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Editorial Corner



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Much attention has been paid to President Barack Obama's 2014 State of the Union address. In it, he called on Congress to pass a "bold new plan to lower the cost of community college – to zero."

I knew this bold new plan was at least 15 years old. In Spring 2000, I had returned to graduate school and took a course entitled *The Community College*. When I revisited my quaint hand-written notes from that class, I saw that a paper I read and critiqued espoused three major goals for higher education in America: a fuller realization of democracy, international understanding and cooperation, and provision of solutions for social problems. The paper argued that there should be education for all but that there were barriers to equal

opportunity; among the most central barriers were economic barriers. The paper recommended that access to the 13th and 14th grade should be available as high schools and that the 13th and 14th grade should be free.

The paper I critiqued was already 53 years old when I read it. This bold new idea to provide community college education for free to the student for the empowerment of individual and society is celebrating its 67th anniversary this year.

Some probably recognize the subject of my 2000 analysis as the Truman Commission Report, more formally known as *Higher Education for American Democracy: A Report of the President's Commission on Higher Education*. If you've not read it, I recommend the investment of a couple hours on the first 100 or so pages. It reads uncannily modern, as if it had been written for background for President Obama instead of President Truman.

The Truman Commission's call is as salient and relevant today as it was then. One profound

change in the higher education landscape between 1947 and 2015 is the rise of the community college. In 1945, there were 261 public two-year colleges in the United States. Today, there are 992. It seems that as a nation, we have mostly addressed geographical accessibility to the 13th and 14th grade. As importantly, however, the public community college sector has demonstrated its consummate ability to deliver general education and vocational education as promulgated by the Truman Commission Report.

This February 2015 edition of the NCIA newsletter proudly proclaims "Community Colleges Can!" in support of President Obama's call for tuition-free community college. Of course, there are details to be determined as to how to best operationalize this goal and NCIA members and member colleges stand ready to contribute to those conversations. But for now, let this newsletter stand as evidence of the capacity and capabilities of the modern community college to transform this nation and world.

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Capsules: NCIA CO-SPONSORS BELLWETHER AWARD

By Dr. Amy Fugate, Vice President for Academic Affairs at Mott Community College (Flint, MI)

For a number of years, NCIA has partnered with the University of Florida Institute of Higher Education & FUTURES Bellwether College Consortium in their “Instructional Programs & Services” awards. This year members of the Board reviewed over 100 applications in this category and selected the ten finalists. Board President, Dr. Amy Fugate, served as one of the judges to determine the Bellwether Award for 2015. These ten projects represent some of the very best ways that Community Colleges Can!

Congratulations go to this year’s Bellwether winner, Norco College in California, for their program titled: **Summer Advantage: A Collaborative Model for Building the Future with College Readiness**. In this program, Norco College joined with their local school district to develop a summer program for seniors placing below college-ready in English or Mathematics. Following the 8 day summer boot camp as well as an intensive college orientation session, the data demonstrated that in their first term, most participating students placed one to three levels higher in Mathematics or English, enrolled fulltime in courses that included English/Mathematics, completed a Student Education Plan, and demonstrated college success. The collaboration between the K-12 district and the community college has also led to increasing enrollments in the summer program each of the past 3 years – beginning with under 100 and now nearing 600 students.

Other finalists included:

Chipola College, FL - ACE Is the Place: Providing New pathways to Graduation. Students who entered last fall are 28% more likely to graduate in three years than students who entered six years ago as a result of the Academic Center for Excellence (ACE) which provides on-demand peer tutoring and academic support in eight high-risk math and science courses.

Cuyahoga Community College, OH – Achieving Change Through a Positive Culture. Adopting Achieving the Dream (ATD’s) five core principles as cultural foundation, Tri-C has been on a decade-long journey to increase educational attainment. The journey includes promising initiatives, scaling practices, leveraging programs and engaging students across their entire Tri-C experience. The result has been nearly a 150% increase in educational attainment.

Maricopa County Community College District, AZ – Maricopa Millions OER Project: Scaling Use of ExtraOERdinary Materials. This project was created to reduce the cost of course materials to students through the use of open educational resources (OER) and low-cost materials (less than \$40).

Palm Beach State College, FL – Alternative Scheduling/Combined Courses. A simple delivery method was not only successful in improving low developmental math pass rates but is now part of the Florida law. This method has since proven successful in English and Reading courses as well.

Sinclair Community College, OH – A Mathematical Pathway to Success for Arts Majors. Student success and completion were increased through a new mathematics pathway for Associate of Arts majors. Program development, implementation and pitfalls as well as the success data demonstrate how this program can be replicated.

South Mountain Community College, AZ – From Rhetoric to Reality: Innovating for Success at a Hispanic and Minority Serving Institution. This college made double-digit gains in retention and success in Developmental and college Mathematics, English, and Reading by creating a cross-functional action committee, Foundations Academy, wherein successful pathways are opened and unique innovations are created to include mandatory tutoring, cooperative learning, peer mentoring, early alert, and mandatory orientation. The college also created a culture of support by adopting Gallup’s Strengths Training for students and staff alike.

The Community College of Baltimore County, MD – The Evolution and Success of an Accelerated Mathematics Program. The Accelerated Mathematics Program (AMP) has been developed to accelerate the student’s journey through mathematics curriculum by developing combined courses, faculty training models, and marketing tools which have combined for increased student success.

Walla Walla Community College, WA – Pathways out of Prison: A Correctional Education Debate Project. The Prison Debate Project began in 2012, supporting the establishment of a debate club, community speaker series, and intercollegial debate events with university students and prison students. It allows for flexible integration of debate principles within existing curriculum, offering a means to build skills through social learning, respect, and critical thinking.

Wallace Community College – Dothan, AL – A Holistic Instructional Approach to Effectively Closing the Student Achievement Gap by Significantly Improving Student Learning. The I-CAN instructional initiative is designed to create an environment conducive to self-motivation, creativity, innovation, and taking proactive risks, through well-defined boundaries and expectations, with a clear system of accountability, and an aggressive training regime focused relentlessly on instructor effectiveness and active learning strategies leading to increased student success.



Congratulations go to this year’s Bellwether winner, Norco College in California

Summer Advantage: A Collaborative Model for Building the Future with College Readiness



Crystal Ball

“Smart Machine” High School Opens on College Campus

By **Bill Mullaney**, Vice President of Academic Affairs at Bergen Community College (Paramus, NJ)



In his State of the Union address, President Obama specifically called on the need for community colleges to connect with local employers. He could have highlighted Bergen Community College by name. Recognizing the benefits of establishing stronger pathways to college for high school students, Bergen Community College (BCC) and the Bergen Technical Schools (BTS) have established an agreement to create a small technology high school that will be housed at the Paramus campus of BCC beginning in September 2015.



The school, which will be called Applied Technology High School, allows students to earn credits toward an associate degree while completing their high school degree. Students at this new school will be provided with a unique educational experience through a blend of academic high school curriculum, college classes, and hands-on technical training that allows them to earn twenty-five college credits during high school. The inaugural class of thirty ninth-graders will be taught by both BTS instructors and BCC professors. Students participating in the program will enroll in one of three tracks, each aligned with existing degrees offered at the College: natural science and math, engineering technology and engineering science.

With a curriculum that is centered on “smart machines,” students will learn to apply math, science, and technology to hands-on projects in the fields of automation, electronics, and advanced manufacturing. Through this program, students will learn the essential skills needed to pursue a career in a wide variety of areas including engineering technology. This training will be coupled with the dual enrollment coursework needed to allow students to earn advanced standing into several technical associates programs at the college, including an A.A.S. program in General Engineering Technology. The associate degree that these students are able to earn at BCC is transferable to all four-year public colleges and universities in New Jersey. Several of BCC’s industry partners were instrumental in supporting construction of an advanced manufacturing laboratory that will serve as a key component of Applied Tech High School. The resources set aside for this important partnership include a 3,300 square foot industrial fabrication and advanced manufacturing space with machine tooling equipment, milling machines and lathes, simulators, welding equipment, a metal fabrication unit and a laser cutting system.

R&B Corner (Research & Books)

Community Colleges Can! Article Review by Pam Lau, Dean of Academic Services at Parkland College (Champaign, IL)

McClenney, K., Dare, D., & Thomason, S. (2013). Premise and promise: Developing new pathways for community college students. *Community College Journal*. Retrieved from http://www.ccjournal-digital.com/ccjournal/april_may_2013#pg58

Can community colleges rise to the challenge of increasing the educational capacity of individuals and the nation? McClenney, Dare, and Thomason say Yes *if* community colleges can design clearer student pathways to completion. In their 2013 article, *Premise and Promise: Developing New Pathways for Community College Students*, they present the case for a new model of academic pathways that focuses on providing students with “an integrated and coherent experience” of college (p.57), one that enhances student success.

[Read full review here](#)

New Awards

NCIA is launching 2 **new** awards!!

The **NCIA Chief Academic Officer of the Year** award will recognize an established chief academic officer who has been in position for **at least 3 years** and whose complete body of work exemplifies multiple competencies.

The **NCIA Emerging Leader** award will recognize a chief academic officer who has been in their position for **3 years or less**, who demonstrates early notable success and remarkable potential.

NCIA will use the AACC Competencies for Community College Leaders to examine applications for both awards. Complete criteria and instructions for the new competitions will be on our website very soon.

Registration is open!

The "Workshop for Aspiring Chief Academic Officers" registration is available now. An outline of the workshop schedule, registration rates, payment options, and hotel information are available on the NCIA webpage under the Professional Development tab.

You can also access the information by clicking on the following link: <http://cehs.unl.edu/ncia/professional-development/>

Scroll down the page to download the CAO Workshop & Registration Information, **and** the CAO Workshop Application.

Register before April 15th to receive the Early Bird registration discount!

We are looking forward to seeing you in Lincoln!

**Learn what you need to navigate
upward ~ Register Today!**



The National Council of Instructional Administrators is an affiliate council of the American Association of Community Colleges (AACC), dedicated to serving the needs of professionals involved in instructional administration in the community college. NCIA is committed to promoting professional development and enhancing the performance of instructional administrators and serving as the national voice for the involvement of community college instructional administrators in policy planning and decision making.

Leadership

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