



An International Organization for the
Community College Baccalaureate Degree

BEACON

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IN THIS ISSUE

- 2006 Contribution To Knowledge Award.....2
- CCBA Participant Survey Summary 3
- 2006 Pioneer Award Recipients4
- 2006 Essay Contest Winner...5

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.

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Sixth Annual International Conference Community College Baccalaureate Association

OPENING SESSION REMARKS



*Dr. Kenneth P. Walker
President*

Welcome to the Sixth Annual Community College Baccalaureate Association International Conference.

It is hard to believe that it was only seven years ago that we recognized the need for an organization to serve as a convener and catalyst for community college practitioners interested in issues of access. Since that first Orlando conference, attended by a few individuals, the community college baccalaureate degree movement has become a viable force driving educational change.

A paradox in life is the illusion of stability and the reality of perpetual change, and education is no exception (Newman, April 2002, p.2). “Quite suddenly, political and academic leaders have been surprised to find higher education in the grip of transforming change.” There is a “growing interest on the part of political leaders to depend on market forces to structure higher education, a change that is beginning to transform how the system of higher education is organized” (Newman, p. 2). Because success in the new economy will require more of the population to have a college education, legislative leaders are focusing on access and cost.

American higher education is experiencing significant change. “This change is being driven by the combined forces of demographics, globalization, economic restructuring, and information technology—forces that over the coming decade will lead us to adopt new conceptions of educational markets, organizational structures, how we teach, and what we teach” (Morrison, 2003, p.1).

In his poignant books entitled **The Lexus and the Olive Tree** (2000) and **The World is Flat** (2005), Thomas Friedman explores the dynamics of globalization and the countervailing forces of tradition. He notes that half the world is pursuing the technology that makes globalization possible, while the other half is fighting about who owns which olive tree. So he concluded that globalization has become the world’s pivotal principle. Yet entire countries resist change by clinging to ancient traditions that prompt stagnation and

(continued on page 2)

Sixth Annual International Conference

Opening Session Remarks *(continued from page 1)*

rebellion. Resolving the tension between contemporary globalization and archaic isolationism presents one of the great challenges of the 21st Century, and education provides the fulcrum.

As the doors of globalization swing wide, so must the path to education, providing access and opportunity to millions of students who will otherwise be left behind. Four million in the next decade. This clarifies the urgency of a new paradigm in education—the community college baccalaureate degree. “While some may question the need for and the quality of these new types of hybrid institutions, early evidence shows that these institutions are receiving accreditation from regional accrediting associations and are producing graduates who are well qualified and who are being employed” (Newman, p. 3). Access to the baccalaureate degree must be expanded so that future generations will be equipped to cope with the magnitude of change instigated by technology, industry, finance, commerce and government.

According to Newman, “changes in the market place for higher education are . . . producing a new vision for the delivery of higher education that has not yet become fully understood” and that is what the CCBA is about.

Community colleges in almost every state now have partnerships with universities to provide baccalaureate degrees on or near their campuses.

Needs assessments have revealed a strong demand for the more than forty baccalaureate degrees now conferred by community colleges. Texas, Indiana, New Mexico, Hawaii and Washington have joined New York, Vermont, Nevada and Florida in conferring baccalaureate degrees, and several states are currently engaged in the process. Three of Canada’s four largest provinces have authorized community colleges to offer the baccalaureate degree. Now, more than a quarter of Canada’s community colleges offer at least one degree and that number is rising.

These degrees, American and Canadian, not only meet the obvious demands of teacher education and nursing, but also are serving emerging fields that we could not have dreamed of twenty years ago: Security, Public Safety, Integrative and Professional Studies, Instrumentation, Orthotics and Prosthetics, and Technology. Times have changed and community colleges are changing to meet the needs of their communities.

The growth of The Community College Baccalaureate Association has mirrored the growth of programs. More

than half of the United States and all the Canadian provinces are represented by the more than 100 CCBA members from 88 institutions.

2006 Contribution to Knowledge Award



*Professor
Michael Skolnik*

The Community College Baccalaureate Association is committed to encouraging and supporting research and scholarship to enhance the understanding and implementation of any efforts to improve access to postsecondary education. Each year it recognizes and honors a colleague who had made significant contributions to these efforts.

The Contribution to Knowledge Award was awarded this year to Professor Michael Skolnik, a true scholar who studied as a “Rhodes Scholar” over 40 years ago and has devoted most of his distinguished career to the study of community colleges. Among his awards include: the first National Award for Distinguished Contributions to Research on Canadian Higher Education by the Canadian Society for the Study of Higher Education and the Distinguished Member Award from the Canadian Society for the Study of Higher Education. He has held numerous positions on Board and Councils, including the Board of Directors of the CCBA.

A prolific author and speaker, the 2006 award recipient has authored numerous books, articles and impressive scholarly reports. He served as an editor and author with Dr. Kenneth Walker and Dr. Deborah Floyd on the 2005 book, **The Community College Baccalaureate: Emerging Trends and Policy Issues**. He is currently working on a book that describes and analyzes the efforts of community colleges in Ontario, Canada to expand access to the baccalaureate.

In 2000, Professor Michael Skolnik was appointed to the first endowed professorship in Canadian higher education – The William G. Davis Chair in Community College Leadership with the University of Toronto’s Department of Theory and Policy Studies.

Community College Baccalaureate Association Participant Survey Summary

Conducted by Dr. Margaret Sullivan, Southern Association of Colleges and Schools - SACS



Dr. Margaret Sullivan

The Sixth Annual International Conference of the Community Colleges Baccalaureate Association Conference was held in Atlanta, Georgia on March 17-19, 2006. During the Keynote Address a survey was administered to the audience with the request that only one survey per institution be returned. Twenty-four institutions completed the survey and provided information related to baccalaureate degree offerings, institutional names, number of programs, future plans, faculty qualifications, enrollment, and funding. A summary of the survey results reflect the view of the national and Canadian participants at the luncheon.

Twelve of the institutions responding currently offer the baccalaureate degree in the community college setting. Three institutions returning the questionnaire were universities. Many of the representatives at the conference were exploring or developing the baccalaureate degree.

Number and Growth of Programs

Fifty percent of the responding institutions offered between two and five programs of study; twenty seven percent offer one program; seventeen percent offer between five and ten programs, while one institution offers more than 10 program of study. Nine institutions reported that they were either planning to offer the baccalaureate degree or convincing state legislatures that the degree would be a valuable part of their curriculum. Sixty percent of the institutions are in the planning stages to offer either more programs or more degrees. It would seem that the rapid growth of these programs will reflect the growth experiences in Canada.

Faculty Credentials

Almost 80% of the institutions responding have faculty holding doctoral and masters degrees only. Thirteen percent had faculty holding masters and baccalaureate degrees while one institution had faculty holding doctoral, masters and baccalaureate degrees.

Naming the Institution

Six institutions included in the survey had changed their names to omit the term "community" from their name before they added the baccalaureate degree. One college

stated that the change reflected their purpose and mission better, while one school reported the state asked them to change their name, and one institution felt that they would have better success in gaining approval for the degree. Of those U.S. and Canadian institutions attending the conference, the majority of institutions used the term "college" while two institutions were "polytechnic" and several institutions had become universities.

Enrollment

Three institutions reported substantial increases in enrollment while the remainder reported increases. Generally newer programs were smaller with between 11-75 enrollments the first term to up to 400 students at the end of the second year of operation. Programs around four years old had between 200-350 students while older programs were educating up to 2000 students. Forty percent of the institutions were overwhelmed with applications while 30% of the institutions felt they had to "recruit like crazy."

Funding

Almost all the institutions received "substantial" new funding to offer the degree and most institutions report that their new funding has continued each year.

Summary

The data suggest that the development of the baccalaureate degree is a significant change in role of the community college movement in the United States and Canada. Many states are examining this option.



2006 Pioneer Award Recipients:

Senator Don Sullivan and Dr. Carl M. Kuttler, Jr.

The **Pioneer Award** is presented annually to an individual who has taken the lead in improving access to postsecondary education in the United States and Canada. The award's name recognizes that such leadership required the same bravery and tenacity exhibited by early settlers in the United States and Canada. This year's award was presented to two individuals who together provided leadership in their efforts at St. Petersburg College: Senator Don Sullivan and Dr. Carl M. Kuttler, Jr.

A state senator with a sincere interest in education, Don Sullivan, and his staff researched access to baccalaureate degrees in Florida more than six years ago. They recognized that Florida's national standing was weak, and Senator Sullivan's legislative district in Pinellas County had the least access to postsecondary education in the state.

Over a period of four years, Sen. Sullivan filed bills prodding the university system and especially his local branch campus, to be more responsive to students' needs for complete baccalaureate degrees in their home counties. Little was accomplished.

Recognizing the capabilities of the Community College system, he then filed a bill in 2000 authorizing Florida's four-year institutions to offer bachelor programs and degrees on community college campuses. With a small state appropriation, a university partnership center was begun at then St. Petersburg Junior College. SPC's University Partnership Center would ultimately become the most comprehensive partnership in Florida and in America after four years.

Currently, St. Petersburg College and its 15 University partners have implemented 83 new full-degree programs – 16 SPC baccalaureate degrees and 67 degrees (baccalaureate and higher) from the partner institutions. They include post-graduate degrees up to a doctorate in Nursing. Also, the University Partnership Center is host to a University of Florida dental school post-graduate center and clinic providing dental services annually to more than 20,000 low-income people in Pinellas County. The UF College of Pharmacy has built and opened the largest satellite Pharmacy program in the United States at the SPC University Partnership Center.

When Senator Sullivan appeared before the community college Council of Presidents offering to assist in empowering them to offer four-year degrees, he received a cool reception. But SPC President Carl Kuttler became enthusiastic about the possibilities of improving educational access, and was eager to show what an

entrepreneurial community college could accomplish. The two formed a team that labored for over a year establishing a base of support in a hesitant community and a cautious legislature for the needed authority to offer four-year degrees.

In 2001, legislation was eventually passed that enabled St. Petersburg College to offer baccalaureate degrees in Nursing, Teaching and Technology Management. After the legislation passed, Dr. Kuttler moved into action, implementing additional post two-year educational opportunities and promoting increased access opportunities to his colleagues, to the community, and to the SPC family. SACS accreditation, with a commendation, was achieved in one year.

After Sen. Sullivan left the legislature he joined Dr. Kuttler at the College and they continued their partnership, expanding access to education and proving that the community college system could move quickly to solve problems, if only given the opportunity to do so. As the author of Florida's Charter School legislation, Sen. Sullivan and Dr. Kuttler established a dual credit charter high school on a campus of the College.

Encouraged by the acceptance and enthusiasm of the U.S. Secretary of Education and the Florida Legislature, Commissioner of Education, and Governor for all that St Petersburg College has accomplished in five years, Dr. Kuttler continues to write professional articles locally, nationally and internationally about the successes and has lectured internationally on the entrepreneurial spirit that is needed in education.

Because of Dr. Kuttler's and Sen. Sullivan's entrepreneurial spirit and pioneering leadership, there are 4,500 bachelor degree-seeking students currently enrolled at St. Petersburg College. Efforts such as theirs have contributed to a national movement; nearly a dozen states have enacted, or have pending, legislation for increased access to baccalaureate degrees.

Mark Your Calendar!
CCBA's Seventh Annual
International Conference
will be held in
New Orleans on March 2nd
- March 4th, 2007.

2006 Essay Contest Winner

**Zuly Fernandez, President
Student Government Association, Edison College
Ft. Myers, FL**

THE AMERICAN DREAM



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

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

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

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

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

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

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

Resources

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

Zuly Fernandez was awarded a scholarship for \$1,000 and her Student Government Association was also awarded \$1,000.

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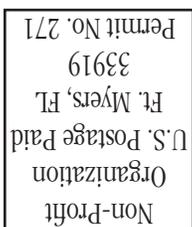
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