, high-performing, entrepreneurial individuals that are required to successfully complete and survive in today's global economy. However, it seems any education is a step in the right direction. The global Entrepreneurship Monitor (GEM), a collaborative research initiative between Babson College and London Business School, has documented a strong correlation between national entrepreneurial activity and economic growth as well as a strong relationship between entrepreneurship, education and job creation. Specifically, the GEM findings reveal that "30% of entrepreneurs with less than a secondary education expect to remain self-employed over the next five years, while 35% of the most highly educated entrepreneurs expect to employ 20 or more individuals."² Education and self-employment creates jobs.

Community Colleges throughout the nation are designing and implementing innovative initiatives that address the most critical education and training needs to support their service area. As a result, the number of schools teaching a small business management or entrepreneurship course has grown from a handful in 1980 to more than 1,600 in 2004. There are more than 2,200 courses, 277 endowed faculty positions, 44 academic journals, and hundreds of established and funded small business assistance and resource centers on college campuses throughout the nation.³ Thousands of special interest and industry specific small business training programs exist to support under-served populations, special needs and niche opportunities.

As community colleges play an increasingly important role in the higher education system, entrepreneurship education will remain a hot topic of discussion. To remain relevant, institutions of higher education must embrace the changing economic realities and offer programs that inspire innovation and encourage entrepreneurial initiatives.

Session 15: Washington Room

Update on the BAT degree – South Texas Community College

Mr. MARIO REYNA

Upper Iowa University, one of the largest private non-profit institution in Iowa offering undergraduate and graduate programs to students worldwide, is regionally accredited by the Higher Learning Commission and a member of the North Central Association. Established in 1857, UIU offers residential learning in Fayette, Iowa. In addition, UIU has 14 Regional Learning Centers located in Iowa, Wisconsin, Kansas, and Louisiana along with Online and Independent Study programs. UIU offers bachelors degree completion programs in business related fields, criminal justice, public administration, health service administration, emergency and disaster management, and MBA and MPA degrees online. UIU actively supports baccalaureate degree completion programs with regionally accredited community colleges through the UIU Partnership Advantage articulation program. Come visit us, and discuss how we can work together to support students. Visit www.uiu.edu or email czajkowskij@uiu.edu or binderd@uiu.edu for more information.

11:40 Adjourn

¹ 2005 United States Business Faces. US Chamber of Commerce <http://www.uschamber.com/research/bizfacts>

² 2002 GEM National Report. Global Entrepreneurship Monitor, Babson Park, MA. www.gemconsortium.org

³ Kuratko, Donald.

Entrepreneurship Education: Emerging Trends and Challenges for the 21st Century-White Paper. U.S. Association of Small Business and Entrepreneurship, Coleman Foundation. Ball State: Muncie, IN. 2003 p.14



Our Distinguished Presenters

RONALD L. BAKER

*Executive Vice President
of the Northwest
Commission on Colleges
and Universities*



Ron Baker is the Executive Vice President of the Northwest Commission on Colleges and Universities, the regional accrediting agency for the states of Alaska, Washington, Oregon, Idaho, Montana, Utah, and Nevada. Prior to joining the Commission, he was the founding chief academic officer and Vice President for Student Learning at Cascadia Community College where he directed the development of its outcomes-based curriculum. He was also a national facilitator for the 21st Century Learning Outcomes Project and a consultant for the Learning College Project, both sponsored by The Pew Charitable Trusts. His experience in higher education includes service at the state level as the Director of Distance Education for the Oregon community colleges as well as campus-level service as a the Computing Director for the University of Washington Law School and Law Library, Director of Academic Technology, division chair, and fourteen years as a full-time faculty member.

Ron has given numerous presentations and written several articles on distance education, learning outcomes, and outcomes assessment. He holds a B.A. in Mathematics from Washington State University, an M.S. in Mathematics from New Mexico State University, an M.S. in Computer Education from Eastern Washington University, and an Ed.D. in Community College Leadership from Oregon State University.

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MARY BRIDEN

*Director, Educational
Programs and Partnerships
Rio Salado College*

Mary Briden has more than 30 years of experience in higher education. She has served as faculty and Chair of the Department of Clinical Laboratory Sciences and Dean of Instruction at Phoenix College in Phoenix, Arizona. More recently Mary served as the Maricopa Community Colleges' District Director of University and College Relations where she negotiated several articulation agreements leading to 90 community college credits being accepted and applied toward the baccalaureate degree. In her current position as Director of Educational Programs and Partnerships at Rio Salado College, Mary has articulated "3+1" Partnership Programs in Teacher Education that include an associate degree in K-12 Instructional Support for Paraprofessionals along with "Bridge" Partnership Programs for students who have 50+ transferable college credits. In addition, she has been instrumental in developing partnership agreements that articulate Rio Salado post-baccalaureate course work to equal up to 50% of identified Master's Degrees related to teacher education at three regionally accredited universities. Mary is currently working on a partnership agreement that will complete the higher education cycle with post baccalaureate coursework in Early Childhood Education, specifically Association Montessori Internationale (AMI) teacher training, being articulated at the doctorate level.

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DAVID BOROFSKY

*President
Bates Technical College*



Dr. David Borofsky, with more than 25 years experience in community college administration, has been President of Bates Technical College in Tacoma, Washington since 2004. His previous positions include Vice President and Campus Dean, Colorado Mountain College and Campus President of Education America, a proprietary college headquartered in Denver.

He has also served as the Interim Executive Director, National Coalition of Advanced Technology Centers and as Dean of Community Education for Northampton Community College in Bethlehem, PA. Dr. Borofsky's broad experience includes the management of a family-owned business, Marsons Army and Navy Department Store in Claremont New Hampshire.

Presentations include:

- Software Implementation: The Do's and Don'ts, presented at the ACCT National Conference, Denver, CO. September 2003
- What is Important about Becoming a College President, at the ACCT National Conference, The Leadership Institute, Denver, CO. September 2003
- "Colorado Mountain College — A Unique Partnership", presented to the Northern Ute Tribe, Tribal Council, May 2002
- "Leadership Development for Students and Communities Using Experiential Learning", co-presenter, American Association of Community Colleges Conference, April 2001
- "Collaboration: The Key to Success"; article written for the NCATC Newsletter, April 1998; co-presenter at NCATC Conference, Kalamazoo, MI, June 1998
- "Marketing Workforce Development Training Programs to Business and Industry", presentation to New Jersey Community Colleges Business and Industry Management; invited by the New Jersey State Director for Business and Industry Training, 1998

Dr. Borofsky has an Ed. D, from Rutgers University and an M.Ed. from Springfield College, Springfield, Massachusetts.

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Our Distinguished Presenters

KAY BURNISTON

*Associate Vice President
Baccalaureate Program*
St. Petersburg College



Ms. Burniston is responsible for four-year accreditation process including developing four-year accountability standards and effectiveness indicators for St. Petersburg College's Baccalaureate Programs and University Partnership agreements. She holds an MPA degree in Public Administration.

She was previously the Dean, College Advancement, at Mercer County Community College where she served as executive director of educational foundation. She was also responsible for the planning process, annual plans and assessment.

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PAUL BYRNE

President and CEO
Grant MacEwan College



President and CEO of Grant MacEwan College in Edmonton, Alberta, Paul Byrne's thirty-five year career has also seen him in leadership positions at three colleges in Canada as well as work in the private sector with General Motors. Dr. Byrne's academic credentials include a Ph.D. in educational administration from the University of Alberta, a Masters of Education from the State University of New York, a Bachelor of Arts with Distinction from Brock University, and certificates from Ryerson University and the League for Innovation. He has completed post doctoral work at Harvard Graduate School and Ryerson University. Internationally, Paul has participated in projects in South Africa, Uganda, India, Mexico, Japan, Thailand, China, Vietnam and Latin America. Throughout his career he has participated on or chaired an extensive number of community and post-secondary organizations. On a personal interest basis, Paul has been a freelance writer since 2004 for a monthly automotive column published in six CanWest Global papers and other Canadian dailies such as the Hamilton Spectator and the Globe and Mail.

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Charles Carroll

*Vice President for
Planning, Development
and Institutional
Effectiveness*

Daytona Beach
Community College



Dr. Charles Carroll has spent the last twenty-seven years at Daytona Beach Community College working in roles that included faculty, department chair, dean, associate vice president and his current job as vice president for planning, development and institutional effectiveness. His education includes an associate of science degree in respiratory therapy, a bachelors degree in psychology, a masters in educational psychology, a second masters in industrial/organizational psychology, and a doctorate in higher education. His initial job at Daytona Beach Community College was teaching respiratory therapy. He has also taught stress management, student success, and professional ethics. He currently teaches psychology, in addition to his administrative duties. He is the author of a professional ethics textbook for respiratory therapists. He is the ongoing author of the ethics chapter in Egan's Fundamentals of Respiratory Care, a nationally used text for respiratory therapists. He is the co-author of a chapter on leadership in the book, *The Leadership Gap* by Campbell and Associates. Charles says that he especially loves his current assignment as the Chief Planning Officer for Daytona Beach Community College; however, he has always said that about every assignment he has held at the college. He is also the co-director of the college's Leadership Development Institute. Although somewhat of a "workaholic," he tries very hard to keep life in perspective. Toward that end, he recently published his first inspirational/self-help book titled *Life is an Inside Job*. Charles led the college's efforts to obtain state approval for its first baccalaureate degree and as the college's accreditation liaison, facilitated the successful application for level change with the Southern Association of Colleges and Schools.

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MARGUERITE COTTO

*Vice President for
Professional and
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Northwestern Michigan
College



Marguerite Cotto is the Vice President for Professional and Lifelong Learning at Northwestern Michigan College in Traverse City. She also serves as the Executive Director of the University Center, a role she has filled for many years. The NMC University Center just celebrated its 10th anniversary and serves more than 1000 students in collaboration with 13 upper-division partners offering baccalaureate-level and graduate programming. Marguerite is a Ph.D. candidate at Michigan State University in Resource Development. She is also a community leader in creating new models in partnership with major employers, including Munson Medical Center's emerging university model. Marguerite is a former communications faculty member and a native Latino speaker.

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Our Distinguished Presenters

JAMIE CURTISMITH

*Director School of
Business Design*

Everett Community College



M^{s.} Jamie Curtismith is the Director of Everett Community College's School of Business Design, where she fosters innovation through the delivery of interdisciplinary, entrepreneurship education programs that provide training, resources and coaching to support enterprising students and local small businesses in Washington State.

Jamie is an advocate for small business owners and entrepreneurs. Her dedication stems from her strong business background - owning three small businesses, directing the Northwest Women's Business Center and working for Boeing and Dean Witter Reynolds. After graduating with an Aeronautical Engineering degree, she worked as an engineer with the Boeing Company. She returned to the University of Washington and received business certificates in International Business and Business Management, then headed to Wall Street to work as a stockbroker for Dean Witter Reynolds.

Jamie started her first company while still in college. The Office Organizer specialized in organizational development and ergonomic design for small businesses. Eight years ago, she developed a new food product, secured intellectual property and developed a values-led business called Potago. After several years in development, she put the Potago project on hold to become the Director of the Northwest Washington Women's Business Center, where she assisted entrepreneurs in starting, managing and growing their own businesses. Her latest company, Curtismith Consulting, provided small business assistance to entrepreneurs in the Everett, Washington area by focusing on gaining access to mentors, markets and money.

Jamie has worked for several years at Everett Community College where she developed the Small Business Management and Entrepreneurship Series. She has lectured at Seattle University and provided technical assistance in the Women's Network for Entrepreneurial Training (WNET) and the Service of Retired Executives (SCORE) Small Business Development Program. She has spoken before Chamber associations and networking groups including Business and Professional Women (BPW), Business Network International (BNI) and E-Women Network.

Jamie received her Masters of Business (MBA) from California State University and an Aeronautical Engineering degree from Embry Riddle Aeronautical University. She holds several associates degrees and business certificates from Washington State colleges.

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JOYCE CZAJKOWSKI

*Executive Director for
Quality Assurance*

Upper Iowa University



M^{s.} Joyce Czajkowski earned her M.S. in Education, College Student Development and Administration from the University of Wisconsin, LaCrosse. She is a doctoral candidate in Higher Education Administration at Capella University. Her research on whether the success factors identified in the literature on business and social service agency collaborations can be extended to higher education collaborations forms the basis of the Collaboration Success Measurement Model. Joyce has worked in higher education administration for the past 15 years at Upper Iowa University and assisted in the formation of over 50 collaborative partnerships with community colleges.

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HENRY DECOCK

Director, Institutional Research and Planning

Seneca College

M^{r.} Henry Decock is Director, Institutional Research and Planning at Seneca College of Applied Arts and Technology in Toronto, Canada. He has completed an Honours Bachelor of Arts with a double major in Sociology & Politics from the University of Western Ontario; a Masters of Arts in Sociology from York University; and, is currently a doctoral candidate for the Community College Leadership Program in the Department of Higher Education at the Ontario Institute for Studies in Education, University of Toronto. His research involves the study of college-to-university transfer students, documenting their success and persistence, describing their characteristics, and assessing the role of Ontario colleges as a point of access for higher education.

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Our Distinguished Presenters



DEBORAH L. FLOYD

Professor and Consultant
Florida Atlantic University

Dr. Deborah Floyd is the program leader for higher education at Florida Atlantic University where she holds the rank of associate professor. She knows community college issues well having served 8 years as community college president and over 11 years as a vice president and dean of student affairs. She also served as a Senior Fellow with the Association of American Colleges and Universities in Washington, D.C. where she focused on collaborative partnerships among community colleges and universities. Dr. Floyd is a past member of AACC's Board of Directors and current member of the Council for the Study of Community Colleges.

She has published over 30 articles, monographs and chapters including co-editing and authorship of a 2005 book, *Community College Baccalaureate: Emerging Trends and Policy Issues*. She has delivered dozens of speeches and workshops to various local, state, and national audiences. She regularly consults with community colleges and universities on issues related to leadership, the baccalaureate, and student affairs.

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DANNY GONZALES

Deputy to the President
Great Basin College

Dr. Danny Gonzales holds a B.A. in Political Science, Masters in Public Administration and Policy, and Ph.D. in Political Science from UNR. In spring 1999, he was hired by Great Basin College in Elko, Nevada to assist faculty, staff, and administration in the implementation of select baccalaureate degrees. Dr. Gonzales is presently the Deputy to the President at Great Basin College and is an adjunct political science faculty member. As Deputy to the President, he oversees the College's branch campuses and satellite centers in northeastern Nevada and is coordinating a regional entrepreneurial initiative. Most recently Dr. Gonzales was appointed as one of 15 higher education representatives for the National Center for Public Policy and Higher Education 2003-04 Associates Program.

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THOMAS FURLONG

Senior Vice President
Baccalaureate Programs
and University Partnerships
St. Petersburg College

Dr. Thomas Furlong currently holds the position of Senior Vice President, Baccalaureate Programs and University Partnerships, at St. Petersburg College in Florida. He serves as the chief executive officer of the four-year programs being offered by the college directly and the university partnership baccalaureate programs offered at the college as part of the University Partnership Center. St. Petersburg College has existed for 75 years and recently went through a formal transition from a comprehensive community college to a bachelor's level institution.

Leading to his current position, from 1984 to 1987, Dr. Furlong served as the Executive Director with the Florida Postsecondary Education Planning Commission located in Tallahassee, Florida. The Commission was the research arm of the Florida Cabinet and the Florida Legislature for postsecondary education policy, budget and planning issues. This position brought forth the opportunity for him to work with the public and private colleges in Florida and nationally as Florida's "State Higher Education Executive Officer" representative as well as the Chair of SHEEO's Data Clearinghouse project with the Nation Center for Educational Statistics. From 1987 to 1995, Dr. Furlong became the Vice President for Educational Services at the Tallahassee Community College. He served as the chief academic and student services officer of the college. Most recently, Dr. Furlong served as the Deputy Executive Director for Educational Services, State Board of Community Colleges, from 1995 to 2001. In this role he served as the Chief Academic and Student Services Officer for the State Community College System (28 community colleges serving over 1 million students).

Dr. Furlong's educational background started in 1969 when he received a B.A. in Psychology from LaSalle College, Philadelphia, Pennsylvania. After relocating to Florida, Dr. Furlong pursued further education with Florida State University located in Tallahassee. In 1971 he received a Masters of Science degree in Counselor Education and in 1977 he received a Ph.D. in Postsecondary Education Management.

Dr. Furlong's most recent publication is "The Community College Baccalaureate in Teacher Education: An Emerging Possibility"; [New Directions for Community Colleges, The Role of the Community College in Teacher Education.](#)

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Our Distinguished Presenters



EILEEN HAMBY

Dean of Baccalaureate Studies

Daytona Beach
Community College

Dr. Eileen Hamby is the Dean of Baccalaureate Studies and a Senior Professor at Daytona Beach Community College. Formerly, she was the Regional Campus Coordinator for the Master of Science Program in Health Services Administration at the University of Central Florida. She earned a Bachelor's degree in Physical Therapy from Hunter College, and a Master's and Doctorate in Business Administration from Nova Southeastern University. Dr. Hamby is a licensed Healthcare Risk Manager in the State of Florida, a Certified Professional in Healthcare Quality (CPHQ), and a Diplomate of the American Board of Quality Assurance and Utilization Review Physicians. She was formerly the Chief Executive Officer (CEO) of a hospital and a nursing home. She was the recipient of the 2004 IBM Research Award for her study on improving patient flow in a public health department. She has published numerous journal articles and textbook chapters, and is well recognized for her many national and international presentations.

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CAROLYN K. JONES

Professor

Vincennes University



Dr. Carolyn K. Jones serves Vincennes University as a Professor of Life Sciences and as the North Central Association Coordinator. She has helped develop undergraduate cell and molecular research programs for the community-college student, coordinates the Vincennes University Biology Club, leads the university through all aspects of AQIP participation, and has been directly involved with the development and implementation of a three-year university strategic plan.

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KAREN MURKAR

Chair, Centre for Financial Services

Seneca College

Karen Murkar is academic Chair for the Centre for Financial Services which includes the Financial Services degree program. She holds an undergraduate degree in Administrative and Commercial Studies from the University of Western Ontario, a MBA majoring in finance from the University of Windsor and a Diploma in Adult Training and Development from the University of Toronto, Ontario Institute for Studies in Education (OISE). She has a passion for teaching and learning and faculty development and has presented workshops at several national conferences in the US. Prior to accepting the Chair position with Seneca College, Karen was Coordinator, Faculty and Academic Leader Development with DeVry University and Keller Graduate School of Management out of Chicago.

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LINDA MILSTEIN

*Vice President,
Outreach, Business &
Community
Development*

Brookdale Community
College

Dr. Linda Milstein, Vice President of Outreach, Business and Community Development at Brookdale Community College, oversees the college's services and programs for business and community outreach and lifelong learning. These activities include noncredit courses and special events for professional and personal development, customized training for businesses and noncredit offerings at the college's five higher education centers located throughout Monmouth County. Each year, the division of Outreach, Business and Community Development serves more than 25,000 Monmouth County residents and employees.

Vice President Milstein has had a lead role in the development and implementation of the New Jersey Coastal Communiversy, an alliance of eight higher education institutions providing associate, baccalaureate and graduate degrees and certificates at Brookdale. She serves as Brookdale's representative in a partnership between Brookdale and the Institute for Marine and Coastal Science at Rutgers to advance marine science and education, with a focus on the Sandy Hook watershed. She currently serves as the chair of the Executive Committee of the New Pathways to Teaching in New Jersey, a statewide program for alternate route teachers; is a member of the NJ board of the American Council on Education's Network for Women Leaders in Higher Education (ACE Network); as chair of the Eastern Monmouth Area Chamber of Commerce Educational Foundation; and as a steering committee and board member of the Red Bank Education and Development Initiative.

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Our Distinguished Presenters

KITTY MYERS

*Associate Vice
President of
Baccalaureate Program
Development*
Chipola College



Dr. Kitty Myers, Associate Vice President of Baccalaureate Program Development. She spearheaded the effort to establish Chipola's bachelor's degree programs in teacher education through the Florida Board of Education and worked to earn Level II Status from SACS. She supervised curriculum development and implementation of the Teacher Education program that was approved by the Florida Bureau of Professional Development and Teacher Recruitment.

Dr. Myers was awarded a Department of Education FIPSE grant in 2000 that established the University Center to provide access to baccalaureate and graduate degrees at Chipola. She continuously evaluates community needs and coordinates development and delivery of curricula by Chipola and/or regional universities.

She has served on state and national committees including the Discipline Leveling Committee, Strategic Planning: Emerging Policies, Florida Community College Taskforce, and the Distance Learning Consortium. She presented at the CCBA's 2005 National Conference in New York. She is associated with the National Council of Teachers of Mathematics, the American Mathematics Association of Two-Year Colleges, and the Florida Two-Year Colleges Mathematics Association. She was one of the first coordinators for the Chipola Honors program, has chaired the Chipola Staff and Program Development Committee, and serves on the Curriculum and Courses of Study Committee. Dr. Myers also promotes the college at area civic clubs and on local television and radio.

Dr. Myers earned the Doctorate and a Master's degree in Mathematics Education at Florida State University and Bachelor of Arts degrees in Mathematics and Literature at the University of Georgia. She has served as a mathematics instructor and administrator at Chipola since 1981.

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PHILLIP E. PIERPONT

*Assistant Provost for
Academic Affairs*
Vincennes University

Dr. Phillip E. Pierpont is currently the Assistant Provost for Academic Affairs at Vincennes University. In 1999-2000, he served as the University's Assistant VP to implement the legislature-mandated community college partnership for its first year before moving to his current role. He has served as Dean of Humanities, Chair of English, and Coordinator of Prison Programming. He has become noted for his knowledge about prisons and local jail construction and has lectured on the topic to jail professionals. Pierpont serves as the University's liaison to the academic affairs personnel of the Indiana Higher Education Commission.

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JANET PATERSON-WEIR

*Executive Vice
President, Academic*
Grant MacEwan College

Dr. Janet Paterson-Weir is the Executive Vice President Academic at Grant MacEwan College in Edmonton, Alberta. Janet held positions at Algonquin College in Ottawa, including Dean of Business & Arts, and Executive Director of Corporate Training.

Previously, Janet worked at Microsystems International and the Etobicoke Board of Education in Toronto. International experience has included program development in Hong Kong, Thailand, South Africa, Ukraine and Russia. Janet's graduate degrees include graduate degrees from Nova Southeastern University and the University of Ottawa. Undergraduate degrees were completed at York University and Ryerson. Janet has been Chair of the Board for the Ottawa Youth Services Bureau as well as chairing community groups on higher education and industry.

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EDITH PENDLETON

*Vice President for
Student Services*
Edison College

Dr. Edith Pendleton, a 20-year veteran of the community college system, actively supports the spirit and intent of the peer-based accreditation process. She most recently assisted with the successful application process for advancement from a Level I to a Level II institution within the Southern Association of Colleges and Schools.

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Our Distinguished Presenters

DEBRA K. PETRY

Okaloosa Walton
College, Niceville,
Florida



Ms. Debra Petry originally hailed from Colorado where she received her BS and MA from Colorado State University in the social sciences and education, respectively. She resides with her husband, Jack, (Colonel, USAF retired) in Shalimar, Florida.

Debra currently teaches education and diversity courses at Okaloosa Walton College in Niceville, Florida. She was honored by the students at that college by being selected "Associate Instructor of the Year" for three years. She also holds an MS degree in psychology and is in the final stages of her doctorate degree in education with the University of West Florida.

Ms. Petry has lived most of her adult life overseas, working over 25 years in DODDS overseas schools and in American international schools as a teacher, counselor, and school principal/administrator. She has lived and worked in Germany, England, Turkey, Bahrain, and Saudi Arabia. She served as a seminar presenter at numerous teacher conferences for overseas American and British teachers. In addition to living and working abroad, she has traveled extensively throughout the world.

Debra is a Florida Supreme Court certified mediator and currently works with the county court system as a county and family mediator. She established the Emerald Coast Mediation Association, developed the by-laws and served as the first President. She was recently honored by that association as the founding president.

Debra has worked as a volunteer with the local Shelter House, serving as the chair of three committees that she created for that organization. She also served as president of the homeowners' association in her community.

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NANCY REMINGTON

Consultant

Dr. Nancy Remington developed and implemented the first baccalaureate degree program in teacher education, as a faculty member at Great Basin College. Her thirty-year teaching experience in Nevada spans the spectrum of preschool through graduate school. Particularly passionate about effective professional development for teachers and administrators, she works with the National Writing Project and the Northeastern Nevada Regional Professional Development Program.

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RON REMINGTON

Consultant

Dr. Ron Remington, with thirty-five years' experience as a faculty member and administrator in higher education, served as president of two Nevada community colleges. During his tenure at Great Basin College and the Community College of Southern Nevada, he pioneered innovative baccalaureate degrees in education, applied sciences, professional studies, and dental hygiene.

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MARIO REYNA

*Dean of the Business,
Math, Science and
Technology*
South Texas Community
College



Mario began his professional career in the United States Air Force. He held positions as, Air Force Recruiter, Budget Officer, Chief of Financial Analyst, and Headquarters Financial Management Officer. His assignments took him all over America and Europe with some travel in Turkey and Japan. Mr. Reyna's Air Force career included five years with the Air Force Education and Training Command whose training courses receive accreditation from the Southern Association of Colleges and Schools.

As South Texas College's Division Dean of Business, Math, Science and Technology Mr. Reyna spearheaded the development of numerous new specializations and associate degrees as well as the Bachelor of the Technology degree. Mr. Reyna is an accomplished speaker who has presented in numerous national conferences on workforce development issues

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LESLIE ANN ROBERTS

*Dean of Academic Affairs
President Elect of NACCTEP*

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Dr. Leslie Roberts is Dean of Academic Affairs at the InterAmerican Campus of Miami Dade College. She served as Director of the collegewide School of Education from 1998 until May of 2003. Dr. Roberts serves on numerous advisory committees and boards related to teacher preparation and education reform, including the National Association of Community College Teacher Education Programs, Florida Association of Colleges for Teacher Education, Miami-Dade County Head Start/Early Head Start Higher Education Advisory Committee, Miami-Dade County Future Educators of America Task Force, Miami-Dade County Public Schools Teacher Education Center Council, Florida International University Center for Urban Education & Innovation Advisory Committee, and the Miami-Dade/Monroe Early Learning Coalition.

Dr. Roberts has held numerous positions at the College, including Assistant Dean of Academic Affairs at the Wolfson Campus, Director of the Environmental Ethics Institute, and Director of the School of Education.

Dr. Roberts earned a BSW from Wayne State University in Detroit, Michigan; an MSW from Atlanta University in Atlanta, Georgia, and a Ph.D. from the University of Texas at Austin in Austin, Texas.

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Our Distinguished Presenters



DAHLIA REPOLE

Principal

Excelsior Community College

Mrs. Dahlia W. Repole is the Principal of Excelsior Community College from the Caribbean Island of Kingston, Jamaica. She is currently a Ph.D. candidate in the field of Psychology at the University of the West Indies. She holds a Bachelor of Science Degree and a Diploma in Education from the University of the West Indies and a Master of Education Degree from Georgia State University. Her career in the educational field started with her stint as a Biology Teacher at her alma mater, St. Andrew High School for Girls where she was the Head of the Biology Department and later became Principal in 1989.

She currently serves as the Vice President of the Association of Caribbean Tertiary Institution (ACTI), Vice Chairman of the Jamaica National Commission for UNESCO and former Chairman of the Joint Committee for Tertiary Education. She was also a member of the Steering Committee of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE). She holds several positions on the Council of Community Colleges of Jamaica (CCCJ) which is the executive body overseeing the Community Colleges. Mrs. Repole is the CCCJ's Representative to the University Council of Jamaica (UCJ), the National Accrediting Agency of Jamaica.

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LORETTA SEPPANEN

*Assistant Director,
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Washington State Board
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Dr. Loretta Seppanen is responsible for transfer policy at the Washington State Board for Community and Technical Colleges (SBCTC). She conducted the data analysis that documented the need for more applied bachelor's degrees in Washington and the need for more option for placebound community college graduates seeking transfer to traditional bachelor's degrees. She provides staff support to the Task Force that has established the criteria and process for selecting the seven pilots. Loretta has worked at SBCTC for the past 20 years. She has a Ph.D. in Speech Communication from the University of Kansas.

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JAMES R. RICHBURG

President

Okaloosa-Walton College

Bob Richburg is in his 18th year of service as president of Okaloosa-Walton College in NW Florida. Prior to Okaloosa-Walton, Dr. Richburg was president of Chipola Junior College, a vice-president at Valencia Community College, and a division director at Florida Community College in Jacksonville, Florida. He is an active member of the professional and business communities of NW Florida and strong advocate of community based education.

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MICHAEL SANTONINO

*Associate Professor
Bachelor of Applied Science
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Daytona Beach Community
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Dr. Michael Santonino is an Associate Professor in the Bachelor of Applied Science in Supervision and Management program at Daytona Beach Community College. He comes from Midland College in Texas, where he was an Associate Professor and Endowed Chair of the Bachelor of Applied Technology program. He has more than 22 years of experience in industry and teaching at the undergraduate and graduate levels. He has done private consulting work in management, and has published articles and reports on management, and book chapters on human resource management. Dr. Santonino has received awards in project leadership and total quality management. He is a member of the Sigma Beta Delta honorary business society and is an active member of several business and management associations. He holds an associate of applied science degree in electrical technologies from the Queensborough Community College, NY; a Bachelor of Science degree in electrical engineering from the New York Institute of Technology; and both a Master and Doctor of Business Administration degree from Nova Southeastern University.

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Our Distinguished Presenters



MICHAEL L. SKOLNIK

*University of Toronto
Professor of Higher
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Studies in Education*

Mr. Michael L. Skolnik is a Professor of Higher Education and the occupant of the William G. Davis Chair in Community College Leadership at the University of Toronto. He is a member of the board of the Community College Baccalaureate Association. His recent publications include chapters in two books that he co-edited: D.L. Floyd, M.L. Skolnik, and K.P. Walker, *The Community College Baccalaureate: Emerging Trends and Policy Issues* (Sterling, VA: Stylus Publishing, LLC, 2005), and G.A. Jones, P.L. McCarney, and M.L. Skolnik, *Creating Knowledge, Strengthening Nations: The Changing Role of Higher Education* (Toronto: University of Toronto Press, 2005); and in the book *Higher Education in Canada* (McGill-Queen's University Press, 2005). He is currently working on a book that describes and analyzes the efforts of community colleges in Ontario to expand access to the baccalaureate.

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LINDA THOR

*President
Rio Salado College*

Dr. Linda M. Thor is President of Rio Salado College, Tempe, Arizona. Rio Salado, which serves some 45,000 credit and 15,000 non-credit students annually, is one of the ten colleges which comprise the Maricopa Community Colleges. Rio Salado is a "college without walls" that specializes in serving working adults through distance learning, customized degrees with corporations and government, and accelerated programs. Prior to joining Rio Salado in 1990, Dr. Thor was President of West Los Angeles College. That appointment in 1986 followed 12 years of service to the Los Angeles Community College District as Senior Director of Occupational and Technical Education, Director of High Technology Programs, and Director of Communications Services. She received the B.A. degree in journalism from Pepperdine University, the M.P.A. degree from California State University, Los Angeles, and the Ed.D. degree from Pepperdine University.

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Dr. Roberta Teahen is Dean of the University Center for Extended Learning at Ferris State University where she has been since August 2002. In this role, she is responsible for overseeing off-campus programming of the university and cultivation of new opportunities. She formerly served as the Dean of Workforce Development and in other roles for many years at Northwestern Michigan College in Traverse City, MI. Her doctorate was earned at Michigan State University in Higher, Adult, and Lifelong Education. Among her professional endeavors, she serves as a team chair and member of the Institutional Actions Council for the Higher Learning Commission of the North Central Association where she has conducted site visits to community colleges proposing the offering of applied baccalaureates.

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NOREEN THOMAS

Provost

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Dr. Thomas is the Provost and Chief Learning Officer of Macomb Community College, a large multi-campus college that serves an urban area near Detroit. Prior to becoming Provost, Dr. Thomas served as a special consultant to Macomb in planning and development. Formerly a Schoolcraft College administrator for 23 years, Dr. Thomas has been a leader in alternative options for adult learners throughout her career. She currently serves on several state and local advisory boards designed to advance the potential of the local workforce and expand educational degree attainment.

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HEATHER VAN SICKLE

Executive Director

*National Association for
Community College
Entrepreneurship (NACCE)*



Heather Van Sickle is the Executive Director for the National Association for Community College Entrepreneurship, a non-profit organization dedicated exclusively to increasing entrepreneurship offerings and thinking at community colleges. Her research includes the effectiveness of entrepreneurship education for at-risk youth, as well as how community colleges can effectively collaborate with community organizations and four year institutions to create more successful entrepreneurs. In the private sector, she was instrumental in starting and running a remodeling business. She has a BA in Psychology and Complex Organizations from Mount Holyoke College as well as an associate's degree from Springfield Technical Community College.

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Exhibit Hall - Hotel Hilton Lower Level

Friday 1 - 3 pm & 5 - 7 pm • Saturday 8 - 11 am

Our Exhibitors



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Programs, and Independent Study:

Upper Iowa University, one of the largest private non-profit institutions in Iowa offering undergraduate and graduate programs to students worldwide, is regionally accredited by the Higher Learning Commission and a member of the North Central Association. Established in 1857, UIU offers residential learning in addition, UIU has 14 Regional Learning Centers located in Iowa, Wisconsin, Kansas, and Louisiana. UIU offers independent Study programs in bachelors programs in fields, criminal administration, health service administration, emergency and disaster management, and MBA and MPA degrees online. UIU actively supports baccalaureate degree completion programs with regionally accredited community colleges through the UIU Partnership Advantage articulation program. Come visit us, and discuss how we can work together to support students.



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The National Association for Community College Entrepreneurship (NACCE) connects community college administrators and faculty as they embrace the role of entrepreneurship education in economic development. Community colleges are well poised to benefit their local communities by providing the skills residents need to foster the development of new entrepreneurial businesses. NACCE is positioning itself to become the hub where knowledge and successful practices for community colleges regarding entrepreneurship education and student business incubation can be disseminated and integrated.



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CCBA Essay Contest Winner

CCBA sponsored this contest to find out what students think about community colleges offering baccalaureate college degrees on their campuses, the challenges of finding degree programs close to their homes and obstacles students must overcome in order to earn a baccalaureate degree.

The winner is:

Zuly Fernandez

President, Student Government Association
Edison College • Ft. Myers, FL



The American Dream

by Zuly Fernandez

I came to America as a child aboard an old wooden boat, fleeing Castro's dictatorship. Today, a decade later, I continue to pursue the promise of a better life. The journey toward higher education, and eventually a Baccalaureate degree, is fueled by the same determination. My parents, as refugees, forfeited successful professional careers in the fields of law and medicine to offer me a chance at freedom. They risked their lives on the hope that their children would profit from their sacrifice.

I know that the only way to achieve my full potential is through education, and I am certain that my community college will enable me to do this. I follow with pride my parents' example of dedication to their convictions.

As a teenager, I attended New World School of the Arts, a Miami conservatory for the performing arts. There I immersed myself in creative expression. Through my performances, I realized I had the capacity to deliver joy to others. Serving as president of the Cultural Heritage Club, I choreographed productions for Black and Hispanic community events, drawing a diverse group together in pursuit of a common goal. These experiences illustrated for me the value of each person's contribution. I decided to dedicate my life to serving others.

It is imperative for me to earn a Baccalaureate degree while living at home because my family cannot afford the expense of dormitory housing. Furthermore, I can continue to work, help with the family and contribute to household expenses.

Originally, community colleges were designed to assist students like me, who came through the door already burdened with financial need, language barriers and family adversity that made admission to a university inconceivable. I am among thousands of students who not only succeeded in the supportive environment of the community college, but far exceeded their wildest dreams, and consequently aspire to a baccalaureate. It has thus become incumbent upon the community college system to broaden its mission to embrace those students inspired to further their academic careers while managing all other duties of life.

Leaders often attain clarion visions. I consider myself a servant leader, molded by memories of my father treating other refugees aboard our weather beaten vessel. My vision encompasses opportunity for all, that one day every individual will have a chance to triumph through accessible education. There is no time to waste. I know my purpose in life. Although barriers have constrained me in the past, my family and I have been liberated and have overcome many obstacles.

The Baccalaureate Program serves as my next challenge, a challenge that derives from hope and demands persistence. I believe "The great aim of education is not knowledge but action" (Life 101). It is crucial that Community Colleges act now in defense of higher education. As for me, I will do anything in my power to be given the opportunity of acquiring a Baccalaureate degree. My American Dream begins at my college's Baccalaureate program.

Resources

Walker, Kenneth P. Community College Review, "Opening the Door to a Baccalaureate Degree". Fall 2005 <<http://www2.ncsu.edu/ncsu/cep/acce/ccreview/ccreview.html>>