



*Finding New Routes
To
Student Success*

Summary Report of the Tenth Annual Conference of the
National Council on Student Development

Albany, New York

November 2 - 4, 2008

Edited by Elise Davis-McFarland & Marshall Washington

National Council on Student Development

The National Council on Student Development (NCSO) is an affiliate council of the American Association of Community Colleges (AACC) and the only organization solely dedicated to serving the needs of student development professionals in the community college. NCSO is the nation's primary voice for sharing knowledge, expertise, professional development and student advocacy for community college student development professionals.

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faye.fullerton@llcc.edu

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elise.davis-mcfarland@tridenttech.edu

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henry.villareal@smccd.net

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ckolins@pcc.edu

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Gainesville State College (GA)
twalter@gsc.edu

Pamela Flaherty

Dean of Students
Middlesex Community College (MA)
flahertyp@middlesex.mass.edu

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The University of Toledo

National Office Graduate Assistant

Carolyn Eaton
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ACKNOWLEDGMENTS

FAYE FULLERTON

Lincoln Land Community College (IL)

NCSO President

The National Council on Student Development (NCSO) is proud to present the proceedings of the 2008 National Conference, which was held November 2-4 in Albany, New York. More than 100 individuals joined us to network and share effective student affairs techniques from throughout the nation. Our conference was supported by the contributions of numerous individuals and groups.

We extend our gratitude to Gary Pavela, internationally-renowned expert on law and policy in higher education, for providing the opening keynote session. We thank Dr. George Boggs, President of the American Association of Community Colleges, for joining us as our closing keynote speaker. We also wish to thank Lee Struble and John Mallaber of Monroe Community College (NY) for their general session on campus security. Each of these speakers helped us see the larger perspective of the issues we face each day on our respective campuses.

Our local host colleges—Columbia-Greene Community College, Monroe Community College, and Schenectady County Community College--provided essential support, including audio-visual equipment/support personnel and program content suggestions. NCSO appreciates their on-site work to make this year's conference successful. We especially wish to recognize the contributions of Dr. Joseph Watson, Ms. Beverly Burka, Dr. Susan Salvador, Dr. Susan Baker, Dr. Ed Engelbride, and Ms. Martha Asselin, all of the SUNY system, who served as our local planning committee. Additionally, we thank the "Albany Downtown" organization for their support.

Thank you to The League for Innovation for financial support, and a special thank you to ACT for their continuing sponsorship of our conference monograph. Our council has benefitted greatly from these long-term partnerships with such highly respected groups.

The NCSO Board appreciates and acknowledges the work of Dr. Elise Davis-McFarland of Trident Technical College (SC), NCSO's Communication & Publications Director, for her work compiling and editing the content of this monograph.

Of course, we owe our greatest debt of gratitude to all those presenters who shared their work at our conference and then subsequently provided materials for this monograph. It is through efforts such as yours that our profession advances.

Finally, thank you to all those who attended our conference. We hope to see you again in Denver in 2009!

CONFERENCE OVERVIEW

ELISE DAVIS-McFARLAND
Trident Technical College (SC)
NCS D Communications and Publications Director

Finding New Routes to Student Success was the theme of NCS D's 10th annual conference. NCS D members gathered in Albany, NY November 2-4, 2008 to hear presentations and discuss new ways to support students in fulfilling their academic and student development goals.

The annual NCS D Leadership Institute led by Juan Garcia, Tina Stovall, Alicia Harvey-Smith and Linda Reisser began on October 31. Participants from 12 community and two-year colleges came together to focus on leadership and student development theories as knowledge enrichment and skill development for their present and future success as community college student affairs professionals.

The opening keynote speaker was Dr. Gary Pavela of the University of Maryland and University of Utah. His presentation focused on students with mental disabilities in higher education . It was a fitting beginning for a conference on student success.

Following Dr. Pavela's opening, participants had the opportunity to attend sessions on best practices for counseling Latino students, developing and delivering web-based career education and career education services, and developing programs and partnerships to support and encourage student retention and graduation.

The second day of the conference continued the focus on student success. Presentations entitled "Registration Renovation at Morton College", "What Works in Promoting Student Success" and "Empowering Developing Student Success" provided creative approaches to developing programs and initiatives for student success. The sessions stimulated lively conversation about what works for students. A presentation on Columbia-Greene Community College's SAFE Program highlighted an innovative college-community partnership that provides a rich opportunity for Columbia-Greene students to work with young special needs students. A Monroe Community College program called "Women on the Move" is a partnership between MCC and Rochester, Catholic Family Center of New York.. The program supports working women achieve academic success. At the Parkland College Center for Academic Success, an integrated network of learning assistance, alternative instruction, and intrusive student development support services have been forged to help students be more successful in developmental courses. Other sessions on helping students value diversity, creative job placement strategies for career placement operations, FERPA and ADA regulation changes and an innovative orientation program that helps new college students get off to a good start. Other sessions included information by Phi Theta Kappa staffers on a web-based college transfer advising program. Another session provided attendees with a look at service learning projects that have a positive impact on academic achievement.

Special invited sessions were highlights of the conference. Lori Ufford and Brenda Brecke of Columbia-Green Community College had a session that facilitated a dialogue about the implications of full implementation of Career Pathways. Martha Asselin of Schenectady County Community College's session explored the organizational changes that can come in response to external forces. Holst, Walker and Meredith of Dutchess Community College talked about strengthening student learning outcomes through a student services-academic affairs collaboration to create a culture of learning and success. Development of living and learning communities on community college campuses was explored by Susan Salvador of Monroe Community College.

The highlight of the evening dinner and business meeting on Monday was the announcement of the Terry O'Banion Shared Journey Exemplary Practice Award winners for 2008. The Gold Award winner was "A Resource Guide for Those Who Counsel Latino Students." Leslie Navarro, Lizette Urlina and Sandra Saldana accepted the award for the unique guide they developed for staff and faculty working with the growing Latino student population at Morton College in Illinois. Tricia Kujawa of Lincoln Land Community College accepted the Silver Award for "On Track for College," a program designed to reduce the number of underprepared students matriculating at the college. The Bronze Award went to "Registration Renovation at Morton College: Rebuilding a Successful Enrollment Management Blueprint" for a project that transformed the college's enrollment services operation and created a model for educational pipeline awareness. Sandra Saldana accepted the award for Morton College.

The 2008 Dissertation of the Year Award recipient was Sam Museus of University of Massachusetts-Boston. His collective case study explored how institutional cultures, policies, programs, and practices influenced minority students' success on three different college campuses.

The closing speaker for the conference was George Boggs President and CEO of the American Community College Association. His presentation was on the development of a partnership between NCSDE and AACC to address issues facing our nation's community colleges.

The 2008 conference was a great success. In addition to the excitement about the coming national election, conference participants had numerous opportunities to get new perspectives on student success, to share best practices, and renew professional and personal acquaintances.

Opening Plenary: The Current Focus in Higher Education on Students with Mental Disabilities

Gary Pavela

University of Maryland & University of Utah

The connection between mental illness and violence is tenuous and insufficient to draw firm conclusions about the future behavior of any particular student, especially if there has been no related pattern of substance abuse or past violence. I propose to explore an instance when successful adaptation to a mental disorder added depth and wisdom to life. Consider the following profile of a troubled young adult, based on actual case history:

- Talked about suicide for weeks at a time
- Reportedly wrote poetry about thrusting a dagger in his heart and drawing blood in showers
- Was known to go crazy, requiring the removal of knives and dangerous items from his room
- Purchased opiates and cocaine
- Wandered around with a gun during periods of suicidal ideation
- Collapsed while speaking openly of his hopelessness and thoughts of suicide
- Was eventually diagnosed with recurrent major depression

The person who was a risk to himself and to society was Abraham Lincoln. My primary source is Joshua Wolf Shenk's award winning book *Lincoln's Melancholy: How Depression Challenged a President and Fueled His Greatness* (2006) and, secondarily, the analysis of William Lee Miller, author of *Lincoln's Virtues*. Lincoln's iconic status can be an impediment to educators. Students are rightly skeptical about what they can learn from God-like figures immortalized in granite. There's little doubt Lincoln faced a recurring battle with clinical depression.

Multiple observers have referred to a mental health crisis on college campuses. Whether or not such a crisis exists, students have much to gain by studying the adaptive strategies of a person who turned a mood disorder into sources of strength and wisdom for himself and the nation.

The current generation of college students seems especially interested in education as an instrumental means to "making a good living." One of our duties as educators is to ask probing questions designed to help them and ourselves define a good life. Likewise, it may not be possible or desirable to root out the sometimes problematical inclination to "link [our] names" with something important (an impulse typically turned to destructive ends in the school shooting phenomenon). That's a quality of human nature found in varying degrees in every culture and individual. It remains in everyone's interest, however, to help young people--especially those most anxious to garner respect from their peers--to understand that lasting respect comes not out of adolescent images of power or machismo,

but the accomplishment of something that "rebound[s] to the interest of [their] fellow man."

Psychologists and psychiatrists refer in this regard to the strengthening of a "higher" or "observer" self, able to step back from and evaluate the immediate flow of emotion. It is commonplace in higher education to speak of teaching students "how to think." This is not an aim to be attempted lightly. It should be one of our highest priorities--a phenomenon that must be continuously studied, evaluated, and revitalized. The goal goes beyond career preparation. For human beings, thinking about thinking is necessary to life itself.

Troubled college students sometimes make the mistake of regarding reading, studying, and learning as stressful diversions from their inner turmoil. The opposite is true. Few pursuits are more conducive to mental health than a determined and disciplined focus on better understanding and appreciating the "outside" world. A mind focused exclusively on itself is wandering in barren terrain.

One answer is that simplistic bromides in self-help manuals fail to capture the complexity of the human heart. Love and friendship are essential to happiness (as Lincoln felt intensely), but exhorting someone with Lincoln's personality to turn away from solitude would be to try to divert him from a central source of comfort and strength. Lincoln balanced his capacity for friendship with deep intellectual interests and overriding social commitments. All three gave meaning to his life. Finding that balance was probably easier because Lincoln could also feel and express love through the quality of empathy, generously shared.

Contemporary students often lack skills in adapting to and learning from failure. For some the first B- in college represents the end of all hope. How can educators help? The best place to start is with candid discussion of our personal experiences in learning how to fail wisely. Ken Bain makes this point in his book *What the Best College Teachers Do* (2004). Strategies to turn a mood disorder into a source of strength and wisdom:

- Learn to learn from suffering
- Define a goal
- Think about thinking
- Nurture a love of learning
- Blend friendship, solitude, and empathy
- Maintain humility in the face of mystery
- Refocus the mind on work and humor
- Learn from failure

We learn better from example than by precept. For many students, Lincoln's skillful adaptations to a mental disorder are hiding in plain sight. Educators can bring those skills alive by discussion, elaboration, and reiteration, or simply by joining students in reading a suitable book (e.g. Shenck's *Lincoln's Melancholy*). Doing so would also convey an important underlying message: Students with mental disabilities can be part of the creative

diversity colleges seek to promote. The first step toward fulfilling that goal, especially after the horrific events on this campus three months ago, is to refuse to be guided by our fears.

Closing Plenary: Current Issues Facing Community Colleges: How AACC and NCSD Can Address Themes

George R. Boggs

American Association for Community Colleges

Community colleges are a pivotal resource to provide opportunity for the world. The number of community colleges in the United States reported in the year 2000 was a total 1155. The total number of community colleges nearly doubled during the 1970's. Community colleges have historically valued student access and success, community responsiveness, clear focus on student learning, resourcefulness, entrepreneurial spirit, creativeness, and innovativeness.

Certificates and degrees change lives. Higher levels of education lead to higher earnings for all racial and ethnic groups and for both men and women. People with associate degrees generally earn 20 to 30 percent more than people with only high school diplomas. According to the Bureau of Labor Statistics, the projected growth in supply and demand of workers with some postsecondary education from 1998 to 2028 will increase from 80,000 to more than 140,000. The National Information Center of Higher Education reported in 2000 that 75% of new jobs require some postsecondary education. In addition, only 35% of Americans between the age of 25 and 34 have two or more years of postsecondary education.

With rising university tuition costs and increased selectivity more students are expected to enroll at community colleges. An additional enrollment pressure for community colleges will include lifelong learning opportunities and experiences for retiring baby boomers. Immigration will remain a political issue for a while. The Development, Relief and Education for Alien Minors (DREAM) act will be a politically sensitive issue for community colleges. This bill would provide certain undocumented immigrant students who graduate from American high schools, are of good moral character, arrived in America as children, and have been in the country continuously for at least five years prior to the bill's enactment, the opportunity to earn conditional permanent residency. It may cool somewhat if the economy continues to be strong. The community college has a growing recognition for need to retain some international students to stay competitive and attract emerging talent.

Community colleges are facing and responding to accountability. Since the early 1960's community colleges have focused on student access. More attention will be placed on success of students by the federal government, state agencies, accreditation associations, businesses, and community partners. Evidence of student learning will be required by accrediting agencies, state officials, and federal government. Colleges will move toward a culture of evidence and use of data. Many community colleges can help students succeed. Achieving the Dream initiatives across the country is about being open and forthright, performance and doing what it takes to improve educational outcomes.

Community college students have a trend for increased student mobility but many are place-bound. Community colleges have better articulation agreements with universities, more university centers on community college campuses and more distance learning opportunities to offer students.

More focus on K-12 transitions and collaborations need to exist with community colleges. Expectations for higher education need to be made in clear fashion prior to high school. Transitions from high school need to be improved with the following assistance: League for Innovation's CCTI, GEAR-UP, TRIO programs, concurrent enrollment, and middle college high school. Community colleges are impacted by the growing importance of global and intercultural education. Ongoing influences include Friedman's flat world, Bush's national defense foreign language initiative, AACC's work with the department of State, and AACC's recruitment efforts (travel, web page, study guide, map).

Funding issues for community colleges will remain. Given the current economy and prospects more competition for limited state resources will continue. For-profit institutions will become more aggressive in seeking public funds. Community colleges will become more adept in seeking private resources, earmarks, and grant funds. Other current issues for community colleges include: campus safety and security, accreditation challenges, leadership and faculty turnover, conflict of interest, environmental issues, and policy issues (WIA reauthorization, Higher Education Act, Tax Issues, etc.)

Terry O'Banion Shared Journey First Place Award

A Resource Guide for Those Who Counsel Latino Students

Morton Community College (IL)

Leslie Navarro
Lizette Urbina
Sandra Saldana

This abstract was not submitted for publication.

Terry O'Banion Shared Journey Second Place Award

On Track for College – Partnering with District High Schools to Increase College Readiness

Lincoln Land Community College (IL)

TRICIA A. KUJAWA

On Track for College has four components designed to decrease the number of developmental courses needed upon college entry. In the first component, placement testing is offered to all the district high schools. College staff visits each high school to administer the assessment onsite. The testing office targets sophomores early in the spring semester. The goal is to have individual test results available before the high school students create schedules for the following year. Test results are shared with students in one of three ways: (a) college staff meets with each student as testing concludes; (b) a high school counselor conducts individual or group interpretation sessions; or, (c) college staff provide group interpretation to the students and parents.

The second component of On Track for College involves assisting the high schools in specifically addressing under preparedness in math. Participating schools use ALEKS, an individualized, self-paced math program, to supplement regular classroom math instruction. Students involved with ALEKS are tested at the end of the semester to measure improvement.

The third component is the parent guide. A college publication, *On Track for College: A Step by Step Guide for Parents*, is provided to the parents and guardians of each eighth grade student. The publication emphasizes the importance of early career and college planning, career pathways, and information specific to the college.

Finally, the annual, district-wide mathematics forum is designed to build two-way communication between high school and college math instructors and a 9-14 aligned math curriculum. Annually, two math teachers from each of the high schools in the community college district are invited to campus for a half-day of presentations and breakout sessions.

Contact for more information:

Tricia A Kujawa
Director of Placement and Testing
Lincoln Land Community College
Springfield, IL 62794-9256
(217) 786-2454

Terry O'Banion Shared Journey Third Place Award

Registration Renovation at Morton College: Rebuilding a Successful Enrollment Management Blueprint

Morton Community College (IL)

Sandra Saldana
Lizette Urbina

This abstract was not submitted for publication.

Dissertation of the Year Award Winner

Fostering Minority College Student Persistence and Baccalaureate Degree Attainment: A Collective-Cross Case Analysis of High-Performing Institutions

University of Massachusetts – Boston (MA)
SAM MUSEUS

Racial/ethnic minority college student persistence and degree attainment is of paramount importance to higher education policymakers and administrators. Approximately six of every ten students who enter a four-year college or university fail to earn a bachelor's degree within six years. The failure of such large numbers of racial/ethnic minority undergraduates to complete college poses devastating consequences for the individual students, institutions of higher education, and broader society.

Qualitative research methods were designed to facilitate an embedded collective case study of three institutions that have achieved high and equitable underrepresented racial/ethnic minority student persistence and degree attainment rates. Using three national databases, one public two-year college, comprehensive public university, and private doctoral university were selected for exhibiting relatively high under-represented racial/ethnic minority student persistence and graduation rates and equity in persistence and degree attainment rates across races/ethnicities.

A total of 65 administrators, staff, and minority students were interviewed and a wide range of documents were collected to discover and examine the institutional environments, policies, programs, and practices perceived to contribute to racial/ethnic minority student success on the three campuses. Findings indicate that the institutions share a set of common cultural characteristics that converge to create environments that support holistic and integrated support systems that foster a sense of belonging among racial/ethnic minority students.

First, participants underscored educators' belief in humanizing the educational experience as a key factor in fostering success among students of color at those institutions. Second, participants highlighted the strong networking values that were espoused and enacted on each campus as being critical to minority student success. Third, the institutions demonstrated a commitment to targeted support programs that were linked to the colleges' broader support networks. And, fourth, participants at the three campuses described an ethos of institutional responsibility for racial/ethnic minority college student success. The dissertation includes a comprehensive discussion of the Implications for policy, practice, and future research. **Contact for more information:**

Samuel D. Museus, Ph.D.
Assistant Professor of Higher Education
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd
Boston MA 02125
Phone: (617) 287-7649
sam.museus@umb.edu

Welcoming Community Colleges Initiative: Supporting Educational and Labor Market Success for Lesbian, Gay, Bisexual, and Transgendered Students

College of San Mateo (CA)

HENRY B. VILLAREAL

Introduction and Background

According to the American Association of Community Colleges, America's 1,200 community colleges play a vital role in higher education: enrolling more than 11.5 million students and serving almost half the undergraduate students in the country. These important postsecondary institutions serve a diverse group of students, including many who are low-income, minority, and first generation and provide a range of opportunities and services including open access to education, preparation for transfer to four-year institutions, and workforce development and skills training.

As innovative solutions to educational access and success have begun to take hold focused on race, ethnicity, and socioeconomic status, there has been a notable absence of solutions to barriers to educational success for Lesbian, Gay, Bisexual, and Transgender (LGBT) students on community college campuses. Baker in 1991 first called attention to the "invisible minority" of LGBT students at two year colleges. As a consequence, there may be far less attention on the needs of LGBT students at community colleges in contrast to four-year institutions. For example, the National Consortium of Directors of LGBT Resources in Higher Education (2005) reports over 100 formally staffed LGBT resource centers operating in four-year institutions throughout the U.S. and Canada, yet only one such center at a two-year community college. Since there is a notable absence in higher education literature on LGBT students, it is difficult to truly understand their campus experiences (Ivory, 2005).

Addressing the Problem Through Organizational Partnerships

In order to begin addressing the needs of LGBT students in America's community colleges, NCSD is partnering with the Academy for Educational Development (AED) and the Human Rights Campaign (HRC) to establish the "Welcoming Community Colleges Initiative: Supporting Educational and Labor Market Success for GLBT Students." The AED is an independent, nonprofit organization committed to addressing human development, educational and workforce needs in the United States and throughout the world with education, research, training, policy analysis, and innovative program design. The HRC, founded in 1980, advocates on behalf of LGBT Americans, mobilizes grassroots actions in diverse communities, invests strategically to elect fair-minded individuals to office, and educates the public about GLBT issues.

Goals of the Initiative and Next Steps

There are four main goals of the Welcoming Community Colleges Initiative: 1) to increase awareness and build a baseline of knowledge of institutional policies, practices, and partnerships that promote or detract from LGBT students' educational success 2) to identify and address barriers for strengthening postsecondary outcomes for LGBT community college students, 3) develop technical assistance tools and guidance that will help promote and sustain institutional change, and 4) implement and evaluate a model of policies, practices, and partnerships that create a Welcoming Community College.

To kick off the initiative, a National Convening on Welcoming Community Colleges for Lesbian, Gay, Bisexual, and Transgender (LGBT) Students to Support Educational and Labor Market Success will be held with community college leaders, faculty, students, advocates, researchers, policy makers, funders and other key stakeholders. The convening, the first of its kind in the nation which is being planned for June 2009, will seek to build the foundation of knowledge about the community college climate and experiences of LGBT populations, identify the barriers of access and academic success for these students, explore policies, practices, and programs that address those barriers, and begin a national conversation on changing the paradigm that LGBT students are the invisible minority on campus and seek solutions to advance the needs of LGBT students to ensure academic and labor market success. At this meeting, the new Welcoming Community Colleges Initiative will be fully discussed to gain valuable input from leaders and stakeholders to inform the implementation of the initiative.

Upon conclusion of the convening, a Welcoming Community College Advisory Board will be established consisting of Community College leaders, faculty, and several LGBT community college students. The advisory board will help to provide strategic insights on the initiative and offer suggestions on the project's requirements, implementation of key tasks, evaluation approach and tasks, potential impacts (e.g., on policy, institutional reform), and dissemination strategies and products. More information on the Welcoming Community Colleges Initiative will be forthcoming as plans evolve for the national convening and soon thereafter as the advisory board is established.

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Contact for more information:

Henry B. Villareal
Dean Enrollment Services
College of San Mateo
1700 West Hillsdale Blvd.
San Mateo, CA 94402
Phone: 650-574-6590
Henry.Villareal@smccd.edu

Sports Are For Everyone at Columbia-Greene Community College (NY)

Columbia-Greene Community College (NY)

CATHERINE M. TRETHERWAY
JIM FITZGERALS
ROY BROWN

SAFE is a not-for-profit organization dedicated to offering team based sports to children with special needs ([http://home.nycap.rr.com/safesports/.](http://home.nycap.rr.com/safesports/)) Jim Fitzgerald, the founder of SAFE, and Columbia-Greene Community College have collaborated since 2002 to make this unique program available to children with physical and/or developmental disabilities that live in Columbia and Greene Counties.

Children are invited to attend two SAFE events each semester. Registration forms are sent to parents, local school districts and the Columbia County Association for Retarded Children (COARC). Student volunteers are solicited through their instructors and athletic coaches and through campus organizations such as the Student Senate and Human Services Club.

On the day of the event, children are checked in as they arrive, given a name tag and paired with student volunteers. After a short period of free play, Coach Jim or a member of the Columbia-Greene Athletic Department organizes games of basketball, soccer, whiffle ball or kickball. The athletes enjoy a healthy snack and then return to the gym for more sports activities. At the conclusion of the program, each child receives a sports related item such as a baseball or soccer ball so they can practice their skills at home.

The SAFE program started in 2002 with eight participants and a handful of student volunteers. The program has grown over the years and during the 2006-2007 academic year, SAFE provided recreational opportunities to 23 area children and gave 37 Columbia-Greene students the experience of working with children with disabilities. These gains, however, have not always come easily. For example, because the college is situated in a rural community, finding transportation for participants can be challenging. This issue was addressed by collaborating with COARC, which has its own transportation system. Another challenge was soliciting student volunteers, who often have work or other commitments on Saturdays. This issue was addressed by asking the athletic department and student organizations to help recruit volunteers. Faculty members were encouraged to offer extra class credit to students who assisted with the SAFE program.

SAFE could be easily replicated on other college campuses as long as the organizers have the appropriate support. SAFE is truly a collaborative program, involving individuals and organizations both on and off campus. The following departments/organizations assist the Office of Special Services in the planning and implementation of each SAFE event:

- Vice President and Dean of Students and Enrollment Management: provides funding and administrative assistance

- Athletic Department: provides coaching services and recruits student volunteers
- Community Services: assists with scheduling the gymnasium and dining hall
- Public Relations: provides publicity and advertising
- Security: provides security and access to gym and athletic distribution Room where equipment and supplies are stored
- Food Service: provides snacks and drinks
- Maintenance: assists in cleaning up after each event
- Faculty: recruits student volunteers, awards extra credit to participants
- Students: act as assistant coaches, provide role models for children
- Campus clubs and organizations, i.e. Student Senate, Human Services Club, Student Ambassadors: recruit student volunteers
- COARC: provides transportation for many of the children who attend SAFE
- School Districts: advertises program to parents
- Area vendors, e.g. Stewart's, Burger King: provide giveaway items such as ice cream coupons

The college spends about \$350 for each SAFE event. Expenses include food, coaching services and giveaway items. The impact on the campus and community, however, are enormous. For many children, SAFE is the only area recreational program designed to meet their special needs. The joy of accomplishment can be seen on their faces as they make a basket or hit a baseball, often for the first time in their lives. SAFE gives parents the chance to play alongside their children or a take a much-needed respite. SAFE also provides a unique learning experience for Columbia-Greene students, particularly those enrolled in our Education, Physical Education and Human Services programs. Most importantly, SAFE is a place for all participants to make friends, relax and have fun!

Input from parents, student volunteers and coaching staff have resulted in changes to the program over the years. For example, the program used to run from 10:00 AM to 2:00 PM. This schedule is too demanding for most of the children who participate. Accordingly, the time was shortened to an hour and a half. Also the practice of giving away food coupons was discontinued because parents felt that this promoted unhealthy eating habits. Now, the participants are given items that are related to sports in order to promote physical activity as a part of the children's everyday lives. Aside from these issues, however, SAFE has always received high praise from parents, children and students alike as an enjoyable program that meets the needs of all participants.

Quality education, accessibility and service to the community are among Columbia-Greene Community College's institutional goals. The SAFE program helps fulfill these goals by offering area children with developmental and physical disabilities the opportunity to participate in team-based sports. The program also benefits the campus by giving Columbia-Greene students experience in working with children with special needs and promoting disability awareness among all members of the college community. Columbia-Greene Community College plans to maintain its relationship with SAFE and host this program on our campus for many years to come.

Contact for more information:

Catherine M. Tretheway
Director, Office of Special Services
Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
(518)828-4181 x 3437
tretheway_c@sunycgcc.edu

Women on the Move

Monroe Community College (NY)

JULIE WHITE
CORINNE MULHALL

Staff and faculty of Monroe Community College (MCC) recognized that working women face numerous obstacles to academic success, including lack of transportation, inadequate child care, unsafe and/or inadequate housing, and access to health care. In light of these needs, *Women on the Move* was developed as a collaborative demonstration project, funded by a grant from the Women's Foundation of the Genesee Valley, with the goal to create a mechanism to provide training and support to working women. *Women on the Move* was developed jointly by staff from MCC and from Catholic Family Center (CFC), Rochester's largest multi-purpose provider of family services.

Women on the Move has three components:

- CDL 101: Career Development for Returning Adult Students, a two-credit course.
- a mentoring program
- goal-setting sessions for support and referral as needed.

Women on the Move has been evaluated through questionnaires and tracking of students' academic progress. Eighty-eight percent of the participants reported they believe their experience in *Women on the Move* has provided them with skills and knowledge to assist them in achieving economic self-sufficiency. Participant evaluations have consistently rated this program highly, with 96% of participant evaluations rating their overall satisfaction as very good or good.

In addition, students report gains in self-confidence, stress management skills, career development, and knowledge of supportive resources. All of these traits are positively associated with student success and retention.

Women on the Move was also recognized as MCC's Innovation of the Year 2008 by the League for Innovation in the Community College.

For More Information Contact:

Julie White
Assistant Director
Student Services, Damon City Campus
Monroe Community College
228 E. Main St.
Rochester, NY 14604
(585) 262-1665
jwhite@monroecc.edu

Empowering Developmental Student Success: A unique Integration of Learning Assistance and Student Development Services

Parkland College (IL)

PAMELA LAU

To meet the challenge of enhancing the success of developmental students, the Parkland College Center for Academic Success (CAS) developed an integrated network of learning assistance, alternative instruction, and intrusive student development support services. This is a successful initiative requiring intentional collaborative partnerships with academic departments and student services.

CAS has four guiding principles: (1) design a one-stop learning center for *all* students to promote learning at all levels without segregation of developmental students; (2) integrate learning assistance with student development support to serve the whole student; (3) collaborate with faculty in developing tutoring and alternative instruction to actualize buy-in; and, (4) deliver just-in-time learning and individualized instruction in a student-centered environment.

CAS provides integrated support for students in developmental reading, writing, and math. Support for math, for example, involves four coordinated services: (1) math faculty tutoring: math faculty provide on-site developmental math tutoring; (2) academic development specialists: learning specialists with learning disability expertise supplement faculty tutoring in a lab environment designed for developmental students and/or students with learning challenges; (3) developmental math modules: multi-credit math courses are chunked into one-credit component modules; and, (4) student development advocates: staff who work in collaboration with faculty to identify best approaches for students with math challenges. Developmental students who need to repeat a developmental math course, a slower instructional pace, and/or a more individualized approach may choose to complete math requirements through modules. This support network is replicated for developmental reading and writing.

CAS services are assessed using quantitative and qualitative data. Data from the last two years show a 40% increase in student use each year. They also indicate that developmental students who repeatedly utilize tutoring and student development services are more likely to succeed and return the following semester than their peers who do not access services.

Four factors stand out in CAS's success: (1) strong institutional support; (2) faculty buy-in; (3) ideal physical space; and, (4) committed team of staff.

CAS was recently recognized as one of eight model community college programs in student retention and success as part of the U.S. Department of Education's *Community Colleges Can!* Initiative.

Contact for more information

Pamela Lau

Director, Center for Academic Success

Parkland College

2400 W. Bradley Avenue

Champaign, IL 61821

(217)351-2200

plau@parkland.edu

Partnering with a Purpose: Bridging the Gap Between Community Colleges and Local Businesses

Hillsborough Community College (FL)

LINDA K. HERLOCKER
MARLINA MCCLURE
ALISA KEATON
GIGI GILMORE

Since March 2007, the Ybor City Campus of Hillsborough Community College (HCC) in Florida's Tampa Bay area has worked in partnership with the local workforce board, Tampa Bay Workforce Alliance (TBWA), to establish a "one stop shop" for students who need to connect with local employers. Through this partnership, TBWA provides a full time Career Service Specialist to work at the HCC Career Center. The TBWA staff member works side-by-side with the HCC Career Planning & Placement Manager, both reporting directly to the Assistant Dean of Student Services.

TBWA's goals for the partnership were to develop a strategic partnership, gain access to students, and increase exposure to Florida's job database. HCC's goals were to learn better data tracking techniques, to connect to community employers, and to learn targeted placement strategies. Working in a shared facility, the partners conduct relevant workshops, make classroom presentations, conduct targeted hiring events, coordinate classroom visits from employers, and share data.

The partnership is unique in its full integration of the partner with the HCC staff and the sharing of data, facilities, and resources. Challenges included reframing traditional outcomes and data security issues. This year, the partnership served 565 students and 25 employers, resulting in 188 direct and indirect placements. Success stems from the commitment of senior management, a willingness to redefine "outcome success," flexibility, minimal management interference, and a "git-'er-done" attitude. Next steps include an expansion of the partnership, building a new facility to house the partnership, and the integration of new community partners.

For More Information Contact:

Linda K. Herlocker
Dean of Student Services
Ybor Campus
Hillsborough Community College
2112 North 15th St
Tampa, FL 33605-3648
(813) 253-7680
lherlocker@hccfl.edu

Student Development from the C.E.O.'s Perspective

Columbia-Greene Community College (NY)

JAMES CAMPION

There are around 1100 community college presidents in the United States and it is probably safe to say that there are 1100 slightly different perspectives on the local meaning of "student development." To actually think about student development, to contemplate it, to toss it around mentally from time to time is a most worthwhile exercise for the president.

Even at a small institution the president can forget that there actually are students roaming the halls along with trustees, legislators, regulators, donors, overseers and others who must be smoozed, placated, agreed with and generally courted. Usually the students are the ones with the messenger bags and iPods. It is well to consider them from time to time.

Under the best of conditions the president can be an adjunct, get back to the "work" and get a feel for who the students are. Being out of the classroom or away from one's professional roots can mean that, while the faculty and student affairs folks have been engaging Gen X, Y and Z'ers, Twitterers and Face Bookers, the president can miss the excitement of the changing of the generations.

So how does the president get information about students? There is a pretty good chance that it is filtered and framed by the Chief Student Affairs Officer. It is that overworked soul who not only talks about students in language that the president can understand but it is he or she who must remind the community college president of the real people who populate the cafeteria and library and what obligations the college has to them. The CSAO should not hesitate to reintroduce the notion that the institution does more than distribute knowledge, Chickering and Reisser's seven vectors need to be dusted off and considered as well.

The president's view of and commitment to student development (in the most classic sense) is, in the final analysis, determined by his or her embrace of the community college mission. If the president is passionately immersed in the credo of "democracy's colleges" and has internalized all that the organization represents, then the likely outcome will be strong support for personal growth as well as scholarship. The CSAO has to be a trusted resource to the president as he or she ponders the question of "what is all this student development stuff anyway?"

For More Information Contact:

James Champion
President
Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
(518) 828-4181 x 3325
champion@sunycgcc.edu

Should You Know What I Know: Sharing Student Discipline Information

Mira Costa Community College (CA)

RICHARD ROBERTSON
ALKETA WOJCIK

Context

In light of highly publicized cases, our role as Student Services Administrators has become more complex in dealing with student discipline. Having a clear understanding of the Family Educational Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA), Health Insurance Portability and Accountability Act (HIPAA) and student codes of conduct, is imperative to address such issues as dealing with students who may be constitute a threat to themselves or others.

FERPA

In dealing with student discipline issues where there is a concern for safety, college officials are reluctant to share information with others because they fear that they might be in violation of FERPA. However, since the tragedy at Virginia Tech University, there have been documents and clarifications to give a better understanding of how FERPA and other laws apply to student records, and how certain disclosures are allowed without consent when there is a health or safety emergency situation. FERPA has a few exceptions to the general rule that “educational records” may not be shared with someone other than the student. One of these exceptions allows the disclosure of educational records and treatment records (made available for any purpose other than the student’s treatment) to appropriate parties such as parents, law enforcement, and other educational institutions, when there is an emergency and sharing information is important to the health and safety of the student and others.

Community Colleges in San Diego Region and the Need for Sharing Information

Currently there are nine community colleges in San Diego and a few of them are located within a few miles of each other. Based on the proximity of the campuses, it is not unusual for a student who has been suspended or expelled from a college based on a threat or safety reasons to attend the neighboring college. It was necessary that the colleges pursue the possibility of sharing information among the institutions when there is a student that poses such a risk or threat. FERPA exceptions related to health and safety emergencies allowed the institutions to work toward an agreement to share information when students pose a risk to health and safety. The college receiving information about suspension or expulsion under these circumstances would not prevent a student from enrolling. However, the Chief Student Services Officer would meet with the student to go over the college student code of conduct and define behavior expectations and boundaries.

Resources

Safe Schools & FERPA:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>

Joint guidance report from FERPA and HIPAA:

<http://www.hhs.gov/ocr/hipaa/privacy.html>

FERPA Regulations: <http://www.ed.gov/policy/gen/guid/fpco/index.html>

For More Information Contact:

Dick Robertson

Vice President, Student Services

MiraCosta College

One Barnard Dr.

Oceanside, CA 92056

(760) 795-6898

drobertson@miracosta.edu

Alketa Wojcik

Associate Dean of Student Services

MiraCosta College, San Elijo Campus

3333 Manchester Ave

Cardiff-by-the-Sea, CA 92007

(760) 634-7806

awojcik@miracosta.edu

New Student Orientation: The First Semester and Beyond

Hinds Community College (MS)

MARY LEE McDANIEL
MICHELE McGEE

In the November of 2006 Hinds Community College President, Dr. Clyde Muse mandated that an orientation course for new students be created, approved and offered by spring 2007. The orientation course curriculum for Hinds Community College students was created to provide insight into the college for new students and to impart key financial knowledge.

Curricula pertaining specifically to the College focuses on helping students adjust to college life by teaching effective study habits, reading methods, use of the library, note taking, report writing and providing student guidance into the social aspects of collegiate life. Eight traditional classroom lectures include seminars with guest speakers from college departments such as Financial Aid, the Learning Resource Center, Student Activities, Business Office, and the Office of the Academic Dean. Financial responsibility education is delivered via third party contract with *Financial Coaching and Counseling, LLC*. Competencies to manage personal finance are taught using the *Student Financial Lab* (SFL) internet based program. The College goal is to improve the knowledge level of college students about how to effectively manage their money, debt and use of credit. SFL provides students with ongoing access to tools that develop sound financial habits such as budgeting, paying student loans and future financial goals. As they enter the workforce, students are faced with increasing economic difficulties; the course is designed to help them avoid bringing debt into their adult lives.

Orientation is a two-hour credit course required for graduation for all full-time students both first-time and transfer. The course structure is innovative in design: Eight traditional class meeting times, hybrid lab hours for SFL, and Hinds specific material and assessment presented via BlackBoard® Learning Suite. Positive outcomes are identified for both the College and the student, such as a proven correlation to increased student retention, increase in full-time equivalency funding for state reporting, decrease in single course withdrawals, and decrease in return to Title IV. Most importantly, students are better prepared to leave the institution with greater financial knowledge to assist them during these difficult economic times.

Contact for More Information:

Mary Lee McDaniel, M.Ed.
Director of Counseling and Testing
Hinds Community College
P.O. Box 1100
Raymond, MS 39154
mlmcdaniel@hindsc.edu

The Phi Theta Kappa Experience: Honoring Scholars and Building Servant Leaders

Phi Theta Kappa International Honor Society (MS)

SUSAN EDWARDS
MONKIA BYRD
JENNIFER STANFORD

Honoring Scholars

Phi Theta Kappa (PTK) is dedicated to honoring student scholars for outstanding academic achievement at associate-degree granting institutions. Membership provides opportunities for public recognition and acknowledgement of superior scholastic accomplishment by faculty, college administrators and peers. Such acknowledgment bolsters academic motivation and enhances student success. Active membership offers much more than recognition. Phi Theta Kappa has an array of educationally purposeful programs that bridge academic and co-curricular activities to foster intellectual and psychosocial development. Students participate in faculty-directed, challenging honors activities that integrate service and leadership components. This convergence of educational and developmental experiences provides practical applications for academic exercises and results in real-life experiences that prospective employers and college recruiters recognize and value. Participation enhances interpersonal and communication skills, expands intellectual and cultural competencies, and assists in clarifying academic and employment goals and a sense of purpose. While exploring Phi Theta Kappa programs through the examination of scholarly topics, experiencing leadership, and providing service to their campus and civic arenas, students become engaged in their communities, form effective peer mentoring groups and enhance the campus environment

Building Servant Leaders

Phi Theta Kappa programs provide members with opportunities for intellectual growth and challenge, as well as opportunities for leadership development and service. Members may explore programs independently or through participation in their local chapter. The central focus of the organization's programs is an Honors Study Topic that offers a platform for examination of a timely, interdisciplinary subject of vital importance to the human experience. Through analysis of issues related to the 2008-2010 Honors Study Topic, *The Paradox of Affluence: Choices, Challenges, and Consequences*, chapters will be able to develop **Honors in Action** activities that implement the Society's ongoing 2008-2010 International Service Program, *Operation Green: Improving Our Communities*, and employ the Society's Leadership Development Program resources. Students are encouraged to use this Honors Program Guide to examine the paradox of affluence and to incorporate the Honors Study Topic into their leadership development activities and projects they initiate to serve their chapters, colleges, and communities.

Active chapters provide an educationally powerful environment, supported by resources, award programs and events. Phi Theta Kappa offers two award programs to honor the achievements of outstanding chapters build a scholarly community among students and faculty and engage in service to the college and community. The **Five Star Chapter Development Program** reflects the scholarly ideals of Phi Theta Kappa and serves as a blueprint for developing a strong chapter and for earning local, regional, and international recognition. Using this program, chapters can build a foundation and establish a lasting legacy on campus.

Phi Theta Kappa's competitive **Hallmark Awards Program** recognizes outstanding chapters, regions and individuals. True to its name, the program celebrates excellence in the Society's Hallmarks of Scholarship, Leadership, Service and Fellowship, and awards are presented to chapters that excel in these areas. Scholarly fellowship is an inherent part of each of those entries, but there is no separate fellowship category in the Hallmark Awards Program.

The Phi Theta Kappa **International Convention** is the largest multinational gathering of community college students in the world. At the convention members engage with internationally known speakers and interact with peers and faculty. Convention educational forums allow in-depth examination of the Honors Study Topic, offer leadership and service workshops, and furnish resources for student development. Members will find transfer and career forums and opportunities to network with transfer counselors and explore career options.

The Phi Theta Kappa **International Honors Institute**, called the "crown jewel" in the Society's honors programming agenda, provides a week's intensive study of the Honors Study Topic through outstanding speakers, intimate group discussions, field trips and experiential exercises.

The **Honors Satellite Seminar Series**, co-produced by Phi Theta Kappa and the National Collegiate Honors Council, is a series of interactive seminars led by experts on honors study topic-related issues. The seminars are broadcast live via satellite to college campuses around the world each fall and are available as well via web download.

Phi Theta Kappa programs for chapter and individual participation reflect the Society Hallmarks of Scholarship, Leadership and Service, and evoke Fellowship through camaraderie and cooperation. Exploring the Honors Study Topic creates opportunities for chapters and individuals to integrate the Hallmarks in comprehensive, well-rounded initiatives effective in contributing to academic stimulation and student development.

The Honors Program Guide includes resources devoted to the Honors Study Topic and provides avenues for honors students to enrich their scholarly endeavors with the interdisciplinary exploration of a timely topic and then apply their knowledge as servant leaders in the college and the community. The broad issues categories that relate to the honors study topic and study questions for each issue are designed to initiate interdisciplinary, scholarly inquiry and research. Study of any of the issues related to *The Paradox of Affluence* should include opportunities to lead and serve.

Journaling Suggestions

For an **Honors in Action** project to fully develop in each of the Hallmark areas, intentional and purposeful recording, planning, and reflection are essential. To assist members and chapters with intentional recording, planning, and reflection to develop our Society's Hallmarks, journaling throughout an **Honors in Action** project is highly recommended. A variety of activities specific to each Hallmark may be recorded in a journal or provide materials for reflection in a journal.

In the **Scholarship Hallmark**, a journal might track

- Study question(s) posed
- Experts and sources consulted
- Notes about ways research can be transformed into projects
- Dialogues and answers engaged in and learned
- Questions remaining for further research

In the **Leadership Hallmark**, a journal might track

- People who have led similar projects in the past and what can the chapter learn from them
- Leadership lessons learned in the research of the issue presented to the chapter, college, or community by advisors, partner organizations' leaders, and other mentors
- Leadership skills and abilities developed
- How individuals or chapters overcame challenges and obstacles
- Reactions from individuals in leadership roles about their own leadership development

In the **Service Hallmark**, a journal might track

- Specific ways to develop projects directly related to the International Service Project
- Ways investigation of the Honors Study Topic led to the development of Honors in Action service projects
- Contacts with potential partners whose missions your Honors in Action activities complement
- Whom or what is served by each project
- Impact of the project (specific accomplishments, contributions, people participating, people served)

Recording these details can be indispensable. For Phi Theta Kappa chapters, journaling to track progress and activities throughout **Honors in Action** projects and to capture reflections and thoughts on how students developed as individuals and as part of a chapter or student organization provides students with the detail they need to achieve their goal in the **Five Star Chapter Development Program** and compose entries in the **Hallmark Awards Program**. Individuals can use journals to provide details about activities and impact for honors projects, scholarship applications, resumes, and cover letters.

Implement an **Honors in Action** program in partnership with Phi Theta Kappa at your college. To access the entire Honors Program Guide, including **Honors in Action** project ideas and an annotated bibliography, film and website lists, go to <http://www.ptk.org/experience/>.

Contact for more information:

Susan Edwards
Dean of Academic Affairs and Honors Programs
Phi Theta Kappa International Honor Society
1625 Eastover Drive
Jackson, MS 39211
Phone: 601-984-3541
E-mail: susan.edwards@ptk.org

Using Service Learning to Enhance Student Learning

Metropolitan Community College (NE)

TERI QUICK

DAVE HORST

STEPHANIE SEARSON

Service learning projects positively impact student achievement while benefiting the local community. Metropolitan Community College in Omaha, Nebraska, has offered service learning to students since 2003, and we strongly believe in the concept. Service learning is much more than just volunteer time or community service. Before colleges can engage in service learning, they need to understand what it is. Service learning is a teaching strategy which incorporates community service with academic learning. The students must apply skills learned in the classroom while helping the community. A service learning project also must help fulfill one or more of the course objectives, through reflection. Reflection connects service and learning, and requires students to reflect on how their service enhanced their classroom learning. Reflection can be accomplished through writing, oral presentation, and/or group discussion. Reflection is what distinguishes service learning from volunteerism, internships and other forms of experiential education. Service learning is a win-win situation for faculty, students, the college and the community.

There are many benefits of service learning. The student benefits include:

- Hands-on use of skills & knowledge
- Increased understanding of course material
- Integration of theory with practice
- Ability to practice critical reflection
- Opportunities that accommodate different learning styles
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-efficacy, analytical skills and social development
- Valuable work-based learning experience
- Opportunities for meaningful involvement with local community
- Increased civic responsibility and creativity in problem-solving
- Personal sense of fulfillment and accomplishment

Faculty benefits include:

- Inspiration and innovation of teaching methods
- Establishing a concrete link between the curriculum and specific community needs
- Ability to accommodate students' different learning styles
- New perspective on learning with an increased understanding of how learning occurs

- Increased awareness of current societal issues (as related to a specific academic area)
- A sense of professional renewal
- Opportunities for meaningful involvement with community
- Personal sense of fulfillment and accomplishment
- Increased student contact through greater emphasis on student-centered teaching

College benefits include:

- Enhanced visibility of the college
- Positive community relationships and partnerships
- Enhanced teaching and outreach activities
- Increased number of students who are actively engaged with their education
- Increased student satisfaction
- Increased development and preparation of college graduates
- Faculty and student engagement in local and state community issues
- Opportunities to extend college knowledge and resources

Community benefits include:

- Access to college resources (facilities, expertise, programs)
- Energy, enthusiasm & talent of Metro College faculty and students
- Substantial human resources to meet the needs of the college
- Positive relationship & partnership opportunities with the college
- Building awareness of community issues, agencies, and constituents
- Opportunities to contribute to the educational process of MCC students
- Short and long term solutions to pressing community needs

Colleges that want to offer service learning need to hire a coordinator. The service learning coordinator's responsibilities should include:

- Recruit faculty who are interested in service learning
- Provide training and guidance to new SL faculty
- Serve as a liaison between the college and community partners
- Secure necessary funds for projects
- Ensure that students get a service learning notation on their transcripts
- Help faculty document and publicize their projects
- Serve as an information resource center
- Resolve problems as necessary

The guidelines for setting up a service learning project are:

- Establish course objectives
- Target a community partner
- Establish a connection with the community partner
- Create service learning project parameters and goals
- Pitch the project to the students
- Monitor student work (minimum of 10 hrs per student)
- Encourage reflection
- Transcript the service learning grades

Student Services personnel particularly counselors and advisors, play a crucial role in the success of courses that offer service learning. Their involvement begins by educating the counseling and advising staff about service learning and then making them aware of courses that include service learning. Counselors and advisors then actively recruit students to enroll in courses that have a service learning component. In addition to supporting service learning courses by enrolling students, the counselor/advisor role also includes teaching students to put their service learning experience on their resumes and making them aware of how valuable their service learning experience at Metro is to future employers. The more involved the Student Services contact is with students in service learning courses, the more they can support students and encourage them to continue to seek classes that have a service learning component.

Two service learning projects from MCC were highlighted in the conference presentation. Teri Quick, a reading instructor shared her experience with incorporating service learning into her reading classes. Teri teaches in a learning community with developmental writing instructor Susan Ely, and they partner with St. Joseph Tower Assisted Living Facility for their service learning project. The students interview residents, write up their life stories, and then read the stories aloud at a celebration party. Students learn note-taking, interviewing, writing and reading skills through this project. They also learn communication and interpersonal skills as they spend time talking with the residents and sharing a pizza lunch. Students often continue to visit the resident they interviewed after the quarter has ended, so the community service extends beyond the classroom.

Dave Horst, an industrial maintenance instructor, shared his service learning project which involves students in the industrial and construction trades, doing home repair work for senior citizens in need. He partners with the Eastern Nebraska Office on Aging, and also with businesses like Lowe's. Students from a variety of the industrial maintenance classes volunteer their time on Fridays to make much-needed home repairs for the elderly. These people cannot afford to have the work done, and many times the students' work makes the difference between the recipients being able to stay in their homes, or having to move to some type of facility. Several of Dave's projects have won regional and national Service Learning Awards.

To see the Power Point presentation from the 2008 NCSD conference, visit MCC's Service Learning web site at: <http://www.mccneb.edu/servicelearning/> For more information about MCC's Service Learning program, contact Penny Boykins at pboykins@mccneb.edu

For More Information Contact:
Terri Quick
Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777
(402) 457-4655
tquick@mccneb.edu

Don't Let Your Students' Ships *CAPP*size. The Career and Academic Planning Program (CAPP) Is a Lifesaver.

Metropolitan College (KY) Jefferson Community and Technical College (KY)

MELISSA CLINE
CARRIE FALLER

Metropolitan College (MC) is a workforce development initiative currently partnered with Jefferson Community and Technical College (JCTC), the University of Louisville (U of L), United Parcel Service (UPS), Community Alternatives of Kentucky (a subsidiary of ResCare), and Humana. Through funding provided by the state of Kentucky, Louisville Metro government, and MC's corporate business partners, MC's mission is to assist students with integrating work, academic and career goals, and their personal lives through a unique combination of programs and services. Participants in the MC program receive 100% tuition in exchange for working for one of the corporate business partners.

UPS employees who participate in the MC program work third shift, take afternoon and evening classes, and are both part- and full-time students at JCTC or UofL. In order to access tuition benefits, participants must sign a semester contract and complete the Career and Academic Planning Program (CAPP).

CAPP was developed by MC student development counselors. CAPP provides targeted services to help students succeed in school by developing career and academic goals and moving on to rewarding careers. Students are required to complete certain activities at specific credit hour intervals.

CAPP consists of the following credit hour intervals and required activities:

- **New Students: Student Transition Program (STP)**
 - A series of seven online modules designed to explain MC policies and procedures provide tools and resources for college and work life success, and options for career exploration.

- **13 – 29 Credit Hours: Resume**
 - Students are required to develop a career-specific resume, upload the resume to a local online job portal, and create a career action plan with a counselor who provides ways to enhance the resume. The counselors offer next steps to prepare the participant for the chosen career field.

- **30 – 59 Credit Hours: Career and Academic Survey**
 - This online survey captures students’ progress towards achieving academic and career goals and assists counselors with program development and interventions when necessary.

- **60 – 89 Credit Hours: Mock Interview**
 - Students conduct a career-specific mock interview and learn strategies to communicate strengths, skills, and accomplishments in a concise and clear way to further their candidacy with an employer. Counselors provide feedback and offer next steps tailored towards the students’ chosen career path.

- **110+ Credit Hours: Graduation Plan Survey**
 - This online survey is intended to obtain students’ post-graduation plans and knowledge of MC resources. The results provide information on the success of CAPP and areas that need improvement.

In order to assess student comprehension and satisfaction throughout the STP, the resume, and the mock interview requirements, student development counselors utilize *Zoomerang*, an online survey creation program. The surveys are completed on the *MyMC* page which is a secured webpage students access to complete the STP; learn about additional CAPP requirements; and obtain information about MC policies.

Since the launch of CAPP to all new MC students in Fall 2007, several benefits of this program have been observed, including:

- **Streamline of career services:** Career services have been streamlined for all MC students to access.
- **Student action:** By requiring students to complete CAPP requirements, such as the resume and mock interview, students are more likely to take ownership and initiative regarding their academic and career development.
- **Local workforce knowledge:** As they complete CAPP requirements, students gain a better understanding of how their academic programs connect with the local workforce, i.e., students learn about job availability, salaries, and benefits.
- **Individualized counseling time:** Student development counselors have more information regarding students’ academic and career planning, which allows the counseling staff to further assist students in meeting their goals.
- **Interventions and support service referrals:** More in-depth information about students’ academic and career plans allow for more interventions and appropriate referrals to campus and community resources.

A CAPP-like model can be implemented with most student groups. The requirements however, should be specific to the students' needs. To apply the CAPP model with a particular student subgroup, the following questions should be considered:

- **What activities would benefit my student group?** The requirements do not have to be career services specific.
- **How long will I work with these students?** This question is helpful in considering time frames when activities will need to be completed.
- **What campus resources can I utilize in completing activities?** Always think of resources, including career services, tutoring, and advising that can be used to complete activities.
- **How can I ensure that my students utilize this program?** Determine whether these activities will be optional, or required.

Contact for more information:

Melissa Cline
Student Development Counselor
Metropolitan College
200 W. Broadway, Suite 800
Louisville, KY 40202
(502)213-4517
mcline0006@kctcs.edu

Igniting Student Success through Partnerships

Monroe Community College (N Y)

ANN TOPPING

The Division of Student Services at Monroe Community College responded to the need to develop targeted programs for underrepresented populations as a result of examining overall retention rates at MCC and reviewing national data on underserved students. Many students in the three programs highlighted in this presentation are at risk for not completing college without specific and clearly defined intervention strategies. The programs focus on internal and external partnerships to foster student success by providing students with the tools to broaden a network of support. The three programs presented included:

Doorway to Success

This program is designed to assist retention rates of African American and Latino men. Internal partnerships with six offices within Student Services and linkages with Academic Services form the core of the program. Other components of the program include a three credit college orientation course, a one credit career development course, planned co-curricular program development, mentoring relationships and focus groups

Work Experience Program (WEP)

The WEP program represents a partnership with Monroe County Department of Human Services and MCC. Staff assists students who are required to work a designated number of hours with balancing the work experience requirement and the rigors of college life. Strategies include orientation seminars, counseling linkages, strict monitoring and strengthening self advocacy skills.

Women on the Move

This is a program that was developed to assist working women who face many obstacles to academic success, including lack of transportation, inadequate child care, unsafe and/or inadequate housing, and access to health care. The program includes specialized coursework, mentoring sessions and defined goal setting sessions. It began as a collaborative demonstration project, funded by a grant from the Women's Foundation of the Genesee Valley and was developed jointly by staff from MCC and the Catholic Family Center (CFC), Rochester's largest multi-purpose provider of family services.

Contact for More Information:

Ann Topping

Dean of Students

Damon City Campus

Monroe Community College

228 East Main Street

Rochester, New York 14604

(585) 262-1749

atopping@monroecc.edu

High Tech/High Touch: Delivering Web-based Services with a Personal Touch

Jefferson Community and Technical College (KY)

JASON POLETE
MELISSA CLINE
CARRIE FALLER

Budget and time constraints make delivering effective student services challenging. Institutions face increasing pressure to deliver high-quality, innovative student services with fewer and fewer resources. This session explored how the Metropolitan College program transitioned various services to a web-based delivery while still maintaining a personalized, high-touch feel. The presenters examined the benefits and obstacles encountered, specific technologies used and the step-by-step process we used to make the transition.

Metropolitan College (MC) is a workforce development initiative consisting of a partnership between Jefferson Community and Technical College, the University of Louisville, United Parcel Service (UPS), Community Alternatives of Kentucky (a subsidiary of ResCare), and Humana. Through funding provided by the state of Kentucky, Louisville Metro government, and MC's corporate business partners, MC's mission is to assist students to integrate work, academic and career goals, and personal lives through a unique combination of programs and services. Participants in the program receive 100% in-state tuition in exchange for working for one of the corporate business partners.

One of the MC programs was created to help students succeed is the Career and Academic Planning Program (CAPP). CAPP was designed to help students succeed in school and move on to rewarding careers by completing activities at certain credit hour intervals. The activities include a student transition program, resume writing, a career and academic survey, completion of a mock interview, and a graduation plan survey.

The first CAPP requirement, the Student Transition Program (STP), was originally a five day program in which students learned program policies and procedures; were provided tools and resources to be successful in college and at work; and were assisted in exploring academic and career options. In an effort to make the STP more convenient and effective for students, it was converted into an interactive, web-based service. The process took approximate 12 months during which time students' needs were analyzed in relation to the program. The STP was redesigned as a series of web-based modules. The program was piloted, and then rolled out to all of the students. Currently the staff is collecting and analyzing feedback and outcomes data.

The web-based program consists of a series of modules accessible by students using their employee ID and date of birth. The modules can be completed individually with each module taking between 10 and 20 minutes to complete. The entire program takes approximately two to three hours to complete. Presentations, demonstrations and other instructional content were created using *Camtasia*, a software program for creating screen recordings. The screen recordings allow students to hear the instructor and see accompanying visuals such as slides and on-screen demonstrations.

The new web-based implementation of this service has had the following advantages:

- Convenience (for our students who already have hectic school and work schedules)
- Effectiveness (by means of consistent delivery to all students and interactive aspects of the modules)
- Ease of Evaluation (surveys and quizzes are built-in and allow automatic aggregation of outcome data)

During the process of redesigning and developing this program as a web-based service, the following general, transitional steps were identified:

- Determine if a web based delivery would be advantageous
- Determine whether the necessary technological resources are available
- Break down program content into logical modules
- Break down each module's content into steps
- Create a storyboard for each module based on these steps
- Work with technology staff to create modules using the storyboards as a blueprint

For more information contact:

Jason Polete
Web and Media Designer
Metropolitan College
200 W Broadway Suite 800
Louisville, KY 40202
(502) 213-4526
jpolete0001@kctcs.edu

Organizational Changes: Understanding the Change Problem for Successful Change Practices

Schenectady County Community College (NY)

MARTHA J. ASSELIN

Change is a problem solving opportunity. Understanding the change process will provide a more successful change approach. It is helpful to view change through five problem questions: “WHERE?”, “HOW?”, “WHAT?”, “WHY?” and “WHO?” As a “Where Problem” consideration is to be given from where the need for change is coming. Are there internal or external factors driving the engine? As a “How Problem,” consideration is given to how we change and how we get others to assume responsibility for designing a more productive organization? The “What Problem” considers what we are trying to accomplish, the changes that are considered necessary and the signals that would be given to indicate success. The “Why Problem” causes us to look more closely at why we do what we do. The most important concept to consider when organizing change is the “Who Problem”. Who should lead the change? In *From Good to Great* (2006) Jim Collins says great leaders ask this question: “Who first?” Selecting the right leader to ‘drive the bus’ is important. The most senior executive may not be the individual best suited for leading change.

Cummings and Worley (1995) suggest five phases for successful organizational change: motivating change, creating vision, developing political support, managing the transition and sustaining the momentum. Suggestion is to consider these five phases when considering, initiating, planning, and preparing for change. Motivating change is done by creating readiness for the change, mobilizing support and minimizing resistance. Consider developing approaches which address potential pockets of resistance and concerns that may arise with regard to the change or change process. Effective leaders enlighten others about the need for change by creating a positive environment which generates optimism and enthusiasm.

Vision is created with a clearly articulated direction and a realistic purpose. State specifically what the change effort is intending to accomplish, use feedback loops, and speak in terms of outcomes which include goals and objectives. Communicating effectively will aid in vision setting. Build an open and approachable environment which is tolerant and accepting of differences. Bridge gaps and build awareness to heighten support. Establish performance benchmarks and reward accomplishments. Remember your organizational mission and history when planning the vision. Be cautious of fads. “If you want the imagination to see the future, then you better have the wisdom to appreciate the past. What is hot now blinds organizations to the reality”(Mintzberg 1999). Matters of power and politics are critically important. Power comes from credibility and authority. Build performance metrics to measure the change process, provide a framework for benchmarking and for evaluating progress/results. Management of the transition and anticipating on-going adjustments to the action plan is useful.

Sustaining the momentum is a challenge for leaders of change. Work through the obstacles. As with any strategic planning process, the best approach is flexible.

Contact for More Information:

MARTHA J. ASSELIN

Associate Dean for Student Services

Schenectady County Community College

78 Washington Ave.

Schenectady, NY 12305

(503) 381-1336

asselimj@sunysccc.edu

Campus Emergency Preparedness and Mass Notification

Monroe Community College (NY)

LEE STRUBLE

Our ability to properly prepare and communicate with our campus communities about critical incidents on our respective campuses has taken on an increasingly important role in the recruitment and retention of our students, and the reputation of our school. The open access and immediacy of our modern media has created an additional layer of expectation in terms of our ability to inform and direct our campus emergency response procedures, such as shelter-in-place, lockdown, etc. Each new catastrophic event (Columbine, 9/11, Virginia Tech University, etc.) has helped to define us, challenges us and provides new opportunities to educate and engage our campus communities. As campus educators and leaders we must work toward creating a campus climate of preparedness and prevention, without paranoia.

Our responsibility is to gain institutional, county, state and federal support with funding and time. We must also integrate preparedness into our campus culture through our on-going educational and training efforts. By effectively doing this we will achieve the goals of the “concept of operations” mantra of a top to bottom basic understanding and appreciation of the goals and objectives of the campus emergency preparedness plan. It is also critical that our respective campus emergency plan is an “All-Hazards Approach” that is reflective of our specific region (Ice storms, tornadoes, etc.).

The Homeland Security Presidential Directive–5 (HSPD-5) that was signed by President George W. Bush in February 2003 created the National Incident Management System (NIMS) that defines how all national emergency management systems must operate. It also defined the Incident Command System (ICS) and the system of Unified Command. It is the intent of this legislation to ensure that all levels of government work efficiently and effectively by using one comprehensive approach to incident management.

The challenge for colleges and universities is how do we incorporate these various legislative compliance issues into our campus culture? The first, and perhaps most daunting task, is to develop your own Emergency Preparedness Plan. The good news is that you don’t have to re-invent the wheel. A simple internet search of other peer institutions or a visit to the Society for College and University Planning (SCUP) web site will produce many fine examples of comprehensive campus emergency preparedness plans. The next task is to begin the training of your first responders, first line supervisors, and designated command and general staff on the plan. Basic classroom training should also be supplemented with tabletop exercises and real time simulation exercises. These staff members should also complete the required NIMS courses that are offered at the FEMA website www.fema.gov/nims.

Monroe Community College (MCC) has a dedicated group of campus volunteers who serve as members of our College Emergency Response Team (CERT). These volunteers complete over 40 hours of training at our Public Safety Training Center and assist Public Safety officers in a variety of capacities such as crowd control, evacuations, fixed-post assignments, etc. The same can be accomplished by training designated building monitors to assume these duties. The MCC Emergency Preparedness Plan is also available on our campus intranet system to all of our students, faculty and staff. Training guides that describe exactly what to do for a shelter-in-place, building evacuation, an active shooter scenario, etc. are available for review.

One of the most significant legacies of the Virginia Tech University tragedy is the mass notification technology that is now commonplace on our college and university campuses. Prior to Virginia Tech, most colleges had very limited communication options in providing a timely alert to their campus population. Most campuses now have multiple technology layers available to them in order to alert and inform the campus in the event of a campus crisis or emergency. These efforts have caused campus security and police departments to work closely with their counterparts in information technology and public affairs to implement the most cost-effective systems and notification protocols.

The MCC emergency preparedness plan has been in effect since the mid 1980's. The plan in use today is annually reviewed, revised and practiced to ensure that all potential participants are fully familiar and proficient in their respective tasks, and that all emergency information is updated and accurate.

Contact for More Information:

Lee Struble
Director of Public Safety
Monroe Community College
1000 East Henrietta Rd.
Rochester, NY 14623
(585) 292-2910
lstruble@monroecc.edu

NCS D Conference Participants, 2008

Johanna Agnew

University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
johanna.agnew@utoledo.edu

Allison Armusewicz

Niagara County Community College
3111 Saunders Settlement Road
Sanborn, NY 14132
aarmusewicz@niagaracc.suny.edu

Martha Asselin

Schenectady County Community College
78 Washington Avenue, Student Affairs
Office
Schenectady, NY 12305
asselimj@sunysccc.edu

Susan Baker

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
sbaker@monroecc.edu

Cindy Berry

Richland College
12800 Abrams Road
Dallas, TX 75243
cberry@dcccd.edu

Roy Brown

Columbia-Greene Community College
4400 Route 23
Hudson, New York 12534
brown@sunycgcc.edu

Beverly Burka

Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
beverly.burka@sunycgcc.edu

Iris Calderon

GateWay Community College
108 N. 40th Street
Phoenix, AZ 85034-1795
iris.maria.calderon@gwmail.maricopa.edu

John M. Berry

Central Ohio Technical College & Ohio State
Newark
1179 University Drive
Newark, OH 43055
berry.19@osu.edu

Roger Bingham

Ivy Tech Community College of Indiana
4475 Central Ave.
Columbus, IN 47203
rbingham@ivytech.edu

Nancy Brandeis

Quincy College
150 Newport Avenue
Quincy, MA 02171
nbrandeis@quincycollege.edu

Gary Brasseur

Delta College
1961 Delta Rd.
University Center, MI 48710
grarybrasse@delta.edu

Brenda Brecke

Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058
bbrecke@yahoo.com

Keith Coates

University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
keith.coates@utoledo.edu

Catherine Coleman

East Arkansas Community College
1700 Newcastle Road
Forrest City, AR 72335
ccoleman@eacc.edu

Sierra Cook

MiraCosta College
One Barnard Drive
Oceanside, CA 92056
scook@miracosta.edu

Carlotta Verge Calmese
Madison Area Technical College
3550 Anderson Street ROOM 159AA
Madison, WI 53704
ccalmese@matcmadison.edu

James Campion
Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
campion@sunycgcc.edu

Melissa Cline
Metropolitan College
200 West Broadway, Suite 900
Louisville, KY 40202
mcline0006@kctcs.edu

Shelitha Dickerson
Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
sdickerson@monroecc.edu

H. Richard Dozier
Corning Community College
1 Academic Drive
Corning, NY 14830
hdozier@corning-cc.edu

Michele Dunn
County College of Morris
214 Center Grove Road
Randolph, NJ 07869
mdunn@ccm.edu

Susan Edwards
Phi Theta Kappa International Honor
Society
1625 Eastover Drive
Jackson, MS 39079
susan.edwards@ptk.org

Carrie Faller
Metropolitan College
200 West Broadway, Suite 800
Louisville, KY 40202
cfaller0001@kctcs.edu

Cheryl Ferguson
Columbus State Community College
550 E. Spring Street
Columbus, OH 43216
cferguso@csc.edu

Keith Cornille
Madison Area Technical College
3550 Anderson Street
Madison, WI 53704
kcornille@matcmadison.edu

Elise Davis-McFarland
Trident Technical College
P.O. Box 118067
Charleston, SC 29423
elise.davis-mcfarland@tridenttech.edu

Kevin DeVantier
Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
kevin.devantier@sunycgcc.edu

Jim Fitzgerald
Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
watson@sunycgcc.edu

Pamela Flaherty
Middlesex Community College
591 Springs Road
Bedford, MA 01730
flahertyp@middlesex.mass.edu

Doug Fraley
Hazard Community and Technical College
One Community College Drive
Hazard, KY 41701
doug.fraley@kctcs.edu

Faye Fullerton
Lincoln Land Community College
5250 Shepherd Road; P.O. Box 19256
Springfield, IL 62794-6256
faye.fullerton@llcc.edu

Juan Garcia
Tarrant County College
5301 Campus Drive
Fort Worth, TX 76119
juan.garcia@tccd.edu

Deborah Garrett
Arkansas State University-Beebe
P. O. Box 1000
Beebe, AR 72012-1000
dagarrett@asub.edu

Melissa Green

James A. Rhodes State College
4240 Campus Drive
Lima, OH 45804
green.m@rhodesstate.edu

Chris Haines

South Mountain Community College
7050 S 24th Street
Phoenix, AZ 85042
chris.haines@smcmail.maricopa.edu

Robert Harper

Northeast Texas Community College
P.O. BOX 1307
Mt. Pleasant, TX 75456
rharper@ntcc.edu

Peggy Harvey-Lee

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
pharvey-lee@monroecc.edu

Alicia Harvey-Smith

Baltimore City Community College
2109 Liberty Heights Avenue, MNB 212
Baltimore, MD 21215
ABHarvey-Smith@bcc.edu

Michele Hathcock

A-B Tech Community College
340 Victoria Road
Asheville, NC 28801
mhathcock@abtech.edu

Ted James

Douglas College
P.O. Box 2503
New Westminster, BC V3L 5B2
jamest@douglas.bc.ca

Madeline Jeffs

Columbia Basin College
2600 North 20th Avenue
Pasco, WA 99301-3379
mjeffs@columbiabasin.edu

Roberta Karp

North Country Community College
P.O. Box 89, 23 Santanoni Avenue
Saranac Lake, NY 12983
bkarp@nccc.edu

Eugene Henderson

Rockland Community College
145 College Road
Suffern, NY 10901
ehenders@sunyrockland.edu

Linda Herlocker

Hillsborough Community College
2112 N. 15th Street Administration Rm 205
Tampa, Florida 33603
lherlocker@hccfl.edu

Mary Holloway

Midlands Technical College
P. O. Box 2408
Columbia, SC 29202
hollowaym@midlandstech.edu

Sandra Miller Holst

Dutchess Community College
53 Pendell Road
Poughkeepsie, NY 12601-1595
holst@sunydutchess.edu

Anne Hornak

University of Toledo
2801 W. Bancroft St.
Toledo, OH 43606
anne.hornak@utoledo.edu

Dave Horst

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777
dhorst@mccneb.edu

Trevor Kubatzke

Delta College
1961 Delta Rd
University Center, MI 48710
trevorkubatzke@delta.edu

Tricia Kujawa

Lincoln Land Community College
5250 Shepherd Road
Springfield, IL 62794-6256
tricia.kujawa@llcc.edu

Nita Lamborghini

Northern Essex Community College
100 Elliott St., Room D105
Haverhill, MA 01830
nlamborghini@necc.mass.edu

Alisa Keaton

Hillsborough Community College
2112 North 15th Street
Tampa, FL 33603
akeaton@hccfl.edu

Thomas Kellen

Thomas Nelson Community College
99 Thomas Nelson Drive, P.O. Box 9407
Hampton, VA 23666
kellent@tncc.edu

Craig Kolins

Portland Community College
P.O. Box 19000
Portland, OR 97280-0990
ckolins@pcc.edu

Kay Martens

South Mountain Community College
7050 S. 24th Street
Phoenix, AZ 85042
kay.martens@smcmail.maricopa.edu

Michael Mastrella

Schenectady County Community College
78 Washington Avenue, Student Affairs
Office
Schenectady, NY 12305
mastremj@gw.sunysccc.edu

Marlina McClure

Tampa Bay Work Force Alliance
9125 North Florida Ave, Suite 103
Tampa, FL 33612
kylem@workforcetampa.com

Mary Lee McDaniel

Hinds Community College
P. O. Box 1100
Raymond, MS 39154
mlmcdaniel@hindsccl.edu

Marie McDonnell

Northern Essex Community College
100 Elliott Street
Haverhill, MA 01830
mmcdonnell@necc.mass.edu

Kimberly McGee

Hinds Community College
P.O. Box 1100 - Counseling Office
Raymond, MS 39154
kmfortenberry@hindsccl.edu

Pamela Lau

Parkland College
2400 West Bradley Avenue
Champaign, IL 61821
plau@parkland.edu

Beatriz LeBron

Monroe Community College
228 East Main Street
Rochester, NY 14604
blebron@monroecc.edu

Wilfred Manyango

Richland College
1316 Jessica lane
Mesquite, TX 75149
wmanyango@att.net

Marshia McRae

Columbus State Community College
550 East Spring Street MA 210
Columbus, OH 43215
mmcrae1@csccl.edu

Martha Meredith

Dutchess Community College
53 Pendell Road
Poughkeepsie, NY 12601-1595
meredith@sunydutchess.edu

Linda Moore

Parkland College
2400 West Bradley Avenue
Champaign, IL 61821
lmoore@parkland.edu

Donna Mueller

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
dmueller@monroecc.edu

Corinne Mulhall

Monroe Community College
Damon City Campus, 228 East Main Street
Rochester, NY 14604
cmulhall@monroecc.edu

Pamela Murray

ACT, Inc
4 Pine West Plaza, Suite 403
Albany, NY 12205-5564
pamela.murray@act.org

Samuel Museus

University of Massachusetts Boston
100 Morrissey Blvd
Boston, MA 02125
sam.museus@umb.edu

Bryan Newton

Ivy Tech Community College - Bloomington
200 Daniels Way
Bloomington, IN 47404
bdnewton@ivytech.edu

Stacey Pierce

Monroe Community College
1000 E. Henrietta Road
Rochester, NY 14623
spierce@monroecc.edu

Jason Polete

Metropolitan College
200 West Broadway, Suite 800
Louisville, KY 40202
jpolete0001@kctcs.edu

Alexander Popovics

Hudson Valley Community College
80 Vandenberg Ave.
Troy, NY 12180
a.popovics@hvcc.edu

Arthur Rich

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777
aarich@mcneb.edu

John Roberts

Ivy Tech Community College of Indiana
4475 Central Avenue
Columbus, IN 47203
jwroberts@ivytech.edu

Richard Robertson

MiraCosta College
One Barnard Drive
Oceanside, CA 92056
drobertson@miracosta.edu

Marci Rockey

Lincoln Land Community College
5250 Shepherd Road P.O. Box 19256
Springfield, IL 62794-6256
marci.rockey@llcc.edu

Robyn Posson

Schenectady County Community College
78 Washington Avenue
Schenectady, NY 12305
possonrm@sunysccc.edu

Frank Potter

ACT, Inc.
3355 Lenox Rd. NE., Ste 320
Atlanta, GA 30326
frank.potter@act.org

Teri Quick

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777
tquick@mcneb.edu

Juana Reina

75 Grasslands Road
Valhalla, NY 10595
Juana.Reina@sunywcc.edu

Linda Reisser

Portland Community College
P.O. Box 19000
Portland, OR 97280-0990
lreisser@pcc.edu

Sandra Saldana

Morton College
3801 S. Central Ave.
Cicero, IL 60647
sandra.saldana@morton.edu

Susan Salvador

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623
ssalvador@monroecc.edu

Susan Scott

Columbus North High School
1400 25th Street
Columbus, IN 47201
scotts@bcsc.k12.in.us

Stephanie Searson

Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103
ssearson@mcneb.edu

Denessa Rose

The City University of New York
535 East 80th Street
New York, NY 10075
drose@bmcc.cuny.edu

Tara Ryan

James A. Rhodes State College
4240 Campus Drive
Lima, OH 45804
ryan.t@rhodesstate.edu

Al Speno

Jefferson Community College
1220 Coffeen Street
Watertown, NY 13601
aspeno@sunyjefferson.edu

Sharon Steele-Blakeman

Collin College
2800 E. Spring Creek Parkway
Plano,, TX 75074
sblakeman@cccdd.edu

Cory Stine

Terra State Community College
2830 Napoleon Road
Fremont, OH 43420
cstine@terra.edu

Tina Stovall

Lake Land College
5001 Lake Land Blvd.
Mattoon, IL 61938
tstovall@lakelandcollege.edu

Subrina Taylor

Bunker Hill Community College
250 New Rutherford Avenue
Boston, MA 02129-2925
staylor@bhcc.mass.edu

Lori Ufford

Columbia Gorge Community College
400 E. Scenic Drive
The Dalles, OR 97058
lufford@cgcc.cc.or.us

Ana Maria Ulloa

Hostos Community College
500 Grand Concourse, C513
Bronx, NY 10451
aulloa@hostos.cuny.edu

Rebecca Small Kellogg

Jefferson Community College
1220 Coffee Street
Watertown, NY 13601
bsmall-kellogg@sunyjefferson.edu

George Smith

Edmonds Community College
20000 68th Avenue West
Lynnwood, WA 98036-5999
gsmith@edcc.edu

Sandy Thomas

John Wood Community College
1301 South 48th Street
Quincy, IL 62305
thomas@jwcc.edu

Melissa Thomas

James A. Rhodes State College
4240 Campus Drive
Lima, OH 45804
Thomas.ma@rhodesstate.edu

Ann Topping

Monroe Community College
228 East Main Street
Rochester, NY 14604
atopping@monroecc.edu

Catherine Tretheway

Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
tretheway_c@sunycgcc.edu

Earl Tretheway

Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
tretheway@sunycgcc.edu

L. Marshall Washington

Kellogg Community College
450 North Avenue
Battle Creek, MI 49017
washingtonm@kellogg.edu

Joseph Watson

Columbia-Greene Community College
4400 Route 23
Hudson, NY 12534
watson@sunycgcc.edu

Lizette Urbina

Morton College
3801 S. Central Ave.
Cicero, IL 60804
Lizette.Urbina@morton.edu

Henry Villareal

College of San Mateo
1700 West Hillsdale Blvd
San Mateo, CA 94402
Henry.Villareal@smccd.edu

Wendy Walker

Dutchess Community College
53 Pendell Road
Poughkeepsie, NY 12601-1595
wwalker@sunydutchess.edu

Frank Walston

The City University of New York
535 East 80th Street
New York, NY 10075
fwalston1@aol.com

Cyd Williams

The City University of New York
535 East 80th Street
New York, NY 10075
cyd.williams@bcc.cuny.edu

Alketa Wojcik

MiraCosta College
3333 Manchester Avenue
Cardiff-by-the-Sea, CA 92007
awojcik@miracosta.edu

Marcus Watts

Monroe Community College
228 East Main Street
Rochester, NY 14604
mwatts@monroecc.edu

Jerome Webster

Terra State Community College
2830 Napoleon Road
Fremont, OH 43420
jwebster01@terra.edu

Donald Weigand

Westchester Community College
75 Grasslands Road
Pleasantville, NY 10595
donald.weigand@sunywcc.edu

Julie White

Monroe Community College
228 E. Main Street
Rochester, NY 14604
jwhite@monroecc.edu

Linda Williams

Lake City Community College
149 SE College Place
Lake City, FL 32025
williamsl@lakecitycc.edu

Linda Wyatt

Midlands Technical College
P. O. Box 2408
Columbia, SC 29202
wyattl@midlandstech.edu

NCS D Leadership Institute Participants

November 2-4, 2008

The Community College Student Development Leadership Institute is dedicated to building and fostering a network among participants and facilitators. The Institute is held annually, in conjunction with the NCS D conference. Established in 2000 by the National Council on Student Development, to date the Institute has graduated 160 participants representing many states across the United States and Canada. Participants benefit by reinforcing their focus on leadership and student development theory. They also establish a network of colleagues in the student services profession.

Sierra Cook

Mira Costa Community College
2688 Joann Drive
Oceanside, CA 92056
scook@miracosta.edu

Michele M. Dunn

Office of Records and Registration
County College of Morris
214 Center Grove Road
Randolph, NJ 07869
mdunn@ccm.edu

Donna Tanner-Harold

Parkland College
Room A-258
2400 W. Bradley Avenue
Champaign, IL 61821
dtanner@parkland.edu

Robert Harper

Northeast Texas Community College
P. O. Box 1307
Mt. Pleasant, TX 75456
rharper@ntcc.edu

Marci Rockey

Lincoln Land Community College
122 Robin Drive
Macon, IL 62544
marci.rockey@llcc.edu

Antonia Davila Kilpatrick

Mountain View College: DCCCD

3910 Dome Road

Addison, TX 75001

antoniakilpatrick@hotmail.com

Julie White

Assistant Director, Student Services
Damon City Campus
Monroe Community College
228 E. Main Street
Rochester, NY 14604
jwhite@monroecc.edu

Sharon Steele-Blakeman

Director of ACCESS
Collin County Community College
2800 E. Spring Creek Parkway
Plano, TX 75074
sblakeman@cccdd.edu

Catherine Tretheway

Columbia-Greene Community College
14 Bell Lane 1510
Valatie, New York 12184
tretheway_c@sunycgcc.edu

Cindy Berry

Director, Academic Advising
Richland College
12800 Abrams Road
Dallas, Texas 75243
cmb8309@dcccdd.edu

Wilfred Manyango
Richland Community College
1316 Jessica Lane
Mesquite, TX 75149
wmm8350@dcccd.edu

Gary Brasseur
Delta Community College
1961 Delta Road
University Center, MI 48710
gvbrasse@delta.edu

INSTITUTE FACILITATORS

Juan García

Vice President for Student Development Services
Tarrant County College South Campus
5301 Campus Drive
Forth Worth, TX 76119
Tel: 817-515-4504
Fax: 817-515-4028
Juan.garcia@tccd.edu

Tina Stovall

Vice President for Student Services
Lake Land College
5001 Lake Land Blvd.
Mattoon, IL 61938
Tel: 217/234-5230
Fax: 217/234-5400
tstovall@lakeland.cc.il.us

Alicia Harvey-Smith

Vice President for Student Affairs Office
Baltimore City Community College
600 E. Lombard St.
Baltimore, MD 21202
Tel: 410 462-8302
ABHarvey-Smith@bcc.edu

Linda Reisser

Dean of Student Development
Portland Community College, Cascade Campus
P.O. Box 19000
Portland, OR 97280
Tel: 503-978-5307
lreisser@pcc.edu

NCSD Staff

David Beaumont
NCSD National Office
The University of Toledo
Judith Herb College of Education
Department of Educational Foundation and Leadership
2801 W. Bancroft St. MS 921
Toledo, OH 43606-3390
Phone: (419) 530-4947
Fax: (419) 530-4912