Fri, April 19, 2013

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 3

AACC Board of Directors Executive Committee Meeting - By invitation only

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Plaza Room A

AACC Commission on Academic, Student, and Community Development - By invitation only

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 8

AACC Commission on Communications and Marketing - By invitation only

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 9

AACC Commission on Diversity, Inclusion, and Equity - By invitation only

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Plaza Room B

AACC Commission on Economic and Workforce Development - By invitation only
93rd AACC Annual Convention – April 20-23, 2013

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Golden Gate Ballroom 5

AACC Commission on Global Education - By invitation only

8:00 AM - 11:00 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 7

AACC Commission on Research, Technology, and Emerging Trends - By invitation only

8:00 AM - 5:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 4

Plus 50 Encore Completion Program - By invitation only

8:30 AM - 4:30 PM
Hilton San Francisco Union Square
Executive Boardroom

Preconvention Workshop D: Interview Room - By ticket only (attendee must have a ticket to attend)

11:00 AM - 12:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 2

AACC Board of Directors Brunch - By invitation only

Updated 2/12/2013
12:00 PM - 3:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 5
AACC Board of Directors Meeting

12:30 PM - 3:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 1
AACC Board of Directors Committee on Audit and Finance - By invitation only

12:30 PM - 3:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 3
AACC Board of Directors Committee on Community College Advancement - By invitation only

12:30 PM - 3:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 7
AACC Board of Directors Committee on Directors and Membership Services - By invitation only

12:30 PM - 3:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 8
AACC Board of Directors Committee on Public Policy and Government Relations - By invitation only

12:30 PM - 3:30 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 5
AACC Board of Directors Committee on Program Initiatives and Workforce Training - By invitation only

Updated 2/12/2013
Preconvention Workshop A: New CEO Institute: Hit the Ground Leading - Part 1 (sponsored by Ellucian) - By ticket only (attendee must have a ticket to attend)

Designed specifically for first-time CEOs, this day-and-a-half workshop covers essential topics that challenge every new leader. Meet with your peers in a learning environment that is supportive and serious, open and honest, productive and informative. Seasoned faculty provide firsthand experiences and insights on topics including developing positive board relations, mastering advocacy, problem solving, fostering the college mission, and understanding college finances. Get answers to your most pressing questions and network with both experienced and new leaders. The workshop includes breakfast, lunch, snacks, and materials.

Preconvention Workshop B: The Road of Engagement Leads to New Sources of Private Support – The Role of Community College Alumni in Institutional Private Fundraising Efforts

Alumni represent the largest untapped pool of potential support for two-year colleges. As a new decade unfolds, this constituent group is now becoming a source of private philanthropy for institutions committed to investing resources to support such engagement.

Community college alumni engagement activities are growing and changing across the country in order to redefine alumni relationships with their alma mater for the purpose of building a pipeline of future support for the institution. At the same time, limited research and limited institutional resources can make initiating and building alumni programs a hit-and-miss proposition.

This session explores best practices in community college alumni programming from both the institutional and alumni perspectives.

Topics covered include the emerging role of president as fundraiser, how the changing financial environment and student experience is fueling the potential for future alumni philanthropy, identifying alumni most likely to give, and suggestions for how and where institutions should invest resources to engage current and future alumni.

Dr. Lisa Skari, Vice President for Institutional Advancement, Highline Community College, WA
Melissa D. Starace, Director, Alumni Affairs, Institutional Advancement, Northampton Community College, PA
93rd AACC Annual Convention – April 20-23, 2013

1:00 PM - 5:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 4

The Lou and Rosemary Oberndorf Foundation NCCHC Leadership Fellows Training and Reunion - By invitation only

5:30 PM - 6:30 PM
Hilton San Francisco Union Square
Yosemite Room B

New CEO Institute: Hit the Ground Leading - Reception (sponsored by Ellucian) - By invitation only

6:30 PM - 10:00 PM
Dinner Honoring Retiring AACC Board Members - By invitation only

Sat, April 20, 2013

8:00 AM - 12:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 5

AACC Board of Directors Meeting

8:00 AM - 4:00 PM
Hilton San Francisco Union Square
Union Square 22

CRD Board of Directors Meeting - By invitation only

Updated 2/12/2013
Workshop A: A New CEO Institute: Hit the Ground Leading - Part 2 (sponsored by Ellucian) - By ticket only (attendee must have a ticket to attend)

Designed specifically for first-time CEOs, this day-and-a-half workshop covers essential topics that challenge every new leader. Meet with your peers in a learning environment that is supportive and serious, open and honest, productive and informative. Seasoned faculty provide firsthand experiences and insights on topics including developing positive board relations, mastering advocacy, problem solving, fostering the college mission, and understanding college finances. Get answers to your most pressing questions and network with both experienced and new leaders. The workshop includes breakfast, lunch, snacks, and materials.

National Council on Student Development Board Meeting - By invitation only

Preconvention Workshop F: Managing Crisis and Disaster Recovery

This 1/2-day seminar will explore issues confronted by institutions of higher education when recovering from a major disaster. Emphasis will be placed on: How to identify opportunities to strengthen and prepare your management systems in advance of a disaster; Navigating the FEMA Public Assistance Grant Program; and how to avoid some of the more common issues that can hinder your recovery, such as improper procurement of your contracts and inadequate documentation of staff time and expenses for purposes of reimbursement.

Bill Riley, Senior Program Manager, Witt | O'Brien's, DC
Preconvention Workshop D: Gateway to the Presidency: Interviewing and Working With the Board of Trustees (sponsored by the Association of Community College Trustees) - By ticket only (attendee must have a ticket to attend)

This workshop provides a valuable simulation of the interview process and insights into how community college boards of trustees function.

Practice interviewing in a typical search committee or board interview session, learn how to present yourself in ways that are uniquely yours and capitalize on outstanding qualities that make you the candidate of choice, and critique your videotaped interview with experts.

You'll gain valuable information on governance and how to prepare to work for a board of trustees, as well as learn what trustees look for when interviewing candidates for college presidency. Nationally recognized presidents and chancellors and community college leaders will provide feedback and insights on being an effective candidate.

Pamila Fisher, Chancellor Emeritus, Yosemite Community College District, CA and Search Consultant, Association of Community College Trustees, MT
Joe May, President, Louisiana Community & Technical College System, LA
Michael McCall, CEO and Founding President, Kentucky Community and Technical College System, KY
Narcisa Polonio, Vice President for Education, Research and Board Leadership Services, Association of Community College Trustees, DC
Pamela Transue, President, President's Office, Tacoma Community College, WA

Preconvention Workshop C: Ushering in a New Era of Fundraising

Not only do community colleges, due to budget pressures, need to raise more dollars through private philanthropy to support operating budgets, but innovative institutions with compelling visions can – and should – be raising millions to transform programs and campuses. Does your institutional advancement office have the resources, relationships and strategies necessary to raise the funds you need? Learn the key components of successful fundraising operations, and your relationship to it, so you can help manage and motivate successful fundraising efforts. This pre-conference session will benefit new CEOs who need an introduction to fundraising, as well as experienced CEOs who want to move their fundraising to the next level.

This session is being coordinated by the Council for Advancement and Support of Education (CASE), and will feature presidents and fundraisers who have helped create and sustain successful fundraising programs.
Preconvention Workshop E: Are WE Ready to Serve? Innovations and Resources to Ensure Military Student Success

This session will share promising practices and provide resource information designed to help community colleges establish military friendly policies and advisory services on their campuses. Panelists and guest speakers will include representatives from community colleges, national non-profit organizations, businesses, and U.S. government agencies that work with returning veterans.

Preconvention Workshop H: Breaking the Stained Glass Ceiling: Preparing Administrators from Diverse Groups for Leadership in Community and Technical Colleges

What does it take to attain a vice presidency or presidency? Are you questioning your career pathway or professional goals? This highly interactive workshop is designed primarily for administrators from diverse groups who aspire to achieve and be successful in executive level positions or presidencies in community colleges. Prominent CEOS representing the three host Councils will facilitate a workshop that provides:

- A realistic and thought-provoking forum for discussing strategies in making career choices and preparations for next steps;
- Varied perspectives from presidents, vice-presidents, trustees and other community college leaders about careers and career preparation;
- How to navigate through the internal and external politics;
- An inside view of the recruitment process and ways to overcome barriers;
- Solutions that help to balance personal and professional commitments, values, and choices;
- National networking and mentoring opportunities

Session organized by the Asian/Pacific Islanders Council (Jianping Wang, Council Chair); National Community College Hispanic Council (Richard Duran, Council Chair); and National Council on Black American Affairs. William Crawford III, Council Chair).
9:00 AM - 3:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 6

National Council of State Directors of Community Colleges Membership Meeting - By invitation only

9:00 AM - 4:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 4

The Lou and Rosemary Oberndorf Foundation NCCHC Leadership Fellows Training and Reunion - By invitation only

10:00 AM - 3:00 PM
Hilton San Francisco Union Square
Union Square 25

Community College Humanities Association - Board of Directors Meeting - By invitation only

12:00 PM - 1:00 PM
Hilton San Francisco Union Square
Imperial Ballroom A

LiveText Event - By invitation only

12:00 PM - 4:00 PM
Hilton San Francisco Union Square
Union Square 21

DCCL National Advisory Board Meeting, Ferris State University - By invitation only
**93rd AACC Annual Convention – April 20-23, 2013**

12:30 PM - 2:00 PM  
Hilton San Francisco Union Square  
Continental Ballroom, Parlor 1

AACC Presidents Academy Executive Committee Meeting - By invitation only

1:00 PM - 4:00 PM  
Hilton San Francisco Union Square  
Golden Gate Ballroom 6 and 7

National Council on Black American Affairs Annual Membership Meeting/Board Meeting

1:00 PM - 4:00 PM  
Hilton San Francisco Union Square  
Golden Gate Ballroom 3

NCCHC Board Meeting - By invitation only

1:00 PM - 4:30 PM  
Hilton San Francisco Union Square  
Continental Ballroom, Parlor 7

Preconvention Workshop G: Effective Ways to Mitigate Risk on Your Campus

The unique environment and culture of community colleges requires a unique and vigorous approach to hazard and risk mitigation and planning. This 1/2 day seminar will cover risk mitigation and preparedness strategies to employ at a community college, keeping the specific needs of a higher education institution in mind. The session will cover hazard mitigation planning, including identifying risks, developing appropriate mitigation strategies and projects, and working with external partners to reduce risks for the campus community. The session will also cover essential preparedness activities and plans necessary to reduce and manage risk at a community college, including the emergency operations plan and continuity of operations plan and the connections and differences between these essential plans. Participants will have the opportunity to engage in discussion to describe best practices and experiences at their respective campuses, and presenters will share case studies of planning activities and emergency incidents at community colleges.

Suzanne Blake, Senior Emergency Management Consultant, Witt | O'Brien's, DC  
Frank Castro-Wehr, Senior Emergency Management Consultant, Witt | O'Brien's, DC
1:00 PM - 4:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 2

Preconvention Workshop I: What Social Media Engagement Means for Your College

Social media channels like Twitter, Facebook, Pinterest, and You Tube are valuable channels for you to reach your audiences. There are so many of them popping up, it often seems like we are throwing spaghetti on the wall to see what sticks. However, using these channels strategically will save time and bring positive results. Hear from your colleagues about what is working on their campuses as they take advantage of these 24-hour networks.

3:00 PM - 4:30 PM
Moscone Center West
2001

New Attendee Orientation Reception

As a first-time convention attendee, you are embarking on an experience that will inspire you, inform you, and provide you with resources and motivation to move forward in your career. Learn about AACC, meet AACC staff, and strengthen your relationship with your national association.

3:00 PM - 4:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 8

Gateway to College National Network Convening of Partner Program Leaders - By invitation only

6:30 PM - 8:00 PM
Moscone Center West
Exhibit Hall

Exhibit Hall Grand Opening Reception

Updated 2/12/2013
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7:00 PM - 8:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 1

AACC Leadership Suite Alumni Mixer - By invitation only

7:30 PM - 9:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 5

Presidents' Round Table Membership Dinner - By invitation only

8:00 PM - 9:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 7

Learningateway Meet and Greet/Book Signing

Meet Learningateway founder and author Dr. Candis Best and share your insights on how to leverage the collective wisdom of community college professionals to advance the completion agenda for college seekers. In addition to having an opportunity to ask her about her innovative Learn Nurturing model, she will be signing preview copies of her upcoming book, The Genius Mind: Why You Don't Need To Be a College Graduate But You Do Need To Think Like One.

8:00 PM - 10:30 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 8

Bellevue's Bridge to the Future - A community college appreciation reception - By invitation only

8:00 PM - 11:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 4

National Council on Black American Affairs (NCBAA) Reception

Updated 2/12/2013
Welcome to Ashford University!

Please join our presentation on "Why Ashford University" which covers: The Ashford Experience, Hire a Champ, and Professional Development.

Hors d'oeuvres and drinks will be served and don't forget to register for our Ipad giveaway at table 615.

Sun, April 21, 2013

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Union Square 25

Community College Humanities Association - Breakfast Meeting

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Golden Gate Ballrooms 4 and 5

HERS Women's Leadership Networking Celebration

HERS (Higher Education Resource Services) is celebrating 40 years of providing leadership development for women in higher education. HERS Board members Ding-Jo Currie, Elva Concha-LeBlanc, Cheri Jimeno and Shirley Pippins invite all AACC attendees to join a networking gathering to celebrate women's leadership in community colleges. HERS staff and alumnae will be available to share information about opportunities through HERS.

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Golden Gate Ballrooms 6, 7 and 8

National Council on Black American Affairs (NCBAA) Awards Breakfast - By ticket only (attendee must have a ticket to attend)

Annually, the National Council on Black American Affairs (NCBAA) recognizes individuals who have made significant contributions to students, the NCBAA, and community colleges with the presentation of awards in acknowledgement of their distinguished service.
Michigan Delegation Breakfast - By invitation only

Roueche Graduate Center/Dynamic Campus Presidents Breakfast - By invitation only

NACCE Presidents for Entrepreneurship Forum Meet-Up & Roundtable Discussion - By invitation only

Exhibit Hall Open

Voluntary Framework of Accountability (VFA) Studio

AACC staff will be on hand to demonstrate the VFA Data Tool website. Learn about implementation; talk to AACC staff about the initiative; and get VFA materials to bring back to campus or your system office.

Please note that the VFA Studio will be closed during the VFA Spotlight on Monday, April 22, 1:00-2:15 pm.

Updated 2/12/2013
Spotlight Session: The Future of Your College: Survey Says?

If community colleges are, as stated by many, “the keys to the future of our economy,” then how do individual colleges describe that future to their stakeholders? As part of a new monograph to be released by the American Association for Community Colleges this summer—The Future of Your College: A Critical examination of Mission, Vision and Values—an inventory and content analysis was conducted of how community colleges describe why they exist and what they are trying to create. This session discusses why the “vision thing” is important to institutions for the purposes of both differentiation as well as creating a vibrant outlook that compels enthusiasm and investment. A comprehensive review of a large, stratified (by size and regional accreditation) convenience sample of colleges provides a detailed look at how colleges currently speak about their purpose and prospects. Several case studies are offered as illustrations of how compelling “futures” can be developed and described.

Allen Goben, President, Heartland Community College, IL
Susan May, President, Fox Valley Technical College, WI
Daniel Seymour, Vice Chancellor, Planning and Institutional Effectiveness, Houston Community College, TX

Why Solar?
Track 5: Collaborating for Progress (philanthropy, government, private sector)

According to the Guinness Book of World Records, Yuma, Arizona, is the sunniest place on earth. This, along with ample land and access to West Coast markets makes Yuma the best place to install a utility-scale, 5 megawatt, multiple technology, private-public partnership solar array.

Combined with the existing rooftop array on the Arizona Western College Agriculture and Science building, the total solar installation at the college will generate enough energy to cover virtually 100% of the college’s daytime energy needs.

Carole T. Coleman, Vice President for Finance and Administrative Services, Administrative Services, CCBO - auto accept, AZ
A Roadmap to Create and Implement an Inclusive Participatory Governance System
Track 4: Reinventing the Community College Model

Montgomery College has a new participatory governance system that provides all members of the college community with the opportunity to express their opinions and make recommendations about how the institution should function.

How did they get there? Come hear about the issues that led the college board of trustees and college President Dr. Pollard to call for the creation of a new participatory governance system and how Dr. Pollard's charge to the taskforce led to the creation of an inclusive hybrid governance system and the development of an infrastructure that supports the system. You will get to view a timeline of events and hear from the three Governance Task Force chairs—a faculty member, a staff member, and an administrator—on the process that was used to conceive the system, develop the infrastructure to support the system, and implement the new governance system in fall 2012. Attendees will get to view the governance website as well as the nomination and election software that is being used by the students, staff, faculty, and administrators across all locations of the college.

Amy C. Crowley, Governance Coordinator, President's Office, Montgomery College, MD
DeRionne P. Pollard, President, Montgomery College, MD
Jennifer Polm, Faculty, Mathematics, Montgomery College, MD
Brad Stewart, Vice President and Provost, Montgomery College, MD

Stories from Assessment Boot Camp: How We Prepare Faculty, Staff, and Administrators to Plan, Implement, and Use Assessments to Improve Teaching and Increase Student Learning
Track 7: Promoting Accountability

Learn how we provide an intensive day-long orientation boot camp designed to prepare faculty, staff, and administrators to understand, use, and enjoy assessment processes. Participants will sample exercises from the boot camp that include:

- Role play
- Rubric development
- Jeopardy
- Group discussions
- Assessment exercises
- And more!
Trudy Bers, Executive Director, Institutional Research, Curriculum and Strategic Planning, Research and Institutional Planning, Oakton Community College, IL  
Nancy E. Prendergast, Assistant Vice President, Academic Affairs and Dean of the Skokie Campus, Oakton Community College, IL

10:45 AM - 11:45 AM  
Moscone Center West  
2014

Creating a Tri-College Health-Care Education Center: Collaborating to Serve Students & Community  
Track 4: Reinventing the Community College Model

In order to build capacity and provide high-demand health-care programs to students from multiple service areas, Maryland’s Carroll, Howard, and Frederick Community Colleges developed an innovative partnership — the Mount Airy College Center for Health Care Education. By leveraging the collective resources and creativity of the three different colleges, an education center was created that crossed the boundaries of three distinct service areas, enabling students from any of the three partner institutions to take classes at in-county rates. This collaborative solution overcame outdated barriers of geographically-determined service area limits. Additionally, the programs and courses housed in the center have been targeted to address critical health-care workforce shortages in Maryland. A forum discussion of the presidents and key staff from the three colleges will feature an overview of this innovative venture and their experiences with reinventing themselves through managed risk-taking enterprises such as the Mount Airy College Center for Health Care Education.

David Croghan, Interim Vice President for Learning, Frederick Community College, MD  
Kathleen Hetherington, President, Office of the President, Howard Community College, MD  
Faye Pappalardo, President, Office of the President, Carroll Community College, MD

10:45 AM - 11:45 AM  
Moscone Center West  
2011

Revitalizing Humanities Curriculum, Faculty, and Civic Engagement - Advancing the Humanities: An NEH Bridging Cultures Project  
Track 6: Incentivizing Institutional and Student Success

Strengthening the humanities curriculum, faculty, and civic engagement increases student success and advances the completion agenda. Reports from the Community College Humanities Association-sponsored Advancing the Humanities in Community Colleges: An NEH Bridging Cultures Project will feature civic engagement, community building, and innovative curriculum and faculty programs in literature, history, religion, and philosophy. Programs at Kirkwood Community College and the Community College of Baltimore County will be featured and materials from all 18 participating colleges will be distributed.

David A. Berry, Executive Director, Community College Humanities Association, NJ  
Diane U. Eisenberg, Program Director, Community College Humanities Association, MD  
Sandra Kurtinitis, President, The Community College of Baltimore County, MD  
Mick Starcevich, President, Kirkwood Community College, IA

Updated 2/12/2013
Worlds Apart? Closing the Workforce Skills Gap Through Community College Access to Immersion Abroad

Track 3: Closing the Skills Gap

Global literacy and multicultural, international experiences are great advantages for any of today’s higher education students. In fact today’s workplace demands intercultural competence. St. Louis Community College (STLCC) offers an exciting, affordable, and accessible short-term, study abroad program that involves an intergenerational learning community engaged in collective, cross-disciplinary cultural immersion in a region of Italy. This program gives community college students access to a study abroad experience and facilitates development of skills sought in the local workforce. Presenters will describe the rationale, design and function of this initiative within the larger context of global studies at STLCC.

Paul Higdon, Professor, Music; Global Education Coordinator, Communications, St. Louis Community College-Florissant Valley, MO
Marcia Pfeiffer, President, St. Louis Community College-Florissant Valley, MO
Chris Stephens, Professor, Communications; General Education Coordinator, Communications, St. Louis Community College-Florissant Valley, MO

Partnerships in Developing the New Indonesian Community College

Track 4: Reinventing the Community College Model

Highline and Kapi'olani Community Colleges are working with Indonesian educators and polytechnic partners to influence the development of the community college structure in Indonesia. This session will examine the policy direction Indonesia is taking and the collaboration of these two American partner institutions in this process. Included in the session will be a report on the U.S. State Department-funded CCFA program for Indonesian educators.

Leon Richards, Chancellor, Kapi'olani Community College, HI
Developing Future Leaders Internally - Ignore it at Your Own Peril
Track 8: Meeting the Leadership Challenge

Succession planning for executive and mid-level management positions often highlights the need to develop leaders from within as well as to determine positions you will need to fill from outside the organization. Using the six AACC community college leadership competencies as a guide, Cuyahoga Community College began several coordinated professional development programs to identify and develop potential leaders from within the organization. Potential leaders are proactively identified and coached through increasingly more challenging opportunities. A combination of customized internal development programs and external training sessions shape the emerging leaders. It is rewarding to mentor future community college leaders as they strengthen their skills, lengthen their resumes, and develop their professional pathways.

Belinda Miles, Executive Vice President, Academic and Student Affairs, Cuyahoga Community College, OH
Patricia Rowell, Campus President, Western Campus, Cuyahoga Community College - Western, OH
Amit Singh, Dean, Academic Affairs, Cuyahoga Community College - Western, OH

Bridging a Theory to Practice: Developing Accountability Measures for Transfer Process
Track 7: Promoting Accountability

This forum will address the significance of community colleges and their transfer mission to assure that community college students gain access to higher education and successfully move through the educational pathways to secure meaningful employment. By bridging theory with current research, the goal is to help state leaders, practitioners, and faculty to develop their own accountability measures and offer key policy recommendations on how community colleges can strategically define their ways to meet the needs of their student population to close the attainment gap.

Dimpal Jain, Assistant Professor, Educational Leadership and Policy Studies, California State University, Northridge, CA
Soko Starobin, Assistant Professor, Department of Educational Leadership and Policy Studies (ELPS), Iowa State University, IA
Green Skills Networks: How the U.S. and Australia are Pioneering New Collaborative Programs to Meet the Demand for Renewable Energy and Energy Efficiency Disciplines
Track 3: Closing the Skills Gap

Recent research has reported skills shortages are already constraining the move to a greener economy and there is a need to re-skill those working who risk losing their jobs in high-emission intensive industries. Learn how community colleges and technical schools in the United States and Australia are pioneering new collaborations that are receiving high praise and funding for the manner in which they provide career and technical education students, community college staff, and industry experts the opportunity to incorporate green skills learning through practical application in the workforce.

Linda Condon, Director, International Green Skills Network, TAFE Directors Australia, Mark Darby, Counsellor (Education), Australian Education International - North America, Embassy of Australia, DC
Mindy Feldbaum, Consultant, SEED Initiative, American Association of Community Colleges, DC

Norwalk Community Colleges Family Economic Security Program: Partnering for Success
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Learn how Norwalk Community College collaborated with a community foundation to establish a program to help working parents achieve financial stability and accomplish their academic goals. This public–private partnership resulted in a 5-year program providing individualized coaching and direct financial support to more than 100 single parents. The results of the program go far beyond its high graduation rate, as its effects have been felt institution-wide.

Pamela Edington, Provost and Dean of Academic Affairs, Norwalk Community College, CT
David Levinson, President, Norwalk Community College, CT
Kristina Testa-Buzzee, Director of the Family Economic Security Program (FESP), Norwalk Community College, CT
21st-Century Health Professions Policy: A Vertigo Experience
Track 3: Closing the Skills Gap

The nation continues to experience its largest workforce need and growth in the health-care sector while community colleges continue to outpace other educational institutions in supplying registered nurses and allied health professionals to meet demand. However, the landscape is shifting: advancements in science and technology, a shift from ‘sick’ care in hospitals to prevention and wellness care in communities, a graying America, and a nationally agreed upon need for increased diversity in our health professions workforce call for community colleges to evolve. This session will focus on staying centered while educating the 21st-Century health-care workforce as community colleges are tasked with keeping one eye on delivering certificate and degree programs that provide new skills to both traditional and evolving workplace roles while keeping the other eye on the academic advancement of those being called to progress beyond the community college.

Barbara Crittenden, President, Southwestern Community College, IA
Roxanne Fulcher, Director of Health Professions Policy, American Association of Community Colleges, DC
Charlotte Warren, President, Lincoln Land Community College, IL
Betty Young, President, Coleman College for Health Science, Houston Community College, TX

Contributory Leadership During New CEO Transition
Track 8: Meeting the Leadership Challenge

As new CEOs are stepping in, it is critical that the leadership team and institution understand and determine the importance of assisting in the transition of the new CEO. Participants will be given the essentials to be an effective contributory leader in this process. The session also will address the rewards of this approach, both to the institution and to the contributory leader.

Becky Paneitz, President, NorthWest Arkansas Community College, AR
John Sygielski, President, Harrisburg Area Community College, PA
Back From the Brink
Track 4: Reinventing the Community College Model

One of the largest colleges in the country (90,000 students served annually), City College of San Francisco (CCSF) was shocked in July 2012 to receive an accreditation status of "Show Cause" and a fiscal assessment that concluded the college was in a precarious financial situation. Addressing these major issues, and the 25 years of culture that created them, required the reinvention of the college, including mission, planning and budgeting, governance, and fiscal management. At the same time ensuring its tradition of celebrating diversity, serving numerous communities, and honoring social justice was equally important. Come and hear their story.

Pamila Fisher, Past Interim Chancellor, City College of San Francisco, Association of Community College Trustees, MT
Karen Saginor, President, Academic Senate, Academic Senate, City College of San Francisco, CA
Thelma Scott-Skillman, Interim Chancellor, Chancellor's Office, City College of San Francisco, CA

AACC’s Vocational Education Leadership Training Program
Track 5: Collaborating for Progress (philanthropy, government, private sector)

American community colleges have the reputation of being the workforce preparation engine. Vocational and technical colleges in China face the challenges of not being able to prepare the skilled workforce to meet the industry demands in China. Through AACC's Vocational Education Leadership Training (VELT) Program, the presidents and vice presidents of the Chinese vocational and technical colleges have been able to learn the American community colleges workforce preparation model and implement the model on their college campuses through partnerships with U.S. community colleges.

Patricia Hsieh, President, San Diego Miramar College, CA
Donald Newport, President (Retired), Alpena Community College, MI
Reclaiming the American Dream through Radical Systemic Change  
Track 4: Reinventing the Community College Model

Lessons learned from the 21st-Century Commission on the Future of Community Colleges, Achieving the Dream, the Center for Community College Student Engagement, and other national initiatives indicate radical systemic and organizational change are critical to redesigning students’ learning experiences in the community college. How can leaders transform the current system for the 21st century? With dwindling state appropriations and increasing stakeholder expectations, how will colleges galvanize their human capital to dismantle silos, build bridges, and create pathways to support success equity and the completion agenda? Join Austin Community College District and Alamo Colleges District administrators as they engage participants in a discussion about the integration of operations and innovation to address current and future institutional challenges.

Adriana Contreras, Deputy to the Chancellor, Alamo College, TX  
Stephanie Hawley, Associate Vice President, Austin Community College, TX

Bridging Misconceptions: Student Athlete Academic Performance  
Track 1: Advancing the Completion Agenda

Results of a landmark study developed by the Institute for Evidence-Based Change in conjunction with the California Community College Athletic Association will be presented, including the findings of the academic performance of California community college student athletes measured against the non-student athlete population. The study involved the analysis of more than 30 million academic records of full-time 17–24-year-old male and female California community college students and provided the 103 CCCAA member colleges with an online SMART tool allowing for the analysis of district/college specific data.

Carlyle Carter, CEO/President, California Community College Athletic Association, CA  
Ronald H. Case, Council Chair/Dean HPER & Athletics, Gloucester County College, NJ
Hail and Farewell Luncheon and AACC Annual Business Meeting

The Hail & Farewell Luncheon is the association's opportunity to wish a fond farewell to retiring CEOs as well as hail new and 25-Year CEOs. Program includes lunch followed by keynote speaker, Captain Mark Kelly, Commander of Space Shuttle Endeavour's final mission.

Tickets for this lunch are included with the member and non-member registration rate, and with the Sunday day rate. Tickets can also be purchased at the AACC Registration Desk if available.

Innovations Theatre: Effectively Managing Academic and Special Events Space with an Event Management System
Track 4: Reinventing the Community College Model

Tightening budgets and the state-funded, enrollment-based operating model are forcing institutions to utilize all of their increasingly scarce resources more efficiently. Classrooms and laboratories rank highly among those tight resources forcing institutions to manage course scheduling more efficiently in order to make required courses readily available to students. Learn how a small community college in western North Carolina implemented an event management system (25Live) to more efficiently and effectively utilize academic and special events spaces.

Keith Stiles, Webmaster/Web Services Coordinator, Learning Technologies, Blue Ridge Community College, NC

Lightning Round: How to Deliver 24,000 Pounds of Donated Books to Your Local Prison Library and Why You Should
Track 5: Collaborating for Progress (philanthropy, government, private sector)

PCC recently concluded a year-long celebration of its 50th anniversary. The centerpiece of this event was a pledge to donate 50,000 hours of community service to a collection of non-profit organizations throughout our service district. My campus project was the PCC Book Mark Project. We pledged to deliver 5,000 pounds of donated books to the library at Coffee Creek Correctional Facility in Wilsonville. (PCC offers classes at this facility.) To date, we have delivered approximately 20,000 pounds of books and are now delivering books to four additional prisons in Oregon. Working with various “Friends of the Library” groups, this project has been
a complete success, so much so that my president has asked me to keep it going until “every participating prison library in the state has been restocked and renewed.”

Janis J. Nichols, Community Relations Manager, Community Relations, Portland Community College Rock Creek Campus, OR

2:00 PM - 3:30 PM
Moscone Center West
Lightning Room 2 - Table 5 (Exhibit Hall)

Lightning Round: Improving Student Learning Through Structured Adjunct and Full-Time Faculty Support
Track 7: Promoting Accountability

Participants will examine a highly replicable blueprint for a successful academic program at an urban community college. Despite its overreliance on adjunct faculty, the program maintains high student learning standards through unified curriculum, changes in assessment culture, and multi-layered mentoring of faculty. The model is presented through a formula which can be easily adapted to the needs of different institutions after the thorough analysis of the program’s SWOT (strengths, weaknesses, opportunities, and threats). Structured support and tapping into faculty strengths provide a solution to the disproportionate full-time to part-time faculty ratio while preserving student learning integrity. Attend and get empowered.

Elena Nehrebecki, Director of ESL/Bilingual Program, Hudson County Community College, NJ

2:00 PM - 3:30 PM
Moscone Center West
Lightning Room 2 - Table 1 (Exhibit Hall)

Lightning Round: From Cradle to College Readiness
Track 2: Improving College Readiness

Large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organizations. Interested in a collaborative and comprehensive approach in college preparation? This presentation will offer a best practice that not only sounds good, but also works.

Patricia Hsieh, President, San Diego Miramar College, CA

Updated 2/12/2013
Lightning Round: A Unique "Finishing School" at Queensborough Community College: The Barnes and Noble Student Impact Team
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Interested in engaging your donors and foundation board members? Interested in having a group of students who are ready, willing, and able to tell their compelling stories of success at public hearings, donor events, and fundraisers? Interested in helping your students network for career success?

Learn how and why students voluntarily commit to a year-long training program to learn essential social and career skills such as making eye contact while firmly shaking hands, introducing themselves to others, and engaging in conversations with new acquaintances in social and business situations. Learn how to leverage resources to do this with little or no money. Learn how success led to a major gift and a naming opportunity.

Rosemary Sullivan Zins, Vice President for Institutional Advancement, Queensborough Community College, NY

Lightning Round: Working With and Through the News Media to Advance the Institution: A Study of Successful Presidents
Track 4: Reinventing the Community College Model

How do community college presidents work with and through the news media to advance the mission, vision, and values of their institutions? And, does it really matter? In this session, a recent study will be discussed that shows how presidents carry out a successful media relations strategy and the bottom-line impact of their actions. Also, the role of teams will be discussed. In the new age of funding structures, this session will offer evidence of success using media relations as a strategy. Core financial and market share objectives of the institutions studied and how media relations enhanced the fiscal health of those studied when connected to core organizational objectives.

Paul T. Carringer, Assistant Professor, Integrated Media and Technology, Columbus State Community College, OH
2:00 PM - 3:30 PM  
Moscone Center West  
Lightning Room 1 - Table 4 (Exhibit Hall)  

Lightning Round: Fighting the Ennui of Developmental Mathematics  
Track 2: Improving College Readiness  

With the goal of accelerating students through, or beyond, developmental mathematics, Palo Alto College, in conjunction with the other Alamo Colleges, has implemented Prep for Academic Student Success (PASS) and cohort, flex scheduling. The PASS program is a week-long math course designed to refresh students’ math skills, provide students with a greater opportunity for success on the math portion of our placement exam, and more appropriately place students in mathematics courses. Overall, 63% of students (more than 900 students) completing our program have bypassed at least one level of developmental mathematics; decreasing the amount of time and money spent taking developmental mathematics courses. Students completing our program are succeeding in their follow-up math courses at a rate of 76%. This presentation will explore the success of students participating in our PASS program, as well as the success of students participating in our accelerated Flex program, which has helped to raise the overall success rates in developmental mathematics at Palo Alto College from 42% in fall 2007 to 56% in fall 2011.

Patrick R. Lee, Chair, Associate Professor, Mathematics, Palo Alto College, TX  
Elizabeth A. Tanner, Dean of Arts and Sciences, Palo Alto College, TX

2:00 PM - 3:30 PM  
Moscone Center West  
Lightning Room 2 - Table 6 (Exhibit Hall)  

Lightning Round: Building Bridges for our Future Leaders: Don’t Let Them Jump!  
Track 8: Meeting the Leadership Challenge  

It is necessary that the pipeline of innovative leaders be well oiled, delivering a constant replenishing group of administrators. It is our responsibility to nurture the next generation of leaders. This roundtable discussion is for administrators or supervisors who have a unique opportunity to mentor up-and-coming talent. Is your college cultivating a climate that attracts new leaders? Are you building the bridges for future leaders, or are they jumping off at the thought of crossing the bridge?

Kathy Torpey Garganta, Associate Vice President of Enrollment Management, Student Services/Enrollment Management, Bristol Community College, MA
Lightning Round: How Online and Open Learning Can Help Us Reimagine the Community College
Track 4: Reinventing the Community College Model

Learn how a virtual college initiative helped Shoreline Community College reimagine itself and create a new model of operation.

Key elements that were needed include

1) An evangelist, ideally with what seems like an outrageous proposition.
2) An undeniable reason to innovate.
3) Risky behavior.
4) A culture of innovation to tap into.

Participants will assess their own institution to see which elements they have and which ones they need to work on, and will walk away with concrete tools and a framework for devising a similar innovative initiative around online and open learning at their institution.

Ann Garnsey-Harter, Director of the Virtual College and eLearning Support Services, Shoreline Community College, WA

Lightning Round: Alive Again—The Reenergized Classroom
Track 1: Advancing the Completion Agenda

Research has shown that most college students only remember 20% of what they hear in a traditional lecture. So how do we spice up the lecture to promote deeper learning? This session focuses on reimagining the community college classroom and discusses practices that lead to more engaged student learning and increased retention. The presenter will share innovative practices and effective pedagogies that transform the classroom.

Cheryl Flax-Hyman, Associate Vice President, Academic Affairs, Academic Affairs, Gulf Coast State College, FL
Lightning Round: Building or Improving an Internship Program: A Handbook for Success
Track 5: Collaborating for Progress (philanthropy, government, private sector)

A 3-year collaboration of community college career services professionals in Massachusetts resulted in a 75-page award winning publication, *Experiential Education: Internships & Cooperative Education, A Handbook for Practitioners & Administrators*. The handbook serves as a useful tool for new and seasoned professionals covering theory, legalities, best practices, international students, learning outcomes, forms and rubrics for internship programs. Prompted by a statewide initiative to unify delivery of services at community colleges, the writing committee has created a tool to better serve our students who transfer within the community college system as well as to our 4-year institutions.

Margaret Curro, Director of Cooperative Education, Bristol Community College, MA
Faith J. Wong, Director of Career Services, Quinsigamond Community College, MA

Lightning Round: Trends, Exceptions, and Tea Leaves: The Community College Revenue Context
Track 4: Reinventing the Community College Model

Dutch treat! Historically, the community college revenue context has been a three-way split between the state, local taxes, and student tuition. No more. Community colleges are struggling to adapt to shrinking state revenue and rising enrollments simultaneously. During this lightning round, participants will see their college in context. Using IPEDS data between 2004-2005 and 2009-2010, we will consider changing trends in revenue. How have rural colleges managed to maintain a better revenue context than urban colleges? Is the state still carrying its third? How are funding patterns different by geographical region? Which two community colleges have managed to grow enrollment and revenue simultaneously? How did they do it? How can our national organization, AACC, advocate with one voice given the diverse revenue contexts among community colleges? Come and talk about money!

Kristin Wilson, Chief Academic Officer, Academic Affairs, Hopkinsville Community College, KY

Lightning Round: A Collaborate Approach to Financial Education
Track 3: Closing the Skills Gap
While school personnel understand the necessity for financial education—and many have a desire to provide information and tools to their students—campuses often need a more structured roadmap to successfully gain cross-departmental buy-in and implement a financial literacy program. This session outlines a comprehensive approach to financial education on campus, highlighting pain points for many campus offices, strategies for collaborating across campus units, and ideas for creative partnerships.

Jacquie Carroll, Campus Engagement and Education Consultant, American Student Assistance, MA

2:15 PM - 3:15 PM
Moscone Center West
Poster 11 (Exhibit Hall)

Poster 11: Implementing Service Learning: A How-To Guide for Faculty
Track 5: Collaborating for Progress (philanthropy, government, private sector)

We will give step-by-step instructions of how community college faculty members can begin to implement service learning in their classes. The benefits of service learning will be discussed; the presenters will discuss some of the problems they have encountered as well. The presenters will explain how service learning can be utilized in both basic skills classes and transfer-level classes.

Bridget Christensen, Professor, Sociology, Southeast Community College, NE
Elizabeth K. Rodacker, Associate Professor, ESL, Bakersfield College, CA

2:15 PM - 3:15 PM
Moscone Center West
Poster 4 (Exhibit Hall)

Poster 4: Advancing Black Male College Completion: A Thematic Perspective from One College's TRIO Program Participants
Track 1: Advancing the Completion Agenda

Of all races, the college achievement gap is largest between Black males and their female counterparts. Compared to Black males, Black females earn twice as many degrees and certificates at all levels. The poster session will review the results of a research study conducted by the presenter, which explored factors that Black male TRIO Student Support Services Program participants attributed to their decision to drop out of college. The poster will present program ideas that will advance the completion agenda through specialized intervention services and minority male-focused programs like learning cohorts, supplemental instruction, and student leadership activities.

LaTonya Jones, Advisor, Student Support Services Program, Houston Community College, TX

Updated 2/12/2013
2:15 PM - 3:15 PM
Moscone Center West
Poster 5 (Exhibit Hall)

Poster 5: Decreasing Student Health Risk to Increase Student Success
Track 1: Advancing the Completion Agenda

Good health is associated with academic success. But how can community colleges provide student health programming and services to a commuter student body on a limited budget? We created a Web-based health risk reduction program, funded by the National Institutes of Health (NIH). The program aims to increase student success by addressing three main areas: (1) high risk behaviors associated with alcohol and drug use, (2) managing stress/work-life balance, and (3) social support through engagement with staff, faculty, and students. We report the results of a randomized controlled trial to test whether the program is effective.

2:15 PM - 3:15 PM
Moscone Center West
Poster 12 (Exhibit Hall)

Poster 12: AMS Partnerships to Raise Scientific Literacy
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Don’t let tough economic times block your bridge to excellence. Help is out there; you just have to know which way to look. Let us help you implement geoscience courses that students actually want to take and that better prepare them for the challenges they will face. Through dynamic partnerships, the American Meteorological Society has worked with hundreds of institutions, including many MSIs, to expand or enhance their geoscience course offerings. We package complete courses which means less work for you!

2:15 PM - 3:15 PM
Moscone Center West
Poster 2 (Exhibit Hall)

Poster 2: Collaborating for Freshman Success at Norwalk Community College
Track 2: Improving College Readiness

Assisting underprepared, first-generation, first-year, community college students takes a college-wide approach. Over the last two years, Norwalk Community College, a diverse Hispanic-serving institution in Connecticut, has implemented a number of initiatives that bring together departments from across the campus. Partnerships have been developed between student services, academic affairs, freshman courses, and student organizations focusing on helping new students transition to college. Initiatives in mentoring, advising, academic planning, extended orientations, and in-class projects have worked to create a comprehensive approach to freshman success.
Poster 6: Student Engagement: The Key to Completion
Track 1: Advancing the Completion Agenda

Students don't fail to complete because their course work is too hard. Students don't complete because they don't make a connection with the institution and its services. By analyzing two years of data from SENSE (Survey of Entering Student Engagement), Student Services at Wake Tech, a Completion by Design college, has implemented strategies intended to bridge the gaps that keep many of our students from experiencing success.

Rita Jerman, Senior Vice President for Student Services, Wake Technical Community College, NC
John Saparilas, Associate Vice President, Student Services, Wake Technical Community College, NC

Poster 7: International Student Retention—The Gaps in College Retention Models
Track 1: Advancing the Completion Agenda

The international student represents a growing recruitment focus, yet recruiting the student is only part of the process. The international student has a unique set of challenges for success. The poster will provide new insights into why traditional solutions utilized to increase retention do not resolve the unique international student issues delaying graduation: personal, financial, academic, and political. The poster will demonstrate

1. Factors negatively impacting success: integration and engagement, DHS compliance, cultural expectations, institutional system disconnects.
2. Design Solutions: Collaboration between faculty, counselors, students; counselor training; cross cultural and ESL communication; celebrating diversity; implementing early warning systems.

Parvin Behroozi Bagherpour, Associate Vice Chancellor, Office of International Student Services and Study Abroad, Houston Community College, TX
Arthur Tyler, Deputy Chancellor & Chief Operating Officer, Houston Community College System, TX
2:15 PM - 3:15 PM
Moscone Center West
Poster 8 (Exhibit Hall)

Poster 8: Sending Our College’s Message to Students: “Embrace Responsibility, Achieve Success”
Track 1: Advancing the Completion Agenda

How can your community college infuse a culture of self-responsibility into all parts of its campus to empower students to become the creators of their success? Through an institutional approach, A-B Tech Community College involves college recruiters, front-line staff, the marketing department, campus staff members, and its faculty and advisors in getting students on course to academic success, heightened employability, and credential completion. Reimagining the bridges to greater college success led this North Carolina community college to rethink the message it sends to students through its advising and registration practices, new student orientation, course syllabi and its first-year experience courses. The college now speaks with one voice about personal responsibility as being key to college completion. Campus posters, flyers, and videos urge students to make wise choices at every fork in the road, from orientation to graduation. Sample promotional materials will be available at the poster session!

Sue Heath Olesiuk, Dean, Academic Success, Asheville-Buncombe Technical Community College, NC

2:15 PM - 3:15 PM
Moscone Center West
Poster 3 (Exhibit Hall)

Poster 3: An Adaptive Quest for Academic Success: Culturally Responsive Approaches for the African American Male
Track 3: Closing the Skills Gap

Implementing strategies that produce substantial improvement in the persistence and completion outcomes of the African American male population can be complex. To achieve desired outcomes for closing the achievement gap, a specialized approach was designed to include a pre-college orientation and academic success course for African American males. Offering a course that addresses the specific needs of African American men while also identifying the underlying causes for their behaviors is a primary focus. For African American men, adding relevant content intended to engage requires utilizing a student’s culture as a vehicle for learning.

John Banks, Academic Coach, Career Development and Counseling Services, The Community College of Baltimore County, MD
Mark D. Williams, Director, Career Development and Counseling Services, The Community College of Baltimore County, MD
Poster 14: Concerns, Barriers, and Requisite Leadership Development Practices for Future Community College Leaders
Track 8: Meeting the Leadership Challenge

Who are community colleges’ future leaders? It is well documented that there is a community college leadership shortage due to pending retirements of senior-level leaders. Past practice indicates that those in gateway positions should be considered as potential candidates for these positions but concerns have been raised on whether these administrators and faculty leaders are interested in applying for these positions and if they are developing the requisite leadership skills and competencies necessary for these senior-level positions. The findings from a multisite case study provide insight into the preparatory leadership development activities, the concerns raised by those in gateway positions for pursuing community college senior-level leadership positions, and strategies for addressing these areas.

Poster 9: The Role of Disabilities Services in Student Success
Track 1: Advancing the Completion Agenda

Disabilities among community college students may be underreported in most colleges, particularly among older students who may not have had the benefit of attending secondary school in the post-IDEA era. Students may not be aware of certain "hidden disabilities," which may include learning disabilities, emotional, or psychiatric conditions, or may not be aware of how to report them in order to access supports and accommodations. The link between these disabilities and student success is not well known. This poster session will highlight findings from recent Heldrich Center research on processes within colleges to identify and support students with disabilities, and the implications for student success.

Maria Heidkamp, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ
Michelle Van Noy, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ
2:15 PM - 3:15 PM
Moscone Center West
Poster 1 (Exhibit Hall)

Poster 1: Fast Pass to the First Day of Class
Track 2: Improving College Readiness

Have students ready to learn on the first day of class, instead of in line trying to correct pending issues. The Fast Pass to the First Day of Class is a collaborative effort from the Division of Student Affairs at South Texas College that works to help students understand the admission, financial aid, and payment process. Representatives from the Office of Admissions, Student Financial Services, and the Cashiers Office take the lead in providing status updates to the student in a One-Stop Shop environment. Students receive first day of class success tips, and are introduced to the student portal to ensure their access.

Judy A. Anzaldua, Financial Aid Outreach Specialist, Student Financial Services, South Texas College, TX
Lazaro Barroso, Coordinator of College Access, Student Outreach Center, South Texas College, TX

2:15 PM - 3:15 PM
Moscone Center West
Poster 10 (Exhibit Hall)

Poster 10: Play. Engage. Transform!
Track 1: Advancing the Completion Agenda

Serious about completion? Play games! South Texas College has developed several fun and informative games and activities which have been used to engage faculty, staff, and students in meaningful discussions about completion. The activities help participants to both identify and understand the factors that can promote or derail a student’s completion efforts. In the Completion Challenge board game, participants succeed in reaching the finish line (graduation) by following a typical student’s college pathway. They must avoid pitfalls (example: skipping class) and seek momentum points (example: meeting with an advisor) in order to reach graduation. The Will I Graduate? game asks participants to identify themselves with the circumstances of a particular student type (college-ready vs. non-college ready, full-time student vs. part-time student, etc.) in order to create awareness of a student’s likelihood of graduating with an associate degree within a 3-year timeframe. These games have helped to create a culture of completion at South Texas College. The activities described above and more will be shared during this poster session.

Kristina M. Wilson, Sr. Institutional Effectiveness & Assessment Specialist, Institutional Effectiveness & Assessment, South Texas College, TX
2:15 PM - 3:15 PM  
Moscone Center West  
Poster 15 (Exhibit Hall)  

Poster 15: How Can the Library Contribute to Student Success and Completion?  
Track 1: Advancing the Completion Agenda  

Libraries have traditionally been viewed as supporting the learning process rather than playing an active role in helping students navigate their learning and succeed to completion. Using the Loss and Momentum Framework developed by the Completion by Design initiative, this session will illustrate how libraries can play an active role in supporting students through each stage of the completion pathway by spotlighting innovative strategies utilized by the South Texas College Library.

Cody A. Gregg, Interim Dean of Library Services & Instructional Technologies, Library Services & Instructional Technologies, South Texas College, TX  

2:45 PM - 3:45 PM  
Moscone Center West  
Poster 13 (Exhibit Hall)  

Poster 13: A University/Community Collaboration to Evaluate Three Community Leadership Development Programs  
Track 5: Collaborating for Progress (philanthropy, government, private sector)  

This poster will display the process outcomes and lessons learned for a university/community research project to evaluate three community leadership development programs in two different states. The conceptual framework, evaluation model, samples of data collected, the process for the evaluation, and lessons learned will be shared.

Kurt Schoch, Specialization Coordinator, Richard W. Riley College of Education and Leadership, Walden University, IN
Innovations Theatre: Fast-Tracking Skills for Student Success: Open-Sourcing Developmental Coursework at Bossier Parish Community College
Track 2: Improving College Readiness

As one of the fastest growing community colleges in the U.S., Bossier Parish Community College (BPCC) is closing the skills gap through open-sourcing. Through its Blackboard portal, BPCC’s Open Campus model engages participants in free, easily accessible, online developmental refresher courses, with no strings attached. Courses are designed and taught by BPCC’s full-time faculty in the divisions of developmental English, math, and reading. Each course reflects content, pedagogy, and learning outcomes students experience in traditional, for-credit developmental counterparts with only a few exceptions: all courses are non-credit and self-contained. BPCC’s Open Campus target market includes entry-level students preparing for placement testing, developmental students enrolled in tandem in for-credit courses as well as students/non-students who are homebound, work-restricted, military members, or living abroad. BPCC’s goal? Anyone, anywhere can access quality, developmental instruction in English, math, and reading through a portable learning platform.

Sarrah Allison Martin, Director, Institutional Effectiveness Initiatives, Bossier Parish Community College (BPCC), LA
Gary Ware, Instructional Technology Specialist and Blackboard Administrator, Educational Technology, Bossier Parish Community College, LA

Coalition of Affiliated Councils Meeting - By invitation only
NSF Support for Community Colleges: Opportunities, Benefits, and Challenges from a President's Perspective
Track 3: Closing the Skills Gap

The National Science Foundation (NSF) Division of Undergraduate Education (DUE) supports activities that enhance science, technology, engineering, and mathematics (STEM) undergraduate education via a number of programs that are appropriate for community colleges. However, many community college leaders may not be cognizant of the opportunities, benefits, and potential challenges of acquiring and managing NSF-DUE grants. This forum provides an opportunity to learn about NSF-DUE programs from a panel composed of presidents and chief academic officers from 2-year colleges that have received NSF-DUE awards, and facilitated by Celeste Carter, Lead Program Director of NSF’s Advanced Technological Education program.

Jay Box, Chancellor, Kentucky Community & Technical College System, KY
Paula Boyum, Vice President Workforce Development, Bellevue College, WA
Richard Rhodes, President, Austin Community College, TX
Bill Scroggins, President, Mount San Antonio College, CA

Academic Advising: The Key to Student Success
Track 1: Advancing the Completion Agenda

Academic advising is the second most important function in the college because it precedes classroom instruction, which is the most important. When advising is mandatory and integrated, everyone benefits. AACC has recently published a monograph on academic advising, and three key authors report on exemplary models that lead to student success and completion.

Terry O'Banion, President Emeritus, League for Innovation & Chair of the Graduate Faculty, National American University, CA
Sheryl Otto, Assistant Provost/Dean of Student Development, William Rainey Harper College, IL
Deborah Smith, Director of Advising and Assessment, Student Services, West Kentucky Community and Technical College, KY
Earn and Learn: Credentials that Pay
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Partnerships are essential in developing programming that complements workforce needs and enhances the economic vitality of the surrounding community. This type of partnership was used to develop the new advanced manufacturing program at Harper College. Once the need for skilled workers in today’s manufacturing environment was confirmed, area companies, high school partners, economic development professionals, and local trade associations worked collaboratively with Harper College administration and faculty to develop this new program. Industry-recognized credentials were also reviewed for relevancy and embedded throughout the program which offers maximum flexibility for students through stacked credentials.

Maria Coons, Senior Executive to the President, Harper College, IL
Kenneth L. Ender, President, Harper College, IL
Judy Marwick, Provost, Academic Affairs, Harper College, IL

Four-Year College Partnerships: Comparing and Contrasting Two Successful Models at One Rural Community College
Track 4: Reinventing the Community College Model

Collaboration among higher education institutions beyond articulation agreements is possible. Learn how a rural community college has partnered with a state college and university medical center to meet workforce skills gaps in nursing and offer public higher education to an underserved region of the state.

John V. Blaylock, Vice President of Educational Services, Northeast Community College, NE
Michael R. Chipps, President, Northeast Community College, NE
Mary Honke, Executive Vice President, Institutional Advancement, Northeast Community College, NE
Leading Leaders: Supporting People Through Organizational Change
Track 4: Reinventing the Community College Model

Change can be difficult, even painful. Trying to change long held views and gain acceptance for new approaches can be complex and challenging. Understanding why and how people change allows leaders to restructure their institutions to meet the needs of the 21st-century learner. In this forum, college presidents, chancellors, and board members will discuss strategies for effective change leadership.

William Coppola, President, Tarrant Community College, Southeast, TX
Larry Darlage, President, Tarrant Community College, NE Campus, TX
William Greenhill, Board Chair, Tarrant County College District, TX
Erma Johnson Hadley, Chancellor, Tarrant County College District, TX
Elva Concha LeBlanc, President, Tarrant County College Northwest Campus, TX

Scrutiny of Community Colleges: The Hard Questions
Track 7: Promoting Accountability

Community colleges have, in recent years, captured more public and political attention than ever before. But that attention isn't all positive. Tough questions are being asked about program quality, completion rates, the effectiveness of job training, budgets, and more. Are college leaders ready to answer the tough questions? In this session, the editor of Inside Higher Ed will provide an overview of the tough questions you can expect in the next year. The president of Sinclair Community College will discuss his sense of how ready colleges are to answer those questions. The audience will be invited to brainstorm on these issues.

Scott Jaschik, Editor, Inside Higher Ed, DC
Steven Lee Johnson, President, Sinclair Community College, OH
Military Student Degree Completion: Providing Quality Service and Support
Track 1: Advancing the Completion Agenda

More than 75% of community colleges that responded to the 2012 National Campus Survey of Veterans Programs and Services (From Soldier to Student II) reported moderate to significant enrollment increases of veterans and military students on campus. Is your institution experiencing a similar phenomenon? How can your institution provide quality service and support to help these students complete degrees?

This session will explore characteristics and challenges that are unique to the military students and highlight resources that assist institutions with meeting the education needs of this student population. Institutions that have implemented a policy for evaluating military credit speak volumes in support of military students. Servicemembers Opportunity Colleges (SOC) has been involved in hundreds of troubleshooting cases affecting military student degree completion. We will share the background and resolution of some of these cases as they relate to SOC’s Military Student Bill of Rights and Standards of Good Practice. Examples illustrating quality service will be drawn from more than 1900 SOC Consortium institutions.

Mary Bird, Academic Counseling Coordinator, Servicemembers Opportunity Colleges, DC
Sonja S. Ferguson, Membership Coordinator, Servicemembers Opportunity Colleges, DC

The Latino Initiative: Access, Choice, and Completion
Track 6: Incentivizing Institutional and Student Success

As the landscape of this nation continues to reflect the growth of the Latino population, we as educators have a civic responsibility to ensuring that we re-imagine how community colleges serve our growing Latino student population. The Community College Leadership Program (CCLP) and the Iowa community college presidents, in conjunction with Excelencia in Education, have undertaken a statewide initiative that underscores the needs of Latino students by building bridges with various stakeholders and continuing to strengthen and nurture existing relationships. As the various communities rally as a collective voice to make access a reality, choice an option, and completion attainable, there is much that needs to be done to ensure that Latino students needs are part of an ongoing conversation.

Christopher A. Duree, Chancellor, Iowa Valley Community College District, IA
Larry H. Ebbers, University Professor, Educational Leadership and Policy Studies, Iowa State University, IA
Marisa Rivera, Lecturer, Educational Leadership and Policy Studies, Iowa State University, IA
3:30 PM - 4:30 PM
Moscone Center West
2004

Ivy Tech Community College: Improving Access and Completion with Self-Paced Online Courses
Track 1: Advancing the Completion Agenda

Learn how self-paced, online courses are helping institutions to improve access to education while providing students with flexibility and affordability. During this presentation, you will hear from Dr. Kara Monroe of Ivy Tech Community College—an institution that has adopted Propero, Pearson's self-paced service offering. You will also hear from Pearson's Dr. Catrina Poe, who will speak to the value of Propero and how using this service can improve institutional completion and access.

Kara N. Monroe, Assistant Vice Provost, Center for Instructional Technology, Online Learning, Ivy Tech Community College, IN
Catrina Poe, Assistant Vice President of Solutions, Pearson Learning Solutions, Pearson, MA

3:30 PM - 4:30 PM
Moscone Center West
2003

Bridging the International Opportunities Gap: Making Global Education Experiences Available to Traditionally Place-Bound Students
Track 3: Closing the Skills Gap

Educators from across the globe are looking for opportunities to engage students in international experiences. Realizing the need to encourage international growth, educators have looked for nontraditional solutions to overcoming barriers. Educators at South Devon College in the U.K. and Redlands Community College in the U.S. have developed innovative learning opportunities designed to maximize student engagement in international programming.

Unfortunately, perpetually decreasing funding and increasing classroom demands have proven substantial barriers in meeting the need to increase students’ international awareness. Exchange trips are especially problematic for college students who are place-bound because of family, financial, and employment responsibilities. This virtual exchanges program is an initial step in bridging the international opportunities gap. Using teleconferencing, social media, and other interactive technologies, educators are integrating international speakers, team projects, and professional development opportunities into courses.

Matthew Burrows, Senior Section Head, Sport & Adventure, South Devon College,
Larry F. Devane, President, Redlands Community College, OK
Amanda Evert, Vice President, Undergraduate Research and Resource Development, Redlands Community College, OK
Helping Students Navigate a Sea of Choices
Track 6: Incentivizing Institutional and Student Success

In an era of constrained financial resources, including student-counselor ratios that can exceed 1,000:1, community colleges are struggling with how to help students effectively navigate the wide range of choices available to them. To move forward, schools may find it helpful to leverage their best source of information: the students themselves. Hear the findings of data collected across 16 focus groups to understand the process of academic decision-making from the student perspective. Students’ responses help shine a strong light on the unnecessary complexities of the college experience, and suggest ways by which colleges may cost-effectively simplify the student decision-making process, without infringing on academic choice and flexibility.

Jeffrey Fletcher, Senior Research Assistant, Community College Research Center (CCRC), Teachers College, Columbia University, NY
Shanna Jaggars, Senior Research Associate, Community College Research Center (CCRC), Teachers College, Columbia University, NY
Jill Little, Vice President, Student Services, Macomb Community College, MI

College Readiness: More Than Reforming Developmental Education
Track 2: Improving College Readiness

Community colleges are ready to change the way they prepare students for success in college-level coursework. Promising innovations provide glimmers of hope, though evidence of what works best for those least prepared for college is thin, and innovating at scale, even for the near-college ready, remains difficult. In collaboration with practitioners, policymakers and researchers, Achieving the Dream is driving a comprehensive research and action agenda to give practitioners the information they need to implement equitable, cost-effective college readiness strategies and policies. Panelists will provide examples of how their colleges are going beyond reform of developmental education to transformation of their approach to college readiness.

Carol A. Lincoln, Senior Vice President, Achieving the Dream, MD
Richard Rhodes, President, Austin Community College, TX
Rachel Singer, Vice President for Community College Relations, Achieving the Dream, MD
Robert G. Templin, President, Northern Virginia Community College, VA
Using YouTube, Television, and Social Media to Promote College Readiness and Success
Track 2: Improving College Readiness

Through the use of YouTube, the local cable television channel, and social media, Tallahassee Community College's TCC22 engages students, faculty, and staff in programming designed to help students succeed in college and in life. During this forum presentation, you will learn strategies for improving college readiness at your institution through the use of mixed media. You will also learn about the production process and how to develop effective partnerships with individuals, organizations, and agencies who share interests in promoting student success. We’ll also share with you the marketing strategies employed to generate exposure for our programming and encourage the involvement of faculty, staff, and students in the production process.

Isa Adney, Founder, CommunityCollegeSuccess.com, FL
Scott E. Balog, Chief of Staff, Office of the President, Tallahassee Community College, FL
Jim Murdaugh, President, Tallahassee Community College, FL
Rachel Nicholson, Producer, TCC22, Tallahassee Community College, FL

College and Industry Partnerships—Addressing Skills and Sustainability
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Saint Clair Community College and Siemens, Inc. are engaged in a multi-year project to help the school expand its sustainability efforts. These efforts include improving the facilities’ infrastructure and generating energy and utility savings through a variety of energy efficiency improvements. Most importantly the initiative is enhancing the students' learning environments as these new facilities projects are being used as real-world teaching tools for students in green and other programs.

The panel will review the steps toward forming a partnership like this and will focus on the development of sustainability curricula leading to degrees and certificates.

Charley Cohen, Director, National Education Sustainability Director, IL
Todd Cohen, Project Manager, American Association of Community Colleges, DC
Pathways to a Competitive Edge
Track 3: Closing the Skills Gap

Soft skills are the hard stuff. Employers expect workers with emotional intelligence, professionalism, collaborative abilities, and adaptability for our fast-paced, dynamic economy. Phi Theta Kappa’s personal, professional development plan The Five Star Competitive Edge, and the Honors Program curriculum provide models for individual and group development of a wide range of soft skills, including those above and additional topics such as etiquette, professional communications, and effective investigation and reflection to develop critical thinking abilities. Find out about the methods and results for Phi Theta Kappa’s models for the development of individual and group soft-skill capabilities that close the skills gap and contribute to a culture of student success.

Susan H. Edwards, Dean of Academic Affairs and Honors Programs, Honors Programs, Phi Theta Kappa Honor Society, MS
Paul Roscelli, Professor of Economics and Accounting, Business, Canada College, CA
Jennifer Stanford, Chief Officer of Student Engagement, Executive, Phi Theta Kappa Honor Society, MS

Entrepreneurship and Creativity
Track 4: Reinventing the Community College Model

Community colleges leaders are entering a new era requiring a take-charge approach to financing and protecting the mission of their institutions. Many organizations have adopted a sometimes risky, entrepreneurial approach using unusual, creative ideas. As old models give way to new, community is being redefined to include new partners, new resources and new students. This session is intended to stimulate thinking about natural connections and how they help create atypical solutions to declining finances and morale. While technology is valuable to reaching out and scaling up, it is only one enabler. The experienced panelists will focus on unique local, state and global outreach techniques that work. They will interact with the audience to share lessons gained while developing programs, environments and accreditations with their boards, that return multiple benefits to faculty, staff and students in near and far-reaching communities.

Bruce Leslie, Chancellor, Alamo Community College District, TX
Thomas McKeon, President, Tulsa Community College, OK
Sanford Shugart, President, Valencia Community College, FL
Mary Spangler, Chancellor, Houston Community College, TX
21st-Century Skills for 21st-Century Graduates: The Role of an Internationalized Community College
Track 4: Reinventing the Community College Model

The 21st-century graduate must possess skills and attitudes to succeed in an increasingly global world. With approximately 40% of U.S. students being educated in community colleges, institutions must take responsibility for providing students with opportunities to achieve global competence, which has vast implications for students’ employability and aptitude for advancement in the 21st-century global workplace.

This session will first present the results of ACE’s 2012 *Mapping Internationalization on U.S. Campuses* report, which highlight the stark reality that the community college sector may not be preparing its students to be globally competent and competitive for the 21st century. This session will also explore the necessary international competencies that community college students must possess to be prepared to enter the globally-connected world in which they will live and work. Lastly, it is recognized that traditional internationalization models may not always be appropriate for the community college sector. This session will explore the challenges in developing new strategies beyond those that have worked for more traditional student populations.

Darla Deardorff, Executive Director, Association of International Education Administrators, NC
Patti McGill Peterson, Presidential Advisor for Global Initiatives, Center for Internationalization and Global Engagement, American Council on Education, DC
Paul McVeigh, Associate Vice President, Global Studies and Programs, Northern Virginia Community College, VA

Issues Facing Community College Chief Diversity Officers
Track 8: Meeting the Leadership Challenge

The purpose of this presentation is to distinguish the professional roles, competencies, and challenges chief diversity officers (CDO's) experience at the community college. Present college student demographic shifts have become larger and more diverse at the community college level when compared to elite universities and state colleges. However, there is a level of inconsistent leadership roles, questionable authority, and varied support of equity officers and CDOs at the community colleges. A panel of experienced CDOs at community colleges will provide successful models and address continued issues CDOs experience at the community college environment.
Major Trends with Two-Year Placement Tested Students (WORKING TITLE)
Track 1: Advancing the Completion Agenda

This discussion will center around the most recent research conducted in 2013 as part of a partnership with ACT and the National Student Clearinghouse. The research study looks at the trends and migration patterns of the last 3 years of COMPASS-tested students. The panel will discuss the key findings as well as what these findings mean for campuses around the country.

Steve Kappler, Assistant Vice President, Marketing Strategy and Services, Educational Services, ACT, Inc, IA
Kent Phillippe, Associate Vice President for Research & Student Success, American Association of Community Colleges, DC

From Inches to Leaps: Reimagining the Foundation Through Strategic Partnerships
Track 5: Collaborating for Progress (philanthropy, government, private sector)

How do you move from lackluster, rubber-chicken galas to a cost-effective, sustainable advancement program that leverages powerful partnerships at all levels?

This session will explore the case study of a rural/suburban, multi-campus district’s 3-year journey to transform its event-based foundation to a revitalized model driven by best practices and strategic partnership opportunities. The new model capitalizes on collaboration opportunities, makes difficult decisions to jettison fundraising “sacred cows,” enlivens institutional engagement in philanthropy, reimagines organizational structures and roles, and blends traditional and innovative and accelerated approaches to fundraising.

Glenn H. Kaufhold, CEO, Foundation, Grossmont-Cuyamaca Community College District, CA
Cindy L. Miles, Chancellor, Grossmont-Cuyamaca Community College District, CA
Changing the Pace to Win the Race: Innovations in Developmental Education at South Texas College
Track 3: Closing the Skills Gap

In the quest for a faster and more focused developmental education program, South Texas College engaged its students in a variety of developmental initiatives, all aimed at efficiency without losing quality or instructional integrity and rigor. Data collected on these initiatives and lessons learned will be discussed. The initiatives include acceleration and mainstreaming of developmental English students with Web-based support, non-course developmental education based on a diagnostic instrument, and contextualization of developmental English and reading courses. Implementation of a brand new initiative, based on California's Puente model, which links a college success course, an integrated reading and writing course, and an academic English course with culturally relevant mentoring and intrusive advising, will be discussed as well.

Margaretha E. Bischoff, Dean, Division of Liberal Arts and Social Sciences, South Texas College, TX
Wallace D. Johnson, Political Science Instructor and College Readiness Liaison, Political Science, South Texas College, TX

Creating Online Visibility: Locally, Nationally and Beyond
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Join us to learn how community colleges are working to become more visible in this very competitive and sophisticated online marketplace.

Community colleges can offer one of the most affordable programs for students considering college, yet; these options often go unnoticed to prospective online students. High-dollar ads can sometimes guide students to for-profit providers who dominate the market by paying the most for online search positioning. By forming collaborations and developing partnerships, institutions can leverage their buying options and deliver important messages to students as they search for affordable career and degree programs.

Community colleges are working to become more visible in this very competitive and sophisticated marketplace. Often, one college will not have the financial resources to spar with the for-profit-industry, but by becoming more creative in recruiting students, through partnerships, social media, and information-rich search sites, community colleges can play in the online marketplace.

Valerie Cavazos, Director, OnlineCommunityColleges.Org, TX
Kathy McFatter, Member Relations, OnlineCommunityColleges.Org, TX
Pamela Quinn, Provost, Leroy Center, Dallas County Community College District, TX
Theresa Ruffino, Dean, Distance Learning Planning & Development, LeCroy Center, TX
The Larry Gatlin School of Entertainment Technology: From a "Wild" Idea to a Partnership to a State of the Art Program

Track 5: Collaborating for Progress (philanthropy, government, private sector)

In 1999, Dr. Don Cameron, then president of Guilford Technical Community College, pitched an idea to Grammy winner Larry Gatlin. In 2001, the school welcomed around 50 students to a remodeled studio in one of GTCC's oldest buildings. Today, the Entertainment Technology Program serves 291 students in a $9.25 million state-of-the-art facility. This forum will focus on turning an idea into a partnership with industry, the community, and local government to provide real-world employment opportunities for students in the field.

Don Cameron, President, Don Cameron and Associates, NC
Jeff Little, Department Chair, Entertainment Technology, Guilford Technical Community College, NC
Randy Parker, President, Guilford Technical Community College, NC

4:45 PM - 5:45 PM
Moscone Center West
2008

Improving Academic Advising: Learning from Entering Students' Experiences

Track 1: Advancing the Completion Agenda

Colleges committed to helping more students earn certificates and degrees must improve retention during the first and second academic terms. Hear how entering student data from the Center for Community College Student Engagement are helping colleges rethink and redesign, the critical role of academic advising in their colleges.

Angela Oriano, Associate Director, College Relations, Center for Community College Student Engagement, TX
Bundling Resources for Student Success
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Learn about the successful partnership between Skyline College, United Way and the California Employment Development Department. The partnership implements an economic support strategy for low-income students and demonstrates persistence rates 32 percentage points greater than the general population.

Joi Blake, Vice President of Student Services, Skyline College, CA
Emily Harpster, Director, SparkPoint Initiative / United Way of the Bay Area, United Way of the Bay Area Regional SparkPoint Initiative, CA
Jorge Tapia, Cluster Manager | Employment Program Manager III, EDD San Francisco | San Mateo Workforce Service, CA
William Watson, Director, SparkPoint at Skyline College, Skyline College, CA

Trust: Every Leader's Vision?
Track 8: Meeting the Leadership Challenge

This presentation focuses on the importance of trust for effective leadership. An atmosphere of mutual trust is a must for the development and growth of an organization. From an appreciative inquiry and shared vision perspective, we will examine the impact trust has on organizations and developing leaders. With so much emphasis placed on accountability, building and maintaining trust is at a premium. We will examine the factors that develop, destroy, and repair trust in order to keep leaders and organizations moving forward.

Jean Goodnow, President, Delta College, MI
Kimberly Klein, Assistant Professor, Delta College, MI
David A. Peruski, H&W Division Chair, Delta College, MI
Cindy Seel, Director, Education and Training, HRS Consulting, IN
Fire and Shooting in the Rockies: Responding to Off-Campus Events that Significantly Impact School Operations
Track 8: Meeting the Leadership Challenge

How do you respond when your first day as a college president occurs on a day when four of your students are killed in an Aurora, Colorado, theatre? How does your executive leadership respond to a mountain fire that forces the evacuation of your campus? The summer of 2012 proved to be a particularly turbulent time in Colorado. Two significant events, had significant impacts on students, staff, and faculty at the Community College of Aurora, the Community College of Denver, and Pikes Peak Community College. All three institutions responded to off-campus emergency situations, which required them to develop new emergency management plan processes and procedures. This session is about having a college emergency management plan that prepares college leaders for caretaking responses to community tragedies.

Cindy Buckley, Vice President for Instructional Services, Pikes Peak Community College, CO
Leslie McClellon, Vice President for Student Development and Enrollment Services, Community College of Denver, CO
Elizabeth Oudenhoven, Vice President for Student Affairs, Community College of Aurora, CO
Alton Scales, President, Community College of Aurora, CO
Xeturah Woodley, Vice President for Instruction, Community College of Aurora, CO

Seeds of Future Models in Today’s Collaborations
Track 4: Reinventing the Community College Model

Collaborations and partnerships have long been key parts of the community college model. But could it be that something new is emerging? Could recent innovative collaborations carry not just the resources for current survival, but possibly the models for future success? Three presidents who attended the HERS Summit for Women Presidents & Chancellors will continue conversations begun there about models for reinventing higher education. Panelists will review collaborations on their campuses for the seeds of possible models for new organizational structures, new business models and new value propositions for continuing our mission of access and success.

Deborah G. Blue, Chancellor, State Center Community College District, CA
Elva Concha LeBlanc, President, Tarrant County College Northwest Campus, TX
Christine Sobek, President, Waubonsee Community College, IL
Judith S. White, President & Executive Director, HERS, CO
Your institution faces a host of risks. Community colleges have formally begun to evaluate risk management to meet the needs of regulators, Boards, rating agencies and other oversight groups. While some risks can be quantified, in other areas, it is more art than science. This session will help you to understand the role of risk management in sustaining the organizational health of your institution. Incorporating interactive exercises, the presentation will explore the work of behavioral finance to understand the limits and biases in estimating risks and assessing their likelihood. A community college case study will review the implementation of successful risk management.

Matt Halperin, Senior Managing Director, Head of Strategic & Product Risk, Risk Management, Product Risk, TIAA-CREF, MA
Jon Sharpe, Deputy Chancellor, Risk Management, Product Risk, Los Rios Community College District, CA

This session will showcase the sustainability of mission-centered institutional models that successfully drive shared governance, strategic planning, accreditation, assessment, and student learning, ultimately leading to greater institutional effectiveness. Presenters will provide highlights of nearly a decade of significant challenges and how institutional structures serve as its true north.

Becky Burrell, Vice President for Institutional Effectiveness and Planning, Rhodes State College, OH
Debra McCurdy, President, Rhodes State College, OH
Richard Woodfield, Interim Vice President for Academic Affairs, Rhodes State College, OH

Track 4: Reinventing the Community College Model

Massive Open Online Courses (MOOCs) hold potential to change the trajectory of developmental education. Immersive, engaging, and readily available content will allow students to engage in content before, during, and after the placement testing process. What is the benefit? Progression toward credential completion for a large number of students in a short amount of time is possible for those students who may be able to navigate the content on their own. Quality content, high academic standards, peer engagement, and learner-centered instruction could revolutionize the developmental sequence of courses across community colleges. Join the Wake Technical Community College (Raleigh, NC) MOOC team to hear of progress to date, lessons learned, and future goals for the revolutionary power of MOOCs. Wake Technical Community College is the first community college in the nation to deploy MOOCs as a strategy to revolutionize the community college model. Funding model adaptations will be discussed as well as the ins and outs of MOOC content delivery.

Carol Cutler White, Dean, Sponsored Programs and Federal Relations, Wake Technical Community College, NC
Laura Kalbaugh, Dean, Academic Success and Transition Resources, Curriculum Education Services, Wake Technical Community College, NC
Bryan Ryan, Senior Vice President, Curriculum Education Services, Wake Technical Community College, NC
Clarissa Shen, Vice President, Strategic Business and Marketing, Udacity, Inc., CA

Improving Persistence, Graduation, and Transfer Rates Through Student Coaching

Track 6: Incentivizing Institutional and Student Success

The North Carolina Community College System Success NC initiative's Minority Male Mentoring Program (3MP) moves away from the traditional mentoring model, to an active, intensive, and engaging process of student coaching and case management. 3MP is designated exclusively for minority male students in the community college system. The major themes of the 3MP are persistence, graduation, and transfer to 4-year institutions.

Daniel Alvarado, Associate Director, Student Leadership & Development, Academic Services Division, NC Community College System, NC
Will Kincy, Program Coordinator/Counselor, Pathways 3MP, Wake Technical Community College, NC
Benefits Access for College Completion: Presidents Report from the Field
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Benefits Access for College Completion (BACC) is a 3-year, $4.84 million initiative funded by the Ford Foundation, the Kresge Foundation, Lumina Foundation, the Open Society foundations, and The Annie E. Casey Foundation. It focuses on supporting community college learners by helping them access public benefits including SNAP (Food Stamps), Temporary Assistance for Needy Families (TANF), Medicaid, SCHIP, childcare subsidies, transportation subsidies, and refundable tax credits as well as student financial aid. Seven colleges are testing the hypothesis that helping low-income students who are struggling to make ends meet with information and assistance about applying for public benefits will help keep them in college, improve their success, and, ultimately, completion rates. The presentation by BACC presidents and funders will focus on their models, efforts, challenges, and successes to imbed access to public benefits throughout their colleges. Learn firsthand how they are piloting this initiative to test innovative approaches to increase the number of students who earn postsecondary credentials.

Welcome to the Golden State! Community College League of California Reception

From the nature preserves, giant forests, and world-class wineries of the North Coast, to stunning coastlines, stark inland deserts and verdant bounty of the Central Valley, California offers something for everyone. The League welcomes the AACC Annual Convention to California and invites you to enjoy a unique experience showcasing The Golden State’s vibrant and diverse colleges, California cuisine and a special presentation highlighting the accomplishments of our community colleges. This is a welcome you won’t want to miss!

Rural Community College Alliance Reception and Social

Join your colleagues from rural community colleges for this networking opportunity sponsored by the Rural Community College Alliance. There will be plenty of food and drink and a nice door prize will be given away!
93rd AACC Annual Convention – April 20-23, 2013

6:30 PM - 7:30 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 7

Mathematics + Margaritas

Pick up a margarita and learn how to improve your students' success rates by providing the tools, knowledge and support they need to be successful in the classroom and beyond. Partner with Hawkes, a system both flexible for instructors and user-friendly for students, and see how our mastery-based mathematics software is proven to lead to increased student success. Attendees will be entered to win an Mini iPAD!

6:30 PM - 8:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 6

Lower Costs and Increase Access: Open Educational Resources (OER) Reception

Whatever you call it, you can lower student costs, increase access, and fuel faculty innovation by promoting Open Textbooks, Open Educational Resources, and OpenCourseWare. Learn about proven strategies for promoting open educational practices at your institution from leading organizations in the open education space: Community College Consortium for Open Educational Resources (CCCOER), OpenStax College, and Creative Commons.

Hear from CCCOER members and open textbook leaders at College of the Canyons, Foothill-De Anza Community College District, Hartnell Community College, Maricopa Community College District, and Northern Virginia Community College. CCCOER is an affiliate of the OpenCourseWare consortium.

Explore the quality open textbooks from OpenStax College at Rice University available on multiple platforms to meet the needs of mobile students in the 21st century.

Learn about the legal framework and resources for sharing open content worldwide provided by the Creative Commons organization.

6:30 PM - 8:00 PM
Hilton San Francisco Union Square
Yosemite Rooms B and C

RC-2020 Reception - By invitation only

Updated 2/12/2013
6:30 PM - 8:00 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 9

Reception for Alumni and Friends of the Harvard Institutes for Higher Education - By invitation only

6:30 PM - 8:00 PM
Hilton San Francisco Union Square
Golden Gate Ballroom 1

University of Texas at Austin--Community College Leadership Program - By invitation only

Come network with other University of Texas CCLP grads, meet the new CCLP director (Dr. Barbara Mink), and learn about some exciting new initiatives in the Program. And feel free to bring a guest who might be interested in learning more about the doctoral concentration in Community College Leadership.

6:30 PM - 8:00 PM
Hilton San Francisco Union Square
Franciscan C and D

Reception for CEOs from Higher Learning Commission Institutions - By invitation only

6:30 PM - 8:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 3

Doctorate in Community College Leadership Program Reception, Ferris State University

The Doctorate in Community College Leadership program is an innovative answer to the call for leadership in the modern, cutting edge community college. Attend our reception to be able to chat with National Advisory Board Members, current students and staff in order to learn more. Cash bar.

Updated 2/12/2013
Community College Humanities Association - Reception

Can humanities folks talk? You bet. Gather for fine conversation, networking, small bites, and your favorite libation. Community college jazz on top of it all.

President John F. Ebersole of Excelsior College - President's Reception - By invitation only

Reception for AMTEC Partner College Presidents - By invitation only

ED MAP - By invitation only

CCRC Open Reception

The Community College Research Center (CCRC) and the Center for Analysis of Postsecondary Education and Employment (CAPSEE) are hosting an open reception at the 93rd Annual AACC Convention. Drinks and hors d’oeuvres will be served, and our latest research publications will be available. We look forward to seeing you.

Updated 2/12/2013
93rd AACC Annual Convention – April 20-23, 2013

7:00 PM - 9:00 PM
Hilton San Francisco Union Square
Franciscan A and B

Ellucian Client Reception - By invitation only

8:30 PM - 11:30 PM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 4

NCCHC "Latin Rhythms" Reception

Enjoy an early dinner in the city and then join the National Community College Hispanic Council for late evening entertainment and networking. Dance the night away as you immerse yourself in the Latin culture!

Mon, April 22, 2013

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Golden Gate Ballroom 1

IMS Global Learning Breakfast Meeting: Transforming Our Campuses to Support Next Generation Digital Learning - By invitation only

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Golden Gate Ballroom 3

Presidents' Round Table Business Meeting

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Golden Gate Ballrooms 6 and 7

American Association for Women in Community Colleges Annual Awards Breakfast - By ticket only (attendee must have a ticket to attend)
New K-12 Standards and College Readiness Assessments: Breakfast Discussion of Implications for Community Colleges

7:00 AM - 8:30 AM
Hilton San Francisco Union Square
Yosemite Room B

"Leading Change to Meet the Needs of 21st-Century Students" Breakfast Presentation

7:30 AM - 8:30 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlors 8 and 9

Preparing the next generation of community college leaders (sponsored by University of Maryland University College)

Exceptional leaders are needed to lead today's community colleges. Are you one of them? Attend this networking breakfast and learn how you can enroll in UMUC's Doctor of Management in Community College Policy and Administration and obtain the skills needed to be an effective community college leader. The program is designed for college faculty and administrators who aspire to lead effectively, progress and advance in administrative careers. Attend the breakfast and speak with the program director, faculty, students and graduates about the program benefits.

9:00 AM - 3:00 PM
Moscone Center West
Ballroom (3000-3007)

Exhibit Hall Open

Updated 2/12/2013
Voluntary Framework of Accountability Room

AACC staff will be on hand to demonstrate the VFA Data Tool website. Learn about implementation; talk to AACC staff about the initiative; and get VFA materials to bring back to campus or your system office.

Please note that the VFA demonstration room will be closed during the VFA Spotlight on Monday, April 22, 1:00-2:15 pm.

Global Challenges…Global Opportunities…Global Partnerships
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Interactions on an international stage are critical for community college students, faculty, and administrators if we are to provide both a relevant and competitive educational experience. However, with limited resources, this may be one area that many community colleges do not pursue. The Fulbright Program — the U.S. government’s flagship international exchange program - provides both partnerships and funding for community college representatives to study abroad or to host an international scholar on your campus. Join in the discussion with Fulbright Scholars who have just returned from Russia and learn more about some incredible opportunities to internationalize your curriculum.

John Cox, President, Cape Cod Community College, MA
Brian King, President, Cabrillo College, CA
E. Ann McGee, President, Seminole State College of Florida, FL
Andy Riess, Assistant Director for Outreach, Council for the International Exchange of Scholars, DC
Charles Sasaki, Dean, Arts and Sciences Academic Programs, Kapiolani Community College, HI
Barbara Viniar, President, Presidents Office, Chesapeake College, MD
The Power of a Teacher
Track 4: Reinventing the Community College Model

The National Association of Community College Teacher Education Programs (NACCTEP) promotes the community college role in the recruitment, preparation, retention, and renewal of diverse PreK-12 teachers and advances quality community college teacher education programs. NACCTEP serves as a voice for community colleges in national teacher education discussions. NACCTEP is an organization of community colleges; universities involved in teacher education programs; and industry partners and professional associations who partner with community college teacher education programs. This interactive presentation will include information on what community college teacher education programs are doing to meet the national goal of a highly qualified teacher in every classroom. This presentation is for anyone supporting teacher education.

Success with the "One Stop" Student Services Model
Track 4: Reinventing the Community College Model

Learn how Bellevue University has restructured many of its student services into a more efficient model for an improved student experience for both residential and online student body. The presentation will provide an overview of the new OneStop Service Center, including its structure, processes, ERP tools, metrics, and continuous improvement culture.

Nicholas Baker, Director of Student Communications, Bellevue University, NE
Steven Caudillo, Manager, OneStop Service Center, Onestop Service Center, Bellevue University, NE
Civic Clubs as Partners for Progress  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Creating avenues for community development and educational attainment are mandates for each college. How to do that in the current economic environment is the rub, when needs continue to spiral exponentially. Learn how a small, rural community in western Kentucky has ignited passion for higher education while providing the opportunity for EVERY graduating student to pursue postsecondary education tuition-free in a creative partnership with its local Rotary Club.

Hopkinsville Rotary was named 2011 Region IV Benefactor of the Year by the Council for Resource Development because of its visionary partnership with Hopkinsville Community College. This proactive initiative is raising the community’s college-going rate, educational attainment, and job preparedness, and enhancing workforce readiness for economic development efforts. Every community in America has civic clubs with philanthropic emphases, and thus the opportunity is there for colleges to make linkages between the current state of educational attainment and what skills and knowledge are necessary for business and industry to remain local and/or expand, leveraging the interests and assets of these clubs.

Yvette Y. Eastham, Chief Institutional Advancement Officer; Executive Director HCC Foundation Inc., Institutional Advancement, Hopkinsville Community College, KY
Jim Selbe, President/CEO, Hopkinsville Community College, KY
Sustaining Dynamic High School–Community College Partnerships: A Tale of Two Cities
Track 2: Improving College Readiness

Because of their differences in purpose and structure, community college and high school partnerships tend to be difficult to establish and episodic. Yet, underprepared GED or high school graduates are enrolling in droves at community colleges today. Many of whom are also not ready for college. San Francisco City College and Mesa Community College have built and endeavored to sustain strategic partnerships with high schools to address college readiness and completion. Presenters will share specific partnership examples and successful efforts in such areas as mapping course and program pathways, college knowledge and readiness preparation, early intervention and assessment for developmental student needs, data sharing, closing the achievement gap, and cross-institutional faculty professional learning communities. Issues and challenges related to differences in culture, values, communication, and organizational leadership will also be provided and discussed. College leaders in executive, academic, and student development will share their context, guiding principles, processes, and practices of collaborative initiatives and efforts to establish the bridges and pathways to student success with high school partners.

Lindy McKnight, Dean, Student Support Services, City College of San Francisco, CA
Shouan Pan, President, Mesa Community College, AZ
Laurie Scolari, Initiative Director, California Community College Linked Learning Initiative, CA
Naomi Story, Faculty Director, Mesa Counts on College, Mesa Community College, AZ

Leadership Development at NWTC: Building the Pipeline
Track 8: Meeting the Leadership Challenge

Leadership development became a purposeful part of NWTC’s culture in 2010 with several successful programs and initiatives to support our goal of developing a strong leadership pipeline. We will share our leadership development philosophy and program components. Our program prepares employees to be successful leaders, to better exemplify our nine core values, and to demonstrate the six AACC competencies for community college leaders. Elements of our strategic plan include a talent review, leadership programs for potential and existing leaders, and ongoing targeted development opportunities for all employees. We will also provide evidence of how we are meeting the leadership challenge through metrics such as our internal promotion/external hiring ratio and employee engagement data.

Tim Derozier, Manager, Talent Development, Talent Development, Northeast Wisconsin Technical College (NWTC), WI
Kathryn Gettelman, Director, Talent Development, Talent Development, Northeast Wisconsin Technical College (NWTC), WI

Updated 2/12/2013
Building a Comprehensive View of Student Engagement: Combining CCSSE, SENSE, CCFSSE, and CCIS

Track 1: Advancing the Completion Agenda

The Center for Community College Student Engagement provides colleges with actionable data that capture the experiences and perceptions of entering students, experienced students, and faculty. When systematically used together, and in conjunction with the center’s institutional survey, the data enable institutions to narrow their efforts for improving student engagement. Understanding where gaps exist between what institutions purport doing for students and students’ experiences is a powerful tool in the commitment toward increasing community college student completion rates.

Jeff Crumpley, Associate Director, Operations, Center for Community College Student Engagement, TX
Evelyn Waiwaiole, Project Manager, High Impact Practices Initiative, Center for Community College Student Engagement (CCCSE), TX

Evaluating the Effectiveness of a Community College Grow Your Own (GYO) Leadership Development Program

Track 8: Meeting the Leadership Challenge

Grow Your Own (GYO) Leadership Development programs have grown as a viable option to internally develop community college leadership talent. However, very little evaluation of such programs exists beyond participant reaction. This session will provide participants with a framework to conduct an evidenced-based evaluation of leadership development programs. The presenters will share an overview of Cumberland County College’s Pathways Leadership Development Program which was cited in the AACC Leading Forward Report - Growing Your Own Leaders: Community Colleges Step Up. The findings of a recent comprehensive program evaluation, based on an adaptation of Donald Kirkpatrick’s 4-level evaluation model (reaction, learning, transfer, and return on expectations), will be discussed, along with how the findings of the evaluation were used to enhance future leadership development initiatives at the college.

Patricia Brining, Executive Director, Human Resources, Cumberland County College, NJ
Thomas Isekenegbe, President, Cumberland County College, NJ
Cynthia S. Rowan, President, Performance Management Solutions, NJ
**Using Innovation to Redesign the Delivery of Developmental Math for Big Student Success**

Track 4: Reinventing the Community College Model

Hear how A-B Tech Community College adopted and adapted North Carolina Community College System’s developmental math redesign initiative early-on and see the amazing success the college has experienced. With the need to streamline remediation for unprepared/underprepared students, veterans, and financially-challenged students, A-B Tech chose the face-to-face hybrid model for its eight 4-week math modules for the purpose of getting students more quickly and adequately prepared for credit-bearing math requirements. By infusing the curriculum with messages about the role self-responsibility plays in completion of developmental coursework, students clearly see that sequential success in their select modules leads them to completion and attainment of their certificate, diploma, or degree. In the developmental math courses, innovative faculty promote active learning, student interdependence, and a greater reliance on technology (even students’ cell phones). Learn how this North Carolina community college worked through the logistics of financial aid, scheduling, marketing, VA requirements, curriculum changes, and advising to bring innovation and excellence to its developmental math program.

Ronald P. Layne, Chair, Developmental Studies, Asheville-Buncombe Technical Community College, NC
Sue Heath Olesiuk, Dean, Academic Success, Asheville-Buncombe Technical Community College, NC
Melissa Quinley, Vice President, Instructional Services, Asheville-Buncombe Technical Community College, NC

**Solutions Through Partnership: The Evolution of an Online Science Course**

Track 5: Collaborating for Progress (philanthropy, government, private sector)

The educational landscape has changed dramatically in recent years. Online and mobile device delivery has altered the way instructors and students perceive educational materials. Online courseware development has matured to generously incorporate components designed to capture students' attention and imagination through video, interactive activities, animations, gaming, social networking, and now, highly effective hands-on science labs. What steps are key in designing a successful distance learning course through strategic partnerships? In a collaborative partnership of community colleges and major publishers, the LeCroy Center of the Dallas County Community College District, the Virtual College of Texas, McGraw-Hill Higher Education, and eScience Labs have taken this partnership approach in the design, development, and delivery of an online biology lab science course that is designed by community colleges. This session will address the process from determining an educational need to delivering the final product. The final course creates a model that enhances resources and is replicable and scalable for community colleges nationwide.

Rachel Algya-Dillon, Sales Manager, eScience Labs, CO
Tim Peyton, Sr. Director of Marketing, McGraw-Hill Learning Solutions, OH
Pamela Quinn, Provost, Leroy Center, Dallas County Community College District, TX
Jami D. Woolley, Instructional Designer, Leroy Center, Dallas County Community College District, TX
Virtual Career Network–New Career Tool for Colleges
Track 3: Closing the Skills Gap

AACC, through a grant from the U.S. Department of Labor, led a team of national workforce and education system partners to create one-of-a-kind Virtual Career Network. This innovative career exploration tool provides career and academic counselors with a comprehensive platform to assess interest in, explore, prepare for, and find healthcare jobs. Hear how the site is being used at colleges and by industry and future plans to expand into other high-growth sectors.

Kathryn Jo Mannes, Senior Vice President of Workforce and Economic Development, Center for Workforce and Economic Development, American Association of Community Colleges, DC
Bruce Rankin, VCN Project Manager, AACC, DC

BCCC/Year Up: Social Entrepreneurship and the Community College
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Baltimore City Community College (BCCC) has collaborated with the national non profit. Year Up to forge a creative approach to boost retention and completion rates. This partnership is the first of its kind, and will serve as the national pilot as Year Up seeks to bring to scale its million-person model by partnering with community colleges. This public/private partnership creates advantages for both institutions and provides low-income youth age 18-24 with continuing education, guidance, skill development, and hands-on experiences that will endow them with the necessary tools to become productive and successful citizens of the world earning livable wages.

Wayne Beckles, Dean, Academic Services, Baltimore City Community College, MD
Peggy Bradford, Vice President, Academic Affairs, Baltimore City Community College, MD
Lameteria Hall, Year Up Site Coordinator, Academic Services, Baltimore City Community College, MD
Carolane Williams, President, Baltimore City Community College, MD
PRESSing for Completion Through Faculty and Staff Engagement
Track 1: Advancing the Completion Agenda

In summer 2012, Durham Technical Community College received a Walmart PRESS (Persistence, Retention, and Student Success) for Completion grant from Achieving the Dream designed to tackle two of the toughest, most common community college reform challenges: engaging full-time and adjunct faculty in student success efforts and eliminating the disconnections between academic departments and student services that limit vital collaboration. In this forum presentation, Durham Tech will convey how they and other PRESS for Completion colleges are working to “re-think” the role of faculty and staff in the larger student success reform movement through broad and substantive faculty and staff engagement strategies, social media, and courageous conversations. A member of Durham Tech’s PRESS for Completion Leadership Team will be joined by staff from Achieving the Dream and the college’s technical assistance provider to provide commentary on how this work will be enhanced across the larger Achieving the Dream Reform Network.

Eileen Baccus, Leadership Coach, Achieving the Dream, MD
Brenda Beckman, PRESS for Completion Technical Advisor, Achieving the Dream, MD
Tom Jaynes, Executive Dean, Student Development and Support, Durham Technical Community College, NC
Rachel Singer, Vice President for Community College Relations, Achieving the Dream, Inc., MD

Intercultural Skills: Employer Needs Decoded
Track 3: Closing the Skills Gap

In today’s global economy, we know employers are looking for skills that go beyond the traditional technical skills and knowledge necessary for a given job. What is perhaps less understood is what employers mean by that. What skills are employers looking for in job candidates? How do employers identify these skills in job candidates? How are these skills being balanced with technical skills required for many jobs? And what is the role of community colleges or technical and vocational institutions in helping students develop these ‘employability’ skills? These are a few of the questions that will be answered in this session which will explore the results of a multi-national research project sponsored by the British Council, Booz Allen Hamilton, and Ipsos Public Affairs and its implications on US community colleges and UK technical and vocational colleges.

Bryan Albrecht, President, Gateway Technical College, WI
Richard Everitt, Deputy Director, British Council USA, DC
John Mountford, International Director, Association of Colleges,
Janice Mulholland, Higher Education Manager, Education, British Council USA, DC
9:15 AM - 10:15 AM
Moscone Center West
3000

Running On All Cylinders: How Two ATD Leader Colleges Made it to the Aspen Top Ten
Track 1: Advancing the Completion Agenda

Ready to take on the tough task of changing your institutional culture to significantly improve your student success agenda? Committing yourself to having courageous conversations regarding equity, evidence-based decision-making, and increased institutional performance is just the beginning of the journey. Join us in a conversation as panelists from Broward College and Brazosport College share how they became an Achieving the Dream Leader College and were named a Top Ten College by the Aspen Institute.

J. David Armstrong, President, Broward College, FL
Linda Howdyshell, College Provost and Senior Vice President For Academics and Student Success, Broward College, FL
Rigoberto Rincones-Gomez, Associate Vice President, Broward College, FL
Millicent Valek, President, Brazosport College, TX
Lynda Villanueva, Associate Dean of Instruction, Brazosport College, TX

9:15 AM - 10:15 AM
Moscone Center West
2018

Reinventing International Education at California Community Colleges to meet the Leadership Challenge of the 21st Century and Beyond
Track 4: Reinventing the Community College Model

With an estimated 43% of current community college CEOs expected to retire in the next five years and fully 75% saying they will retire within the decade, community colleges are faced with an urgent need to expand and develop better qualified leaders. What successful programs are helping to meet the need at state, national, and institutional levels? In this session, the board of directors of California Community Colleges for International Education (CCIE) will articulate the CEO perspective in examining and responding to challenges related to implementing and sustaining international education programs and activities in an era of extreme budget cuts and changing leadership constructs.

William Scroggins, President/CEO, Mt. San Antonio Community College & Vice President, South, California Community Colleges for International Education (CCIE), CA
Andreea Serban, Associate Vice Chancellor, Educational Services, Coast Community College District & President, California Community Colleges for International Education (CCIE), CA
Edward Valeau, Co-author, Community College Models: Globalization and Higher Education Reform & President Emeritus, California Community Colleges for International Education (CCIE), CA
Dianne Van Hook, Chancellor, Santa Clarita District & Vice President, South, California Community Colleges for International Education (CCIE), CA
The Higher Education Act Reauthorization: Are Big Changes in Store for Community College Students? 
Track 1: Advancing the Completion Agenda

Community college students across the country have become more dependent on federal student aid to finance their educations. At the same time, the programs have become the target of budget reductions and eligibility changes. The upcoming reauthorization of the Higher Education Act (HEA) will place greater scrutiny on these essential programs. At that time, community colleges themselves will be given a closer examination. The purpose of this session is to highlight what is at stake for community colleges in the HEA reauthorization, and to see how the revised law can help community colleges continue to innovate their educational programs.

Tim Bonnel, SFA Programs Coordinator, California Community College System Office, CA
Joe May, President, Louisiana Community & Technical College System, LA
Christopher Mullin, Director for Policy Analysis, American Association of Community Colleges, DC

The Role of Latino Presidents in Preparing Future Senior Level and Presidential Aspirants for the 21st Century
Track 8: Meeting the Leadership Challenge

Seasoned Latino community college presidents will describe their experiences in supporting the professional development of aspiring Latino leaders to fill the oncoming vacancies due to retirees in leadership positions as well as changing demographics. Panelists will share the do's and don'ts in preparing for leadership in the 21st Century.

Richard Duran, President, Oxnard College, Ventura County Community College District, CA
Elva Concha LeBlanc, President, Tarrant County College Northwest Campus, TX
Wilfredo Nieves, President, Capital Community College, CT
Anna Solley, President, Phoenix College, Maricopa Community Colleges, AZ
Qualities of Successful Community College Presidents
Track 8: Meeting the Leadership Challenge

AACC data clearly demonstrate that U.S. community colleges are in the middle of a flood of presidential retirements. Meanwhile, the community college context is changing, with state resources in decline, calls for accountability on the rise, technological innovation increasing, competition advancing, and job requirements changing more rapidly than ever before. Building on recent research into the skills and characteristics of sitting presidents whose colleges have achieved high and improving levels of student success, this panel will explore the skills and qualities of presidents that will be needed in the future to further advance the student success agenda. Among other topics, the panel will address questions of hiring practices, trustee skill development, and professional development needs for sitting and aspiring college presidents. Dr. Bill Trueheart, president and chief executive officer of Achieving the Dream, Inc., will moderate.

Kenneth Ender, President, Harper College, IL
Mary F. T. Spilde, President, Lane Community College, OR
Robert G. Templin, President, Northern Virginia Community College, VA
William E. Trueheart, CEO, Achieving the Dream, Inc., NC

Improving Student Retention and Graduation via Comprehensive Supports and Cost Savings per Graduate: 2- and 3-Year Outcomes and Cost-Benefit Results for CUNY Accelerated Study in Associate Programs (ASAP)
Track 1: Advancing the Completion Agenda

City University of New York (CUNY) will present key findings from its multi-faceted evaluation of Accelerated Study in Associate Programs (ASAP), including results from a cost-benefit study. ASAP is a comprehensive accelerated associate degree program consistently demonstrating 2- and 3-year graduation rates that are more than double those of comparison group students at six urban community colleges. Plans are underway to significantly scale ASAP across CUNY.

Daniela Boykin, ASAP Associate Director, Office of Academic Affairs, City University of New York, NY
Zineta Kolenovic, Director ASAP Evaluation, Office of Academic Affairs, City University of New York, NY
Donna Linderman, University Director, ASAP, City University of New York, NY
Meeting the Challenges of Serving Adult and Dislocated Workers
Track 3: Closing the Skills Gap

Michelle Van Noy and Maria Heidkamp will discuss the Heldrich Center’s current research on adults and dislocated workers at community colleges using (1) case studies of five colleges’ strategies to serve dislocated workers (Macomb Community College, Lorain County Community College, Portland Community College, Skyline College, Central Piedmont Community College), and (2) a review of lessons from recent reforms to state policy and college practice to better serve adults, including older and low-income adults. Jim Shanahan will discuss Lorain County Community College’s Adult Transitions Program, which provides structured career navigation for dislocated workers. Other strategies used by the case study colleges incorporate accelerated learning, access to benefits and flexible financial supports, partnering with One Stops and other community-based organizations, and using online career navigation tools.

Maria Heidkamp, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ
Jim Shanahan, Consultant to Lorain County Community College, OH, Shanahan Resources Inc., OH
Michelle Van Noy, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ

Advancing Student Success in the California Community Colleges
Track 1: Advancing the Completion Agenda

In January 2012, the California Community Colleges Board of Governors adopted a student success agenda to improve completion rates at its 112 community colleges while maintaining a commitment to broad access. Major recommendations address linkages with K-12 schools, student support, instructional programs, and accountability. The success agenda provides a road map to improve the way our colleges help students identify and achieve their educational goals. This forum will present the story of how the nation’s largest system of higher education embarked on this ambitious reform path and has managed to accomplish significant structural changes in how its colleges serve students.

Brice Harris, Chancellor, Chancellor's Office, California Community Colleges, Chancellor's Office, CA
Linda Michalowski, Vice Chancellor, Student Affairs, California Community College Chancellor's Office, CA
Sonia Ortiz-Mercado, Dean, Matriculation and Early Assessment, Student Services and Special Programs, California Community Colleges, Chancellor's Office, CA
Patrick Perry, Vice Chancellor, Technology, Research, and Information Systems, California Community Colleges Chancellor's Office, CA
9:15 AM - 10:15 AM
Moscone Center West
2001

Coalition of Affiliated Councils Roundtable
Track 5: Collaborating for Progress (philanthropy, government, private sector)

As a member of your campus executive team, you face daily challenges and, more importantly, you seek solutions. The 30 affiliated councils of AACC have the solutions you are looking for. Join us for a fast-paced tour de force interaction with our content and functional experts. Learn what the councils can provide regarding expertise and networking. We will have three 20-minute sessions, allowing you to connect with more than one council and get the information you seek.

10:30 AM - 11:30 AM
Moscone Center West
3000

Closing the Gap: Innovatively Positioning the 21st-Century Campus Towards the Workplace
Track 1: Advancing the Completion Agenda

College campuses have rightly invested in technology, infrastructure, access, and student success during the past decade. It’s time that the full potential of those investments be leveraged toward helping institutions operate more efficiently, but more importantly to enable innovative educators to provide students with the necessary education and skills to succeed in the workforce. The question is no longer at the level of how to connect technology, but how to leverage technology to connect students to jobs. Presenters will share how they are innovatively addressing the career alignment issue through the Educational and Career Positioning System and the White House Open Data Initiative.

Rob Abel, CEO, IMS Global Learning Consortium, FL
Shah Ardalan, President, Lone Star College-University Park, TX
Richard Carpenter, Chancellor, Lone Star College System, TX
Deb Derr, President, North Iowa Area Community College, IA

10:30 AM - 11:30 AM
Moscone Center West
2018

A Focus on Learning to Foster Completion
Track 1: Advancing the Completion Agenda

Some have suggested that the current national focus on completion shifts attention away from student learning. Not so, asserts the National Council of Instructional Administrators. The concepts of learning and completion...
are complementary and must be balanced in order to achieve the ends we desire. Four CAOs will each describe a specific initiative in place at their respective colleges that is designed to increase student completion by increasing learning.

Amy Fugate, Vice President for Academic Affairs, Mott Community College, MI
William Mullaney, Dean of Arts and Sciences, Chandler-Gilbert Community College, AZ
Kris Young, Vice President, Academic Services, Parkland College, IL

10:30 AM - 11:30 AM
Moscone Center West
3003

Who Owns Student Success? A Case for Institution-wide Engagement
Track 6: Incentivizing Institutional and Student Success

Sure, developmental education needs and success rates are dismal. But before we blame poorly-prepared students, let’s take a look at the lack of institution-wide commitment to ensure students enter and pass critical gateway courses. This forum will highlight a research-based partnership between ETS and Chicago Community College Consortium. We will detail the importance of effective course placement and acceleration decisions based on our ongoing research project that combines evaluation of a student’s psychosocial and academic skills. At the same time we will discuss the importance of faculty monitoring of class behavior and performance, and advising and support services that offer course-related and embedded supplemental interventions. Come discover how your institutional leadership can promote collaboration and coordination across multiple stakeholder groups using evidentiary-based assessment and course intervention strategies.

Patricia C. Donohue, President, Mercer County Community College, NJ
Kevin Li, Dean of Instruction, Wilbur Wright Community College, IL
Steven B. Robbins, Managing Principal Research Scientist, Research and Development, Educational Testing Service (ETS), NJ
Perspectives on the Search, Selection, and Retention of Faculty
Track 8: Meeting the Leadership Challenge

Opportunities to hire full-time faculty have become rare, and the process requires a significant investment of an institution's resources. However, faculty are central to effective campus governance, pedagogical innovation, and assessment of student learning. It is critical to identify, appoint, and retain faculty who will best serve the mission of a department and college, as well as student needs. "Fit" is an important consideration in the hiring process, and successful integration of new colleagues into our campus communities is vital to their successful tenure, the institution's well-being, and the spirit of collegiality among faculty. Generational differences or cultural or regional experiences can shape perspectives and expectations for success in academia, posing more challenges for the search committee and applicants.

This panel will explore perspectives on the search, selection, and retention of faculty, touching on administrative decisions: qualifications/credentials to meet needs, outreach, composition of the search committee/timeline; evaluation of applications; the interview process/format; orientation; mentoring; faculty development activities; performance appraisals and constructive guidance; and signs forecasting successful integration into the campus community.

Diane Call, President, Queensborough Community College, NY
Jonas Falik, Chairperson, Business, Queensborough Community College/CUNY,
Liza Larios, Dean, Human Resources and Labor Relations, Queensborough Community College/CUNY,
Karen Steele, Vice President, Academic Affairs, Queensborough Community College/CUNY,

Excellence Without Excuse or Exception: Brothers Passing the Promise Forward
Track 3: Closing the Skills Gap

The Student African American Brotherhood (SAAB) is at the forefront of engaging Black and Latino men and boys in their own academic and social success and that of their peers. Through more than 250 student-led chapters at the middle schools, high schools, and colleges, some 7,500 SAAB participants have created a culture of peer support by pledging to improve themselves and promote a spirit of caring by mentoring others. SAAB members operate on the principles of accountability, proactive leadership, self-discipline and intellectual development. This session will seek to promote and spotlight a select few students and their advisors (along with their respective college president) at the community college level. The evidence to date suggests SAAB is making a significant difference in the lives of the students involved. Over the past decade, 86% of SAAB (B2B) participants have graduated college, well above the national average for Black and Latino men.

Phil Davis, President, Minneapolis Community and Technical College, MN
Jon Hershey, Chair/SAAB Coordinator, Georgia Highlands College, GA
Jesse Mason, SAAB Coordinator/Psychology, Minneapolis Community and Technical College, MN

Updated 2/12/2013
10:30 AM - 11:30 AM
Moscone Center West
2024

Transforming Health Career Educational Pathways
Track 1: Advancing the Completion Agenda

Through this interactive panel presentation and discussion, presenters will engage participants in exploration of eight strategies for creating and improving health career pathways being undertaken as part of the national DOL funded Health Professions Pathways (H2P) Consortium. Strategies to be explored include contextualized developmental education, development and implementation of health care core curriculum, credit for prior learning, collaborative workforce forecasting, stackable credentials, and much more.

Marianne Krismer, Executive Director, H2P, OH
Stacey Ocander, Dean, Health and Public Services, Metropolitan Community College, NE

10:30 AM - 11:30 AM
Moscone Center West
2001

Women at the Helm Defining Work-Life Balance
Track 8: Meeting the Leadership Challenge

Despite the increasing number of women tapped to lead community colleges in recent years, statistics bear that female presidents are still an elite group in a male-dominated arena. Those powerful women are often the first mothers, daughters, wives and partners to be selected as top executives at their campuses. This momentous achievement often leads to unparalleled scrutiny about how they face challenging jobs with family commitments. Society still expects women to care for the home and family. Women can choose to lead as long as the home does not suffer. Women CEOs are challenged to shatter the myth of the idealized work-home balance and create work-home decisions that develop harmony in their lives.

Dawn DeWolf, Division Dean, Adult Basic and Secondary Education, Lane Community College AAWCC, OR
Kathi Hiyane-Brown, President, Whatcom Community College, WA
Christine Johnson, Chancellor, Community Colleges of Spokane, WA
DeRionne P. Pollard, President, Montgomery College, MD
Mary F. T. Spilde, President, Lane Community College, OR
Beverly Walker-Griffea, Senior Vice President for Student Services, Montgomery College, MD
Completion-Focused Practice and Policy: How North Carolina Matches Them Up Through Completion by Design
Track 1: Advancing the Completion Agenda

Completion by Design-North Carolina is nearing the end of its first year of implementation. Throughout the planning and implementation process, the colleges worked closely with the North Carolina Community College System Office to develop a set of 10 policy levers that are critical to the implementation and scaling of their CBD model pathway. In this session, you will hear Scott Ralls and Randy Parker discuss the importance of policy enhancements to support CBD at the state and college levels. Sharon Morrissey and Ed Bowling will then discuss three critical policy changes—what they are, how they were identified, and how they are being implemented. Session attendees may then discuss ways to combine policy and practice in their states.

Ed Bowling, Managing Partner Director, Completion by Design, Guilford Technical Community College, NC
Sharon Morrissey, Senior Vice President for Academic & Student Services and Chief Academic Officer, North Carolina Community College System, NC
Randy Parker, President, Guilford Technical Community College, NC
Scott Ralls, President, North Carolina Community College System, NC

Developing a Successful Community College Honors Program
Track 6: Incentivizing Institutional and Student Success

Do your students think that honors programs are just for universities? Well think again! This session introduces participants to a successful model for creating a community college honors program. Such a program enables honors students to engage in enriched and challenging projects to earn honors course credit and graduate with honors designation. This forum includes strategies for creating an honors review committee, establishing eligibility criteria, and developing honor course/contract guidelines. Additionally, participants will learn how to attract faculty and student participation, continuously evaluate and improve the program, and implement a model for articulating honors credit for transfer to 4-year colleges.

Thomas Brooks, Vice President for Instruction and Student Services, Southwestern Community College, NC
Cheryl Contino-Conner, Director of Student Support Services, Southwestern Community College, NC
Don Tomas, President, Southwestern Community College, NC
Global Corporate College: The New Role for Community Colleges in Contract Training  
Track 3: Closing the Skills Gap

Global Corporate College (GCC) is a consortium of approximately 50 community colleges whose goal is to close the employee talent gap by supporting the training and education needs of U.S. companies regionally, nationally, and internationally. Attendees will learn about the importance of CEO involvement in using their contacts to recruit prospects for contract training. By linking the resources of community colleges across the country, GCC is able to use local relationships to develop training opportunities with national and international footprints.

Rich Haney, Vice President for Educational Affairs, College of Lake County, IL  
Pamela Transue, President, President's Office, Tacoma Community College, WA

Support Services and Systems: Innovative Ways to Reboot Your Campus  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

For many students, the road to completion and job attainment can be full of twists and turns. Luckily, there are ways that colleges can align limited resources to get these students to the finish line. Learn about the models and successes of a wide range of innovative partnerships between community colleges, local and federal government agencies, and non-profit organizations looking to pave the way for community college students.

Mary Beth Lakin, Director, College and University Partnerships, Center for Lifelong Learning, American Council on Education, DC  
Kathryn Jo Mannes, Senior Vice President of Workforce and Economic Development, Center for Workforce and Economic Development, American Association of Community Colleges, DC  
Jean Petty, Project Director, Benefits Access for College Completion, American Association of Community Colleges, AZ
A Theory of Change for State Policy as We Reimagine the Community College
Track 1: Advancing the Completion Agenda

Jobs for the Future’s (JFF) Postsecondary State Policy Team has been working with community college state systems and associations for almost a decade on large-scale reforms to advance the completion agenda at scale. Informed by the latest research and our experience working with states and national initiatives, the JFF team has sharpened its thinking into a theory on how state-level action can best support colleges as they seek to dramatically improve student success by building completion pathways.

Michael Collins, Associate Vice President, Jobs for the Future, MA
Lara Couturier, Program Director, Jobs for the Future, MA
Gretchen Schmidt, Program Director, Jobs for the Future, MA

Campus Internationalization: Promoting Global Competence for Both International and Domestic Students
Track 4: Reinventing the Community College Model

Like many community colleges, Shoreline Community College (SCC) is experiencing significant increases in enrollment from abroad. Campus internationalization is our way of creating an environment that provides learning opportunities that serve as part of a strategy for attracting and retaining domestic and international students. Students engage a rigorous academic program that equips them with the tools for success in and outside the formal labor market. They have opportunities to gain a deeper understanding of cultural issues in contexts other than their own, and feel confident when engaging in matters of global significance. At the same time it helps the local community see SCC as a vibrant place where it can learn more about the evolving world and engage in meaningful conversations with faculty, other experts, and one another. It rests on four pillars: an internationalized curriculum, meaningful interactions between domestic and international students, globally competent employees, and global engagement programs that encourage collaboration with local, national, and international communities to develop partnerships and learning opportunities.

Robert Francis, Dean, Social Science/Library, Shoreline Community College, WA
James Jansen, Vice President of Academic and Student Affairs, Shoreline Community College, WA
Mari Kosin, Director, International Education, Shoreline Community College, WA
Diana Sampson, Executive Director, International Education, Shoreline Community College, WA
10:30 AM - 11:30 AM  
Moscone Center West  
3001

Fundraising Questions? We’ll Answer Them: CRD Talks Community College Resource Development  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

The Council for Resource Development hosts an open forum to field your queries on any topic related to fundraising, grant development/management, alumni development, board development, gala events, social media in fundraising, and more. If we don’t have an answer, we’ll find it and send it to you!

O. Morton Congleton, Vice President of College Development, Wake Technical Community College, NC  
Shelly Conner, Director, Grants and External Funding, State Center Community College District, CA  
Marsha Drennon, President, State Fair Community College, MO  
John Rainone, Dean of Institutional Advancement, York County Community College, ME  
Lisa Skari, Vice President for Institutional Advancement, Highline Community College, WA

10:30 AM - 11:30 AM  
Moscone Center West  
2009

AANAPISI: Addressing the Needs of Asian Pacific Islander American Students  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Defying the model minority myth stereotype, significant numbers of Asian Pacific Islander Americans enter community colleges unprepared for college-level work and at risk of not graduating and transferring. Through Congressional action, grants were awarded beginning in 2008 to colleges and universities to address the educational needs of Asian Pacific Islander students. Hundreds of community colleges qualify for AANAPISI grant funding from the U.S. Department of Education, but don’t know it. This session will review the focus of the grant and best practices that are being developed to address the unique needs of the diverse and underserved Asian Pacific Islander American community college student population.

Loretta Adrian, President, Coastline College, CA  
Brian Murphy, President, DeAnza College, CA  
Rosie Rimando, Vice President, Student Services, AANAPISI Grant Program, South Seattle Community College, WA  
Minh-hoa Ta, Dean, City College of San Francisco - Chinatown Center, CA  
Audrey Yamagata-Noji, Vice President, Student Services, Student Services, Mt. San Antonio College, CA
Bridging to Excellence: Reimagining Distance Learning in Baccalaureate Completion
Track 4: Reinventing the Community College Model

Innovation has always been the hallmark of the community college. These institutions are being challenged as never before to help more students complete associate degrees and to help associate degree graduates understand how to succeed at the baccalaureate level. Join distance learning professionals to explore innovative models for baccalaureate degree completion through distance learning models.

Lisa LaVigna, Executive Director of Outreach & Access, Enrollment Management, Excelsior College, NY
Jimmy Middleton, Dean, Walden University, MD
Lisa Romano, Associate Vice President, University of Maryland University College, MD
Bob Rustad, Director of Partnership Programs, Western Governors University, MI

It’s All About Prevention! Brookhaven College’s CARE Team: How it Operates and Why our Faculty are Excited About it
Track 6: Incentivizing Institutional and Student Success

Brookhaven College created a CARE Team to promote a culture of reporting behaviors of concern. An unexpected but exciting result of the CARE Team has been the relief expressed by faculty. Many had expressed confusion about what to do with students in mental distress or with students who disrupt the learning process. In this session, the presenters will discuss the initiatives that led to the creation of the Brookhaven College CARE Team, the pathway to violence our students can take, the purpose and benefits of a CARE Team, the operational procedures of a CARE Team, success stories, and marketing strategies.

Oscar Lopez, Vice President of Enrollment Management and Student Services, Brookhaven College, TX
Beverly Neu Menassa, Assistant Dean, Student Support Services, Brookhaven College, TX
Connecting Strategic Conversations to Planning Outcomes
Track 7: Promoting Accountability

Explore how two multi-college districts utilized the process for strategic conversation with unique outcomes to include the traditional discussion of a single strategic policy issue and adapting the process to demonstrate planning outcomes that are linked to multiple planning initiatives.

Learn how the board of trustees linked a strategic conversation to their visioning process in casting their vision for the future of the district. In this adaptation of a traditional process, the board of trustees invited all constituent groups to engage in an informal, but structured dialogue about the themes that emerged from their visioning in the strategic conversation.

While one district documented and shared the dialogue from their strategic conversation with internal stakeholders, another district linked the strategic conversation to the district’s traditional Charrette. The Charrette was shaped from themes identified in the strategic conversation and created an opportunity for internal and external stakeholders to provide input into the development of the district's 2012–2016 Strategic Plan.

Deborah G. Blue, Chancellor, State Center Community College District, CA
Ned Doffoney, Chancellor, North Orange City Community College District, CA
Donna Miller, Trustee, North Orange City Community College District, CA
Dorothy "Dottie" Smith, Trustee, State Center Community College District, CA
Using Open Educational Resources to Expand Access and Support Innovation
Track 4: Reinventing the Community College Model

Discover how community colleges are empowering faculty to create, locate, and adapt high-quality, accessible Open Educational Resources (OER) to expand student access and improve student outcomes. College of the Canyons is creating, collecting, and arranging OER by subject area, into "playlists" that provide faculty and students with a rich choice of flexible content. Paradise Valley and Scottsdale Community Colleges are sharing resources and strategies to provide multiple sections of high-enrollment math courses using OER. Northern Virginia Community College is introducing an all-OER option for its general studies program. Hartnell College faculty are authoring open textbooks to replace expensive commercial texts. Finally, hear from the Community College Consortium for OER (CCCOER) at the Open Courseware Consortium and learn how your institution can participate in the open education movement.

William Preston Davis, Director of Instructional Services, Northern Virginia Community College, VA
James Glapa-Grossklag, Dean of Educational Technology, Learning Resources, and Distance Learning, College of the Canyons, CA
Paul Golisch, Dean, Information Technology, Paradise Valley Community College, AZ
Lisa Storm, Professor, Administration of Justice, Hartnell College, CA

Come Together: Bringing Thematic Unity to Multiple Campus Initiatives
Track 4: Reinventing the Community College Model

Strategic planning, re-accreditation, the Quality Enhancement Plan (QEP), Achieving the Dream, new capital projects, building renovations and restorations after a tornado—how do you make these disparate elements come together in a comprehensive, manageable model that leads to innovation and accountability? Come to this session and see how two-time Aspen nominee Wallace State Community College is focusing efforts and resources to do just this. Since becoming an Achieving the Dream 2012 cohort member and developing topics for the QEP in preparation for reaffirmation in 2014, the college undertook a 6-month series of collaborative meetings leading to the finalization of a simple but comprehensive 5-year strategic plan. This plan reflects the confluence of a multiplicity of objectives built around one foundational idea: listening!

Ladonna Allen, Accreditation Liaison, Accreditation and Planning, Wallace State Community College, AL
Johnny McMoy, College Dean, Senior Leadership, Wallace State Community College, AL
Reclaiming the American Dream: Opportunity Nation and Community Colleges
Track 4: Reinventing the Community College Model

Opportunity Nation will host an interactive forum on the importance of collaboration in providing multiple pathways to school and work for 16–24 year olds. Opportunity Nation is a national movement to rebuild the ladder of economic mobility in America. The bipartisan, cross-sector campaign has assembled a coalition of more than 250 partner organizations, representing 100 million Americans, which is dedicated to repairing every broken rung of the ladder. Building off of the Opportunity Nation Shared Plan and the AACC’s 21st-Century Commission report, this forum will focus on the important role that community colleges can play in closing the skills gap when they collaborate with other public and private institutions in their regions. A cross-sector panel consisting of community college, business, nonprofit, and philanthropic leaders of the Opportunity Nation campaign will discuss their innovative and collaborative approaches to connecting young adults to school and work.

Rob Denson, President, Des Moines Area Community College, IA

The New Mathways Project in Texas: A Progress Report on Redesign at Scale
Track 5: Collaborating for Progress (philanthropy, government, private sector)

The Texas Association of Community Colleges and the Charles A. Dana Center have joined in a long-term partnership to implement statewide reform of developmental and gateway mathematics courses and course sequences. We will discuss the model for scaling, alignment with related K–12 and higher education reforms, and implementation from the perspective of a college president. We will focus on our zone of wishful thinking and how we are wrestling with the challenges of managing change.

Martha Ellis, Associate Vice Chancellor Community College Partnerships, University of Texas System and Former President at Lee College, TX
Richard Rhodes, President, Austin Community College, TX
Uri Triesman, Professor of Mathematics and Public Affairs; Director, Charles A. Dana Center, The University of Texas at Austin, TX
Innovation Theatre: Reinventing College Outreach: The Social Media 24/7 Approach
Track 4: Reinventing the Community College Model

Does your college have dropped calls on the information line because the wait for answers is too long? Do you only have a part-time recruiter? Where are your students getting their information, and more importantly, is that information accurate? Learn how social media, online chat sessions, and a dedicated e-mail address can help solve all these problems as well as manage your students' expectations when they walk through the door on the first day of class.

Brian Waddle, Public Relations Director, Coleman College for Health Science, Houston Community College, TX
Betty Young, President, Coleman College for Health Science, Houston Community College, TX

Lightning Round: The Skills Gap: Real or Myth?
Track 3: Closing the Skills Gap

Is the purported national skills gap just media hype? Numerous national reports have indicated that employers are struggling to find qualified candidates during a time of high unemployment. However, community college professionals in North Carolina disagree with reports of a skills gap in their local service regions. To quantify whether or not a skills gap exists in North Carolina, a study of live labor market data and community college programs was conducted. Join us as we discuss the results in an attempt to debunk the skills gap myth.

Anne Davis, Graduate Student & Lead Researcher, Public Administration, University of North Carolina Chapel Hill, NC
Matthew Meyer, Associate Vice President, STEM Innovations, NC Community College System, NC
Lightning Round: The Student Experience in Developmental Education
Track 2: Improving College Readiness

How do urban community college students understand their experience in developmental education? Research from the student perspective explores motivation; developmental placement and courses; the impact of faculty, students, and family; and contextual factors. Recommendations focus on the placement test, course offerings, student supports, and policy changes.

Julie J. Johnson, Deputy CEO, University of the District of Columbia Community College, DC

Lightning Round: Matching Open Courseware Courses With Assessments Toward a Path for an Affordable Higher Education
Track 7: Promoting Accountability

Excelsior College had a strategy and solution for students who are striving to attain a higher education but can't afford to follow their dreams. Our Credit by Exam program lets students take an assessment to earn credit. We take it one step further by matching our exams to courses being offered for free online but do not lead toward credit or count toward any degree program. What you know is more important than where or how you learned it, and our Credit by Exam and Assessment Based Degree programs allow students to follow their dream toward an affordable higher education.

Mark W. Michalisin, Executive Director of Business Development, Center for Educational Measurement, Excelsior College, NY
Lightning Round: Productive Persistence: What It Is and How Colleges Can Increase It
Track 1: Advancing the Completion Agenda

One of the most promising new ideas for promoting community college student success involves the use of psychological strategies to improve students’ “non-cognitives”—that is, motivation, engagement, and persistence. We in the Carnegie Foundation Pathways call these ideas “Productive Persistence,” or the tenacity to persist and the strategies to make that persistence useful for skill acquisition. In this forum, two presenters—one psychological expert and one experienced community college faculty member—will explain what productive persistence is and the sometimes non-obvious causes of it in community college classrooms; present evidence from experimental studies showing it can be increased in community college classrooms; and demonstrate a way for colleges to measure and track their improvement in productive persistence interventions.

Jane Muhich, Director, Carnegie Foundation for the Advancement of Teaching, CA
David Yeager, Assistant Professor, Psychology, The University of Texas at Austin, TX

Lightning Round: Supporting Male Students of Color in the Community College
Track 1: Advancing the Completion Agenda

In the past 7 years, there has been a rapid increase in programming and efforts designed to improve the success of minority male students in the community college. To support the efforts of such programming, the presenters have engaged in extensive research on college men and masculinities as well as minority male students in the community college. This presentation presents findings from this research to shed light on opportunities to better serve male students of color. In particular, we highlight recommendations for policy and practice that can be gleaned from this research.

Frank Harris III, Associate Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University, CA
J. Luke Wood, Assistant Professor, Administration, Rehabilitation, and Postsecondary Education, San Diego State University, CA
Lightning Round: Balancing Passion and Practicality: The Role of Debt and Major on Students’ Financial Outcomes
Track 3: Closing the Skills Gap

As the cost of education continues to rise, more college students across the U.S. begin their postsecondary education by signing a contract to repay an ever-increasing amount of student loan debt. Conventional wisdom maintains that borrowing for college is an investment in the future that should be deemed “good debt.” Data confirm that income typically increases as level of education increases.

How many students who are currently relying on student loans to finance their education will earn the income required to repay their debt successfully? This question prompted the writing of *Balancing Passion and Practicality: The Role of Debt and Major on Students’ Financial Outcomes*, a new report that examines debt-to-income ratios for various majors and occupations and assesses the financial boost a student gets from acquiring a higher degree. With the proper tools and counseling, students can balance their academic passions with practical considerations of the return on their particular higher education investments.

Micki Neal, Research Analyst, Research and Analytical Services, TG, TX

Lightning Round: Fulbright: A Global Partner for Community Colleges
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Fulbright is a unique opportunity to teach, to share, and to learn in an international environment and return to your home campus refreshed and ready to share your experiences with your colleagues, administrators, and students. More than 310,000 individuals have been Fulbrighters, but not enough have been representatives of America's talented and motivated community college leaders. This presentation is an excellent opportunity to learn about how to join the Fulbright family.

E. Ann McGee, President, Seminole State College of Florida, FL
Andy Riess, Assistant Director for Outreach, Council for the International Exchange of Scholars, DC
Lightning Round: I'm Not Authoritarian, Am I?
Track 8: Meeting the Leadership Challenge

In a recent *Chronicle of Higher Education* column, Rob Jenkins strongly criticized authoritarian cultures at community colleges, saying they are typified by "small groups of sycophants who place themselves in orbit around the leader, jockeying for position and seeking to consolidate their own power through flattery and zealous support of the official agenda." Isn't the other side of this spectrum pulling together like-minded professionals to achieve institutional objectives? Jenkins' article was followed by seven pages of comments mostly in agreement that community college leadership is appropriately labeled corrupt, hostile, fiefdom-building, dictatorial, dysfunctional, and authoritarian. How do leaders become labeled with these negative descriptors? This Lightning Round will be a discussion of relationships between leaders and other individuals that might result in a campus-wide reputation of authoritarianism.

Kristin Wilson, Chief Academic Officer, Academic Affairs, Hopkinsville Community College, KY

Lightning Round: Exploring Community College Students' Experiences with other Undergraduates, Graduates, and Faculty in an Undergraduate Research Program
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Community college students who participated in a 10-week biomedical engineering research program at a 4-year college had the opportunity to interact with other undergraduate students, graduate students, and faculty members in the STEM fields. This study explores the influential experiences the community colleges had with those involved in the program. The community college students were found to have distinct patterns of experiences with each group that related to academic and career planning, building relationships and networking, gaining and applying new knowledge, and increased personal awareness and development. Findings indicate that building collaborations between community colleges and 4-year colleges will motivate and prepare more undergraduates to successfully pursue degrees and careers in the STEM fields.

Eric Brey, Associate Professor, Biomedical Engineering, Illinois Institute of Technology, IL
Micheal Davis, Associate Vice Chancellor for STEM, Math and Science Education Department, City Colleges of Chicago, IL
Fred Doe, Graduate Research Assistant and PhD student, Biomedical Engineering, Illinois Institute of Technology, IL
Megan Faurot, Graduate Research Assistant and PhD student, Math and Science Education Department, Illinois Institute of Technology, IL
Elana R. Jacobs, Graduate Research Assistant and PhD student, Math and Science Education Department, Illinois Institute of Technology, IL
Norman G. Lederman, Professor and Chair, Math and Science Education Department, Illinois Institute of Technology, IL

Updated 2/12/2013
Lightning Round: Public Perception and Reality of CEOs’ Compensation  
Track 8: Meeting the Leadership Challenge

This session will discuss the implication of media attention on CEO Compensation and its comparison to AACC’s *CEO Compensation and Benefits: 2012 Findings*.

Rahel Tekle, Research Associate, American Association of Community Colleges, DC

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Poster 11: Implementing Service Learning: A How-To Guide for Faculty  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

We will give step-by-step instructions of how community college faculty members can begin to implement service learning in their classes. The benefits of service learning will be discussed; the presenters will discuss some of the problems they have encountered as well. The presenters will explain how service learning can be utilized in both basic skills classes and transfer-level classes.

Bridget Christensen, Professor, Sociology, Southeast Community College, NE  
Elizabeth K. Rodacker, Associate Professor, ESL, Bakersfield College, CA

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Poster 4: Advancing Black Male College Completion: A Thematic Perspective from One College's TRIO Program Participants  
Track 1: Advancing the Completion Agenda

Of all races, the college achievement gap is largest between Black males and their female counterparts. Compared to Black males, Black females earn twice as many degrees and certificates at all levels. The poster session will review the results of a research study conducted by the presenter, which explored factors that Black male TRIO Student Support Services Program participants attributed to their decision to drop out of college. The poster will present program ideas that will advance the completion agenda through specialized intervention services and minority male-focused programs like learning cohorts, supplemental instruction, and student leadership activities.

LaTonya Jones, Advisor, Student Support Services Program, Houston Community College, TX
Poster 5: Decreasing Student Health Risk to Increase Student Success
Track 1: Advancing the Completion Agenda

Good health is associated with academic success. But how can community colleges provide student health programming and services to a commuter student body on a limited budget? We created a Web-based health risk reduction program, funded by the National Institutes of Health (NIH). The program aims to increase student success by addressing three main areas: (1) high risk behaviors associated with alcohol and drug use, (2) managing stress/work-life balance, and (3) social support through engagement with staff, faculty, and students. We report the results of a randomized controlled trial to test whether the program is effective.

Poster 12: AMS Partnerships to Raise Scientific Literacy
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Don’t let tough economic times block your bridge to excellence. Help is out there; you just have to know which way to look. Let us help you implement geoscience courses that students actually want to take and that better prepare them for the challenges they will face. Through dynamic partnerships, the American Meteorological Society has worked with hundreds of institutions, including many MSIs, to expand or enhance their geoscience course offerings. We package complete courses which means less work for you!

Poster 2: Collaborating for Freshman Success at Norwalk Community College
Track 2: Improving College Readiness

Assisting underprepared, first-generation, first-year, community college students takes a college-wide approach. Over the last two years, Norwalk Community College, a diverse Hispanic-serving institution in Connecticut, has implemented a number of initiatives that bring together departments from across the campus. Partnerships have been developed between student services, academic affairs, freshman courses, and student organizations focusing on helping new students transition to college. Initiatives in mentoring, advising, academic planning, extended orientations, and in-class projects have worked to create a comprehensive approach to freshman success.
Poster 6: Student Engagement: The Key to Completion
Track 1: Advancing the Completion Agenda

Students don't fail to complete because their course work is too hard. Students don't complete because they don't make a connection with the institution and its services. By analyzing two years of data from SENSE (Survey of Entering Student Engagement), Student Services at Wake Tech, a Completion by Design college, has implemented strategies intended to bridge the gaps that keep many of our students from experiencing success.

Rita Jerman, Senior Vice President for Student Services, Wake Technical Community College, NC
John Saparilas, Associate Vice President, Student Services, Wake Technical Community College, NC

Poster 7: International Student Retention—The Gaps in College Retention Models
Track 1: Advancing the Completion Agenda

The international student represents a growing recruitment focus, yet recruiting the student is only part of the process. The international student has a unique set of challenges for success. The poster will provide new insights into why traditional solutions utilized to increase retention do not resolve the unique international student issues delaying graduation: personal, financial, academic, and political. The poster will demonstrate

1. Factors negatively impacting success: integration and engagement, DHS compliance, cultural expectations, institutional system disconnects.
2. Design Solutions: Collaboration between faculty, counselors, students; counselor training; cross cultural and ESL communication; celebrating diversity; implementing early warning systems.

Parvin Behroozi Bagherpour, Associate Vice Chancellor, Office of International Student Services and Study Abroad, Houston Community College, TX
Arthur Tyler, Deputy Chancellor & Chief Operating Officer, Houston Community College System, TX
Poster 8: Sending Our College’s Message to Students: “Embrace Responsibility, Achieve Success”
Track 1: Advancing the Completion Agenda

How can your community college infuse a culture of self-responsibility into all parts of its campus to empower students to become the creators of their success? Through an institutional approach, A-B Tech Community College involves college recruiters, front-line staff, the marketing department, campus staff members, and its faculty and advisors in getting students on course to academic success, heightened employability, and credential completion. Reimagining the bridges to greater college success led this North Carolina community college to rethink the message it sends to students through its advising and registration practices, new student orientation, course syllabi and its first-year experience courses. The college now speaks with one voice about personal responsibility as being key to college completion. Campus posters, flyers, and videos urge students to make wise choices at every fork in the road, from orientation to graduation. Sample promotional materials will be available at the poster session!

Sue Heath Olesiuk, Dean, Academic Success, Asheville-Buncombe Technical Community College, NC

Poster 3: An Adaptive Quest for Academic Success: Culturally Responsive Approaches for the African American Male
Track 3: Closing the Skills Gap

Implementing strategies that produce substantial improvement in the persistence and completion outcomes of the African American male population can be complex. To achieve desired outcomes for closing the achievement gap, a specialized approach was designed to include a pre-college orientation and academic success course for African American males. Offering a course that addresses the specific needs of African American men while also identifying the underlying causes for their behaviors is a primary focus. For African American men, adding relevant content intended to engage requires utilizing a student’s culture as a vehicle for learning.

John Banks, Academic Coach, Career Development and Counseling Services, The Community College of Baltimore County, MD
Mark D. Williams, Director, Career Development and Counseling Services, The Community College of Baltimore County, MD
Poster 14: Concerns, Barriers, and Requisite Leadership Development Practices for Future Community College Leaders
Track 8: Meeting the Leadership Challenge

Who are community colleges’ future leaders? It is well documented that there is a community college leadership shortage due to pending retirements of senior-level leaders. Past practice indicates that those in gateway positions should be considered as potential candidates for these positions but concerns have been raised on whether these administrators and faculty leaders are interested in applying for these positions and if they are developing the requisite leadership skills and competencies necessary for these senior-level positions. The findings from a multisite case study provide insight into the preparatory leadership development activities, the concerns raised by those in gateway positions for pursuing community college senior-level leadership positions, and strategies for addressing these areas.

Poster 13: A University/Community Collaboration to Evaluate Three Community Leadership Development Programs
Track 5: Collaborating for Progress (philanthropy, government, private sector)

This poster will display the process outcomes and lessons learned for a university/community research project to evaluate three community leadership development programs in two different states. The conceptual framework, evaluation model, samples of data collected, the process for the evaluation, and lessons learned will be shared.

Kurt Schoch, Specialization Coordinator, Richard W. Riley College of Education and Leadership, Walden University, IN
Poster 9: The Role of Disabilities Services in Student Success
Track 1: Advancing the Completion Agenda

Disabilities among community college students may be underreported in most colleges, particularly among older students who may not have had the benefit of attending secondary school in the post-IDEA era. Students may not be aware of certain "hidden disabilities," which may include learning disabilities, emotional, or psychiatric conditions, or may not be aware of how to report them in order to access supports and accommodations. The link between these disabilities and student success is not well known. This poster session will highlight findings from recent Heldrich Center research on processes within colleges to identify and support students with disabilities, and the implications for student success.

Maria Heidkamp, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ
Michelle Van Noy, Senior Project Manager, John J. Heldrich Center for Workforce Development, Rutgers University, NJ

Poster 1: Fast Pass to the First Day of Class
Track 2: Improving College Readiness

Have students ready to learn on the first day of class, instead of in line trying to correct pending issues. The Fast Pass to the First Day of Class is a collaborative effort from the Division of Student Affairs at South Texas College that works to help students understand the admission, financial aid, and payment process. Representatives from the Office of Admissions, Student Financial Services, and the Cashiers Office take the lead in providing status updates to the student in a One-Stop Shop environment. Students receive first day of class success tips, and are introduced to the student portal to ensure their access.

Judy A. Anzaldua, Financial Aid Outreach Specialist, Student Financial Services, South Texas College, TX
Lazaro Barroso, Coordinator of College Access, Student Outreach Center, South Texas College, TX
93rd AACC Annual Convention –April 20-23, 2013

11:45 AM - 12:45 PM
Moscone Center West
Poster 10 (Exhibit Hall)

Poster 10: Play. Engage. Transform!
Track 1: Advancing the Completion Agenda

Serious about completion? Play games! South Texas College has developed several fun and informative games and activities which have been used to engage faculty, staff, and students in meaningful discussions about completion. The activities help participants to both identify and understand the factors that can promote or derail a student’s completion efforts. In the Completion Challenge board game, participants succeed in reaching the finish line (graduation) by following a typical student’s college pathway. They must avoid pitfalls (example: skipping class) and seek momentum points (example: meeting with an advisor) in order to reach graduation. The Will I Graduate? game asks participants to identify themselves with the circumstances of a particular student type (college-ready vs. non-college ready, full-time student vs. part-time student, etc.) in order to create awareness of a student’s likelihood of graduating with an associate degree within a 3-year timeframe. These games have helped to create a culture of completion at South Texas College. The activities described above and more will be shared during this poster session.

Kristina M. Wilson, Sr. Institutional Effectiveness & Assessment Specialist, Institutional Effectiveness & Assessment, South Texas College, TX

11:45 AM - 12:45 PM
Moscone Center West
Poster 15 (Exhibit Hall)

Poster 15: How Can the Library Contribute to Student Success and Completion?
Track 1: Advancing the Completion Agenda

Libraries have traditionally been viewed as supporting the learning process rather than playing an active role in helping students navigate their learning and succeed to completion. Using the Loss and Momentum Framework developed by the Completion by Design initiative, this session will illustrate how libraries can play an active role in supporting students through each stage of the completion pathway by spotlighting innovative strategies utilized by the South Texas College Library.

Cody A. Gregg, Interim Dean of Library Services & Instructional Technologies, Library Services & Instructional Technologies, South Texas College, TX
In 2011, HACC was selected as the only community college participated in the iTunesU Complete Course project which included five other top universities (Duke, MIT, Stanford, Yale, and The Open University of United Kingdom). This project has a global impact on mobile learning. Each complete course was designed similar to those credit courses offered at the college. Each course includes instructor bio, catalog description, learning outcomes, table of contents, assessments and timelines for the assigned work at the users’ pace.

The complete courses are available in the form of Apps in the new iTunesU. Users from 100 countries can access, download, and/or view the courses, free using Apple’s mobile devices such as iPad, iPhones, and iPod touches.

The presenter is one of the six faculty from HACC who participated in the project. Chow has developed and uploaded three complete courses – College Algebra, Applied Calculus, and Differential Equations. She will share ideas of how to develop complete courses and discuss applications locally and nationally with a global vision and impact.

Oiyin Pauline Chow, Department Chair and Professor of Mathematics, Mathematics and Computer Science Department, Harrisburg Area Community College, PA

Representatives of community colleges and partners participating in the Bill & Melinda Gates Foundation Community Partnerships portfolio -- Communities Learning in Partnership (CLIP) and Partnerships for Postsecondary Success (PPS) -- will gather to share perspectives on lessons learned and sustainability and scaling strategies, for efforts to boost completion rates among low-income young adults via multisector partnerships.
Common Core Standards and the Implementation Work
Track 2: Improving College Readiness

Recommendation Two of the 21st Century Commission on the Future of Community Colleges is to dramatically improve college readiness by redesigning developmental education, aligning expectations defining readiness for college-level work with enhanced expectations for high school graduation while collaborating on implementation of the Common Core State Standards, and implementing large scale, effective collaborations with K-12 districts at the leadership and faculty levels. Hear from two community college leaders who are engaged in hands-on work to implement this agenda and learn how the Common Core State Standards, and new K-12 assessments linked to the standards, are important tools in this work.

Jacqueline E. King, Director, Higher Education Collaboration, Smarter Balanced Assessment Consortium, DC
Cynthia Liston, Associate Vice President Policy Research & Special Projects, North Carolina Community College System, NC
Byron McClenney, Co-chair, 21st Century Commission Report Implementation Team on Developmental Education Re-Design and Director, Student Success Initiatives, The University of Texas at Austin, TX
Linda Michalowski, Vice Chancellor, Student Services and Special Programs Division, California Community College Chancellor's Office, CA

Spotlight Session: Leadership in the Crucible of Work: Discovering the Interior Life of an Authentic Leader

Drawing from his recently published book, Leadership in the Crucible of Work, Dr. Sandy Shugart will engage the audience in a reflection on the ways in which our work shapes and misshapes us over time, like a crucible, with the exaggerated heat, pressure, and reactivity of our stress-filled roles. There is no avoiding the crucible, which can be a place of deformation or formation, for us and these with whom we work. Where does the wisdom to engage the challenges of leadership in ways that are formative come from? Using poetry, music, and stories, Sandy will engage the audience in this most important conversation.

Sandy Shugart, President, Valencia Community College, FL
1:00 PM - 2:15 PM
Moscone Center West
3016

Spotlight Session: Voluntary Framework of Accountability: Delivering a better way to measure community colleges

The VFA is the first comprehensive national accountability system created BY and FOR community colleges. VFA provides accountability measures that encompass fully the diversity of students’ goals and educational experiences, as well as the full breadth of the community college mission. More than 60 community college leaders guided the 18-month development of the VFA resulting in the release of more appropriate measures.

Join us to see how you will be able to use the VFA and its data tool, which will be launched nationally later this year. In addition to a video demonstration and presentation of the new VFA website and tools, AACC staff will update attendees on the status of the initiative and the future of VFA.

2:00 PM - 3:00 PM
Moscone Center West
Exhibit Hall

Exhibit Hall Dedicated Time (Grand Prize Drawing)

3:15 PM - 4:15 PM
Moscone Center West
2014

Perspectives on Fiscal Resources at Community Colleges
Track 6: Incentivizing Institutional and Student Success

Higher education finance is a complex topic, given the various revenue streams and costs associated with the provision of postsecondary education. Yet, it is known that the distribution of resources does not match the distribution of students nor does it take into account the variances in student need. This session discusses the fiscal resources available to community colleges as compared to other sectors of higher education and provides perspectives on future directions for action.

Richard Kahlenberg, Senior Fellow, The Century Foundation, DC
Rita Kirshstein, Managing Director, Delta Cost Project, American Institutes for Research, DC
Christopher Mullin, Director for Policy Analysis, American Association of Community Colleges, DC
Leveraging Opportunities: Aligning College Priorities with Local Economic Development Strategies
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Leveraging campus growth with college priorities and local economic development strategies brings new partnerships, new resources, and new opportunities for teaching and learning. Community colleges need to start asking, “What can we do for you?” instead of telling the community what they can do for us. The many answers to this one question bring innovation to life through inventive collaborations, cost-sharing enterprises, and new uses for old facilities.

Eugene Giovannini, President, Gateway Community College, AZ
Janet Langley, Vice President of Organizational Effectiveness, Gateway Community College, AZ

Social Media and the Presidency: Strategies and Tactics for Effective Communications
Track 8: Meeting the Leadership Challenge

More and more university and college presidents are creating Facebook pages and Twitter accounts, authoring blogs and posting YouTube videos to become more visible and create stronger bonds with students. College presidents who make their forays into social media can serve to further personalize their institutions through online engagement and foster connection with a vast digital audience interested in the workings of an educational institution. Social media provides a viable platform on which to connect with students, colleagues, alumni, student-run publications and groups, college offices, and even prospective attendees.

Andrea Hanstein, Public Information Officer, Fullerton College, CA
Heather McDorman, Vice President of Marketing and Communications, St. Charles Community College, MO
3:15 PM - 4:15 PM  
Moscone Center West  
2006

**QUEST: The Completion Project for Minority Males in Community Colleges**  
Track 6: Incentivizing Institutional and Student Success

This session will highlight the importance of designing, developing, and delivering quality educational programs for African American males to complete the associate of arts degree within one year using a zero-dollar budget. The presenter(s) will review the different definitions of learning communities and describe why the implementation is imperative—so that graduation becomes the outcome of completion. Therefore, collaborative partnerships are essential for their development. To maximize impact on student success for African American males, it is imperative that both academic affairs and student affairs departments closely link their efforts with the institutional mission and strategic plan.

Stanford Simmons, President, Bay Ridge College, TX  
JaHon Vance, Vice President of Teaching and Learning, JV Educational, Inc., MI

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3:15 PM - 4:15 PM  
Moscone Center West  
2022

**Completion by Design: Lessons from Implementation Year One**  
Track 1: Advancing the Completion Agenda

Completion by Design is a 5-year initiative funded by the Bill & Melinda Gates Foundation to substantially increase student completion at community colleges. Now in year 2, the participating institutions have moved from the planning phase to implementation. The managing partner directors from Florida, North Carolina, and Ohio will describe the key implementation components from each of their institutions. Each director will describe the engagement strategies used to mobilize their respective institutions. They will also identify some of the key obstacles faced during the first year of implementation and how these barriers were overcome or mitigated.

Ed Bowling, Managing Partner Director, Completion by Design, Guilford Technical Community College, NC  
Kathleen Cleary, State Project Director, Completion by Design, Sinclair Community College, OH  
Rob Johnstone, Senior Research Fellow, The Research & Planning (RP) Group, CA  
Lenore Rodicio, Director, Completion By Design, Miami Dade College, FL
Engage Authentic Voices to Reinvent and Co-Create Your College’s Future
Track 4: Reinventing the Community College Model

This forum features experienced college presidents who have already reinvented their colleges and co-created their future by engaging the hearts and voices of some of the most creative and innovative minds available: their own workforce. As a result, they have faced, with courage and with heart, the pressure to be efficient, effective, creative, and productive, not just to survive. This operating paradigm enables an optimal future employing limited resources.

Terry A. Calaway, President, Johnson County Community College, KS

Partnering to Facilitate Academic Progression
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Community college nursing programs are the core of many colleges across this country. There are many issues facing the programs, but with new partnerships the programs are developing innovative approaches with universities and clinical partners. Come learn about new information and strategies to assist in keeping community college nursing programs strong and viable. Through collaboration and partnership a well-educated nursing workforce will assist in advancing the nation's health.

Donna Meyer, President, National Organization for Associate Degree Nursing & Dean, Health Sciences, Lewis & Clark Community College, IL
Jean Torgeson, Board Member, National Organization for Associate Degree Nursing, FL
We Made Them an Offer They Couldn't Refuse... But They Did: Getting Local Funding for a New Branch Campus
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Based on firsthand experience, this panel will describe how Northampton Community College in Pennsylvania managed to survive a bloody and often vicious public battle to secure more than $70 million of capital funding for an expanded branch campus. By the time college administrators and advocates were ready to request local funding, they already had a pledge of $36 million from the state. They had a plan to get local funding that did not require any new taxes. They had the public support of every county and state-level politician. The expanded branch campus was ranked by local business groups as the #1 economic priority for the county. Despite this, the college underwent a 4-year, 5-month struggle to secure the local funding match. The panel (that includes the lobbyist, two senior campus administrators, and a researcher who gathered together the case study) will tell the story and the lessons learned that speak directly to the current political environment and the strategies and perils of funding for community colleges.

Matthew Connell, Dean, NCC-Monroe, PA
Rachel Frick Cardelle, Doctoral Student, Department of Education, Penn State University, PA
Joseph M. Uliana, Lobbyist, J.M. Uliana & Assoc., PA
Helene Whitaker, Vice-President, Administrative Affairs, Northampton Community College, PA

Got "Global" in your Mission Statement?
Track 7: Promoting Accountability

How internationalized is your college? Would you know how to answer this question? If you joined the 21st century and added terms such as “globally competent” and “globally competitive” to your college’s mission statement, you best find a way. Since spring 2011, Community College for International Development members have been validating an assessment, improvement, and recognition system specifically designed for community colleges to measure, benchmark, and improve their international initiatives. Hear from two college presidents who piloted the assessment framework and integrated international into their institutional strategic plans. It’s really not as daunting as it seems.

Barbara Prindiville, President, Waukesha County Technical College, WI
Carol Stax-Brown, President, Community College for International Development, IA
Tod Treat, Vice President of Student and Academic Services, Richland College, IL
Lori Weyers, President, Administration, Northcentral Technical College, WI
Leading Change: How HCC Coleman College Reduced Attrition and Saved Money
Track 1: Advancing the Completion Agenda

The presenters will discuss how HCC Coleman College for Health Sciences is changing its traditional design of student services, instructional delivery, and resource development to create a culture of engagement and support the completion agenda while remaining good stewards of dwindling public funds. The presentation will include a video clip of the HCC Coleman New Student Convocation featuring the diversity of Coleman College, the only community college in the world’s largest Texas Medical Center. You will be introduced to a NAVIGATOR case management program and to a new on-boarding system designed to introduce new students and new employees to HCC Coleman College’s vision and culture. Other topics to be discussed include emphasis on 8-week courses, half-baked ideas, tea-time at Coleman, new roles for counselors and advisors, and mandatory orientation for first-year students with less than 12 college credit hours.

Patricia I. Ugwu, Dean of Student Development, Student Services, HCC Coleman College for Health Sciences, TX
Betty Young, President, Coleman College for Health Science, Houston Community College, TX

The Power of Statewide Collaboration in Reclaiming the American Dream
Track 1: Advancing the Completion Agenda

New Jersey's community colleges are collaborating on a statewide student success initiative that connects to and supports AACC's 21st-Century Initiative. This statewide commitment is producing tangible results that can be used in other states. Come hear about successful collaborations in developmental education reform, alignment with K–12 to improve college readiness, adjunct faculty professional development, and the redesign of gateway and general education courses — as well as the consensus-building approach that has been used to build collaborations that have moved the needle on student success in statewide ways.

Patricia Donohue, President, Mercer County Community College, NJ
Jacqueline Galbiati, Vice President of Academic Affairs and Enrollment Services, Academic Affairs and Enrollment Services, Cumberland County College, NJ
Peter Mora, President, Atlantic Cape Community College, NJ
Lawrence Nespoli, President, New Jersey Council of County Colleges, NJ
Your First, Second, and Third Presidency: New Pathways
Track 8: Meeting the Leadership Challenge

What does national data on pathways to the presidency tell us? What is it that boards are looking for? How can I best prepare for the presidency?

Our panel of speakers are experts who have been directly involved in the placement of more presidents than any other group in the country. Hear from them firsthand on what it takes to get the job and keep it.

Pamila Fisher, Chancellor Emeritus, Yosemite Community College District, CA
Rufus Glasper, Chancellor, Maricopa County Community Colleges District, AZ
Joe May, President, Louisiana Community & Technical College System, LA
Michael McCall, CEO and Founding President, Kentucky Community and Technical College System, KY
Narcisa A. Polonio, Executive Vice President, Education, Research and Board Services, Association of Community College Trustees, MD

Advanced Manufacturing: The Power of 3 Facilitate the Convergence of Education and Career Pathways
Track 5: Collaborating for Progress (philanthropy, government, private sector)

The global economic and technical workforce conditions have never been more complex. Discover several national and global workforce initiatives that our nation’s top advanced technology centers are developing with industry using the "Power of 3". Examples will include automotive, aerospace, and IT, rapid re-employment training for laid-off workers, industry certifications, and much more. The presenters will discuss how they are staying in front of, adapting to, and adopting even more advanced technology in their quest to serve industry and students — while significantly contributing to the latest workforce and economic development initiatives.

Stephen Dunnivant, Director, ATC & e-Learning, Advanced Technology Center (ATC), Gulf Coast State College, FL
Craig McAtee, Executive Director, NCATC, OH
Jim Retka, Dean, Outreach & Innovation, Workforce Development, Northland Community & Technical College, MN
Gerald Sexton, Director, Wood Products Technology, RCATT - Advanced Technology Center, Danville Community College, VA
Can Colleges Survive Current Challenges: New Leadership Needed
Track 8: Meeting the Leadership Challenge

Building on AACC’s 21st-Century Commission report, this session is for CEOs, trustees, and senior administrators who are serious about developing the skills necessary for leaders to address unrelenting issues that impact our local, national, and global educational competitiveness. Preparing future leaders is imperative to address competing demands such as increasing demands for accountability and greater transparency; declining financial support; increasing faculty development and involvement; and improving student learning, equity, success, and completion.

Gerardo de los Santos, President & CEO, League for Innovation in the Community College, AZ
Margareta B. Mathis, Vice President, Roueche Graduate Center, National American University, TX
Terry O’Banion, President Emeritus, League for Innovation in the Community College, CA
John E. Roueche, President, Roueche Graduate Center, National American University, TX
Jerry Sue Thornton, President, Cuyahoga Community College, OH

Crossing Bridges, Catching Dreams: Catch the Next Puente Partnerships
Track 2: Improving College Readiness

The forum will provide an overview of the Puente framework which more than doubles the rate of college completion for participants and the process to create a partnership between higher education institutions and the not-for-profit sector to improve college readiness among Latino and underserved students. A Power Point presentation will highlight the interdisciplinary, culturally specific nature of the program and student outcomes. The session will allow participants to ask questions to program partners and network among themselves.

Margaretha E. Bischoff, Dean, Division of Liberal Arts and Social Sciences, South Texas College, TX
Mike Flores, President, Administration, Alamo Colleges - Palo Alto College, TX
Shirley Reed, President, Administration, South Texas College, TX
John Siceloff, Chief Executive Officer, Administration, Catch the Next, Inc., NY
Julia Vergara, Director Community Colleges, Office of the President, University of California, Diversity and Engagement, UC Berkeley, CA
Community College Foundations: Trends and Best Practices
Track 4: Reinventing the Community College Model

Our team at Wilmington Trust researched over 200 community college foundations in the Northeast U.S. (Virginia to Maine) to understand the important trends, as well as best practices, related to these foundations. Total foundation assets were more than $1 billion and the top 10 foundations represented 28% of the assets. On average, the foundations raised approximately $771,823 annually and had an average investment portfolio size of $5.8 million.

Polly Binns, Executive Director, Council for Resource Development, MD
Walter J. Dillingham, Managing Director, Endowments & Foundations, Wilmington Trust, NY
John Sygielski, President, Harrisburg Area Community College, PA

Building a Regional Talent Development Network
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Community colleges are playing a key role in establishing regional talent development innovation networks to promote, attract, and sustain economic growth in a region. This session will present a proven private–public community college model. Participants will learn best practices and acquire the tools needed to implement a talent development network in their region.

Wanda F. Garza, Executive Officer, Office of Executive Officer for NAAMREI, South Texas College, TX
Keith Patridge, President/CEO, McAllen Economic Development Corporation, TX

Quantway and Statway: Successful Pathways To and Through a College-Level Math Course
Track 1: Advancing the Completion Agenda

Recent studies report that as many as 60 to 80% of students are placed into developmental mathematics, and that less than a third of these students never complete their math requirements. The Carnegie Foundation for the Advancement of Teaching has developed two new math pathways, Quantway and Statway, to address this problem and they have demonstrated promising results. These pathways accelerate student completion by...
integrating developmental and college-level content into a single year-long statistics or quantitative reasoning course. We will describe the design principles and corresponding curriculum for these pathways and share the results from the first year of implementation in 30 colleges. We will demonstrate the need to approach a mathematics pathway as a system of improvement rather than just a curriculum change. We will talk about our multi-faceted efforts to improve a system including faculty and administrators, online and in-class materials, and student and faculty support structures.

Nicole Gray, Instructor, Mathematics, Foothill College, CA
Cinnamon Hillyard, Director of Quantway, Carnegie Foundation for the Advancement of Teaching, CA
Karon Klipple, Director, Statway, Community College Program, Carnegie Foundation for the Advancement of Teaching, CA
Rachel Mudge, Mathematics Instructor, Foothill Community College, CA

3:15 PM - 4:15 PM
Moscone Center West
3004

Predictive Placement: Harnessing the Power of Alternative Assessment to Advance the Completion Agenda
Track 1: Advancing the Completion Agenda

Interested in learning how one college increased transfer-level English and math placements by more than 300%?

Long Beach City College implemented a Predictive Placement model as part of the Promise Pathways and surpassed those outcomes while also doubling the number of full-time, first-year students from LBUSD and became an exemplar of a national movement to reconsider the use of standardized assessments in community colleges.

The forum provides four perspectives on the power and promise of alternative assessment methods to avoid unneeded remedial coursework while significantly accelerating student progress and completion. A growing body of research demonstrates two key facts: standardized assessments alone fail to accurately predict student performance and remedial courses dramatically decrease students’ chances of achieving any meaningful educational outcome. Our research identifies alternative pathways for multiple measure assessment using students’ performance in high school — a superior predictor of college performance — realizing tremendous untapped potential for more accurate placement into college level courses, simultaneously removing unnecessary barriers and thereby creating a streamlined pathway to completion.

Kathy Booth, Executive Director, RP Group, CA
Eloy Oakley, Superintendent/President, Long Beach City College, CA
William E. Trueheart, CEO, Achieving the Dream, Inc., NC
Higher Education: Building Successful Partnerships in the Pacific
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Learn how higher education institutions collaborate to ensure student success throughout the Pacific (American Samoa, Marshall Islands, Federated States of Micronesia, Guam, Northern Marianas, Palau, Hawaii). Building the network to increase institutional capacity by sharing methods of accountability and assessment and regional accreditation are its primary goals. Funding support provided by local and federal resources helps to strengthen and establish continuous improvement processes that substantially improve curriculum development, financial management and overall student services.

Sharon Hart, President, Northern Marianas College,
Erika Lacro, Chancellor, Honolulu Community College, HI
Mary A. Y. Okada, President/CEO, Guam Community College,
Leon Richards, Chancellor, Kapi‘olani Community College, HI

Bridging College 2 College: Coast 2 Coast, Connecting 2 Complete
Track 6: Incentivizing Institutional and Student Success

Have you ever wondered what an institutionalized mentoring program looks like on a college campus? If so, we invite you to participate and learn how two colleges (Santa Fe College in Gainesville, Florida and Mesa Community College in Mesa, Arizona) implemented successful mentorship programs aimed at enhancing the educational experience for under-prepared students.

Janet O. Felton, Executive Assistant to the President, Office of the President, Mesa Community College, AZ
Jennifer M. Moore, Program Coordinator, Connect 4 Success Mentoring Program, Mesa Community College, AZ
Caronne Rush, Coordinator, Pathways to Persistence, Sociology, Santa Fe College, FL
Completion Agenda Lessons Emerging from 15 Cross-Sector Partnerships
Track 5: Collaborating for Progress (philanthropy, government, private sector)

The 15-site Community Partnerships portfolio of the Bill & Melinda Gates Foundation, now in its third year, is generating important lessons for community colleges and college partners about forming and sustaining cross-sector partnerships to advance the completion agenda. Attend to learn how partnerships measure and demonstrate progress on themes such as using data to drive change, implement more effective practices and policies, and engage key stakeholders across the community. Discuss the multiple roles community colleges are taking in these partnerships — lead organizations, team members, innovators granting completion guarantees to qualified students — and how these partnerships mesh with other college initiatives.

Cass Conrad, Executive Director, School Support & Development, City University of New York, NY
Carol Cutler-White, Dean, Sponsored Programs and Federal Relations, Wake Technical Community College, NC
Bonnie Gordon, Senior Program Director, MDC, Inc., NC
Andrew O. Moore, Senior Fellow, Institute for Youth, Education, and Families, National League of Cities, DC

Follow Us (to Reinvention) on Twitter
Track 4: Reinventing the Community College Model

In Generation on a Tightrope, Levine and Dean write that today’s students “want to live in an Internet world, a digitally connected globe, but the adults and social institutions around them are analog or digital immigrants.” Presidents are now challenged with translating their institution’s analog signals into digital sound-bytes. Twitter offers a ready translation tool—engaging, informing, branding: 140 characters of direct communication. Used effectively, Twitter provides an essentially free way to tell our stories, influence thought and action, and build networks. The presenters have even used it as an advocacy tool to communicate with legislators and their staffs as well as with reporters locally, regionally, and even nationally covering education issues. Attendees, analog natives, and digital immigrants alike will leave with compelling reasons to say “follow me on Twitter.”

Anne Kress, President, Monroe Community College, NY
Margaret M. McMenamin, President, Union County College, NJ
Karen Stout, President, Montgomery County Community College, PA

Updated 2/12/2013
Overview of the Revised Edition, *Global Development of Technical College, Community College, and Further Education*

Track 5: Collaborating for Progress (philanthropy, government, private sector)

This panel constitutes an overview of new colleges, new countries and their developments not included in the 2008 Edition. The panel will discuss adaptations and changes in various countries - the recasting and their responses to such forces as financial challenges, governance changes in the face of world financial crisis and the global recessions. The panelists will discuss how countries facing financial or political disarray have still forged Technical Colleges, Community Colleges, and Further Education successful implementation and heroic responses. Examples will include newly added countries, such as Yemen, Haiti, Singapore, Colombia, Qatar and Jamaica.

Janet Beauchamp, Executive Director, RC-2020, Inc., OK
George Boggs, President and CEO Emeritus, American Association of Community Colleges, CA
Paul Elsner, President, Paul Elsner Associates, AZ
Judy Irwin, Managing Director, Connect Globally, MD

Arizona Community Colleges’ Long-Term Strategic Vision and Accountability Process

Track 7: Promoting Accountability

In 2011, Arizona’s community colleges embarked upon a long-term strategic vision to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university. In order to measure progress toward the three major goals outlined in the strategic vision (access, retention, and completion), the colleges have implemented a rigorous self-assessment and accountability process centered around the annual collection and distribution of data related to 30 key indicators. Panelists will describe the process of implementing the strategic vision and share lessons learned from the first year of data collection and distribution.

Rufus Glasper, Chancellor, Maricopa Community Colleges, AZ
Carrie B. Kisker, AZ CC Statewide Accountability Coordinator and Education Research and Policy Consultant, Center for the Study of Community Colleges, CA
Sherri Ondrus, Associate Vice Chancellor, Institutional Strategy, Research, and Effectiveness, Maricopa Community Colleges, AZ
Baccalaureate Access and Completion: Creating Paths to Academic Success
Track 1: Advancing the Completion Agenda

Community college students are benefiting from an assortment of models that provide access to baccalaureate programs. Hundreds of thousands are enrolled in distance learning programs. This session will address the latest distance learning trends and how these alternative solutions directly impact student success. Alternatives enabling students to gain credit through Credit by Exam, online courses, open educational resources, and prior learning assessment will be highlighted. Session will describe resources and strategies for helping students create pathways for achieving identified academic and career aspirations. Examples of best practices and strategies will be explored. These innovative models of degree completion set a path towards academic success.

Kevin Drumm, President, Broome Community College, NY
John Ebersole, President, Excelsior College, NY
Chari Leader-Kelley, Vice President, LearningCounts.org, IL
Chantel Reynolds, Senior Assessment Manager, College Readiness: ACCUPLACER & CLEP, College Board, NY

Course Redesign: Reimagining the Look of Developmental Education
Track 6: Incentivizing Institutional and Student Success

Many colleges are trying to shorten the length of time that students are taking courses in developmental education. This presentation reflects the changing curriculum in developmental education across the country. The presenters will provide some background research and information on the changes at community colleges across the country. We will also share the types of strategies and activities that have been incorporated into mathematics redesign courses at one community college. This is one way of changing perceptions in the institution while providing support for student success. Handouts will be provided to participants.

Rochelle Beatty, Instructor, Developmental Math, Johnson County Community College, KS
Ann Wolf, TeamUP Faculty Programs Consultant, Cengage Learning, NM
Revenue Generating Partnerships at Lone Star College System: Creating a Standard for Entrepreneurship, Innovation, and Income
Track 5: Collaborating for Progress (philanthropy, government, private sector)

This presentation will discuss how Lone Star College System is generating over $10 million annually at two of its six colleges through innovative partnerships, agreements and contracts with private business, government entities, educational and community organizations, and corporate partners. Focused on two Lone Star College locations — North Harris and University Park — LSCS has successfully marketed its facilities and services to more than a dozen high performing entities. These relationships generate revenue, maximize use of facilities, increase efficiencies through careful review of cost/benefit analysis, and provide colleges significant operating funds beyond normal operating and maintenance costs.

Shah Ardalan, President, Lone Star College-University Park, TX
Richard Carpenter, Chancellor, Lone Star College System, TX
Stephen C. Head, President, LSC-North Harris, Lone Star College, TX

A System in Change: Enhancing Value in Washington's Community & Technical Colleges
Track 4: Reinventing the Community College Model

Can we learn from a data-driven model about how our institutions can become more efficient and more student outcomes focused? Modeling the future for community colleges in the wake of decreased state support, continuing pressure for efficiencies, and increased tuition has prompted the Washington State 2-year colleges into an extensive study to try to answer questions about system governance models, institutional efficiencies, and organizational change.

Kathi Hiyane-Brown, President, Whatcom Community College, WA
John Talcott, Consultant, The Hill Group, Inc., PA
Jan Yoshiwara, Deputy Executive Director for Education, Education Division, State Board for Community and Technical Colleges, WA
Role of the Community College in the Age of MOOCs: Is a New Approach to Developmental Education Our Competitive Advantage?
Track 4: Reinventing the Community College Model

Major foundations and prestigious 4-year universities are investing funds in, and providing their professors and curriculum for free through Massively Open On-Line Courses (MOOCs). What are the implications for community colleges and what is a defensible strategic position for community colleges in the age of MOOCs? Will high-cost programs like nursing and radiology become our only defensible course offerings? This panel presentation will provide evidence showing a scalable, sustainable, and effective way to meet the needs of developmental education students. In a time when so many students are underprepared for college, it is imperative that community colleges learn to successfully educate and prepare these students for the technology and learning modes of the future.

Diego Navarro, Instructor and Director, Academy for College Excellence, CA
Louis Soares, Principal, VisionBoard, WA

The Economic Development of Small Businesses
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Explore how to foster entrepreneurship and small business development in your community through active and creative business supports and entrepreneurial leadership strategies. Innovative strategies help you assert your campus’ leadership in driving economic development, as well as leverage your resources and capacity. Panelists will include college presidents and representatives who are successfully participating in the Goldman Sachs 10,000 Small Businesses initiative and the Charles Stewart Mott Foundation-funded Virtual Incubation Network.

Mary McCain, Senior Vice President, TechVision21, DC
Tim Mittan, Director, Entrepreneurship Center, Southeast Community College, NE
Heather VanSickle, Executive Director, National Association for Community College Entrepreneurship, MA
Academic ROI: How Does Your College Measure Up?
Track 7: Promoting Accountability

"Academic program accountability" are frightening, often politically suicidal words when used together. With increasingly accountable measures in higher education, academic and campus leaders must address which degree programs are cost effective. What factors into determining whether a program is paying for itself, can support another faculty member or whether the institution is losing money on the degree? This session will present academic return on investment as you've never heard it before.

Marcia Daniel, Associate Vice President for Client Success, Center for Institutional Excellence, Ellucian, VA
Casey Greene, President, Campus Computing, CA
Michael Kurtz, Executive Director, Center for Institutional Excellence, Ellucian, VA
Bob Shackleford, President, Randolph Community College, NC

Bridging the Atlantic: Reimagining Models of Engagement with U.K. Colleges and Universities
Track 4: Reinventing the Community College Model

This session will explore a range of partnership opportunities that exist between U.S. community colleges and higher education sectors in the U.K. The U.S.-U.K. higher education relationship is one of the strongest in the world. While student mobility — whether for study abroad or full degree study — tends to top discussions about the trans-Atlantic higher education relationship, especially with the U.S. and U.K. being each others' top student destination of choice, we can and should think more innovatively about what is possible. In addition to providing an overview of the U.K. further and higher education sectors and how they work together, this session will showcase examples of successful U.S.-U.K. community college partnerships and explore a range of opportunities for engagement ranging from curriculum approaches to faculty linkages to articulation agreements.

Michael R. Chipps, President, Northeast Community College, NE
John Mountford, International Director, Association of Colleges,
Janice Mulholland, Higher Education Manager, Education, British Council USA, DC
Advancing the Completion Agenda Through Innovation and Technology (presented by ITC, an AACC affiliate council)
Track 1: Advancing the Completion Agenda

Mobile devices, MOOCs, Broadband, Prior Learning Assessment, Fulfilling the Completion Agenda! What is higher education coming to? In this session you will learn ways to advance the completion agenda through the use of various tools to promote accelerated and distance education. The panel of five Instructional Technology Council board members will discuss utilizing broadband in innovative and effective ways on your campus to advance distance education. Time will be spent learning how to integrate personal devices into the learning environment to enrich the collegiate experience for students and faculty alike. There will also be discussion on MOOCs and how they can be tied to prior learning assessment processes to assist adult learners in accelerating their degree completion in a cost effective manner. Finally, the completion agenda will be addressed by exhibiting how these innovations can engage and retain learners through accelerated distance education options. The session will allow for interaction and dialogue.

Anne Johnson, Dean of Business, Social Sciences and Online Learning, Inver Hills Community College, MN
Fred Lokken, Dean, TMCC WebCollege, Truckee Meadows Community College, NV
Mickey Slimp, Executive Director, Northeast Texas Consortium of Colleges and Universities (NETnet), TX
Carol Spalding, President, Rowan Cabarrus Community College, NC
Helen Torres, Director, Partnership and Extended Services, San Antonio College, TX

Student Success Using Open Source Textbooks and Curriculum Materials
Track 1: Advancing the Completion Agenda

Open source textbooks and other curriculum materials can dramatically reduce costs to students. What strategies are successful to utilize these materials in the classroom? This fast-paced session will feature experts in Open Education Resources. Examples of successful implementations will be presented.

Sheila Afnan Manss, Faculty Librarian, Scottsdale Community College, AZ
Judy Baker, Dean, Technology and Innovation, Global Access, Foothill College,
Kandice Mickelsen, Faculty Librarian, Paradise Valley Community College, AZ
“Mind the Gap”: Integrating Workplace Skills into First-Year Experience Courses
Track 3: Closing the Skills Gap

The admonition on underground trains and station platforms in London—“Mind the Gap”—relates to college classrooms and the world of work as well. Employers tell us that graduates arrive without all the requisite skills in place: “What employers want most are people who can think clearly and critically, who know themselves, who have the ability to listen to others and interact respectfully.” Or, put differently, employers look for academic professionalism that can transition smoothly into career professionalism. Add to these issues the fact that technology’s rapid pace of change makes learning how to learn a top curricular priority. As instructors, what can we do to “mind the gap”? How can we best equip our students with the skills they need for 21st-century employment? This workshop will present hands-on, proactive teaching strategies and suggest that first-year experience courses are an ideal place for workplace-readiness skills to converge and a mindset of learning to be cultivated. Participants will engage in innovative, practical exercises for first-year seminars that impact longer-range student employability.

Regina Lewis, Chair, Department of Communication, Pikes Peak Community College, CO
Constance Staley, Professor of Communication; Director, Freshman Seminar, University of Colorado at Colorado Springs, CO

Community College CEO 2020: Philanthropy Changes Everything
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Community college funding has changed. Public support and ever-increasing student tuition and fees provide the base but limit our aspirations. An unprecedented level of fundraising sophistication and advancement practice are required to increase private philanthropic investment in our colleges. CEOs who are savvy fundraisers will define the new CEO role in 2020 and beyond.

William Craft, Founding Partner, Eaton Cummings Group, MA
Joe May, President, Louisiana Community & Technical College System, LA
Connecting to Operational Innovations: CNM Connect
Track 4: Reinventing the Community College Model

Community colleges have faced significant budget cuts with increased student enrollment. CNM utilized this opportunity to foster innovations to help more students complete. CNM worked with the Center for Education Policy Research at UNM to better understand the trends impacting students. Through this research and with support from philanthropic partners, CNM developed a new way of delivering services to students – a new business model -- called CNM Connect. The new model meets students where they are to help them achieve their career outcomes. Come learn how CNM has changed our organizational model in service of students.

Susan Gewirtz, Senior Program Manager, Annie E. Casey Foundation, MD
Angelo Gonzalez, Associate Director for Community Engagement, Center for Education Policy Research, University of New Mexico, NM
Ann Lyn Hall, Executive Director, CNM Connect, Central New Mexico Community College, NM
Katharine Winograd, President, Central New Mexico Community College, NM

Empowering Students in Low-Performing High Schools to Achieve College and Career Success
Track 2: Improving College Readiness

This forum introduces participants to a major educational innovation, the Education Achievement Authority of Michigan (EAA), a state wide public school system charged with closing the achievement gap through operating the state's lowest-achieving public schools. The EAA initiative includes cooperation with the Wayne County Community College District (WCCCD) in creating a new border-crossing K-14 model in six Detroit schools that focuses on college and career readiness and success, increased student achievement, work-based learning, and college-level enrollment. The EAA program incorporates innovations such as student-centered learning, performance-based progression, a lengthened school day and school year, and free breakfast, lunch, and dinner.

Judith Berry, Assistant Vice Chancellor for Instructional Support and Educational Accountability, Educational Achievement Authority of Michigan, MI
Stephanie Bulger, Vice Chancellor for Educational Affairs, Wayne County Community College District, MI
Gunder Myran, Senior Consultant to the Chancellor WCCCD; President Emeritus, Washtenaw Community College, Wayne County Community College District, MI
Training Leaders to “Stop the Hate”
Track 8: Meeting the Leadership Challenge

In March 2012, San Diego Continuing Education (SDCE) hosted a “Stop the Hate” train-the-trainer workshop to raise awareness of bias incidents and hate crimes on campus. While improving the climate on campus and providing a mechanism for reporting such incidents, the training also provided a unique opportunity for students, staff, faculty, and administrators to work together and presented an unexpected leadership training vehicle for staff and faculty. Come hear the results SDCE realized and how this training can transform your campus.

Anthony E. Beebe, President/CEO, San Diego Continuing Education, San Diego Community College District, CA
Greg Miraglia, National Program Coordinator, Stop the Hate, Napa Valley College, CA
Bob Parker, Vice President of Administrative Services, San Diego Continuing Education, San Diego Community College District, CA

A Check Up on Your Leadership Skills and Capacities
Track 8: Meeting the Leadership Challenge

After 5 years of continuous economic crisis, community colleges have been confronting financial, educational, political, and organizational new normal. Presenters will provide a fresh review of the AACC leadership competencies to assess its relevancy for the new challenges. Participants of this workshop will receive insights gathered from more than 15 chancellors and presidents and more than 20 faculty members at community colleges regarding critical skills and capacities they deem to be mandatory for success in the coming decade. Receive a check up to determine if you or your CEO has what it takes to lead in the new decade.

Ding-Jo H. Currie, Former Chancellor, Coast Community College District, Professor; Educational Leadership Department, College of Education, Higher Education Leadership, California State University Fullerton, CA
Paul Ferri-Milligan, Professor, San Bernardino Community College, CA
Dawn Person, External Evaluator, Director C-REAL, California State University, Fullerton, CA
**93rd AACC Annual Convention – April 20-23, 2013**

6:30 PM - 7:00 PM  
Hilton San Francisco Union Square  
Green Room  

Private Reception for 2013 Outstanding Alumni (sponsored by ____ ) - By invitation only

6:30 PM - 7:15 PM  
Hilton San Francisco Union Square  
Grand Ballroom  

Gala Reception

**Tue, April 23, 2013**

7:00 AM - 8:30 AM  
Hilton San Francisco Union Square  
Plaza Room  

New Century Scholars Breakfast - By invitation only

8:45 AM - 9:45 AM  
Hilton San Francisco Union Square  
Continental Ballroom, Parlor 1  

Shaping Student Success: Best Practices for the Recruitment and Retention of African American Students  
Track 2: Improving College Readiness

STEP (Students Striving for Excellent Performance) Academy is a recruitment and retention program that provides support for African American high school students as they transition to college. The program goals include: a) encouraging these students to become acquainted with postsecondary educational opportunities, b) providing comprehensive educational guidance and mentoring, and c) creating a supportive environment that recognizes the students’ strengths and learning styles, d) enhancing student success through parent and student orientations, campus connections, and/or community mentors.

Pamela Cowing, Adjunct Faculty, Counseling Department, Mesa Community College, AZ  
Karen Hardin, Counseling Department Chair, Mesa Community College, AZ  
Carita Harrell, Academic Success Specialist/Instructor, School of Life Sciences, Arizona State University, AZ  
Marilyn Riley, Clinical Psychologist, Madison, AZ

Updated 2/12/2013
Can Community Colleges Afford to Increase Completion Rates?  
Track 4: Reinventing the Community College Model

Community colleges are under pressure to increase completion rates. If persistence rates improve, costs will increase, since more students will take more courses. Revenue will also increase, but perhaps not enough to cover the added costs of serving more students. In tough budget times like these, colleges need to know the financial implications of strategies for improving student completion. This session will present a practical method and tools colleges can use to measure the costs and net revenues of completion-focused reforms. Participants will see the results of analyses from colleges involved in Completion by Design and learn how to use the tools we have developed to collect cost and revenue data and conduct a financial analysis of college completion efforts.

Peter Crosta, Senior Research Assistant, Community College Research Center, Teachers College Columbia University, NY
Kathy H. Drumm, Executive Vice President, Central Piedmont Community College, NC
Davis Jenkins, Senior Research Associate, Community College Research Center, Teachers College Columbia University, IL
Terri M. Manning, Associate Vice President and Director, Center for Applied Research at CPCC, NC

Route to Referendum Success: Strategies to Get to Yes (Forum)  
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Building a strong foundation for support is absolutely critical for any technical or community college to fulfill its mission. Without this foundation, securing community support through a public referendum is nearly impossible. Learn how Fox Valley Technical College (FVTC) in Wisconsin advanced its institution and the communities it serves across nine counties to successfully pass a $66.5 million referendum in tough economic and turbulent political times. This forum will share specific strategies on how colleges can effectively collaborate to achieve success at the polls, and truly partner with the right resources to create educational facilities that respond to employer demands for highly skilled workers.

Kit Dailey, Public Information Specialist, Eppstein Uhen Architects, WI
Susan May, President, Fox Valley Technical College, WI
Steve Tyink, Foundation Board President, Fox Valley Technical College, WI
Craig Uhlenbrauck, Education Specialist, Miron Construction Co., Inc., WI
Bridging the Gap: Promising Models for Improving GED and Adult Education Students' College Readiness and Success
Track 2: Improving College Readiness

This forum will discuss promising programs and practices for increasing the success of adult basic education (ABE) and GED students, based on findings from rigorous research. The presentation will begin by providing an overarching framework for understanding current reform efforts in the GED and ABE arena before moving on to spotlight findings from MDRC’s current evaluation work on GED reforms. In particular, we will highlight findings from a rigorous study of LaGuardia Community College’s GED Bridge to College and Careers program and a qualitative analysis of new curricular interventions in New York City's District 79 Alternative Schools and Programs, which are aiming to prepare students for the new 2014 GED.

Vanessa Martin, Senior Research Associate, MDRC, NY
Elizabeth Zachry Rutschow, Research Associate, MDRC, NY

Illinois Green Economy Network – A Collaboration Model Transforming Education and the Economy
Track 5: Collaborating for Progress (philanthropy, government, private sector)

With the rapid emergence of energy efficiency and clean energy innovations, community colleges must meet new demands to maintain up-to-date facilities, to retain a highly skilled staff, and to deliver relevant job training for students. Attend this presentation to learn how the Illinois Green Economy Network (IGEN), led by community college presidents, creates innovative collaborative partnerships among higher education institutions, businesses, government, and community organizations to establish and share sustainable best practices, promote energy demand reduction projects, and drive growth in the green economy. IGEN’s cooperative approach leverages the power of a statewide sustainability network with the deep community connections of individual colleges to expand deployment of clean energy technologies, produce new pathways to green careers, increase employment opportunities, improve human and environmental health, foster community engagement, and accelerate market competitiveness.

Julie Elzanati, Executive Director, Illinois Green Economy Network, Heartland Community College, IL
Mary Beth Trakinat, Vice President, Continuing Education, Heartland Community College, IL
Jerry W. Weber, Chair of AACC’s SEED taskforce & President, College of Lake County, IL
Enjoying the Education Pie - One Piece at a Time
Track 1: Advancing the Completion Agenda

Preparedness, money, family, time, job... the list goes on of items that can derail plans to obtain a college degree. Providing multiple pathways through a program and providing content in a modularized format are two approaches being implemented in pilot programs to enhance student success and completion. Multiple paths have allowed students to manage the program courses in a way that fits their needs. Modularized content may better serve the needs of those currently employed, trained workers, and military veterans who already have existing skills that don't require significant additional training.

Deb Newberry, Director, NanoLink, MN
Ronald E. Thomas, President, Dakota County Technical College, MN

AAS Consolidation & Accountability: The true cost of an AAS
Track 3: Closing the Skills Gap

Lone Star College System is one of the country’s fastest growing community college systems. We have high employment primarily related to health care and energy. The CFO, COO, chief academic officer, college presidents and workforce education leadership are working closely to determine ways to evaluate the true cost of AAS and credit certificate programs. This past year we took a hard look at the costs involved and will share what we continue to learn in regard to deactivating current programs, consolidating programs, and starting new programs supported by both traditional and non-traditional data. Learn how we balance the internal program ownership and keep the personal side to the side of the analysis!

Cindy Gilliam, Vice Chancellor, Administration & Finance, Lone Star College System, TX
Linda Head, Associate Vice Chancellor, Workforce Education and Corporate Partnerships, Lone Star College System, TX
Rand Key, Senior Vice Chancellor/Chief Operating Officer, Lone Star College System, TX
Starting and Growing a Planned Giving Program at your College
Track 5: Collaborating for Progress (philanthropy, government, private sector)

Larger than grants, more prevalent than corporate gifts, deeply impactful to your institutions, planned and deferred gifts by individuals represent the largest untapped potential source of philanthropy to your college. The anticipated intergenerational transfer of wealth is expected to exceed $40 trillion.

Position your institution to be ready to take advantage of the opportunity by including planned giving as an integral part of your private development efforts. Learn from experienced presenters the tricks of the trade in getting started, marketing your program and evaluating your efforts. This will be an interactive session, looking for your areas of concern and providing real life answers.

O. Morton Congleton, Vice President of College Development, Wake Technical Community College, NC
Perry Hammock, Executive Director of Resource Development, Development, IvyTech Community College of Indiana, IN

When Institutions Learn to Dance: Collaborations that Promote Student Success
Track 4: Reinventing the Community College Model

At Kingsborough Community College, student success is driven by an overarching institutional philosophy: improvement results from open communication, collaborative teamwork, and institutional support focused on clearly defined problems and data driven solutions implemented with thoughtful reallocation of resources. After 3 years of our F.I.P.S.E.-funded collaborative project, The Community College Jigsaw, during which we shared our approach on a peer-to-peer level, our partner colleges, Grossmont College and Prairie State College, demonstrate the strength of this model. We have made visible progress—without top-down policy impositions or jargon-filled campaigns—by creating an environment for learning where students and faculty can do their best work. We share a laser focus on student success in its many forms as well as an unwavering commitment to do what is necessary to make that happen. This forum will present the pillars of our success, share lessons learned from our three years of work together, and provide the audience with tools to bring back to their campuses to fuel discussion and spark change.

Sunita V. Cooke, President, Grossmont College, CA
Regina Peruggi, President, Kingsborough Community College, NY
Eric Radtke, President, Prairie State College, IL

Updated 2/12/2013
Collaborative Intervention Leads to More Effective Outcomes in Workplace Education
Track 3: Closing the Skills Gap

Offering and meeting the needs of more than 100 career and technical programs to prepare tomorrow’s workforce is a tall order for any institution. This challenge is compounded with an academically underprepared student population dealing with a number of financial and personal struggles. A pilot program made up of faculty from 10 different workforce programs collaborated with faculty specialists in general education outcomes and assessment to create a cross-discipline dialogue and assessment and outcome process that has led to more focused learning outcomes, greater cooperation among colleagues, and a deeper understanding of the diverse populations that the college serves.

Avis Proctor, Associate Vice President- Academic Affairs, Academic Affairs, Broward College, FL
Patricia Senior, Associate Vice President Professional Development and Training, Academic Affairs, Broward, FL
Joyce Walsh-Portillo, District Director of Teaching, Learning and Academic Assessment, Academic Affairs, Broward College, FL

Closing the Manufacturing Skill Gaps: Why Five Exemplary Career Pathway Programs Work
Track 3: Closing the Skills Gap

The Automotive Manufacturing Technical Education Collaborative (AMTEC) identified five industry-nominated exemplary career pathway programs between secondary and postsecondary institutions and local industries in which students (mostly high school-aged students) who completed these partnership programs obtained postsecondary credentials (occupational licenses and technical certification) and entered pathways to automotive or advanced manufacturing jobs and relevant associate and bachelor’s degrees. These programs were also locally recognized by their local stakeholders for helping to develop the technical skill workforce pipeline that met the needs of their Advanced Manufacturing industries.

The featured programs were from the states of Texas, Michigan, Indiana, Kentucky, and Florida. In these programs participants had high graduation, placement, and wage rates. In addition the partners contributed human resources, finances, facilities and equipment, and leadership to help accomplish a set of agreed upon goals and outcomes. The study methodology included individual case study reviews of the degree of (1) employer involvement, (2) institutional support and instructional transformation, (3) wrap-around support services, (4) partnerships, (5) continuous improvement, and (6) sustainability.
8:45 AM - 9:45 AM
Hilton San Francisco Union Square
Continental Ballroom, Parlor 7

Two Colleges, Two Teachership Academies, One Goal: Creating Our Own Master Teachers
Track 8: Meeting the Leadership Challenge

Strengthening faculty's teaching toolkit through participation in a 10-month cohort experience and through participation in an action research project has proven a great motivation for faculty in two institutions through the development of "Sister" Teachership Academies. This session will highlight the format and content of the two academies and how El Paso Community College and Kaskaskia College went about investing in their own futures by developing their own master teachers.

Jill Klostermann, Title III Director, Title III, Kaskaskia College, IL
Kathy Overstreet, Curriculum Learning Specialist, Title III, Curriculum, Kaskaskia College, IL
William Serrata, President, President, El Paso Community College, TX
Lydia Tena, Northwest Campus Dean and AtD Leader College Liaison, El Paso Community College, TX

8:45 AM - 9:45 AM
Hilton San Francisco Union Square
Yosemite Room C

A Systemic Career-Pathway Approach to Community College Partnerships with K-12 Institutions
Track 2: Improving College Readiness

California initiated a unique opportunity for its community colleges to build a system of strategies to improve outreach, access, and college success for graduating high school students. The California Community College Linked Learning Initiative, funded by the James Irvine Foundation, is administered by the Career Ladders Project. Collaboratively designed and leveraged strategies explicitly bridge college pathways with stackable certificates to career-themed high school academies.

Strategies include

- Career-focused high school outreach, alternative assessment, and dual enrollment.
- Cohort-based and contextualized college instruction with specialized student service support.
- Pathway development with communities of practice informed by industry advisors.

Panelists will share results from the first-year implementation, as well as college-wide implications.
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James Collins, Dean, Science and Allied Health Division, Sacramento City College, CA
Linda Collins, Executive Director, Career Ladders Project, CA
Robert B. Miller, Senior Vice President/Assistant Superintendent, Business and College Services, Pasadena City College, CA
Vince Stewart, Senior Program Officer, Youth, James Irvine Foundation, CA

8:45 AM - 9:45 AM
Hilton San Francisco Union Square
Golden Gate Ballroom 6

Active Citizens = 21st-Century Skills: How Engaged Students Make the Best Employees and Even Better Citizens
Track 3: Closing the Skills Gap

Democracy is not just a form of government, it is also a behavior. Yet, many American students are becoming more disenchanted with their democratic rights, thus losing out on the many opportunities for growth and acquisition of vital skills that come with participating in a democracy. When a citizen behaves democratically they learn to work respectfully across differences, to dialogue effectively and advocate for themselves, to see the strengths and weaknesses of their own arguments, to solve complex problems, and to organize and accomplish goals and tasks, among many other skills as equally valuable to employers as taught skills. To prepare our students for 21st-century jobs in the global market, The Democracy Commitment is dedicated to working with community colleges across the nation to help students see the value of participating in a democracy not just for the sake of our country, but for their future careers.

Amee Bearne, National Coordinator, The Democracy Commitment, DC
Brian Murphy, President, DeAnza College, CA
Bernie Ronan, Vice Chancellor of Public Affairs, Public Affairs, District Office, Maricopa Community Colleges, AZ

8:45 AM - 9:45 AM
Hilton San Francisco Union Square
Golden Gate Ballroom 7

Developmental Mathematics Redesign at Scale: Early Indicators for Underserved Students
Track 2: Improving College Readiness

Virginia’s community colleges have recently engaged in an at-scale comprehensive redesign of developmental mathematics and English in order to advance and strengthen student success and completion. The process of redesign involved hundreds of faculty and other college leaders from all of Virginia’s 23 community colleges and led to streamlined content intended for success in college-level courses and curricula; a new, customized placement test with a diagnostic component; a curriculum featuring a series of one-credit courses; and more. The new placement instrument was launched for students in November 2011 and the new courses were
first offered in January 2012. This session will address early indicators of success for underserved students. Early data will be shared on measures reflecting placement outcomes, enrollment, course completion, enrollment in the college-level course, and others outcomes, together with observations and lessons learned.

Catherine Finnegan, Assistant Vice Chancellor for Institutional Effectiveness, Virginia Community College System, VA
Susan S. Wood, Vice Chancellor, Virginia Community College System, VA

8:45 AM - 9:45 AM
Hilton San Francisco Union Square
Franciscan B

Delivering the Programs Industry Needs: Innovative Methods Across the Program Development and Delivery Program
Track 3: Closing the Skills Gap

NCCET will share its findings from a recent white paper focusing on innovative methods identified at community and technical colleges across the country spanning the workforce program delivery process from program development to program evaluation.

Merrill Irving, Associate Vice President, Continuing Education, Training, and Workforce Development, Oakton Community College, IL
Patricia Ramos, Dean, Workforce & Economic Development, Santa Monica College, CA
So you really think you are prepared? Lessons learned from a high profile campus shooting — the Lone Star College Story
Track 8: Meeting the Leadership Challenge

After 40 years of quiet but positive presence in the suburbs of north Houston, Lone Star College was thrust into the national and international spotlight with a tragic shooting on their LSC - North Harris campus. Within literally minutes there were 157 police cars, over 250 local law enforcement personnel, three SWAT team units and four helicopters on the scene of the shooting. College officials thought it would never happen here, but were certain they were prepared for the incident with a detailed emergency alert system, trained campus police and first responders and professional public information staff. What they found was that things don’t always go exactly to script and even when they do, there are still valuable lessons learned.

Learn from those involved in the center of the crisis what went right and what things they would do differently should it happen again. And learn simple suggestions that will help colleges effectively deal with similar situations and possibly save lives as well as the reputation of the institution.

Richard Carpenter, Chancellor, Lone Star College System, TX
Stephen C. Head, President, LSC-North Harris, Lone Star College, TX
Ray Laughter, Vice Chancellor, External Affairs, Lone Star College System, TX

Community College Excellence Awards Brunch

Join us on Tuesday for brunch as we honor outstanding professionals from the world of community colleges. Awards will be given in the following categories: Emerging Leadership, Student Success, Exemplary CEO/Board, Advancing Diversity, and Outstanding College/Corporate Partnership.

Tickets may be purchased before the conference through the AACC website, and during the conference at the AACC registration desk, if available.