The Voice of the Students

The Community College Baccalaureate Association (CCBA) conducted a 5th Annual Essay Contest to determine what students think about community colleges offering baccalaureate (four-year) college degrees on their campuses.

A $1,000 scholarship, provided by Community College Week, and an all expense paid trip to the Seventh Annual Community College Baccalaureate Association Conference, *Frontiers of Access* was awarded to the individual with the winning essay.

**Excerpts from CCBA Essay Contest Submissions**

“It is common for someone to attend a community college, receive an associate degree, and then wonder what’s next. You feel like you’re stuck in a rut. You’ve put forth all that time, effort and money, and although you did succeed in achieving an associate degree, you’re limited in the number of companies that will accept that as sufficient education. Now you don’t know what to do. You can’t afford to transfer to a university because you have bills that require a constant flow of money and you’ve become accustomed to living a life that may not be extravagant but gets you by day to day. So, in turn, people settle and accept it, and their education is permanently put to a halt.”

Shasta Johnston
St. Clair County Community College
Port Huron, MI

“It would be prudent for colleges and universities to participate in educational programs that accommodate society’s changing needs and circumstances by providing four year Baccalaureate degrees to be administered via local colleges. It would open up doors for people who may otherwise not be able to access a university education, such as it did for me. I am grateful to Douglas College and UCFV for giving me the opportunity to make my educational dream a reality.”

Cindy Lee Stace
Douglas College
New Westminster, BC

“The internet changed the traditional approach to education, expanding the educational opportunities to students at home that couldn’t make it to traditional classrooms. These students include single mothers and fathers that couldn’t afford child care, military personnel and students that were challenged by distance and many others who just prefer to attend classes in the comfort of their own home.”

Kelly Osterhout
Rio Salado College
Tempe, Arizona

“I value my experience at both University and my community college because now I can testify first hand that the educational opportunities at my community college are every bit as valuable as a University, if not more.”

Sirous S. Amiri
Seneca College of Applied Arts and Technology
Toronto, ON

Scholarship prize provided by: Community College Week
Welcome to our Eighth Annual International Conference Pathways to Success: Access, Affordability and Quality

Dr. Kenneth P. Walker, President

Dr. Kenneth 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.
Boston Reed College
an approved allied healthcare training provider, partners with fee-based programs to offer popular classroom-based, in-demand training that can generate substantial revenue for college programs. They provide instructors, course materials, marketing assistance and externship placement. Course offerings include pharmacy technician, clinical medical assistant, phlebotomy, massage therapy, orthopedic technician, medical biller, optical technician, and more.

Since 1991, Boston Reed has created partnerships with 4935 medical facilities, healthcare providers and pharmacies for participants to complete the externship portion of their programs. A college “without walls,” Boston Reed has graduated over 35,000 students.

http://www.bostonreed.com/colleges
Friday, February 29, 2008

4 p.m. – 7 p.m.  Registration  Outside Windows Room

5 p.m. – 7 p.m.  CCBA and NACCTEP Welcome Cocktail Reception  Windows Room

Saturday, March 1, 2008

7:45 a.m. – 10:30 a.m.  Registration  Outside Session Rooms

7:45 - 8:40  Breakfast - Directors Row H

Welcome  Dr. Kenneth P. Walker  President CCBA

Keynote Address

Dr. Antonio R. Flores  President and CEO  Hispanic Association of Colleges and Universities (HACU)

On February 26, 1996, Antonio Flores became the third president and chief executive officer of the Hispanic Association of Colleges and Universities (HACU). The association represents Hispanic-Serving Institutions (HSIs) where Hispanics constitute 25 percent or more of the total enrollment at either the graduate or undergraduate level, or both, and Associate Member Institutions where Hispanics comprise a minimum of 10 percent or 1,000 of the total enrollment. Flores is responsible for the overall leadership, executive management, public and community relations, policy formulation and advocacy, association governance affairs, advancement planning, financial and investment oversight, human resources policies, strategic planning, and programmatic accountability and reporting.

Prior to his position at HACU, Flores served as director of programs and services for the Michigan Higher Education Assistance Authority and the Michigan Higher Education Student Loan Authority. His statewide responsibilities included policy analysis and development, legislative affairs, administrative leadership for programs, technical assistance and outreach services for all Michigan colleges and universities, program evaluation and research, and overall management.

During his tenure as president of HACU, the association has nearly tripled its membership (from 161 members in 1996 to 459 in December 2007) and its budget, expanded its programs three-fold, significantly improved legislation for HSIs, increased annual federal funding for HSIs from $12 million in fiscal 1995 to over $100 million for fiscal 2007, and secured millions of dollars in new private funding for HSIs and associate members, including a $28 million HSI Kellogg initiative. HACU’s strategic plan calls for even greater gains for its membership in the years ahead. More than $1 billion has been allocated to HSIs during Flores’ tenure.
Community colleges provide an important access point for students who want to continue their education and obtain a baccalaureate degree or higher. Students have the opportunity to complete core curricula or the general education component of their education and then transfer to a four-year college or university in many higher education systems around the country. Historically, the junior college which later evolved into the community college had three primary functions: 1) transfer education or the offering of two years of work acceptable to colleges and universities, 2) the provision of opportunities for rounding out general education, and 3) terminal education or preparation for occupations” (Townsend, 2001, pp. 63 – 64.) Based on University System Degrees Conferred data, at least 13% of degrees granted are at the associate level and are primarily offered in the areas of business, agriculture, nursing, pharmacy, health professions, and liberal/general studies. The University System of Georgia is composed of thirty-five public colleges and universities in the state of Georgia. The University System of Georgia, otherwise referred to as the University System in this study, had thirteen two-year or community colleges that were considered points of access for students across the state who do not meet the admission requirements for a state or research university, for those students who desire a community college experience, and for those students who do not have resources to relocate to another county or city to pursue postsecondary education opportunities. Since 1996, and particularly since 2001, the number of institutions that are considered solely two-year colleges has decreased from thirteen to seven institutions. A new sector, the state college, has emerged with institutions charged with developing baccalaureate programs that are workforce specific commensurate with institutional mission changes and differential charges for tuition related to baccalaureate degrees. The purpose of this paper is to explore the framework upon which the six institutions moved from the two-year college to the state college sector. Emphasis will be given to the types of programs offered and the resultant impact on two-year program offerings that these institutions retained.

Can The Whole Be More Than The Sum Of The Parts? A Four-College Degree Collaboration

Jackie Snodgrass
Jan Lindsay

How did four separate colleges overcome challenges such as their different collective agreements, tuition fee structures, institutional policies and other academic and administrative processes to develop a collaborative degree that builds on the individual strengths of all four colleges? A four-member panel will describe their experience of working in partnership to develop a degree that is unique in Canada, is innovative both in curriculum and the proposed delivery model, and overall is “greater than the sum of its parts”. The four community colleges operate in relative proximity to one another in or near Vancouver, British Columbia, and have been offering performing arts programs – two and three-year diploma programs as well as one-year advanced certificate programs - for at least 30 and up to 45 years. The programs are highly regarded by the professional industries of the performing arts, by the professional critics of Vancouver’s media, by other educational institutions, and by the students themselves.

All four institutions saw a need for degree completion opportunities for their performing arts students, but no college alone had the resources or student numbers to make the offering of such a degree feasible. The collaborative Bachelor of Performing Arts appeared to be the vehicle to bring together the strengths and resources of all four institutions to create an opportunity for their collective students that no single institution could easily provide on its own.

In contemporary performing arts the boundaries between artistic disciplines are becoming increasingly blurred, and a new cultural form, interdisciplinary performance, is emerging. The vision of the BPA is that its graduates will be highly talented and trained artists in this exciting and highly competitive new cultural world. They will acquire the skills and knowledge necessary to succeed within the performing arts milieu and acquire a breadth of knowledge that enables them to think critically, make decisions, and solve problems.
Students will learn with the current performing arts industry in mind. They will examine the historical-cultural context of the performing arts, critique the socio-political and cultural environment of the performing arts industry, learn and apply sound business principles and practices, and acquire skills and tools to navigate their way and build careers within this industry. They will participate in this performing arts world in a final work experience project which will be to create a production company and produce an original interdisciplinary performance piece.

Students complete the first two or three years of the four-year degree through a diploma or diploma and advanced certificate program, or equivalent, at one of the partner colleges or another post-secondary institution. A new cohort will be admitted annually to the two semester final year.

The BPA program content combines strong discipline-based performing arts curriculum with elements of interdisciplinary performing arts coursework to ensure that BPA graduates have unique skills. The balance between academic and applied studies provides the context within which students become thoroughly conversant with the multidisciplinary and interdisciplinary aspects of the world they are entering.

The fourth, capstone year of the proposed BPA degree will be offered collaboratively at a different college each year, in rotation. Its development has involved commitment from the four Presidents at key milestones, support from the individual Education Councils and College Boards, considerable discussion and debate among the academic leaders, and substantial work among the four performing arts faculties to determine the intended graduate outcomes and the curriculum. The implementation in May 2008 will require further collaboration among these groups as well as the registrars, librarians, financial officers and human resource staff at the four colleges.

Four colleges (excluding Kwantlen) were granted “university college” status between 1989 and 1991, but were “tied” to a university (University of British Columbia, Simon Fraser University or University of Victoria) so that the degrees granted were actually conferred by the university. Kwantlen was added to the list in 1995 at the same time this attachment to a university was discontinued for the other four. In 2003 all public post-secondary institutions were granted the ability to offer baccalaureate degrees, and the government restructured its central degree approval process to regulate degree integrity, need and sustainability. The committee that grants approval is composed of representation across the post-secondary system along with political appointments.

The reality in British Columbia is that whether they came willingly or not, the universities in BC, despite their political power, had little choice but to accept the equivalency of university level courses offered in the colleges for transfer credit purposes, and subsequently the ability of those colleges (and university colleges) to grant four-year degrees. Indeed, many of the degrees offered in the community college system are not duplicated in the universities, and where there are overlaps the university enrolments are not jeopardized.

In 2005, one university college lost its university focus by way of a Ministry of Advanced Education directed take-over by the University of British Columbia, and it reverted back to its community college roots. Another became a specialty university with a unique charter, leaving three university colleges, including Kwantlen.

Kwantlen, along with the other two remaining university colleges, are now actively seeking specialty university status, while striving to retain their roots of delivering short duration, one year and two year career-based citation, certificate and diploma programs. A just completed major review of BC’s post-secondary system’s future direction, Campuss 2020, initiated by the Premier of British Columbia and the Minister of Advanced Education, has recommended that this happen. Kwantlen University College would drop the term “college” to become Kwantlen University. The summary report also recommends that the remaining colleges be no longer allowed to offer baccalaureate degrees, but this was hastily removed following outcry from these colleges and their regional politicians.

Building on its accomplishments as a university college, Kwantlen intends to continue to take pride in providing access to the community college programs that have long contributed to its students’ and its region’s success, while making available new program options needed for the new knowledge-based economy. Kwantlen’s strategy is based on the belief that skill training must be intertwined with broad-based liberal education programs to adequately prepare students for increasingly complex occupations. Broadened and enhanced, traditional upper-level academic programs will support the applied and professional programs through a greater array of academic electives and interdisciplinary synergy that is necessary for people in a modern economy.

Its vision is to continue to be teaching led and research informed; to specialize in exceptional undergraduate education that retains the upgrading, career altering assistance, heritage, trades, vocational and academic programs that have grown from the seeds on which it was initially planted; to foster multiple pathways of continuous advanced learning from apprenticeship to baccalaureate degree through prior formal and informal learning; and to be regionally responsive. In other words, to be a unique regional university that combines all the strengths of a community college with those of an undergraduate university focused on teaching excellence.

It is an honourable mission, to say the least, but one fraught with major challenges and potentially insurmountable pitfalls. Like it or not, a university degree is more prestigious than a two-year diploma or apprenticeship credential in the eyes of the general public—which includes many faculty and others employed in the post-secondary institutions. And this prevailing attitude increases almost exponentially within the internal and external communities as the degrees and their subsequent support structures evolve, particularly when the degrees include Arts and Science. This has certainly been a concern in British Columbia as university colleges seek membership in the “university clubs,” and begin to develop policies and structures that support research activity commonly linked with traditional “academic” degrees. Despite a lot of sincere
rhetoric dispelling the notion of discontinuing the “college programs” as university colleges evolve to be branded as a university, there is justifiable skepticism and circumstantial evidence of an inevitable natural erosion of such promises.

This session will focus on some of the challenges Kwantlen has experienced in the last few years as it strives to retain the values and culture of its past as a college and university college, yet continue its progress to becoming a fully recognized first-choice university. It will also identify a serious, but not necessarily deliberate or obvious, risk that could ultimately derail the mission if we chose to treat it lightly.

**Directors Row F**

**The Baccalaureate Degree Approval Process for Community Colleges in Texas**

Ali Esmaeli  
Laura B. Talbot

The Texas Legislature recently removed the “Pilot Status” from the legislation allowing three community colleges in Texas to offer BAAS, BAAA, or BAT degrees. As a result the Texas Higher Education Board has now adopted rules for the approval process of baccalaureate degree requests from community colleges. This presentation will give an overview on these rules, their implications for Texas community colleges, as well as discuss the experience of South Texas College as it navigated the approval process for a second baccalaureate degree.

**Directors Row I**

**Developing an Academic Governance Model that Supports Success: A ‘MacEwan Community Process’**

Chery Ann Hoffmeyer,  
Jerry Zdrill

In 2005, MacEwan became the first public college in Canada to be granted approval to offer baccalaureate degrees. MacEwan is a multi campus college located in Edmonton, Alberta. MacEwan is the province’s largest college, serving approximately 42,000 learners annually. Opening in 1971 as a community college the primary focus was on one and two year career certificates and diplomas plus a wide array of community programming. In 1989 MacEwan introduced university transfer offerings that enabled students to complete their first and second year of an undergraduate degree. The success of MacEwan’s university transfer programs has resulted in MacEwan becoming Canada’s largest university transfer college. In 1996 MacEwan offered its first 4-year Applied degree that included three years of College work and one year of supervised placement or internship. In 2000, the College’s name was formally changed from Grant MacEwan Community College to Grant MacEwan College.

MacEwan recognized that the college’s governance structure would need to be altered so that academics were primarily accountable for academic decisions and operations. This change in governance structure needed to address the unique needs that the college identified and consider recognizable paths for academic governance.

This presentation builds on prior presentations that addressed MacEwan’s journey in “Reframing the College” and “Building Scholarship to Support College Baccalaureate Degrees”. You will be taken through the inclusive process used by MacEwan to develop its unique academic governance structure. How all sectors of the college were involved in dialogue and the development of the new governance model will be addressed. This work culminates in a new Academic Governance model scheduled for implementation in 2008.

**10:20 - 10:35 Break**

**10:35 - 11:20 Concurrent Sessions**

**Directors Row E**

**Developing Partnerships with Baccalaureate Institutions: Reasons for Success and Failure**

Robert C. Messina

“In times of change, it is the learners who will inherit the earth, while the learned will find themselves beautifully equipped for a world that no longer exists.” - Eric Hoffer

Burlington County College is one of 19 community colleges in New Jersey and is situated in the state’s largest county [827 square miles]. The county extends from the Delaware River in the west to the Great Bay on the Atlantic Ocean in the east and is centrally located in the Boston to Washington corridor. BCC is located in the southern portion of the state and is one of the eight counties that constitute “South Jersey”. The South Jersey region comprises half the landmass of the state and 27% of the state’s population, but the availability of a four-year college degree is severely limited to a college-bound population that is increasing. The county colleges of South Jersey provide access locally, however the options to complete degrees close to home are limited to only four institutions in the region. These four institutions collectively enroll fewer than 20,000 undergraduate students, in a region of 2 million people. South Jersey is a growing and developing section of the state that requires a well-educated work force now and into the future. All economic development in the state, and particularly so in our area, is linked to an investment in education. Recent census data support the contention that there is a direct correlation between county wealth and the percentage of adults with a college degree: the three counties with the highest proportion of college graduates, for example, are the three counties with the highest per capita income. None is in South Jersey, where the percentage of college graduates is substantially lower than in north and central New Jersey. Moreover, national studies confirm that the percentage of high school graduates attending college and the relative availability of college seats in the immediate area are correlated. It is reasonable to conclude therefore, that the paucity of four-year campuses in South Jersey contributes to the relatively low rate of college attendance, in comparison with students from central and north Jersey. Indeed, on a per capita basis, South Jersey has half as many seats in four-year schools as does central and north Jersey.

Conversely, South Jersey is blessed with a network of very successful community colleges. Many of these students desire to continue their education at a nearby four-year college or university, but they often encounter two problems: First, there often is no nearby four-year college or university to attend. Second, and growing more acute every year, is the problem of insufficient capacity at the four-year schools. In fact, more than 25% of transfer applicants are not offered admittance, simply for want of sufficient operating or capital funds at the four-year schools. If these students cannot afford to become residential students elsewhere in the state (or in another state) their education may be over.

To better serve its students against this environmental backdrop, BCC has aggressively sought a variety of unique agreements with four-year colleges, and we continue to seek creative opportunities at other institutions that will offer our students a menu of robust alternatives for their degree completion goals. By adopting this pro-active posture, we believe that BCC has positioned itself to be instrumental in helping to significantly increase the relatively low rate of college attendance in the region.
BCC students have transferred to schools in approximately 43 states throughout the country, and currently enjoy four distinct ways in which to persist to the baccalaureate degree: the “regular transfer” process, the “guaranteed admission” program [currently BCC has teamed with over 17 partner schools], the “on-site” degree completion program [teamed with over 4 institutions] and the “transfer articulation agreements”. This presentation will focus primarily on the on-site degree completion program and will examine all phases of those relationships, from concept to implementation along with the attributes of both successful and failed partnerships. At BCC, we believe that degree completion programs must be established in high demand majors at the state’s community colleges. The community college in general and Burlington County College in particular, has the necessary infrastructure and operational mechanisms to support degree completion programs to the broadest student constituency. Moreover, since BCC’s institutional research indicates that a clear majority of our post degree transfers commute to their four year college environments, the establishment of community colleges as the venue of choice in offering degree completion programs speaks to the identified need of providing service to location-bound students. By encouraging on-site degree completion programs in concert with pursuing opportunities for granting the baccalaureate degree, we believe that BCC is offering fresh alternatives to location-bound students to finish their undergraduate degrees and at the same time is providing a broader range of economic incentive and opportunity to all of the citizens of New Jersey. In so doing, BCC is moving forward to fill in the gaps in educational opportunities that may exist in New Jersey due to the structure of the state university system, the limited transfer opportunities, financial constraints on the part of the students, time constraints on the part of working adults, and perceived roadblocks to the attainment of a baccalaureate degree in our region.

Directors Row F

**Baccalaureateness: Adaptable Expressions of Abiding Principles**

Ronald L. Baker

The tradition of structured higher learning reflecting expectations of educated people dates back to Greek society. Human worth and goodness were correlated with rational thought, so fully actualized abstract thought manifested as philosophical reasoning was considered to be the highest form of being and human excellence. Cultivation of the mind through abstract reasoning was seen as the pathway to realizing human perfection.

Around the fifth century A.D., the Romans built upon the Greek tradition of higher learning by developed the seven liberal arts that represented knowledge and intellectual abilities suitable for citizens. The liberal arts were distinguished from the servile arts which represented practical knowledge needed by laborers to gain a livelihood. In essence, the liberal arts were pursued for their own sake to develop abstract intellect for people who worked with their heads while the practical arts were pursued out of necessity to develop concrete skills for people who worked with their hands. Like the Greeks before them, the Romans viewed study of the liberal arts as a necessary and essential step to becoming an educated person.

The High Middle Ages Europe witnessed a rediscovery of the Greek and Roman liberal arts traditions. Commensurate with this interest was the emergence of a number of universities formed as communities of learners patterned after the craft guilds of the time. University curricula consisted of the seven liberal arts structured as a hierarchy reflecting two stages of intellectual development: the trivium and the quadrivium. The trivium focused on the verbal arts while the quadrivium focused on the numerical arts. During the Renaissance the tradition of the liberal arts was expanded to include a growing interest in knowledge and understanding of the worth and dignity of individuals within society. Developing meaning and understanding one’s place in the world became expected of an educated person. During the Age of Enlightenment the liberal arts were once again expanded, this time to include the sciences. Throughout the last millennium the baccalaureate degree with its liberal arts core has grown in stature as evidence of high levels of preparation and achievement for entry into civic and professional life. With the increasing complexity of society, growth of knowledge, and sophistication of the workplace the lines between learning for intellectual development, learning for effective citizenship, learning for gainful employment, and learning for societal advancement have become blurred. The result is a rapid expansion of baccalaureate-level programs that blend abstract learning comparable to traditional baccalaureate programs with concrete knowledge and depth of technical expertise necessary for success in the workplace.

What is common to the expanding range of programs that warrants the designation of a bachelor’s degree? It’s certainly not a common set of course and degree requirements. The major unifying element among all traditional and applied baccalaureate degrees is their fidelity with seven liberal arts principles that form the baccalaureate core upon which the course and degree requirements are based. The major difference among them is not the number of principles represented, but how all seven principles are manifested.

Directors Row I

**Diploma vs. Degree – A Curriculum Differentiation Model**

Cherylyn Cameron

Dave Dubois

In 2000, the Post-secondary Education Choice and Excellence Act opened the door for the non-university sector in Ontario to offer programs leading to a degree. Applicants required either consent of the Minister of Training, Colleges and Universities or an act of the Legislative Assembly of Ontario. Georgian College has received ministerial consent to offer three degrees: Bachelor of Applied Business: Automotive Management; Bachelor of Applied Human Services: Police Studies; and Bachelor of Applied Business: Golf Management. Degrees are being offered in community colleges alongside more traditional programs leading to certificates and diplomas. Faculty at community colleges in Ontario pride themselves on their expertise in curriculum development and their pedagogical approaches in the classroom. However, faculty until now has focused on learning outcomes and strategies geared for the college student at the certificate and/or diploma level. Teaching at the degree level requires an understanding of the degree level competencies required and the strategies for achieving and evaluating them.

To differentiate among degrees from general bachelor degree to doctorate, a description of the degree categories was developed by the post-secondary education quality assessment board (PEAQB). The categories for Applied Bachelor degrees states that “A bachelor’s program in an applied area of study is normally designed to require a level of conceptual sophistication, specialized knowledge, and intellectual autonomy similar to that in an academically-oriented honours program but with the disciplinary content oriented to an occupational field of practice. Students in applied programs learn by doing, with a focus on preparing for entry into an occupational field of practice.” (PEAQB, 2006). The competencies from the degree-level standards include: depth and breadth of knowledge in their field, knowledge of methodologies, application of knowledge, communication skills, awareness of limits of knowledge, and professional capacity/autonomy.

Although many colleges in Ontario have hired new faculty who have experience teaching at the degree level, colleges such as Georgian have faculty, with the appropriate credentials, cross-teaching into the degree classes. The professional development and...
support required is extensive and must be ongoing. We will discuss the professional development opportunities, common problems and issues, and internal structures in place to monitor and development curriculum development, assessment, and delivery of degree level programs.

11:25 - 12:10 Concurrent Sessions

Directors Row E

From Idea to Legislative Change

Jan Anderson
Malcolm Grothe

California has a severe shortage of registered nurses. It has been described as “health care crisis.” For the past five years the state has worked to expand current Associate Degree Nursing Programs. Community colleges produce the highest number of registered nurses and have the most nursing faculty in the state. Expansions have been accomplished using a variety of strategies: partnerships with health care facilities, expansion grants through the state and in the last few years, partnerships with four-year colleges. All strategies have had various degrees of success. But, the fact remains, there is and will continue to be a shortage of registered nurses that affects the health of the state and the nation.

This shortage is the impetus for change. The other factor that makes change possible are those people willing to take the time and energy to make it happen. Community colleges are able to make the changes in programs to meet community needs and California is no exception. The Associate Degree Nursing (ADN) programs were quick to take advantage of state money and facility partnerships to expand and improve nursing programs. They have also been open to new ideas, which help them to provide an excellent education, which is very cost efficient.

Although nursing has divided itself philosophically about the amount of education required to be registered nurse, a two-year or four-year, they are united by the fact that there is a shortage that demands attention and are willing to make changes to meet that need. They are also well aware that the time is ripe for making change and that they must do it before someone does it for them. So, when they heard Malcolm Grothe, Executive Dean, South Seattle Community speak at the California Deans and Directors meeting a year and a half ago, the idea was planted.

I found the idea intriguing and began to stress the importance of this idea to the Director of the South Coast Regional Health Occupations Center that is housed at Santa Barbara City College. At first, she did not think it was a priority, but as the idea was being discussed and other directors agreed how important this possibility could be for expanding the number of nurses and for the community college ADN programs, she agreed to support my request to visit Washington State where Malcolm and his team had done their work. This trip proved very fruitful and everyone I met was most helpful: Malcolm Grothe, Executive Dean, South Seattle Community College; Judi Brown, Dean of Olympic College; Loretta Seppanen, Assistant Director, Educational Services, Washington Board for Community and Technical Colleges; and Gerianne Babbo, Associate Dean for Nursing, Olympic College. I met with some of those involved in the pilots in Washington State, which Malcolm arranged and we discussed openly and in detail the process, pitfalls and outcomes of their work. And, I must back up here, Beth Hagan was one of those who helped me get in contact with the research, the Community College Baccalaureate Association and some of those making changes around the nation. The support needed to keep an idea alive and then grow it is also what makes the difference in success or failure.

After I met with Malcolm and his team, I tried to summarize what I had learned for our Advisory group and presented it to as many people as I could. I met with my Dean and the Vice President from Santa Barbara City College to keep them informed and the ADN faculty and also discussed the idea with nursing students. I presented to the RHORC Advisory group and the Director gave my presentation to all the RHORCs in California. I have included everyone I have relationships with in Sacramento from the Chancellor’s office to those who have written bills to help support nursing education in California. And, as suggested by Malcolm, I have contacted many of the professional nursing organizations to inform them of what I see as an important opportunity. I’ve also followed up with any contact I’ve been given who might be support of this kind of legislation.

Because of the community college grants, we have relationships with the California Chancellor’s office and key people who support nursing. And, because there is such a nursing shortage that will not improve without action the time is ripe for new ideas. I’m not sure where the request for a task force came from, but those chosen were told that I had done a lot of work on this issue so I was invited to join. We had a short time-line to get anything in this legislative session and of course it occurs during the holidays when we are all on break and very busy, but, the group has been determined to get something in this session and has succeeded. In my opinion, being naive has probably helped us. I’ve been told that what we are doing is a “bold move”. We have circumvented the traditional legislative process and of course there are no guarantees, but one thing we know is that it can’t happen without someone taking some kind of action.

And, there are always those who say this is too long term, not worth the effort and too much work, but there are also those who say, we have to start somewhere, it is important to nursing and students and want to do something new. Together we have created guidelines that have grown from what other states like Washington has done, that we feel reflect what the group stands for and are willing to work with. There are those on the task force who are more aware of the pitfalls of organizations that promise support and what they want, and the adversity we face. One thing is sure, that this is an idea that is not going away and has a lot of support. Time, energy, timing, support and team work have proven to be the keys to getting the idea off the ground and into guidelines with the goal of developing legislation to change the California Education Code, which would allow community colleges to confer bachelor’s degrees.

A Dynamic Concept: Using Continuing Education as a Student Recruitment Pool and Educational Partnership for Health Professional Degrees

Wendy Flint

Due to the aging baby boomer population and projected retirement of health professionals, a nursing shortage is predicted to be 1-million by 2020, along with all health-related job positions. Continuing education and workforce development departments at community colleges may be a viable source of students for health professional degree program enrollment.

An increasing life expectancy is positioning the health care industry as the key employer in the coming decade and some predict the “perfect storm” is about to occur. According to Community College Times (September 2007), fourteen of the projected 20-fastest-growing occupations are health-related.

A study was done in California on Closing the Health Workforce Gap. The first study of its kind in nearly a decade, this report provides a comprehensive view of the health care workforce, including 60% of the health care jobs known as “allied health.” This report cited that lack of knowledge about health careers was a significant factor limiting the availability of workers. Research in this report also indicates that the supply of health professionals is greatly limited by
poor student outcomes. Students are not succeeding because they are not prepared to navigate the educational system and achieve academic success.

The solution may be to find a viable source of well-prepared students for the health degree programs from continuing education programs. Students who complete continuing education courses and work in the health field for a period of time have a greater graduation success record in degree programs. Often a continuing education course is a young (or old) person’s first step into the higher education “arena.” Using marketing strategies that will be shared in this workshop, colleges can use that “first step” to encourage students to continue his or her education in the same career path, after they have graduated from their course and feel competent in their new job.

This workshop will present multiple factors that are contributing to a workforce shortage, employee turnover, and low student retention in degree programs. Using this information, participants will work in teams to brainstorm and present solutions to improve student recruitment and success for health professional programs.

The presenter will share best practices of colleges and universities who are providing career pathways and unique partnerships with continuing education. Participants will take away an action plan with a strategy for partnering with their college’s continuing education and workforce development divisions.

### Keynote Address

**Governors Square 12**

**Dr. Patricia Stanley, Ed.D.**

Deputy Assistant Secretary  
U.S. Department of Education  
Office of Vocational and Adult Education

Dr. Stanley was sworn in as the Deputy Assistant Secretary in the Office of Vocational and Adult Education in mid December 2006. Selected for her comprehensive knowledge of community colleges and experience with Workforce and Adult Education, Pat’s primary responsibilities are for all initiatives and policies affecting community colleges and post-secondary education.

Dr. Stanley was President of Frederick Community College (FCC) from January 1998 to August 2005 becoming FCC’s sixth and first female president. Prior to joining FCC, Dr. Stanley was executive vice president of Cypress College in Cypress, California. Her diverse background and experiences in higher education include numerous administrative and supervisory positions from chair and staff diversity/affirmative action officer, to administrative dean. Her work on behalf of community colleges has taken her around the world on consulting assignments and to conference in Kuwait and Thailand.

Pat has been a member of the American Association of Community Colleges (AACC) Board of Directors, the Executive Committee of the Presidents Academy, and a member of the American Council of Education Commission on Women. Dr. Stanley was elected by her peers to serve as president of the Maryland Council of Community College CEO’s programs.

### 1:10 - 1:30 Of Like Minds...

The officers, directors, members and Executive Director of the Community College Baccalaureate Association recognize that the CCBA is one of many associations interested in improving access to postsecondary education. For that reason, the CCBA conference welcomes organizations that are also interested in issues of access to introduce their associations. This year’s representatives are from:

- NCWE – National Council for Workforce Education
- NISOD – National Institute for Staff and Organizational Development
- NACCE – National Association for Community College Entrepreneurship

### 1:30 - 2:15 Plenary Session

**Improving Access to the Baccalaureate: How Community Colleges are Preparing Hispanics for Friedman’s Flat World**

**Dr. Roy Flores**, Chancellor, Pima County Community College District  
**Dr. Leila Gonzalez Sullivan**, W. Dallas Herring Professor of Community College Education

Thomas Friedman’s book *The World is Flat: a Brief History of the Twenty-first Century* has caused both dialogue and controversy. He notes that three convergences are transforming our world: the world-wide web, the capacity to network with others anytime and anywhere, and the enormous numbers of highly educated and technologically skilled workers in Asia that are now entering the global workforce. Consequently, the United States must ramp up its educational system to ensure that its citizens and enterprises can compete in this new environment.

Latinos and other minority populations in the U. S. are already behind educationally, and are least likely to be economically competitive unless they can close that gap. As the primary entry point to higher education for these groups, community colleges have a key role to play in ensuring that Latinos enroll for college studies and succeed academically. Since the baccalaureate degree is becoming the necessary credential for the Flat World, community colleges must expand access not only to associate degrees but to the baccalaureate. This can be done through a variety of models: articulation, university extension programs, university centers and award of the baccalaureate by community colleges themselves. The models used at one Arizona community college district will be examined, together with support services that are essential for Latino student success within each of those models.

### 2:25 - 3:10 Concurrent Sessions

**Facilitating Student Access: Regional Planning in Resource Alignment through Science Dual Enrollment at Kwantlen University College and Simon Fraser University**

**Robert Fleming**  
**Jody Gordon**
The Science Dual Enrolment Partnership between Kwantlen University College and Simon Fraser University ensures Science students at one institution can access courses at the other institution towards completion of their degree. The courses must be unavailable at the home institution either because they are not offered that semester or because there are no vacant seats remaining. The results are greater access opportunities for students as they are able to consider choices across the two institutions without having to apply for admission into each separately. Through integrated planning, the two institutions are better able to manage oversubscribed laboratory facilities and avoid offering under-enrolled sections of specialized courses.

The key factors leading to the development of this pilot program are multiple, but all reflect a spirit of trust and cooperation developed between two post-secondary institutions as well as their faculty and staff over a 25+ year period. At the macro level, inter-institutional relationships have been reinforced by a well-establish provincial articulation system for course transfers and associate degree frameworks. At the micro level, the Kwantlen-SFU relationship has increasingly been reinforced by a number of collaborative activities relating to research, planning and joint program offering carried out between faculties and supported both formally and informally by deans’ offices and the VPs Academic at each institution. Of course, it doesn’t hurt that the registrars know each other well, and that both have experience in the college, university college and university environments. Familiarity and trust go hand in hand.

Building upon a traditional highly successful transfer pathway from Kwantlen to SFU—one which has been validated by empirical data demonstrating the commensurate levels of preparation by the programs of each institution—the principals were able to develop a partnership that has proceeded from a point of mutual validation and support for students they serve in common. Traditional barriers to inter-institutional mobility—program admission, institutional student fees, course perquisite assessment, etc—have been set aside in the interest of promoting student access in the South Fraser Region which the institutions jointly serve.

We have much yet to learn from this latest partnership, but we invite you to hear what we have learned so far and contribute to dialogue on inter-institutional collaboration generally. We’d like to learn from your experiences as well.

Kitty Myers

Chipola College, located in the Florida panhandle, established a University Center (UC) in 2000 funded by a USDOE Fund for the Improvement of Postsecondary Education grant. The UC involved partnerships with three universities. In 2003 – 2004 Chipola College began delivering BS degrees in Mathematics and Science Education and in January 2008 will offer a BAS degree in Business Management. Applications have been submitted to the Florida State Board of Education (SBE) for authorization to deliver BS degrees in Elementary Education, Special Education, and Nursing with the intention of offering the degrees in Fall, 2008. While the conventional wisdom is that students are better served by having baccalaureate degrees delivered by universities on community college campuses than by the community college, this has not held true for Chipola College. Many challenges have been encountered in trying to respond to the lack of access to bachelor’s degrees in Chipola’s rural district with the UC model. Lack of fulltime administrative, advising, financial aid, and enrollment personnel presented UC students with difficulties. Only five books have been placed in the Chipola Library by participating universities since the inception of the UC. No fulltime university faculty members have been assigned to the UC bachelor’s programs. All UC bachelor’s courses have been taught by adjuncts, none of whom have doctorate degrees, recruited from Chipola’s rural district. No office hours are required of the adjunct faculty and they are not an integral part of the UC programs.

Community colleges are at an advantage in responding to these challenges because the student support services, academic support facilities, infrastructure, and library are already in place. The difficulty in recruiting doctorate prepared adjunct faculty from some community college districts is very real, but doctorate-prepared faculty can be recruited to the area when fulltime, tenure track positions are advertised. In preparing for the delivery of baccalaureate degrees, Chipola advertises widely and hires experienced, fulltime, doctorate prepared, tenure-track faculty to teach and oversee its programs. The faculty hired for this purpose become part of the Chipola student-centered community, committed to the college and the district it serves.

Community college student support services can provide the same excellent support to its baccalaureate students as is traditionally given to its two-year students. Chipola students are accustomed to the student-centered atmosphere of Chipola and its full-time faculty and student support services personnel.

As discussed above, the delivery of bachelor’s degrees through UC’s can be problematic, graduate programs offered through UC’s can provide an excellent pathway for educational success. Community college and universities should collaborate to determine the most suitable graduate degrees to deliver, thus providing a seamless path for graduates from community college bachelor’s degrees. Because of SACS COC credentialing requirements, universities typically assign their own doctorate-prepared faculty to deliver the graduate courses and do not rely heavily on local adjuncts. On the whole, the students in graduate programs are more mature and self-sufficient than their undergraduate counterparts, needing fewer support services to facilitate their success.

3:10 - 3:20 Break

3:20 - 4:05 Concurrent Session

Directors Row F

Community College Bachelor’s + University Center Graduate Degrees: Pathways for Maximizing Educational Access, Affordability, and Quality

Kitty Myers

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Directors Row E

Building New Baccalaureate Programs through Community Needs Assessment while Maximizing Current Resources

Kay Burniston
Amy Bingham Brown

For many years there has been growing concern among legislators and state policy makers about baccalaureate degree production in Florida. While Florida is one of the top states in the nation for associate degree production, it is 46th out of 50 in baccalaureate degree production. This, combined with the state’s transition from an agriculture and service-based economy into an economy based on technology, healthcare, and other sophisticated industries, has led to the development of additional baccalaureate pathways and degrees. Partnership agreements between community colleges and upper-division institutions have expanded over the past five years. Currently, over 20,000 students are enrolled in baccalaureate programs on community college campuses through concurrent and joint-use programs.

In 2001, legislation was developed that authorized community colleges to provide site determined baccalaureate degrees under certain circumstances (Section 1007.33, F.S.) Additionally, Senate Bill 1162 re-established St. Petersburg Junior College as St.
Petersburg College and provided the authority for this institution to grant baccalaureate degrees in nursing, education, and technology (Section 1004.73, F.S.). Bachelor of Applied Science degrees were approved for those fields of study selected by the Board of Trustees at St. Petersburg College with the stipulation that these programs must be based on local workforce needs, and that, for each program selected, St. Petersburg College must offer a related Associate in Science or Associate in Applied Science degree. Each BAS degree program was required to articulate fully with at least one Associate in Science degree program. It is also significant to note that St. Petersburg College was required to maintain the mission and policies of a Florida Community College.

Since Baccalaureate access began at St. Petersburg College, BAS programs have extended to include programs in the following areas: Nursing, Dental Hygiene, Education, Technology Management, Public Safety Administration, and Orthotics and Prosthetics. Even with the expansive growth that has occurred since 2001, the college is always researching and determining which new BAS degrees could benefit students and the community at large. However, bringing in new programs sometimes results in starting programs with smaller enrollments, which requires the college to find ways to use existing resources while building new programs.

This session will highlight the processes and rationales used by St. Petersburg College to launch new programs in the areas of Allied Heath, Technology Management, and Education. Strategies for utilizing existing faculty, staff, curricular, and building resources will be shared.

Teacher Education Baccalaureate Degrees at Rural Community colleges via IETV

Shirley Roddy

Students in rural areas often wish to continue college beyond the two year college located near them but either cannot or choose not to leave the area to pursue the baccalaureate degree. Realizing the plight of these individuals, officials at four Oklahoma two-year colleges have formed innovative partnerships with Mid-America Christian University which allows those who wish to pursue the baccalaureate degree to do so without leaving their home area. While a number of baccalaureate degree tracks have been available at these institutions for the past decade, only this year have adult and traditional students been given the opportunity to earn a bachelor’s degree in elementary teacher education at these four Oklahoma colleges in Oklahoma: Carl Albert State College in Poteau, Redlands Community College in El Reno, Seminole State College in Seminole and Western Oklahoma State College in Altus.

This seminar will focus on the use of Interactive Educational Television (IETV) for delivering baccalaureate degree opportunities to rural areas. It will tell about the development of relationships spanning across a decade and the more recent partnership to take the elementary teacher education program to these areas. Details will be presented about the logistics involved, the necessary agreements, the promotion of these programs and the necessary relationships and philosophy for success. The processes involved to execute this endeavor will be described as well as the challenges of working with the various departments to insure a seamless delivery. In particular, a description will be given of the necessary involvement of the college presidents, deans, information technology directors, site coordinators, academic directors, student services personnel (financial aid, business office, registration) and book store as well as the cooperation of school districts in the community college areas.

Washington State Launches Four New Community College Baccalaureates

Judi Brown
Vicki DeLorey
Elise Erickson
Malcolm Grothe
Tom Mayburry
Loretta Seppanen

In the Fall of 2007, four community colleges in Washington state began offering baccalaureate degrees (Hospitality Management at South Seattle Community College, Nursing at Olympic College, Radiation and Imaging Sciences at Bellevue Community College and Applied Management at Peninsula College). This presentation will give an overview of the program each college is delivering, how the programs are working so far, and what you may want to consider when starting a similar program.

University and Community College Partnerships: A Broward County Florida Success Story

Deborah L. Floyd
Lois H. Bolton
Joyanne Stephens

The focus of this session is to discuss community college and university baccalaureate partnership models nationally and specifically in the state of Florida. An emphasis will be placed on the baccalaureate partnership programs offered by Broward Community College and Florida Atlantic University. In addition to briefly describing the historical context, the speakers will focus on motivations for development of the current models of delivery. Emphasis will be placed on the political, academic, organizational and operational aspects of this strong partnership leading to baccalaureate degrees and beyond. Practical issues and challenges will be discussed, as well as, areas for research and follow-up.

Florida Atlantic University is a regional university offering courses and programs on five campuses and two research centers in four counties of Southeast Florida. The university partners with three community colleges: Broward Community College, Palm Beach Community College, and Indian River Community College. The partnership between Florida Atlantic University and Broward Community College is the oldest and most successful and has served as the model for the development of the relationships between Florida Atlantic University and Palm Beach and Indian River Community Colleges. In addition to FAU, Broward Community College maintains strong partnerships with Florida International University and Nova Southeastern University.

The Broward Community College-Florida Atlantic University Partnership Story. In 1990, Florida Atlantic University (FAU) and Broward Community College (BCC) responded to the challenge given by the state legislature and higher education governing boards to provide a comprehensive higher education presence in Broward County. Broward County was the second largest county in Florida with a population of 1.2 million which ranked second to only Dade County’s 2 million residents. Although Broward County was served by a strong and well-developed community college, it had the unique distinction of being the largest county in the United States without a public university.

The strategy to provide Broward County residents with increased higher education access was built on a state-wide articulation agreement codified in both statute and regulation that
structured 2+2 partnerships between community colleges and universities. Additionally, BCC and FAU had a history of a strong partnership resulting in a majority of BCC graduates transferring to FAU’s main campus in Boca Raton. Florida Atlantic University was charged by the state legislature to increase access through the expansion of articulated academic offerings and services at shared campus sites. For the first time residents would have the opportunity to pursue baccalaureate degrees entirely in Broward County.

Eighteen years later, the partnership between Florida Atlantic University and Broward Community College has achieved outstanding successes. Broward Community College AA transfer students can enroll in over 25 complete upper-division programs in Broward County. Enrollment growth has paralleled the growth in program offerings. In 1990, the university had fewer than 1000 students enrolled in courses in Broward County. Today over 6000 FAU students coupled with 20,000 students at BCC are enrolled in degree programs at two shared campuses. The Davie Campus is the largest joint-use campus in Florida with programs in education, business, nursing, science and liberal arts. The Downtown Center is an urban campus serving primarily students pursuing professional degrees in architecture, graphic arts, communications and civil engineering technology.

The panel will provide a brief history of the partnership focusing on the factors that contributed to its success. These include:

1. Enhancement of the state 2+2 model through increased attention to communication, engaging both faculty and staff in continuous dialogue to improve programs and services.
2. Strong legislative support for the growth of the partnership manifested by an investment of over $40 million in joint-use facilities and special funding for FAU to support the hiring of additional faculty and staff to be housed at the joint campuses in Broward.
3. The development of a shared vision focused on cooperation and innovation in planning and delivery of programs and services. Emphasis was placed on partnership at the expense of ownership.

The panel will discuss the current status of the partnership which will include an overview of academic program offerings and unique operational agreements for the delivery of library services, maintenance and security. The panel will also look to the future of the partnership in light of a climate that includes decreased state funding for higher education initiatives, the rapid growth of the A.S degree programs, and the pressure to expand baccalaureate programs at community colleges in Florida. Audience interaction will be encouraged.

Directors Row F

Gold Medal Giving: How to Capitalize on Your College’s Baccalaureate Initiatives

Edith Pendleton

The community college baccalaureate movement has inspired discussion about educational accessibility for the working poor, drawing public attention to a significant sector of the nation’s population traditionally marginalized by elitist, test-based admissions policies. Granting baccalaureate degrees provides an enhanced marketing image for your college among donors committed to making a life-changing impact on society through giving. As an aging population of World War II veterans reflect on the depression, they often find a common link with those students most likely to benefit from the Community College baccalaureate. Donors born before 1940 struggle with the concept of overwhelming debt faced by the under-served adult minority students who take the hard-scrabble road up the economic ladder through financial aid, student loans, no-interest mortgages and other forms of borrowing. Many students graduate from college with staggering debt. The fact that an endowment producing only $5,000 annually can underwrite a baccalaureate degree compels many seasoned donors to reassess their philanthropic investment to maximize returns. As one donor put it, “My debt when I graduated from the Harvard Business School was about $300. This situation of enormous costs to go to colleges and universities with resulting high debt for the graduates is intolerable.”

Those whose wealth was self-generated rather than inherited often bring a high level of receptiveness to the concept of endowing the aspirations of the working poor. They see themselves in those who struggle to overcome the impediments of societal marginalization. The baccalaureate degree itself represents a level of academic accomplishment donors associate with professional success, and when called upon to give, they often respond with enthusiasm. This presentation offers insights, suggestions and creative ways to appeal to small-dollar donors who themselves struggled to purchase a college education. Strategies for procurement of grants, legacy gifts, lifetime occupancy contracts, liquidation plans and other techniques for acquiring significant gifts will be discussed within the context of the CCB.

5:00 - Conference Parlor - 2nd Floor Rm 3212

Wine and Cheese Reception

Sponsored by Boston Reed College
Napa, California (Wine Country)

David Wignall - CEO/Chair

Sunday, March 2, 2008

8:00 – 8:45 Breakfast  Directors Row H

8:45 - 10:00 Plenary Session

National Association of Community College Teacher Education Programs: An Update

This joint session is collaboration between CCBA and NACCTEP to provide an update on the development of teacher education baccalaureate degrees in three institutions that have been or are in the early stages of being authorized to confer 4 year teacher education degrees. Issues of planning, implementation and results will be disclosed and discussed. The conferring of teacher education baccalaureate degrees by community colleges is an important trend.

Moderator: Kay Burniston
Associate Vice President for the Baccalaureate Programs
St. Petersburg College

Panelists: Amy Bingham Brown
Assistant Professor of Elementary Education
St. Petersburg College

Dr. Kitty Myers
Vice President of Baccalaureate Programs
Chipola College

Kristen Zimmerman
Dean and Baccalaureate Programs
Edison College
The role of community colleges in preparing teachers at the baccalaureate level continues to expand. This session will provide an update of the programs offered at Florida community colleges that have chosen this path, the issues they confront and the opportunities they have recognized. St. Petersburg College has been offering six bachelor’s degrees for several years and has recently added B.S. degrees in Educational Studies, Middle Grades General Science and Middle Grades Mathematics. Chipola College offers four year degree programs in Secondary and Middle School Education. Edison College is in the early stages of developing a teacher education baccalaureate degree.

10:15 - 11:00 Concurrent Sessions

University Centers: Preparing Future Community College Leader

Patsy J. Fulton-Calkins, Ph.D.

The presentation will address the need for preparing future community college leaders. Statistics from surveys done with community colleges reveal that approximately 50 percent of the research indicates that in the next few years, 700 new community-college presidents and campus heads, 1800 new upper level administrators, and 30,000 new faculty members will be needed. Statistics also indicate that community colleges may have difficulty finding qualified leaders for the future. An even more alarming statistic reveals that the number of degrees conferred in community college administration decreased 78 percent in recent years. Meeting the challenge of preparing the needed community college leaders for 2010 and beyond is clearly crucial.

If universities are to prepare these leaders, they must embrace these assumptions:

- There is not one right organization; the right organization is the organization that prepares leaders effectively for the future.
- One cannot manages people; the task is to help individuals understand their strengths and maximize them, while attempting to eliminate their weaknesses.
- Effective leaders lead from within; they are not afraid to admit that the answers are not always apparent. According to Palmer, “The salvation of the human world lies nowhere else than in the human heart, in the human power to reflect, in human modesty, and in human responsibility.”
- Leadership is never a destination; it is a life-long journey—one of constantly seeking self-knowledge.
- True leaders understand their values and lead by living their values.
- Critically examining the organization culture is critical.
- Knowledge workers for the 21st century cannot be produced in early 20th century higher education institutions.

The university must consistently ask and answer these questions:

- Is there a clear vision in the organization of present and future directions?
- Are the values of the organization understood and practiced by leaders?
- Are students developing the skills necessary for success in a complex, global world? Is appropriate attention being given to preparing students for leadership roles? Are strengths being maximized? Are weaknesses being reduced?
- Are we constantly asking ourselves these questions: What does the future hold? How are we addressing the future needs of our constituencies?

11:00 Adjourn
Our Distinguished Presenters

Jan Anderson
Santa Barbara City College

Jan Anderson has taught nursing since 1982. Since 2000 she has been the Director of the AND Program at Santa Barbara City College where she previously held the positions of Nursing Lab Coordinator and Allied Health Department Chair. She holds a BSN, CSU Long Beach and a MSN, Nursing Education, CSU Dominguez Hills. Jan graduated from the International Certificate Program in Caring and Healing, University of Colorado Health Sciences Center School of Nursing.

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Ronald L. Baker
Northwest Commission on Colleges and Universities

Ron Baker is the Executive Vice President of the Northwest Commission on Colleges and Universities, the regional postsecondary accrediting agency for Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. 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. Ron also served on three national League for Innovation initiatives: 1) the 21st Century Learning Outcomes Project; 2) the Learning College Project; and 3) the Basic Education Online Project.

Ron’s experience in community college education includes 14 years as a full-time classroom instructor. He also served in a number of state and campus administrative capacities, including Director of Distance Education for the Oregon community colleges, Director of Academic Technology, Division Chair, and Computing Services Director.

Ron has given numerous presentations and written several articles on accreditation, learning outcomes, outcomes assessment, and distance education. 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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Lois H. Bolton
Provost, Central Campus
Broward Community College

Dr. Lois Bolton currently serves as the provost of the Central Campus of Broward Community College in Ft. Lauderdale, FL. She earned her bachelor’s and master’s degrees in biology at Mankato State in Minnesota, and her doctorate in education from Florida International University. She joined BCC as a professor of biology in 1983. After four years she moved into administration, holding several positions including science department head and academic dean before becoming provost.

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Amy Bingham Brown
Assistant Professor of Elementary Education
St. Petersburg College

Amy Brown has dedicated her adult life to the field of education. She began her journey toward becoming a teacher immediately after high school, by pursuing her Bachelor of Arts in Education (B.A.E.) degree from the University of Florida. While at UF, Dr. Brown continued straight through to earn her Master of Education degree (M.A.E.) in Elementary Education, with a specialization in Reading Education.

After teaching for five years both as a classroom teacher and as a Family Literacy Coach, Amy eventually began her doctoral program at Florida Atlantic University, where she earned her Ed.D degree in Curriculum and Instruction, with a focus on Mathematics, Science, and Technology. Dr. Amy Brown currently serves as an Assistant Professor of Elementary Education at St. Petersburg College in Tarpon Springs, FL. Her varied background allows her to teach a wide spectrum of courses offered in many B.S. programs within the college, although her strengths and experiences lie mostly in Reading and in Math/Science integration. She has served the College on many committees at both the unit and program levels, and continues to take on new challenges and opportunities that the College has to offer.

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Our Distinguished Presenters

**JUDI BROWN**  
Olympic College

Judi Brown is currently the Dean for the Mathematics, Engineering, Sciences, and Health Division at Olympic College located in Bremerton, Washington. She had held that position for the past three years. Prior to that time she was a tenured professor of Biology at Olympic College. She is passionate about establishing partnerships with four-year universities having been one of the co-facilitators of the Community College-University Partnership in Biology at the University of Washington - Seattle. This program featured summer workshops with Community College Biology professors interacting with research scientists at the University. The program was funded by a Howard Hughes grant and proved to be a fabulous tool for establishing relationships between professors and scientists.

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**BRIAN CARR**  
Kwantlen University College

Dr. Carr’s career in the Canadian post-secondary system has spanned over 35 years, beginning as chemistry instructor at Vanier College in Montreal, Quebec, where he also served as department chair, Dean of the Faculty of Applied Technologies and then Registrar. Following a year as Registrar at Loyalist College of Applied Arts and Technology in Ontario, he moved to British Columbia in to become Dean of Sciences—which currently encompasses the Faculty of Science, Mathematics and Applied Sciences, the School of Horticulture and the College of Trades and Technology. He is also Campus Dean for the Surrey Campus. He is recipient of the Outstanding Regional Leadership Award from the Chairs Academy, and holds an honorary membership in the Association of Applied Science Technologists and Technicians of BC and an honorary Diploma in Massage Therapy.

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**KAY BURNISTON**  
St. Petersburg College

Kay Burniston is the Associate Vice President for the Baccalaureate Programs at St. Petersburg College. Prior to working at St. Petersburg College, she was Dean for Advancement at Mercer County Community College in New Jersey. She previously served as Vice President for Planning, Research and Development at Daytona Beach Community College, Daytona Beach, FL.

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**VICKI DELOREY**  
BAS in Applied Management Student Services Services Liaison  
Peninsula College

Vicki DeLorey is BAS Student Services Liaison at Peninsula College. She holds a B.A. from Wooster, a B.S. Ed from Western Illinois University and Ed.M. and Ed.D. from Harvard University.

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**CHERYLYN CAMERON**  
Georgian College

Dr. Cameron completed a PhD in Theory and Policy Studies in Education at the Ontario Institute of Studies in Education, University of Toronto. Closely involved with the development of collaborative programs in degree studies and college bachelor degrees, Cherylyn is interested in college-university relations and inter-institutional agreements and partnerships. As Associate Vice-President of the University Partnership Centre, Dr. Cameron is committed to the Institute’s mission to expand access to post-secondary programs at the degree and advanced study levels. She believes that strengthening relationships with select universities and further developing Georgian’s own degree offerings will create unprecedented options and choice for students in Central Ontario.

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**DAVE DUBOIS**  
Georgian College

Dave Dubois is the Dean of the Justice and Public Safety Institute, Dean of Community Studies, lead Dean of the Orillia Campus and the Administrative Representative on the Georgian College Board of Governors. He holds a Master of Science degree from Penn State University and a Bachelor of Science Degree from the University of Waterloo. Dave has worked at Georgian for the past 24 years as a faculty member, Coordinator, Chair and Dean. Throughout his tenure at Georgian he has been involved in a number of new initiatives within the system including; post diploma program development, educational technology, student access and success. Mr. Dubois is committed to student access and has worked diligently within his portfolio to create multiple pathways for students to continue their education.

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Our Distinguished Presenters

**Ali Esmaeli**
Associate Dean of Bachelor’s Degree Programs South Texas College

Dr. Ali Esmaeli has been a member of the South Texas College faculty and staff since 1993. As the Associate Dean for Bachelor Programs and University Relations, he is responsible for the coordination and director of all aspects of each respective departmental project and educational program. His current responsibilities include the development of core curriculum, the supervision of student recruitment and retention, and the management of all program resources. He also diligently researches the potential of, and community need for, additional bachelor programs to serve the needs of our every more expanding south Texas region. He has represented South Texas College in many national forums and conferences.

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**Robert Fleming**
Associate Vice President Academic
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Robert Fleming has been a member of the department of English at Kwantlen University College since 1993, and served as Dean for the Faculty of Humanities from 2003 until 2005. Currently, he is the Associate Vice President Academic at Kwantlen. In addition to teaching composition and literature within the English program, he has taught liberal education courses on work and society, power relations, and critical thinking within the Bachelor of Business Administration and Information Technology programs at Kwantlen. His scholarship includes presentations and publications on Canadian literature, postcolonialism, critical theory, composition, and curriculum/program development.

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**Wendy Flint**
Senior Vice President
Boston Reed College

Dr. Wendy Flint is the Senior Vice President of Boston Reed College in Napa, CA. Boston Reed has delivered allied health and nursing courses through adult schools, colleges and universities for the past fifteen years. Dr. Flint is the former Director of Continuing Education at College of the Desert in Palm Desert, California. She was also a tenured faculty member and Chair of the Faculty Development Committee (Academic Senate). She is a part-time professor for Biola University in Los Angeles. Dr. Flint has a Masters in Public Administration from Washington State University and a PhD in Education from Capella University. She resides in both California and Texas.

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**Roy Flores**
Chancellor
Pima County Community College District

Dr. Roy Flores leads the sixth largest multi-campus community college district in the country. He assumed leadership of the six-campus Pima County Community College District in March 2003 after five years as CEO of the Community College of Allegheny County in Pittsburgh, Pennsylvania. Prior to that post, he served as president of Elgin Community College in Illinois. A regional/urban economist, Dr. Flores has served in an executive capacity at five colleges or universities and as a special assistant for economic affairs with the U.S. State Department. Previously, Dr. Flores served on the national board of the American Association of Community Colleges, the board of the National Community College Hispanic Council and as president of RC2000, an international organization of 28 large urban colleges. He is active as a community leader in Tucson, Arizona.

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**Deborah L. Floyd**
Professor of Higher Education Leadership
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Dr. Deborah L. Floyd is a professor of higher education with Florida Atlantic University and an accomplished practitioner, author, consultant, and leader. Prior to joining FAU in 2001, she served as a senior administrator in community colleges in Iowa, Texas, and Kentucky, culminating with 8 years as a community college president. She is the senior editor and an author of the first book on the community college baccalaureate and is a 2005 recipient of the CCBA Contributions to Knowledge Award. She is the current president of the Council for the Study of Community Colleges, the oldest affiliate council of the American Association of Community Colleges, and is a member of AACC’s Commission on Emerging Trends, Research and Technology.

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**Elise Erickson**
Special Assistant to the President
Bellevue Community College

Elise Erickson is Special Assistant to the President at Bellevue Community College where she performs research, writes and edits on issues such as governance policy, accreditation and access to higher education. Previously, in her position as Executive Assistant to the President for eleven years, she served as an advisor to the President on policy and planning issues, managed the Office of the President and acted as Secretary to the Board of Trustees.

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Patsy J. Fulton-Calkins

Director, Bill J. Priest Center  
Don A. Buchholz Endowed Chair  
University of North Texas

Dr. Patsy J. Fulton-Calkins has been the Director of the Bill J. Priest Center and Don A. Buchholz Endowed Chair at the University of North Texas, since 2003. She has held positions as the Chancellor, Oakland Community College, Oakland County Michigan; President, Brookhaven College; Dallas County Community College and Vice President of Instruction, El Centro College, Dallas County Community College. She holds a Ph.D., from the College of Teaching, University of North Texas; M.B.Ed., Business Education, University of North Texas and B.B.A. in English, Business Education, University of North Texas.

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Jody Gordon

Associate Vice President, Student Services  
Kwantlen University College

Jody Gordon has worked in higher education – student services since 1992. Jody began her career at Simon Fraser University in British Columbia Canada as an academic advisor and then as the manager for advising and the front line services. In 1998, Jody joined Kwantlen University College, first as the Associate Registrar and then in 2001 she became the Registrar. Recently Jody became the Associate Vice President, Student Services and Registrar. Jody presents regularly at various conferences on such topics as change management, improving meeting productivity and evidence based enrollment demand analysis.

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Malcolm Grothe

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Malcolm Grothe is currently the Dean of Technical Education at South Seattle Community College.

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Chery Ann Hoffmeyer

Chair  
Holistic Health Practitioner Program Grant  
MacEwan College

Chery Ann Hoffmeyer has been a faculty member at MacEwan since 1972, serving on numerous college and faculty association committees during this time. She is presently chair of the Holistic Health Practitioner program, a two-year diploma program that prepares practitioners to work with clients to promote health and well-being using self-care practices and complementary approaches to health care delivery. Chery Ann is a member of the College Academic Governance Task Team and has recently served three years as the Faculty Association representative on the College Board of Governors.

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Eileen Hogan

Grant MacEwan College

Eileen Hogan is an accreditation coordinator in the Office of the Associate Vice President Academic at Grant MacEwan College. Eileen has a PhD in Applied Human Nutrition from the University of Guelph and is a Registered Dietitian. Prior to joining MacEwan Eileen was an Associate Professor in Nutrition at St. Francis Xavier University and Acadia University.

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Tom Mayburry

Faculty  
South Seattle Community College

Tom Mayburry is the Faculty Coordinator for the new Bachelor of Applied Science in Hospitality Management at South Seattle Community College. This is the only baccalaureate degree in Hospitality Management in the west side of Washington.

Tom received his Bachelor’s degree in Hotel/Restaurant Management from Lewis-Clark State College and his Master’s degree in Adult Education with an emphasis in Human Resource Development from The University of Idaho. He is scheduled to defend is Doctorate dissertation “Aligning Industry Needs with Post-Secondary Educational Outcomes in Hospitality Organizations; A Delphi Study” next year. Prior to teaching in the industry, Tom owned and operated restaurants in Northern Idaho for twenty years.

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**John Isbister**  
Laurentian University

Dr. John Isbister is Dean of Humanities and Social Sciences at Laurentian University, Sudbury, Ontario, Canada. He has a B.A. in History from Queen’s University in Canada, and a Ph.D. in Economics from Princeton University. He was formerly a Professor of Economics and, for fifteen years, Provost of Merrill College at the University of California, Santa Cruz.

He is the author of four books: *Promises Not Kept, Poverty and the Betrayal of Third World Development; The Immigration Debate, Remaking America; Thin Cats, The Community Development Credit Union Movement in the United States; and Capitalism and Justice, Envisioning Social and Economic Fairness.*

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**Jan Lindsay**  
Vice President Education  
Douglas College

Jan Lindsay has worked at three different B.C. community colleges in the course of her career. For the past six years she has been at Douglas College; first as Dean of Child, Family and Community Studies and more recently as the Vice President of Education. As Vice President Jan is responsible for the Education Division comprised of seven Faculties which included approximately 650 faculty and staff.

Jan has a doctoral degree in Organizational Psychology. Her dissertation focused on the factors that encourage and sustain post-modern leadership in higher education environments. Much of her work in leading the degree development initiative at Douglas College has drawn on her understanding of post-modern leadership and the need to build capacity within the faculty ranks and with Deans to provide this type of leadership.

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**Susan May**  
Associate Vice President Academic  
Grant MacEwan College

Susan May is the Associate Vice President Academic with responsibility for MacEwan’s research and scholarly activity portfolio. Susan chairs the college’s academic policy committee and is a member of the research council and curriculum committee. Her background includes teaching and administrative roles at several Canadian colleges and universities.

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**Robert C. Messina, Jr.**  
President, Burlington County College

Dr. Robert C. Messina, Jr., has served with distinction as President of Burlington County College since January 1987. He is an experienced educator, researcher, college administrator, and contributor to local, state, and national affairs.

Dr. Messina was born and educated in New York City. He received his Bachelor of Science degree in Chemistry from the City College of New York, his Master of Arts degree in Chemistry from Hunter College, and his Doctorate in Analytical Chemistry from Fordham University.

Dr. Messina did research in environmental and heavy metal contamination at the Nassau County Medical Examiner’s Office in New York. He started his career at Nassau Community College as an instructor in the Physical Sciences and Engineering department. Dr. Messina also taught graduate courses at the State University of New York at Binghamton, and was involved in instruction in developmental learning and remedial education at The State University of New York at Farmingdale. Additionally, Dr. Messina was a Carnegie Fellow at the Woodrow Wilson School of International Studies and Public Affairs at Princeton University, where he studied problems in environmental planning and urban development. He then served as vice president for academic affairs at Broome Community College in Binghamton, New York.

Since becoming president of Burlington County College, Dr. Messina has raised the College’s profile in the local community, across the State of New Jersey, and on the national level. He has obtained the necessary funding to upgrade the College’s facilities, as well as the construction of a second campus in Mount Laurel, New Jersey. Additionally, under Dr. Messina’s leadership, the college has been actively involved with distance education, providing courses for individuals who want or need an alternative to classroom based instruction. BCC’s offerings span the disciplines from Art to Music and from Biology to Physical Science. The college now offers approximately 90 class sections via e-learning with 50 fully on-line and the rest video based. Currently, Dr. Messina has committed the college to offer all e-learning courses fully on-line using the Blackboard Learning System Campus Edition 6 platform. This state-of-the-art course management system allows us to deliver dynamic college level instruction over the Internet. Moreover, BCC is the lead institution in the multi-state Consortium of Distance Learning (CODE) and also acts as the host college for the group. BCC is also an active member of the New Jersey Virtual Community College Consortium (NJVCCC). As of the fall 2007 semester, the College offers two degree programs entirely on-line, with several more expected within the next 12 months. The College has also introduced new academic programs under Dr. Messina’s leadership. In his twenty year tenure, Dr. Messina has demonstrated a boundless vision for students and graduates that has led to numerous accomplishments, including a partnership with Drexel University, where BCC students can earn a Drexel bachelor’s degree at the Mt. Laurel campus.

In recognition of his efforts, Dr. Messina has received a number of prestigious awards. These include the Association of Community College Trustees Regional Chief Executive of the Year; Distinguished Citizen of the Year from the Burlington County Council, Boy Scouts of America; the Lancer Award for distinguished service to education from Holy Cross High School; Educator of the Year from the
Our Distinguished Presenters

NJ Section, American Society of Civil Engineers; the Voice of Business Award from the Burlington County Chamber of Commerce; and the Pacesetter Award from District 1 of the National Council for Marketing and Public Relations. Dr. Messina was honored by the Volunteer Center of Burlington County as the recipient of its distinguished citizen of the year award, and later in the academic year he was honored by Servicios Latinos de Burlington County for outstanding support of the Hispanic social service organization. In 2004, Dr. Messina was honored by the Middle States Regional Office of The College Board with its Bernard P. Ireland Award for Distinguished Service. Recently, Dr. Messina was included in SJ Magazine’s “People to Watch” series and was also named a Champion of Diversity by the Courier Post in recognition of his aggressive recruitment and retention of underserved students.

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Marci M. Middleton
Georgia State University Board of Regents
University System of Georgia

Marci Middleton is the Director of Academic Program Coordination for the University System of Georgia, Board of Regents with responsibility for program review and assessment for academic programs at the 35 colleges and universities. Marci is also the lead contact for the state clearinghouse grants program, the system liaison for the minority advising program/minority recruitment office, and is a member of the USG presidential task force on enhanced funding and institutional resources.

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Kitty Myers
Vice President of Baccalaureate Programs Chipola College

Dr. Kitty Myers is the Vice President for Instruction and Baccalaureate Programs at Chipola College. She has BA degrees in Mathematics and Literature from the University of Georgia and an MS and Ph.D. in Mathematics Education from the Florida State University.

She taught in the Mathematics Department at Chipola College for 15 years and has served as an academic administrator since 1995. She received and administered a FIPSE grant in 2000 to establish the University. Dr. Myers has spear-headed the Chipola’s efforts in delivering baccalaureate degrees. She oversaw all aspects of obtaining authorization from the state, earning substantive change approval from SACS COC, applying for grant implementation funding, marketing and recruiting, and implementing the degrees. Dr. Myers applied for and received authorization of Chipola College as an Educator Preparation Institute and has written and administered many state and federal grants.

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Loretta Seppanen
Assistant Director, Educational Services
Washington State Board for Community and Technical Colleges

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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Edith K. Pendleton
District Vice President & Chief of Staff Edison College

Edith Pendleton, Ph.D. serves as District Vice President and Chief of Staff to Dr. Kenneth P. Walker, District President of Edison College, serving a five-county district on the west coast of Florida.

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Shirley Roddy
Dean, College of Adult and Graduate Studies
Mid-America Christian University

Shirley Roddy serves as the Dean of the College of Adult and Graduate Studies at Mid-America Christian University (MACU) in Oklahoma City. Having worked as a liaison for the Oklahoma Student Loan Authority to all of the colleges and universities in the state of Oklahoma for almost a decade, she was able to build on those relationships when in 1995 she began the adult studies program at MACU. The program has grown from one undergraduate program to six and added three graduate programs. The format and delivery has expanded to interactive television as well as online. Classes are offered across the state, including, on the campus of most state community colleges.

Shirley began her college education right out of high school at MACU’s Houston campus. She returned to college after raising her two sons to complete her undergraduate degree in Liberal Studies at the University of Oklahoma. Her masters in Human Relations and her Ph.D. in Adult and Higher Education were also earned at OU. Both of her sons, her daughter-in-law, and her husband are all involved in higher education and she believes that the handwriting is on the wall for her two grandchildren (Noah, age 3 and Orion, 1 month) to be educators, also!

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**Jackie Snodgrass**
Vice-President Education
Academic and Arts Programs
Capilano College

Dr. Jackie Snodgrass is Vice-President Education - Academic and Arts Programs at Capilano College. She holds a PhD in Psychology from the University of British Columbia and taught psychology for several years before moving into administration. Her passion continues to be teaching, and she now focuses on supporting excellence in teaching and learning.

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**Laura B. Talbot**
Curriculum and Accreditation Officer
South Texas College

Ms. Laura Talbot is the Curriculum and Accreditation Officer at South Texas College. In this capacity Ms. Talbot coordinated the application process and subsequent site visit for the Level II accreditation at South Texas College. In addition to accreditation responsibilities, Ms. Talbot serves as the point person for all curriculum related issues and serves as a resource to faculty and administration. Ms. Talbot earned her Bachelor of Arts degree in Psychology and Music from the University of the South in Sewannee Tennessee, and her Masters in Adult Education from Texas A&M-Kingsville.

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**Joyanne Stephens**
Vice President of the Broward Campus
Florida Atlantic University

Dr. Joyanne Stephens serves as Vice President for Florida Atlantic University’s Broward Campus. Dr. Stephens joined Florida Atlantic University in 1989 as a Special Assistant to the Broward Campus Provost with primary responsibility for the development of the FAU Davie Campus. She has also served as the Assistant Dean of College of Liberal Arts and Associate Vice President of the Broward Campus. During her tenure at FAU, she has presided over FAU’s expansion in Broward County that includes the growth of students enrolled in Broward programs, the construction of 500,000 square feet of additional classroom, research and support space and 600 resident Broward faculty and staff.

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**Jerry Zdril**
Instructor
Accounting and Strategic Management Program
Grant MacEwan College

Jerry Zdril is 10-year veteran with the College. He is currently an instructor in the Accounting and Strategic Management Program and has been involved in education since 1980, instructing adult learners in business related topics. Jerry is a member of the College Academic Governance Task Team and is Vice President of the Faculty Association.

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**Leila González Sullivan**
W. Dallas Herring Professor of Community College Education
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Leila González Sullivan is the W. Dallas Herring Professor of Community College Education in the Adult and Higher Education Department at North Carolina State University. She teaches doctoral courses, conducts research on leadership and the effectiveness of professional development programs and has primary responsibility for her department’s outreach to the North Carolina community colleges. She is Director of the National Initiative for Leadership and Institutional Effectiveness (NILIE) and Director of the National Community College Hispanic Council’s Leadership Fellows Program for aspiring college presidents.

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**Kristen Zimmerman**
Dean and Baccalaureate Programs
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Kristen Zimmerman serves as the Associate Dean of Baccalaureate Programs for Edison College in Ft. Myers, Florida. Kristen has ten years of baccalaureate and community college experience from Michigan State University, Lansing Community College, The University of Tampa and St. Petersburg College. Throughout her tenure in higher education, she has provided leadership in the development of student services, academic policies and procedures, enrollment management, and adherence to State and accreditation requirements. Kristen earned her Master of Arts degree in Student Affairs Administration from Michigan State University and a Post-Graduate Certificate in Community College Executive Leadership through the University of Florida through the Higher Education Leadership Program.

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Imagine a Four-Year Community College

Imagine four-year institutions that allow for a pace and schedule that meet the needs of nontraditional students with non-scholastic obligations. Imagine institutions with an affordability that allows students to pay their own tuition as it comes due, in the absence of family wealth or large scholarships. Imagine colleges that take pride in their program and the philosophy of open admissions, rather than their ability to selectively admit few while turning down many. Imagine institutions like these all over the country, allowing continuity of family, work, and community between students and their hometowns. You have just imagined community colleges with four-year degree programs.

A large concept of community colleges is to tailor to students with small sporadic amounts of time available for classes. I work, help run a non-profit honor society on campus, attend full time classes, and am a cadet in the Corona de Tucson Firefighter Academy. Without the flexible schedule that Pima Community College affords me, I would be unable to complete all of these tasks simultaneously. Community colleges generally have very accommodating schedules, with courses available nights and weekends, self-paced on campus, and even online. Students who deserve and desire to complete a bachelor’s degree may simply not have the availability to schedule classes between 7 A.M. and 5 P.M. Monday through Friday at a prestigious university, but even those with open schedules cannot always afford these universities.

It is no coincidence that many students attending community colleges fall in the category of working poor. During freshman year, I struggled to pay tuition and book expenses; it was a year before I began receiving scholarships. Working in the food service industry, funds were tight; luckily I was able to utilize the library’s books on reserve when I could not pay for my own. I saved thousands of dollars attending Pima Community College compared to what the University of Arizona would have charged me for the same number of credits. Yet my situation is not unique; millions of students would love to attend lavish universities, but incurring debts or failing to receive competitive scholarships deter worthy students from acquiring higher education. This is not to mention the fact that some full-capacity universities turn down valedictorians simply because they receive more perfect applications than they have seats available.

Sometimes students need more than simply tuition or flexibility to attend college, they need something nearby. Community colleges are exactly what the name entails, institutions of the community. Pima Community College has six campuses around town and online courses available. This has given me the ability to live with my sister and help her with mortgage payments while attending school. The community emphasis of these colleges allows students to stay in and help their community, family and friends while pursuing higher education and personal enrichment. To imagine a solution to a problem and make it a reality is a staple of college education. Many have imagined a four-year community college—it must become a reality.

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Executive Director  
Dr. Beth Hagan

Beth has been the Executive Director of the CCBA since 2000. She truly believes that every person should have an opportunity to pursue the baccalaureate degree at a place that is convenient, accessible and affordable and assists those who strive to promote better access to the baccalaureate degree on community college campuses through a variety of models.

Beth holds a Ph.D. in Entrepreneurship Education, Union Institute and University; M.B.A., University of Illinois; M.Ed., University of Illinois; B.A., Marymount College.

She has been an Adjunct Professor at Parkland College, Champaign, IL and Edison College, Ft. Myers, FL.

She is on the Advisory Board of the National Association for Community College Entrepreneurship (NACCE) 2005 - present; Board of Directors, Bonita Springs Area Chamber of Commerce, 2002 - present; Charter Class, Leadership Bonita; Board of Advisors, Gulfcoast Theater, 2006 - present. Master Facilitator, FastTrac™, Ewing Marion Kauffman Foundation, 1999 - present.

Beth was awarded Teal Heart by National Association of Women Business Owners, (NAWBO), 1998 and was named Small Business Administration (SBA) Volunteer of the Year for the State of Florida, 1998. Her Doctoral Dissertation is Entrepreneurship Education in Community Colleges - The New Frontier.

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