



An International Organization for the
Community College Baccalaureate Degree

BEACON

P.O. Box 60210, Fort Myers, Florida 33906
(239) 947-8085 • www.accbd.org

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*The Community College
Baccalaureate Association is an
affiliate Council of the American
Association of Community Colleges.*

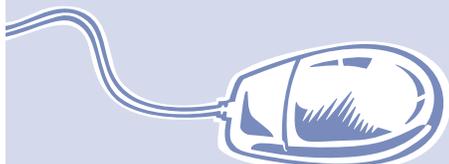
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WHAT IS THE CCBA MISSION?

*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.*

**Looking for
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THE BEACON?
Find them at our
website!
www.accbd.org**



**Community College Baccalaureate Association
Tenth International Conference
Baltimore Marriott Inner Harbor at Camden Yards
March 26 - 28th, 2010
Baltimore, Maryland
WWW.ACCBD.ORG 239-947-8085**



CCBA Conference Presentation Proposals

DEADLINE: November 1, 2009

GUIDELINES

Topics

Your topic should be relevant to those who are interested in community college curriculum and the issues of offering degrees and programs that are not commonly offered by community colleges. It could address innovative ways to improve access to postsecondary education or could overview the results of a specific program that has improved access including University Centers, 2 + 2, Distance Learning and the conferring of baccalaureate degrees by community colleges. Practical issues of implementation and challenges of offering new degree programs are particularly welcomed this year. All proposals will be considered.

Proposal Deadline: November 1, 2009

Past Presenters: November 15, 2009

The following information is required for all proposals:

Cover Page

Include (1) the presentation title, (2) presenter(s) name(s), (3) institution(s), (4) address(es), (5) telephone number and (6) email addresses for each presenter.

Proposal Abstract

Include the title and a maximum 100-word description of the presentation.

Biographical Information

Please include:

1. Very brief biography (less than 100 words) in sentences (not resume)
2. Digital photograph for each presenter. Please send the photo as an attachment. Photos imbedded in emails are not usable. This photo will be used in the Conference Program Book.

NINE YEARS LATER

Robert C. Huddleston and Philip Lee

Dixie State College

In 2000, the Utah Legislature passed a bill that allowed Dixie College to offer baccalaureate degrees. This was the result of a community effort, lack of service by universities via a university center model and funds authorized that were not used properly to bring programs to Washington County.

Dixie State College is located in southwestern Utah and has a county population of approximately 150,000. The main college campus is in St. George and has education centers in Hurricane, and Kanab, Utah. The enrollment for Fall 2009 term is 7,311 head count and 5,572 full-time student equivalency.

The community has wanted Dixie to be a four year institution for years. Until this recent recession, Washington County has doubled in population growth every ten years. St. George has been recognized as one of the fastest growing cities in America. The closest four-year institution is a one hour drive and is in a community 1/3 the size of St. George. Dixie supported the community college mission but has always been more of a junior college rather than a comprehensive community college. In fact, in the year 2004-2005, Dixie awarded 850 associate degrees most of which were intended for students to transfer to four year colleges and universities. While the average age student at most community colleges hovered around 30 years of age, Dixie's average age student was 24 years of age. That number is skewed upward because many of the male students who reach the age of 19 go on missions for two years for the Church of Jesus Christ of Latter-Day Saints.

During 1999, the administration and board encouraged Southern Utah University (SUU) to offer more programs in Washington County. Their response was that they did not have sufficient resources to bring more baccalaureate programs to the service area. During this time, an SUU employee informed a staff member at Dixie that SUU had close to \$500,000 of unused on-going money designated for Washington County. This was the impetus that started the "ball rolling" for Dixie to become a more comprehensive institution. A powerful legislator from Washington County formed a community group and informed influential legislators of our desire to adjust our mission to a two tier college. The first tier being the community college mission and the second to offer community supported four-year programs. Once an independent audit found over \$498,000

in the SUU budget, it was very difficult for the opposition to stop the train from leaving the station.

The Utah State Board of Regents, the Governor and the University Presidents came out in opposition of the legislation for Dixie to have its mission expanded. Their points of concern most frequently mentioned were mission creep, lack of state resources, and concern for another competitor were frequently mentioned. The Washington County community raised \$5,500,000 of private resources to demonstrate to the state that they were committed to this project. One college president who had gone through the same process a few years earlier was Dr. Kerry Romesberg of Utah Valley State College. Dr. Romesberg and his staff were of great assistance to Dixie. They guided Dixie through feasibility studies, accreditation reports, teaching load proposals and the method to recruit to Ph.D. faculty to teach the upper division courses.

The first two programs approved by the Board of Regent were Business Administration and Computer Information Technology. Today we have four year degree programs in Elementary Education, Nursing, Accountancy, Integrated Studies, Music, English, Dental Hygiene, Biology, Aviation Management, and Communication. This seems like a sizeable number but many believe the process has been too slow and arduous.

Will Dixie keep its two tier - mission? Last July Utah Valley State College was given advanced status as Utah Valley University. The Regents are opposed to a merger of Dixie and the University of Utah and have recently been more liberal in approving bachelor degree programs for Dixie. They have communicated with the interim-president that they want to set benchmarks for Dixie to receive it own stand alone university status.

Washington County is projected to have a population of 500,000 people by the year 2040. One veteran community college administrator indicated that it is possible that in the near future Washington County may have to recreate its own community college.

SAVE THE DATE:

NISOD's International Conference on Teaching and Leadership Excellence, May 30-June 2, 2010, in Austin, Texas!

Learn why NISOD's annual International Conference on Teaching and Leadership Excellence has been the largest conference for the past three years to focus on community colleges. The NISOD Conference celebrates excellence and provides a unique professional development opportunity for community college and university faculty, staff, and administrators to foster student success.

Visit the NISOD website at

<http://www.nisod.org/conference/index.html>

for more information.



Submission Deadline

Submission Deadline for the next issue of the Journal of the New Comprehensive College is November 15, 2009

Journal of the New Comprehensive College
Volume 1, Number 1
SPRING 2009

Sustainable Hybrids

STEVE KOLOWICH

The question of whether distance education is as effective as classroom education is hotly debated in academe and largely unanswered by existing studies. However, new research from South Texas College suggests that hybrid courses -- those that are offered online but also involve substantial face time -- can produce better outcomes than those that are delivered exclusively on the Web or in the classroom.

Researchers at the community college, led by Brenda S. Cole, analyzed the spring 2009 grades of every student enrolled there. The scholars' basis for assessing outcomes was straightforward: "A," "B," or "C" grades qualified as successful outcomes; "D" and "F" grades counted as unsuccessful.

The data showed that, over all, 82 percent of students of hybrid courses were successful, compared to 72 percent of classroom courses and 60 percent of distance courses.

These findings require some qualification, Cole said. When broken down by individual instructor, the data show no difference in the outcomes across the different delivery methods -- meaning that the overall figures do not account for the grading habits of particular instructors, which could be a confounding variable. (At the same time, the sample size for the instructor subgroup was too small to render statistically significant findings -- South Texas has offered hybrid courses only since 2006, and relatively few professors teach in all three modalities.)

Still, hybrid courses showed outcomes superior to distance and traditional courses when researchers controlled for other factors. Students who took all three types of courses generally performed best in the hybrid ones. And hybrid classes bested the other delivery methods in courses affiliated with the college's business and technology, health, and liberal arts and social sciences programs. Only in the math and science and bachelor's degree programs did traditional students do the best -- and hybrid-course students outperformed distance-education students in every instance.

Cole said the fact that this study was limited to the student population at South Texas -- which is large, predominantly Hispanic, and averages about 25 years old -- makes it difficult to argue that these findings say anything about hybrid-course outcomes broadly. However, they do align with a meta-analysis released several months ago by the U.S. Department of Education, which concluded that hybrid, or "blended," courses could be more effective than either wholly Web- or classroom-based courses.

The advantages of hybrid courses over online-only ones are obvious, Cole said. Students and instructors are more accountable to one another, and students benefit from being able to talk to their professors in person. "Being able to ask a question, or say, 'Hey could you do that again or explain that again?' -- you can't easily do that online," she said, adding that she believes more rigorous research into the matter will reinforce her preliminary findings on this score.

The evidence suggesting that hybrid courses produce superior outcomes to traditional courses, she said, is more puzzling. "That's just one of the questions that we haven't answered yet that we intend to follow up on," she said.

In any case, Cole said, how well students perform in a

given course-delivery system is almost certainly tied to their individual needs. Students who require more prodding in order to get the work done probably perform better with the increased sense of accountability that comes with time in the classroom. Students who are more self-motivated, or those whose personal obligations cause them to benefit from maximum flexibility, might do best in courses that are exclusively online.

There is much more work to be done, Cole said. For one, the study assessed only how well students did in the courses, not how much they learned, which is much harder to determine. South Texas' preliminary research into the question of hybrid outcomes merely satisfied the college's question of whether it was an acceptable alternative to traditional and Web-only courses; whether it turns out to be the preferable alternative will be a question for subsequent studies to answer.

2010 Essay Contest

\$1,000 to the contest winner!

Additional \$1,000 to the winner's community college!

INFORMATION AND ENTRY RULES

The Community College Baccalaureate Association (CCBA) is conducting its 7th Annual CCBA Essay Contest to determine what students think about community colleges that offer baccalaureate (four-year) degrees. The contest is open to students in the USA, Canada and the Caribbean.

\$1,000 and an all expense paid trip to the Tenth Annual Community College Baccalaureate Association Conference in Baltimore, Maryland from March 26-28, 2010 will be awarded to the individual with the winning essay. \$1,000 will also be awarded to the winner's college.

Rules For Entry

- Each contestant may submit only one essay and it must specifically address the topic.
- Contestant must be currently enrolled in a community college.
- Essay must be typed using 12-point type.
- The essay text is limited to a minimum of 400 and a maximum of 500 words.
- Essay must have the following at the top of the first page submitted:
 - Essay title, Author's name, address, telephone number and email address
 - Community college name, address, telephone number
- Entries must be e-mailed by February 5, 2010 by midnight
Dr. Beth Hagan, Community College Baccalaureate Association:
BHagan7@aol.com
- The winner will be notified by February 10, 2010.
- Essays will become the property of the Community College Baccalaureate Association. Submission constitutes an authorization to the CCBA to use the essays for research, and grants the CCBA the authority to publish the results of the research and the text of the essays.

Topic

The essay contest topic is: "Why obtaining a four year degree on my community college campus would be important to me."

Baccalaureate degrees are now offered on community college campuses throughout the United States and Canada through University Centers, 2+2 programs and Distance Learning. Community Colleges in fourteen states and four Canadian provinces confer the degrees themselves. Students who enter the essay contest should explore the issues of baccalaureate degrees on community college campuses.

Information about this important movement is available on the CCBA web site: www.accbd.org or by calling 239-596-7990 for contest questions.

Scholarship prize provided by:

Community College Week.

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Dr. Ali Esmaeli
Associate Dean Baccalaureate Programs
South Texas College
3201 W. Pecan Blvd.
McAllen, TX 78501
956-872-8326
E-Mail: Esmaeli@southtexascollege.edu

Dr. Roy Flores, *Chancellor*
Pima County Community College District
4905 C East Broadway Blvd.
Tucson, AZ 85709
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905 Bowie Way
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Professor Michael Skolnik
University of Toronto
252 Bloor St. West, 6th Floor
Toronto, Ontario, Canada M5S 1V6
E-Mail: mskolnik@oise.utoronto.ca

Roberta C. Teahen, *Dean*
University Center for Extended Learning
Ferris State University
410 Oak Street, Alumni Building 113
Big Rapids, MI 49307
Phone (231) 591-3805
E-Mail: RobertaTeahen@ferris.edu

Dr. Roosevelt Williams
Association of Caribbean Tertiary Institutions, Inc.
C/O Cipriani College of Labour
Churchill-Roosevelt Highway
Valsayn, St. Joseph, Trinidad
868-681-6067
williamsj@cclcs.tt

DHS Scientific Leadership Bridge Awards for Minority Serving Community Colleges

The Department of Homeland Security (DHS) Science and Technology (S&T) Directorate is requesting applications from recognized Minority Serving Community Colleges to establish homeland security-related Science, Technology, Engineering, and Mathematics (HS-STEM) Scientific Leadership Bridge Award (SLBA) Programs. The SLBA Program supports DHS S&T's commitment to the development of a well qualified HS-STEM workforce that reflects the population of the United States. The goals of the DHS SLBA Programs are to (1) provide support to qualified pre-college or early college students interested in HS-STEM disciplines and expose these students to DHS-relevant science and technology issues, (2) attract and retain science and mathematics faculty who can inspire students to pursue careers in homeland security, (3) enable students to transition to relevant bachelor degree programs and ultimately to careers in HS-STEM fields, and (4) cultivate collaborative relationships between community colleges, institutional

recipients of bachelors and graduate Minority Serving Institution (MSI) Scientific Leadership Awards, DHS-sponsored Centers of Excellence, DHS-sponsored laboratories, other Federal research institutions and industry. Recipients of the SLBAs must also demonstrate sound financial practices and be able to evaluate how their programs achieve the goals described above.

<http://www07.grants.gov/search/search.do;jsessionid=DmdgK6sWtynvcyCh54xbQ0tf81Zw8Nv7RM1Q5TT9Yg0V4qNLFwLW!1656926990?oppId=48923&mode=VIEW>

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seema.thomas@associates.dhs.gov

202.254.5847