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NCIA

NATIONAL COUNCIL OF
INSTRUCTIONAL ADMINISTRATORS

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WORKSHOP FOR ASPIRING CAOs

July 15-16, 2016

If you have not already heard the news, NCIA will be offering another workshop for instructional administrative professionals who aspire to be a Chief Academic Officer! This year's workshop promises to be our best yet!

Richard Hall attended NCIA's first workshop, and will be a participant on the CAO panel. Dr. Hall shared a few insights on his new position, and how he got there, with NCIA's incoming president, Dr. Dennis Headrick:

Bio: Richard worked at Cochise Community College in Arizona for 21 years prior to becoming the VP for Academic Affairs at Northern Wyoming Community College District (NWCCD). He taught math for 10 years and during that time he was the Head Baseball Coach for six years. Richard then moved into positions as Assistant Dean and Dean of the Math, Science & Health Science over the next 11 years.

Ready for the position? I felt I was, but quickly discovered that work moved faster and issues increased. I had to get accustomed to the cultures of the two campuses, the area, and the position. But I was fortunate to have good mentors prior to moving to Wyoming which proved to be beneficial in the transition.

What prepared you for the Vice President position? I attended an AACC Future Leaders Institute Workshop and also took advantage of an opportunity to attend the NCIA Workshop for Aspiring CAOs where I learned various aspects of the application and interview process. Plus I had a lot of encouragement and support throughout my career and was fortunate to serve under two outstanding Presidents and two outstanding Vice Presidents.

Challenges in the move to a vice president? The biggest challenge was finding time to build relationships with the faculty and staff while navigating the speed at which things moved at the organization. Keeping up with communication was also a challenge.

Richard will expand on his experience at the NCIA Workshop, and will be available throughout the event to answer specific questions beyond the time allotted during the panel of CAOs.



Richard Hall
Vice President for Academic Affairs
NWCCD - Sheridan College
Sheridan, Wyoming

Registration is Open NOW at

[CAO Workshop](#)

Early Bird Discount Ends

April 15, 2016



Capsules

NCIA President Fugate and Vice-President Headrick Judge the 2016 Bellwether Awards

Each year NCIA partners with the University of Florida to select the college winning the prestigious Bellwether Award in the Instructional Planning and Services category. This year's winner was Gaston College located in Dallas, North Carolina, who completely transformed their Associate of Science degree program by redesigning it around a curriculum of inquiry and undergraduate research. "It All Begins with a SPARC3: The Power of Inquiry and Undergraduate Research at the Community College," provided not only a description of the revamping of the curriculum but also the data showing increased success at the individual course level as well as increased graduates with the Associate of Science degree. The Gaston team also worked with another NCIA partner, the Council on Undergraduate Research (CUR) as they developed their new ways of teaching.

Whether it was changing the way in which you teach science, improving a registration process, redesigning orientation, accelerating math in a variety of ways, linking developmental and gatekeeper courses, replacing expensive textbooks for developmental education students with open source materials, creating a center for Academic Excellence focused on career advising and individual academic plans, or redesigning a mall into a 600 seat computer space with individualized teaching and learning—all of the finalists had fantastic journeys to share. More importantly, they had data to support the success of the changes they made. If any of the topics are of interest, do not hesitate to contact the colleges directly.



Gaston College Team, with President Fugate (right)
Winner, Instructional Planning & Services category

Other finalists selected by the NCIA committee included:

Carroll Community College from Westminster, Maryland, "Redesigning Transitional Education"; Jackson State Community College, Jackson, Tennessee, "Great Expectations for Brighter 'Futures': Navigating Unbounded Pathways"; Austin Community College, Austin, Texas, "ACcelerator: ACCelerating Student Access and Success with the Ultrapersonalization of Learning"; Chipola College, Marianna, Florida, "Creating a Pathway to Graduation"; Mt. San Antonio College, Walnut, California, "Pathways to Transfer: Accelerating Students into Transfer-Level Courses,,"; Canada College, Redwood City, California, "Developing an Intensive Math Preparation Program to Enhance the Success of Underrepresented Students in STEM"; Bossier Parish Community College, Bossier City, Louisiana, "Fast-Tracking Skills for Student Success: Open Sourcing at Bossier Parish Community College"; Community College of Baltimore County, Baltimore, Maryland, "Accelerating Math to Get on Path"; and McHenry County College, Crystal Lake, Illinois, "Breaking New Ground: An Integrative Approach to Reducing Dependency on developmental Math."

Meet NCIA Region 8 Representative

(AK, CA, HI, ID, MT, NV, OR and WA)



Curt Freed is the Vice President for Instruction at Whatcom Community College in Bellingham, Washington.

Curt has worked in the community college setting since 1994, and has been a tenured faculty teaching human services, dean for career and workforce development as well as dean for health sciences, and vice president for instruction. Curt's experience has been at Columbia Basin College in Pasco, Washington, and now Whatcom Community College in Bellingham, Washington.

In recent years, Curt gained experience developing baccalaureate programs in the community college, as well as significant experience in workforce and economic development.

Welcome to the Board, Curt!



Crystal Ball

Competency-Based Education

Competency-Based Education (CBE) is receiving increased attention in recent years. CBE takes many forms--prior learning assessment, industry credentials, and digital badges. It can also include digital portfolios, self-paced courses, and even "subscription pricing" (a fixed price per semester for as many credits as the student can complete). Most colleges give college credit for some forms of CBE, and many colleges are experimenting with competency-based degrees. Today, there is a national call for community colleges to improve workforce preparation by increasing emphasis on CBE and giving industry a larger voice in workforce training at community colleges. However, there is no specific set of skills employers are consistently demanding, and no common language for defining those skills. This makes it difficult for community colleges to know how to respond to this call.

The American Association of Community Colleges (AACC) and the Lumina Foundation are partnering on a pilot project, the *Right Signals Initiative*, to expand utilization of all forms of CBE. The goal is to help colleges and employers work together to find common language to describe skills, proficiency levels, and design better pathways to employment. The *Right Signals Initiative* is set to launch this April.

Will competency-based degrees become commonplace? Some research suggests that they may be more expensive than traditional programs, and they may be a poor option for underprepared students compared to traditional programs. If the *Right Signals Initiative* and other state-level projects are successful, however, they could become much more common in the near future.

<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1308TopTrendsInStateEconDevPaper.pdf>

<https://www.luminafoundation.org/resources/connecting-credentials>

http://www.aacc.nche.edu/Resources/Pages/right_signals.aspx



Jason Watts
Secretary, NCIA
 Dean for Instruction, IR/IE, & Strategic Planning
 Snead State Community College, Boaz, Alabama

Jason provided material for the Crystal Ball and R & B Corner.

R&B Corner

(Research&Books)

Research Brief -Transitional Courses

Part of the increase in the need for developmental education over recent decades can be attributed to a misalignment between high school and college curricula. There are efforts around the country to lessen the need for developmental education with "Transition Courses" to bridge this gap. The Community College Research Center at Teachers College, Columbia University recently released a research report on how these courses are being designed and implemented in seven states.

Transition courses are usually targeted at 12th-grade students who have not yet been designated as "college ready" by the end of 11th grade (definitions of "college ready" vary). Approaches vary as well. Some are designed to mimic existing developmental courses. Some are focused on developing skills needed for college-level work. Some attempt to address gaps in "college knowledge," such as navigating the application process. Selection criteria also vary but are usually based on test scores; some are targeted at only those students who fall just short of "college ready" while others target all students who fall below a cut score.

The CCRC study also highlights what we do not know about transition courses. For example, we do not know what group(s) of students benefit the most, what policies are most helpful, or whether they are cost-effective. The research on their effectiveness is encouraging, but not universally positive. Studies in New York and California indicated they were beneficial, but in West Virginia transition courses were judged less effective than existing courses. Research is ongoing to identify and disseminate best practice. Despite the number of unanswered questions about transition courses, the increased collaboration between K-12 systems and colleges across the country can only be seen as a positive development.

For the full research report, visit <http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-transition-courses.pdf>

For more information on the Southern Regional Education Board's transition course efforts, visit http://www.sreb.org/page/1508/sreb_readiness_courses.html

Workshop for Aspiring CAO's

July 15 & 16, 2016

Registration is open for NCIA's workshop focused on instructional administrative professionals who aspire to be a Chief Academic Officer! This year's workshop promises to be our best yet, and will include:

- Question & Answer session with panel of current Community College Presidents;
- Question & Answer session with panel of current Chief Academic Officers;
- Individual time with President & CEO of The Pauly Group, to critique Résumé & cover letter;
- Special session dedicated to locating resources for your institution;
- Four successive sessions on the application & interview process, the right fit, mock interviews, etc., and
- Networking opportunities.

Don't miss this opportunity to ask questions, network with Presidents and CAOs as well as other instructional administrators from around the Country.

[Click here for Workshop Schedule and Application](#)

Registration costs:

\$300 for NCIA Members (\$275 for Early Bird registrations, ends April 15, 2016)

\$550 for non-NCIA Members (which includes a one year membership)

Please make checks payable to: National Council of Instructional Administrators

Mail to:

Department of Educational Administration

University of Nebraska – Lincoln

c/o NCIA

141 Teachers Hall

Lincoln, NE 68588-0359

If you prefer to pay by credit card, please contact Diane at 402-472-3727



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Lincoln, NE 68510

www.chasesuitehotels.com

Ph. 888-433-6183 or 402-483-4900

Email rswaink@chasesuitehotels.com

Rate: \$79 per night plus tax (Rooms are suites with kitchenettes)

Mention NCIA Workshop for the special rate!



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