

# Community College Week®

THE INDEPENDENT VOICE COVERING COMMUNITY, TECHNICAL AND JUNIOR COLLEGES, SINCE 1988

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ALL THINGS COMMUNITY COLLEGE ▶

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## Figuring It Out

Statistics shaping the higher-ed landscape

### The Top Five Degree Producers

The five colleges awarding the most associate degrees in the 2011-12 academic year, and the increase from a year earlier, are as follows:

Institution	No. of Degrees	Percent Change
University of Phoenix Online College	39,341	1
Miami Dade College	11,959	27
Ivy Tech Community College	8,940	12
Valencia College	7,974	20
Broward College	6,218	27

SOURCE: CCWEEK ANALYSIS



## CCWeek's TOP 100 ASSOCIATE DEGREE PRODUCERS | 2013

SPECIAL REPORT

## UPWARD BOUND

Associate degree production shows steady increase  
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CCWeek's annual analysis indicates that the community college success agenda is yielding results.

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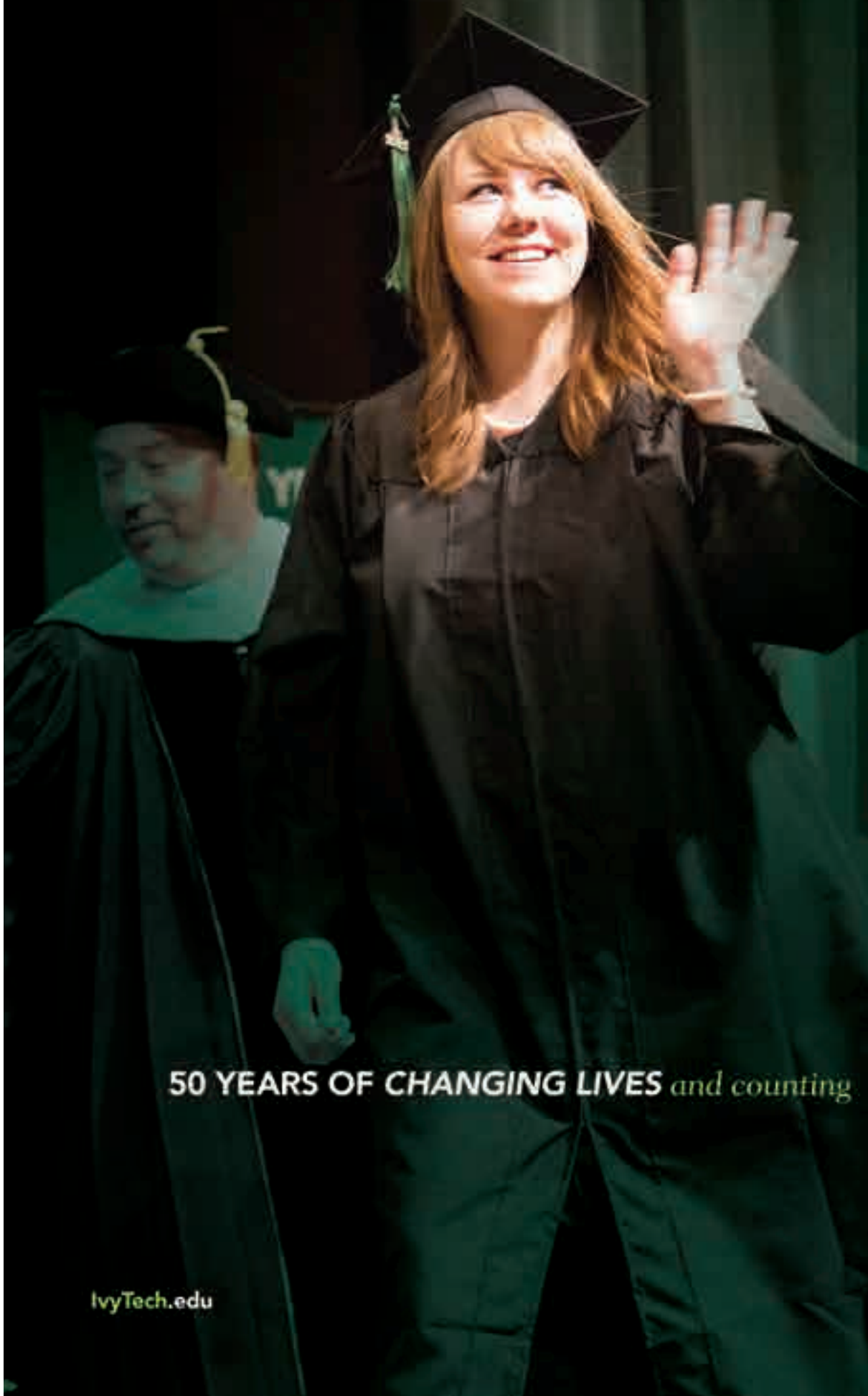
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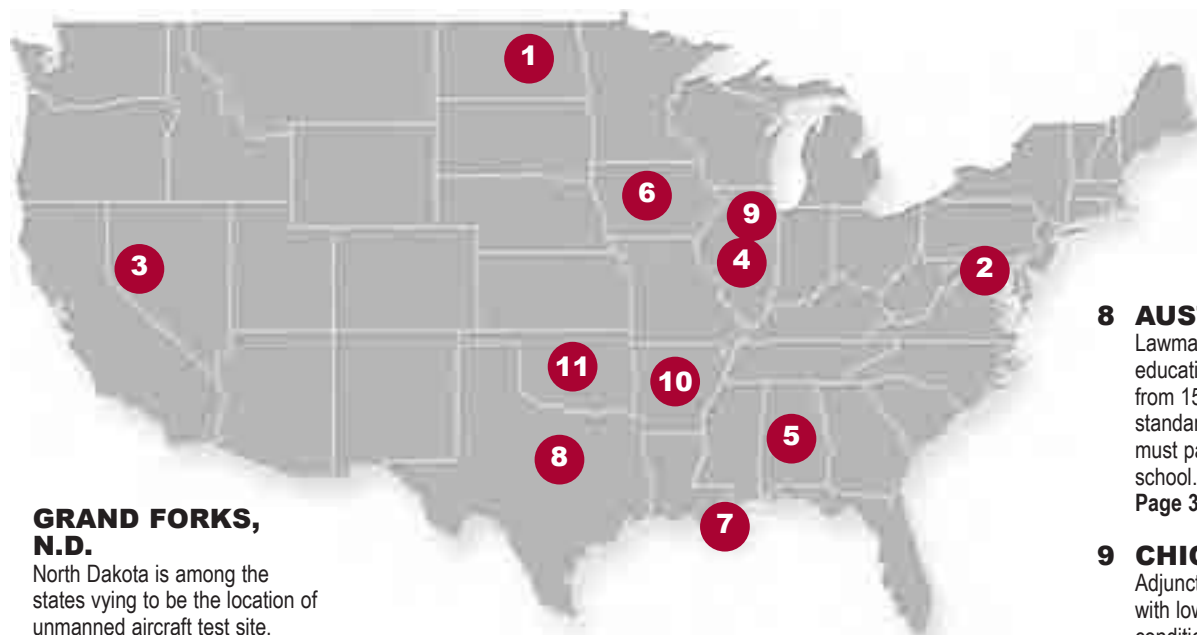


**IVY TECH**  
COMMUNITY COLLEGE

1963 - 2013

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A financial analysis finds that an Oklahoma community college owes more than \$1 million in unpaid bills.  
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## newsbriefs

### Sinclair CC To Pursue Student Debt Payments

DAYTON, Ohio (AP) — A southwestern Ohio community college that wrote off millions of dollars in student debt is adopting a more aggressive approach to collect money owed.

Sinclair Community College passed a policy to pursue payments owed after realizing it was the state's only community college not actively collecting student debt.

The Dayton school has written off about \$6 million since 2009 as students dropped out or left tuition and bookstore charges unpaid.

It will write off \$1.5 million for fiscal 2013. Officials determined they might have recovered about \$900,000 from 1,400 students this year through more aggressive collections.

A college trustee said the change should address the "significant" amount of uncollected debt and encourage students to stick with classes because they'll have to pay either way.

### Kan. College Gets OK for Shelter Project

DODGE CITY, Kan. (AP) — Dodge City Community College Foundation has gotten the green light from a federal agency to develop a community safe room project.

The Dodge City Globe reports the foundation received a letter from the Kansas Division of Emergency Management saying the Federal Emergency Management Agency has approved the development of the detailed design for a community safe room project submitted by the community college.

Roger Proffitt, DCCC Foundation Director, says the foundation submitted a grant application with FEMA for \$491,000 to help fund the project, which will include a community activities center and tornado shelter.

FEMA has approved the first step in the process. The foundation now has until October 15th to complete the design and submit it to FEMA to move to the next phase of construction.

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## ND Officials Ramp Up Efforts to Land Drone Test Site

By DAVE KOLPACK, ASSOCIATED PRESS

GRAND FORKS, N.D. (AP) — North Dakota officials kicked off a conference on unmanned aircraft systems by touting two proposals they say would make the state a global leader in civilian drone research and training.

The first one is a technology and business park known as Grand Sky, which would be the largest industrial complex in North Dakota and provide instruction for pilots, sensor operators and maintenance workers. Backers of the plan expect to finalize a contract for the facility in the next few weeks.

The state also is bidding against 25 applicants to become one of six national unmanned aircraft test sites, a decision the Federal Aviation Administration expects to make by the end of the year. North Dakota already has committed \$5 million to the venture and named a former state Air National Guard Commander as its director.

Both projects would be based in the Grand Forks area, which is home to military and border patrol drones, as well as unmanned aircraft programs at the University of North Dakota and nearby Northland Community and Technical College in Minnesota.

"Our goal is to make Grand Forks the premier northern hub for UAS development in the nation, which means in the world because the U.S. is going to continue to lead in this area," North Dakota Sen. John Hoeven said.

Michael Toscano, president and CEO of the Association for Unmanned Vehicle Systems International, a trade association for the domestic drone industry, said that the global market for drones is currently more than \$11 billion. That should expand to \$140 billion in the next decade, he said.

North Dakota unveiled details on Grand Sky, a \$330 million investment that will

cover 225 acres on the Grand Forks Air Force Base, west of the city. The facility will have 20,000-square feet of classroom and office space and 10,000-square feet of training space, along with a hangar and other aviation facilities.

The anchor tenant for the park is aerospace technology company Northrup Grumman, which builds the Global Hawk unmanned plane being flown out of Grand Forks Air Force Base.

"This is an opportunity for us to have a significant footprint here," said Tom Vice, Northrup Grumman vice president. "With the Global Hawk here, this is a major center of focus for us."

Grand Forks County Commissioner John Schmisek said officials are wrapping up negotiations with the Air Force on the park, which would open in 2015.

"We have the opportunity to develop from the ground up a park dedicated to unmanned systems," Schmisek said. "That makes us very flexible."

North Dakota politicians spent much of the opening day of the two-day summit promoting the state's interest in a test site. Hoeven said having unmanned aircraft programs at nearby colleges and air bases and without having the test site would be "kind of like having a football team without being able to practice on the football field."

He added, "We're pulling out all the stops."

North Dakota Gov. Jack Dalrymple said the state has shown the federal government it is ready to invest in the project.

"A conference like this sometimes is just kind of a routine happening where people don't really remember very much," Dalrymple said. "I think this summit is going to be remembered for many years to come as the beginning of something very big."

Said North Dakota Rep. Kevin Cramer, "It has never been so cool to be from North Dakota." ▲

# point of view

TOP100 ASSOCIATE DEGREE PRODUCERS | 2013

## Excess Credit Hours Are Symptom, Not Cause, of Poor Completion Rates

There is growing concern among policymakers that “excess” college credits — credits accrued by students that exceed the number necessary for a credential — are contributing to spiraling college costs and stagnant completion rates.

There is certainly ample evidence that community college students take many more credits than are necessary to complete. A 2012 Complete College America report estimated that the average associate degree completer accrues significantly more credits than required for the credential. I found a similar pattern in my recent study of one state’s community college system. The average student who earned an associate degree in this system took 12 percent more credits than required, at an annual cost to the system of \$6 million dollars. While variation in expenditures on excess credits across systems makes it difficult to arrive at a national estimate, the cost for taxpayers and students is clearly high.

Perhaps of greatest concern for the community college sector are the excess credits that do not transfer to four-year institutions. We know that students often report frustration about taking courses they later find out will not transfer. The lack of clear articulation agreements between two- and four-year public institutions, and the confusion this poses to students on the transfer track, may be one of the greatest culprits in community college students’ accumulation of excess credits; one that may carry substantial costs for taxpayers.

The Complete College America report recommends enacting caps that limit students’ number of credit hours. Several states already have such caps and many more are considering them. However, policies limiting students’ credits hours could have significant unintended consequences — including, but not limited to, decreasing completion rates. As the system currently functions, excess credits may serve important educational purposes: Students may need to experiment to gain clarity about academic and career goals; they may be taking courses that deepen their knowledge or improve their skills more generally; and there may be labor market returns to more credits independent of a credential. On the other hand, students may accrue excess credits for less positive reasons. They may lack information about the correct courses to take to complete a program of study, or they may accumulate excess credits when their required classes aren’t available, thus



**MATTHEW ZEIDENBERG**

SENIOR RESEARCH ASSOCIATE  
COMMUNITY COLLEGE RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

forcing them to enroll in “extraneous” courses that allow them to maintain full-time status for financial aid.

Rather than limit how many credits students can take, a better approach may be to adopt changes that minimize decisions that result in excess credits en route to a degree. For example, community college students often lack peer networks that can provide information about correct courses to take to complete their credential. For these students, good advising could help fill in the gaps in their knowledge. Indeed, research supports the idea that devoting more resources to advising can boost completion, especially at colleges with low completion rates. However, many community colleges have extremely high student to counselor ratios, sometimes as high as 1,500 to 1.

Colleges are unlikely to hire more advisors in the current budget climate, but they can allocate resources more strategically to help assure that each student receives the help they need to enter a program of study, enroll in courses that contribute to program completion, and — for transfer students — select a target transfer institution. This more strategic approach would direct undecided students to intensive one-on-one academic and career counseling. Students with clear goals could be directed towards “light-touch” advising, such as student success courses, or well-designed e-advising that automatically and continuously compares the courses a student has selected with the

requirements of their selected program.

Such a system could electronically track every student and contact them via email if they register for courses that do not advance them in their declared program or will not transfer to their target institution, and offer alternative registration options that would satisfy these goals. For-profit colleges already engage in such extensive tracking. Most community colleges do not have IT systems that are currently configured to perform such functions, but investments in such systems would pay off in the long term.

Creating strong articulation agreements with four-year institutions that guarantee transfer of credits, and effectively communicating the content of these agreements to students, could also significantly reduce excess credits. Finally, encouraging entering students to enroll in “pre-majors” or “program streams,” and defining the courses required in each stream, could facilitate transfer and give colleges a better sense of how many sections of each course they need to offer, lessening the likelihood that financial aid students will need to enroll in extraneous courses.

We can’t expect to reduce excess credits to zero; nor would it be desirable. Student choice implies the possibility of not always staying on the straight and narrow, and this is not altogether a bad thing, as we have seen, since some of these excess credits may serve an educational purpose. The excess credits that are worth eliminating are more likely a symptom of institutional deficiencies than the actual cause of lackluster college completion rates. Insufficient advising, poorly defined programs, and lack of cooperation between two and four-year colleges are larger problems. If colleges are given the support and incentives to address these problems, we may find that the symptom of those excess credits that serve no useful purpose will largely resolve itself. ▲

It's **YOUR TURN** CCW wants to hear from you!

**Q** Are excess credit hours the problem on your campus?

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**E-NOTES**: Check out Paul Bradley's links and tweets on higher education news from around the 'Net

**Community College Week**

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**Publisher**  
Pamela K. Barrett

**Editor**  
Paul Bradley

**Contributing Editor**  
Tom Barrett

Marvelene M. Franklin

**Senior Writers**  
Sara Burnett  
Scott Dyer  
Ed Finkel  
Marla Fisher  
Eric Freedman  
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[editor@ccweek.com](mailto:editor@ccweek.com)

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*Community College Week* wants to hear your views on our news stories, feature articles and guest opinion columns, as well as other matters affecting two-year institutions. In our Point of View section, education professionals find a forum to discuss and debate today's issues facing community, technical and junior colleges.

We welcome:

\* Letters to the editor, which should be brief.  
\* Insightful commentaries, which can range up to a maximum of 1,000 words on topics of interest to community colleges.

IMPORTANT:

Unsigned letters can't be considered for publication, so be sure to include your name, address, phone number and e-mail. Please add your title and college, if applicable.

*Community College Week* reserves the right to edit submissions for clarity, style and space.

E-mail contributions to [editor@ccweek.com](mailto:editor@ccweek.com). Be sure to include "Point of View" as the subject line.

## Preparation of Future Leaders Takes on New Urgency

It is not news to community college leaders that the pressures facing our senior administrators, governing boards, and faculty are unrelenting. There has been standing-room-only at recent League for Innovation, Higher Learning Commission, and American Association of Community College conferences by attendees seeking collegial fortification, wishing for magic bullets, and hoping for realistic insights about tackling the issues at their home institutions.

New critical leadership skills are required to deal with the changing environment and daunting issues that challenge our colleges, the plunging U.S. global educational ranking and our nation's competitive position. "For America and states to compete in the global economy, six out of every 10 adults between the ages of 25 and 35 will, by 2020, need to obtain an associate or bachelor's degree, or another post-secondary credential," according to the Bill & Melinda Gates Foundation.

Add to these the recent tragedy in Boston, the trauma of shootings and stabbings on our college and school campuses and not-too-distant memories of 9/11. We have a new era upon us which requires heightened sensitivities, awareness, and ability to anticipate, communicate, and respond as never before.

Accordingly, the conversation has also shifted: What questions do we raise about safety while retaining the value of multicultural appreciation? How do we talk about respect when fingers are so easily pointed at someone who does not look quite like "us"? How do we retain the value of the "open door" when rumblings of "creaming" (limiting access to high-GPA students) are percolating to achieve performance funding goals and increase completion rates? How many colleges are prepared to tackle these challenges?

As major state universities quietly relinquish responsibility for their long-term commitment to higher education leadership development, a chasm is growing in the preparation of future leaders who are equipped with critical competencies. Go further, and one quickly becomes aware that community college leadership development has all but disappeared from flagship universities. How leaders are developed requires reexamination as family, work, and 24-7 Internet connectivity suggest new ways of engaging colleagues who are grappling to find time for professional development.

Fortunately, there are well-grounded community college leadership institutes available for mid-career administrators and presidential hopefuls. Nonetheless, a significant gap remains for acquiring professional degrees so that aspiring leaders have the full complement of scholarly and practical knowledge, skills, and abilities to effectively address the myriad of challenges being faced by their colleges, districts, and state systems.

Demands have never been greater on college leaders. We are all too familiar with the issues and with putting out fires on a daily basis. Colleges are asked to



**MARGARETTA B. MATHIS**

SENIOR VICE PRESIDENT  
ROUCHE GRADUATE  
CENTER  
NATIONAL AMERICAN  
UNIVERSITY



**JOHN E. ROUCHE**

PRESIDENT  
ROUCHE GRADUATE  
CENTER  
NATIONAL AMERICAN  
UNIVERSITY

retain open access while increasing student outcomes in an environment in which already-strained resources are dwindling and global competition is at an all-time high.

Our leaders must grapple with increasing calls for accountability and greater transparency; declining financial support; and, ultimately, improving student learning, equity, success and completion. With changing demographics and many entering students arriving ill-prepared for college, leaders must be adept at developing partnerships, effective practices, and key stakeholder involvement to better serve our students, local businesses, and surrounding communities.

With the "greying" of American higher education administrators and the imminent retirement of college CEOs and other senior administrators, the preparation of future leaders to tackle unprecedented issues is imperative. Walter G. Bumphus, president and CEO of the American Association of Community Colleges, put it this way in Community College Week last December:

"In the end, it all comes down to dedicated and effective leadership, and it is here that community colleges face perhaps the biggest challenge and the greatest opportunity of all. Within the next decade, recent AACC research indicates that close to 75 percent of sitting community college CEOs indicate they plan to retire. Within the next five years, that number is 43 percent. Similar turnover will be experienced among senior administrators and faculty on our campuses."

Identifying and preparing the number of highly skilled professionals to replace

**Demands have never been greater on college leaders. We are all too familiar with the issues and with putting out fires on a daily basis. Colleges are asked to retain open access while increasing student outcomes in an environment in which already-strained resources are dwindling and global competition is at an all-time high.**

retirees will be daunting. However, it also offers an unprecedented opportunity to infuse new competencies and fresh thinking into the way our colleges do business.

How do we equip leaders who can navigate the turbulent and often unfamiliar waters of regulation, accountability, continuous improvement, acceleration and technological revolution, while ensuring for transformative education and training that lead to meaningful employment for our students? How do we bring our stakeholders out of their "cave-dwelling comfort" (drawing from Christine McPhail, *CCWeek*, Jan. 21, 2013) to build ownership of solutions, and embed new cultures of evidence, inquiry, continuous improvement, and excitement for the work upon us?

Terry O'Banion urges, "We need leaders who will 'disturb the universe.'" If there is a chance to make a positive difference in the next five years, what will this mean for current and future leaders?

It will take finesse, determination, excellent human relationships, and partnership-building skills to involve the many stakeholders who can propel or cripple an institution—knowing the demands upon it! We will need to have leaders who are equipped to work effectively with incoming students, entrenched faculty, adjunct faculty, board members, and partners.

In November 2011, National American University (NAU) convened a National Community College Advisory Board (NCCAB) to assist with the review and development of a critical community college leadership development doctoral program to be offered by NAU, pending accreditation. This board of national lead-

ers has been meeting regularly during the last 18 months to identify challenges and issues facing community colleges, needed competencies for future leaders and designs for effective methods to deliver and hone critical leadership skills.

We have learned from a variety of national initiatives, such as "Achieving the Dream: Community Colleges Count", that leadership matters — from the top and throughout the institution. The "how" of one leads, involves, and equips others is equally important. Effective, scalable strategies and institutional transformation require commitment, persistence, understanding of data, and involvement — early and continuously. These require professional and leadership development for faculty, staff, board members, and other stakeholders to achieve critical goals.

Can we succeed? It "ain't the first rodeo" for our seasoned community college leaders. We know that there are no magic bullets. What we do know is that there is a change of conversation—some familiar — but set within a dynamic context. We must examine our biggest challenges and explore examples of colleges meeting them. We must examine disruptive and effective strategies and learn how to take them to scale to help students succeed and accelerate to completion, while closing achievement gaps.

We must be respectful and aware of the fear and resistance to be expected as we ask people to adapt to change, and foster their development in an unfamiliar and turbulent environment. We must learn how to be innovative, draw on best and promising practices, elicit differing perspectives and underrepresented voices, and adopt pathways to student success and institutional redesign that engage stakeholders each step of the way.

Together, and with dedication, professional development, strategic goal-setting, allocation of precious resources, and knowledge of how to implement, we will have better equipped future leaders to take on our challenges ahead. ▲

*John E. Roueche is president of National American University's (NAU) Roueche Graduate Center. He is the Community College Leadership Program (CCLP) director emeritus and Sid W. Regents Chair Emeritus, The University of Texas at Austin (UT). Margaretta B. Mathis is senior vice president of NAU's Roueche Graduate Center, and dean of master's and doctoral programming. She served as senior lecturer in the CCLP at UT Austin, and as the associate director for UT-CCLP's involvement in Achieving the Dream. This article is the continuation of a series authored by principals involved in NAU's Roueche Graduate Center and other national experts identified by the center. Roueche and Mathis serve as editors of the column, a partnership between NAU's Roueche Graduate Center and Community College Week. For additional information send emails to [mbmathis@national.edu](mailto:mbmathis@national.edu) or, call 512-813-2300.*

It's **YOUR TURN** CCW wants to hear from you!

**Q What steps can colleges take to equip their leaders with the skills they need?**

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# Sowing Seeds, Bearing Fruit

## Success Initiatives Push Degree Conferrals Past 1 Million

BY PAUL BRADLEY

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Visit [www.CCWeek.com](http://www.CCWeek.com) for ethnicity charts

Note: All charts are derived from a CCWeek Analysis of U.S. Department of Education Data.



**The student success agenda is increasing the number of degrees awarded by community colleges.**

**T**he seeds of success for the colleges populating *Community College Week's* 2013 Top 100 Associate Degree Producers listings were sown years earlier.

“Those efforts are just now beginning to bear fruit,” said Richard Carpenter, chancellor of the Lone Star College System in Texas. “You measure the numbers from year to year, but the work begins much earlier. Our board has made student success its top priority. For the past three or four years, not

a meeting goes by where we don't talk about completion.”

It was in 2009 that President Barack Obama announced his American Graduation Initiative, proposing spending \$10 billion so community colleges could improve facilities, develop new technologies and boost graduation rates. While Obama's efforts ultimately fell short — community colleges got only \$2 billion for workforce development — the president created a new imperative for community colleges: no longer was

**“You measure the numbers from year to year, but the work begins much earlier.”**

— RICHARD CARPENTER  
CHANCELLOR, LSCS

access enough; colleges now had to ensure students actually earned a credential.

That new focus is slowly yielding results. In 2011-12, according to *CCWeek's*

analysis, the number of associate degrees conferred by community colleges exceeded 1 million for the first time, an 8 percent jump from a year earlier.

Lone Star ranked third among two-year institutions, and 10th overall, in the number of associate degrees conferred, with 4,208, a 27 percent increase from a year earlier. It awarded 1,135 degrees to Hispanic students, ranking it eighth overall and representing a 55 percent increase from the year before.

“We've tried to make this a sustained



ONE-YEAR CERTIFICATES ALL DISCIPLINES

Table with 17 columns: 2012 RANK, STATE, TOTAL ASSOC., WHITE (NO., PERCENT), NON-RESIDENT ALIEN (NO., PERCENT), UNKNOWN (NO., PERCENT), AFRICAN AMERICAN (NO., PERCENT), ASIAN AMERICAN (NO., PERCENT), NATIVE AMERICAN (NO., PERCENT), HISPANIC (NO., PERCENT), 2 OR MORE RACES (NO., PERCENT). Rows are categorized by Two-Year Institutions (ranked 1-100) and Four-Year Institutions (ranked 2-98).

Source: Community College Week Analysis of U.S. Department of Education Data

Results, from page 7, col. 4

funding, even as their needs grow. At Indiana's Ivy Tech Community College, for example, administrators are grappling with a \$68 million budget deficit which threatens to close as many as a quarter of the college's 72 sites around the state.

Earlier this month, college trustees voted to increase tuition by \$5 per credit hour, a 4 percent increase, for the next two years. The move is expected to close the budget gap by \$10 million.

The vote came the same week as CCWeek's analysis showed that Ivy Tech ranks first among two-year institutions, and third overall, with 8,940 degrees conferred

in the 2011-12 academic year. That figure represents a 12 percent increase from a year earlier.

Part of the reason that Ivy Tech rests atop CCWeek's rankings is because the college is a statewide system, with all of its campuses and centers included in the overall number. Still, the number "reflects the progress we are making in getting more stu-

dents to completion," said college President Thomas J. Snyder.

"It's now a priority for all community colleges," he said.

Ivy Tech is viewed as a key to Indiana's workforce development efforts, as well as a critical solution to the state's lackluster performance in producing residents with college degrees. But ever since Ivy Tech was





ANALYSIS

# Rising High

Number of Associate Degrees Conferred Jumps by 8 Percent

BY VICTOR M. H. BORDEN

Discussion of the relationship between the economy and postsecondary education often focuses on the positive impact of college completion on an individual's economic prospects. Another dimension of this relationship is the impact of the economy on postsecondary enrollment. We have noted over the past few years of this analysis how the "Great Recession" was associated with record degree and award numbers, suggesting that high unemployment rates promoted college attendance. However, last year we saw a curious drop in the shorter-term certificates. With this year's analysis, we see another large increase in the number of associate degrees conferred, although not quite as sharp as last year. Notably, the total number of associate degrees awarded among the institutions we monitor (U.S.-based accredited institutions excluding military service academies) topped 1 million for the first time in history. The drop we witnessed last year in short-term certificates spread to the longer, "at least 1 but less than 2-year" variety.

Before getting to the numbers, we note that the National Center for Education Statistics (NCES), which collects and reports these data, changed their protocol this year. They did not release a preliminary file and instead waited until the data were complete enough to warrant a release that could be reported as official numbers. Consequently, there was about a three-month delay in obtaining the data, but the numbers are more complete than in previous years. This does not mean that the numbers will not change. Institutions have at least a year to file corrections to the data they report. As we noted in past years, the differences between the preliminary and final data are quite small and the changes expected from this more complete release will be even less noticeable.

This year's analysis covers degrees and certificates awarded during academic year 2011-12. As usual, we provided lists for top producers, overall, and across a range of disciplines and vocations. We include lists for the associate degree, regardless of type (associate of arts, associate of science, or associate of applied science). We also consider the two types of certificates that require less than two years to complete if a student carries a full-time course load. The shorter certificate program is one that requires less than one year to complete, and the longer program requires at least one but less than two years. We label these on the charts as "1 to <2 year" and "< 1 year" certificate programs, respectively.

We include within the analysis Title IV eligible institutions, which are accredited by either a regional or specialized accreditation agency recognized by the U.S. Department of Education. We also limit this analysis geographically to include only institutions in the 50 United States



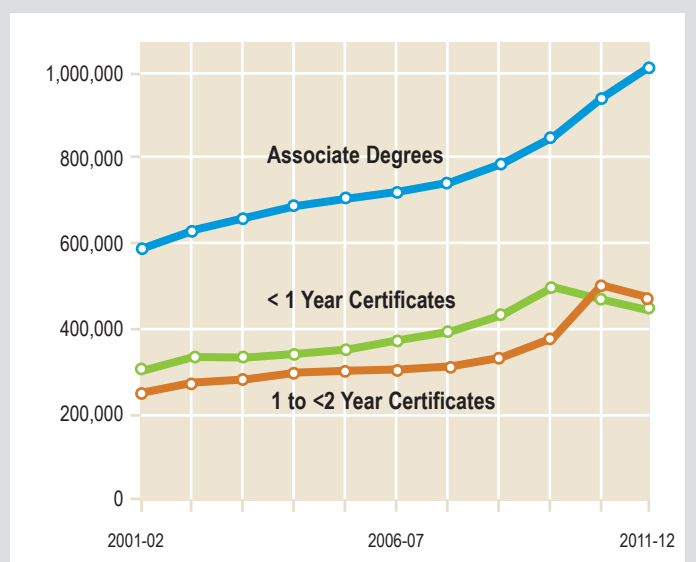
PHOTO COURTESY IYV TECH COMMUNITY COLLEGE

The number of students celebrating their graduation from community college is on the rise as the student success agenda takes hold.

## Ten-Year Trend in Total Associate Degrees, 1 to <2 Year Certificates and < 1 Year Certificates: 2002-2012

Year	Associate Degree	1 to <2 Year Certificate	< 1 Year Certificate	Grand Total
2001-02	594,558	253,512	306,875	1,154,945
2002-03	634,016	275,173	342,478	1,251,667
2003-04	665,301	283,432	332,741	1,281,474
2004-05	696,660	296,542	346,757	1,339,959
2005-06	713,066	298,628	358,000	1,369,694
2006-07	728,114	305,773	376,832	1,410,719
2007-08	750,164	313,176	397,993	1,461,333
2008-09	787,325	338,026	431,094	1,556,445
2009-10	849,452	379,436	499,550	1,728,438
2010-11	942,226	500,936	481,198	1,924,360
2011-12	1,017,457	478,067	461,422	1,956,946
Pct. Change last year	8.0%	-4.6%	-4.1%	1.7%
Avg. Annual Pct. Change	5.5%	6.5%	4.2%	5.4%

Note. Includes only Title IV eligible postsecondary institutions in the 50 States or District of Columbia that are open to the general public (excludes military service academies).



and the District of Columbia, excluding institutions in U.S. territories and protectorates, such as Puerto Rico, Guam, and American Samoa, as well as the U.S. Service Academies, such as the Community College of the Air Force, which offers programs at locations around the world that are not open to the general public.

When reporting completion data, institutions categorize the field of study completed by the student using the NCES-maintained Classification of Instructional Programs (CIP). This common coding system allows us to compare degree and award program offerings across institutions.

Student race/ethnicity information is collected by institutions using the two-question format. Students first indicate if they are Hispanic or Latino and separately indicate racial/ethnic identity by checking all that apply from the list: American Indian or Alaska Native; Asian American; Black or African American; Native Hawaiian or Other Pacific Islander; and White. The U.S. Office of Management and Budget established a set of “trumping rules” for reporting students in a single category based on their responses to the two questions. First, anyone who is not a U.S. citizen or permanent resident is reported as a “Non-Resident Alien.”

Next, anyone who answers “yes” to the Hispanic/Latino question is reported within that category. Non-Hispanics who select more than one racial/ethnic group are reported as “Two or More Races” or “Multiracial”. Finally, the remaining non-Hispanic, U.S. citizens or permanent residents are reported in the single racial/ethnic category that they selected in response to the second question.

When we initially compiled the data, we noticed that one institution, Ivy Tech Community College in Indiana, experienced extremely large increases in award production. We then discovered that the institution changed its reporting practices. Up until last year, they reported the completion data by region. This year, they combined their numbers and report as a single unit, but they do so under what was previously the Central Indiana region ID number. To make the prior year comparison valid, we re-ran the figures, combining the regional numbers from last year into a single composite figure. With this change in reporting, Indiana’s statewide community college becomes the top two-year institution in associate degree awards and third overall behind two four-year institutions: the University of Phoenix-Online Campus and Miami Dade College.

### The Lists

The Top 100 listings include institutions that have awarded the largest number of associate degrees and sub-two-year certificates. The primary listings each contain at least 100 total institutions. The precise number depends on the number of ties at the bottom of the list.

Most lists include both two-year and four-year institutions. The two-year institutions are listed together followed by the four-year institutions. However, the rankings are determined by the overall order, and so there are some “gaps” in ranking value within each group.

We also include lists that feature institutions that confer the most associate degrees and < 1 year and 1 to <2-year certificates to men and women of color, as collected

## One-Year Change in Associate Degrees, 1 to <2 Year Certificates and <1 Year Certificates Conferred by Institutional Sector

	Associate Degrees			1 to <2 Year Certificates			<1 Year Certificates		
	2010-11	2011-12	% Change	2010-11	2011-12	% Change	2010-11	2011-12	% Change
<b>Public Associate's</b>	650,253	710,037	9%	181,385	180,842	0%	278,160	283,111	2%
Two-Year	577,449	623,365	8%	174,547	173,189	-1%	256,648	260,563	2%
Four-Year	72,804	86,672	19%	6,838	7,653	12%	21,512	22,548	5%
<b>Other Two-Year</b>	<b>75,337</b>	<b>79,682</b>	<b>6%</b>	<b>119,357</b>	<b>107,778</b>	<b>-10%</b>	<b>73,421</b>	<b>56,826</b>	<b>-23%</b>
Private, non-profit	7,328	7,534	3%	3,921	4,024	3%	6,979	5,265	-25%
Proprietary	68,009	72,148	6%	115,436	103,754	-10%	66,442	51,561	-22%
<b>Other Four-Year</b>	<b>216,636</b>	<b>227,703</b>	<b>5%</b>	<b>33,845</b>	<b>30,365</b>	<b>-10%</b>	<b>20,532</b>	<b>20,973</b>	<b>2%</b>
Public	46,558	46,047	-1%	5,050	5,333	6%	7,204	8,854	23%
Private, non-profit	44,588	46,731	5%	5,413	4,878	-10%	4,432	4,036	-9%
Proprietary	125,490	134,925	8%	23,382	20,154	-14%	8,896	8,083	-9%
<b>Less Than Two-Year</b>	<b>0</b>	<b>35</b>		<b>166,349</b>	<b>166,160</b>	<b>0%</b>	<b>109,085</b>	<b>100,512</b>	<b>-8%</b>
Public				17,447	17,427	0%	14,427	12,838	-11%
Private, non-profit				4,159	4,154	0%	6,487	4,452	-31%
Proprietary		35		144,743	144,579	0%	88,171	83,222	-6%
<b>Grand Total</b>	<b>942,226</b>	<b>1,017,457</b>	<b>8%</b>	<b>500,936</b>	<b>485,145</b>	<b>-3%</b>	<b>481,198</b>	<b>461,422</b>	<b>-4%</b>

## State-Level 2011-12 Associate Degree and Certificate Awards Relative to 2010 Population

Pop. Rank	State	2010 Population	Associate Degrees Number	Associate Degrees (Rank)	1 to <2 Year Certificate Number	1 to <2 Year Certificate (Rank)	< 1 Year Certificate Number	< 1 Year Certificate (Rank)
1	California	37,253,956	114,612	(1)	75,439	(1)	61,836	(1)
2	Texas	25,145,561	67,352	(4)	42,251	(2)	28,290	(4)
3	New York	19,378,102	69,654	(3)	21,437	(5)	10,781	(15)
4	Florida	18,801,310	102,559	(2)	36,144	(3)	43,068	(2)
5	Illinois	12,830,632	41,618	(6)	16,956	(6)	30,775	(3)
6	Pennsylvania	12,702,379	29,794	(9)	15,874	(7)	9,109	(17)
7	Ohio	11,536,504	35,871	(7)	14,594	(9)	15,841	(10)
8	Michigan	9,883,640	33,322	(8)	15,007	(8)	12,548	(13)
9	Georgia	9,687,653	18,728	(18)	14,213	(10)	27,381	(5)
10	North Carolina	9,535,483	27,672	(11)	8,604	(18)	13,814	(11)
11	New Jersey	8,791,894	21,643	(13)	14,133	(11)	5,306	(24)
12	Virginia	8,001,024	26,199	(12)	12,782	(13)	8,772	(18)
13	Washington	6,724,540	28,977	(10)	10,325	(15)	17,762	(9)
14	Massachusetts	6,547,629	13,645	(23)	7,125	(22)	5,830	(23)
15	Indiana	6,483,802	19,430	(17)	8,704	(17)	4,811	(26)
16	Arizona	6,392,017	62,990	(5)	22,195	(4)	19,282	(7)
17	Tennessee	6,346,105	13,548	(24)	12,633	(14)	10,674	(16)
18	Missouri	5,988,927	19,895	(16)	8,379	(19)	2,978	(33)
19	Maryland	5,773,552	15,156	(21)	7,650	(21)	4,101	(27)
20	Wisconsin	5,686,986	16,291	(20)	6,507	(24)	13,242	(12)
26	Kentucky	4,339,367	14,680	(22)	4,335	(31)	17,881	(8)
27	Oregon	3,831,074	12,637	(28)	4,590	(30)	3,174	(31)
28	Oklahoma	3,751,351	11,513	(29)	9,988	(16)	3,775	(28)
29	Connecticut	3,574,097	6,511	(35)	7,747	(20)	3,422	(30)
30	Iowa	3,046,355	20,515	(14)	4,276	(32)	2,999	(32)
31	Mississippi	2,967,297	12,996	(27)	3,751	(34)	1,512	(36)
32	Arkansas	2,915,918	8,645	(32)	6,461	(25)	5,294	(25)
33	Kansas	2,853,118	10,218	(31)	5,966	(26)	6,019	(22)
34	Utah	2,763,885	13,301	(25)	3,215	(35)	6,182	(21)
35	Nevada	2,700,551	5,350	(37)	2,673	(36)	1,953	(35)
36	New Mexico	2,059,179	7,709	(33)	5,079	(28)	2,620	(34)
37	West Virginia	1,852,994	4,931	(39)	1,883	(37)	677	(42)
38	Nebraska	1,826,341	5,761	(36)	1,498	(38)	1,209	(37)
39	Idaho	1,567,582	4,940	(38)	938	(46)	914	(40)
40	Hawaii	1,360,301	4,199	(40)	988	(45)	193	(48)
41	Maine	1,328,361	3,321	(42)	1,372	(40)	371	(45)
42	New Hampshire	1,316,470	3,119	(43)	1,258	(42)	895	(41)
43	Rhode Island	1,052,567	3,537	(41)	1,409	(39)	1,081	(39)
44	Montana	989,415	2,364	(46)	406	(49)	188	(49)
45	Delaware	897,934	1,947	(48)	1,108	(44)	1,185	(38)
46	South Dakota	814,180	2,699	(45)	463	(47)	455	(44)
47	Alaska	710,231	1,706	(49)	1,332	(41)	672	(43)
48	North Dakota	672,591	2,251	(47)	421	(48)	217	(47)
49	Vermont	625,741	1,196	(50)	356	(50)	183	(50)
50	Wyoming	563,626	2,924	(44)	1,173	(43)	242	(46)

through the race/ethnicity categories mentioned earlier.

Lists for specific major fields (disciplines and vocations) include the top 50 ranks with the same caveat regarding additional institutions included that are tied at the last rank.

### Trends in Awards

We continue monitoring the overall trend in associate degrees and sub-two-year certificates through our first table and the corresponding graph. As noted earlier, the

rate of increase in associate degrees was slightly lower this year at 8 percent, compared to last year when it was 11 percent. But this increase still exceeded the ten-year average annual percentage change for associate degrees. *See Analysis, page 12, col. 1*

## Analysis, *from page 11, col. 4*

ciate degrees, which is now at 5.5 percent. The numbers of longer- and shorter-term certificates conferred this year compared to last year declined by 4.6 percent and 4.1 percent, respectively.

The second table probes further into the change in numbers between 2010-11 and 2011-12 by sector. We deviate from the official federal characterization of sector by distinguishing between two types of “public, four-year” institutions: those that confer primarily associate degrees but are characterized as “four-year” because they have at least one bachelor degree program, and those that more traditionally confer primarily bachelor and higher-level degrees.

We continue to see larger percentage increases in associate degree awards among the Public Associate’s “Four-Year” institutions. As we have previously noted, this is primarily due to institutions that switch categories. Between 2010-11 and 2011-12, eight institutions did so, including three in Florida (Florida Gateway College, Lake-Sumter Community College and South Florida Community College), three in Georgia (Atlanta Metropolitan College, East Georgia College and South Georgia College) and one each in Utah (Snow College) and Washington (Centralia College). It is also interesting to note that the percentage increase in associate degrees was larger among public associates colleges than among proprietary institutions.

For both levels of certificates, the declines were primarily due to further contraction within the for-profit sector. Among the “Public Associates” institutions, longer-term certificate Awards remained at the same level as last year and there was a slight increase (2 percent) in the number of shorter-term certificates awarded. Although the numbers are relatively small, the largest percentage increases in the longer-term and especially the shorter-term certificates, were at traditional public, four-year universities.

## Associate degrees and sub two-year certificates are central to workforce development efforts across the United States. Despite fiscal constraints, colleges have improved degree and certificate production.

### State-Level Statistics

We explore further in this year’s analysis, aggregate state-level statistics on associate degree and sub-two-year certificate awards. We compare these Awards to state population levels. The final table arrays the 50 states according to their 2010 census population numbers. We then array the number and ranking of the three award types. The population and overall award numbers are highly correlated, with coefficients of 0.92 for associate degrees, 0.96 for the longer-term certificate and a slightly lower 0.86 for the shorter-term certificate. The most populous state, California, also confers the highest number of associate degrees and sub-two-year certificates. Although Florida ranks fourth in population, it conferred more associate degrees and shorter-term certificates than the larger states of Texas and New York.

Arizona ranks notably higher in associate degrees (fifth), longer-term (fourth) and shorter-term (seventh) certificates than it

does in overall population (16th). Iowa and Utah also rank relatively high in associate degree Awards compared to their population ranking, with Utah also ranking relatively higher in short-term certificate Awards. At the other end of the spectrum, Massachusetts ranks consistently much lower in associate degrees (23rd), longer-term (22nd) and shorter-term (23rd) certificates than it does in overall population (14th). Other states with a lower ranking in associate degree production relative to their population include Georgia, Tennessee, South Carolina, Louisiana and Connecticut.

Although they are relatively low in associate degree production, Louisiana and Connecticut are relatively high in longer-term certificate production, as are Oklahoma, Arkansas, Kansas, New Mexico, Alaska and Wyoming. Relatively low longer-term certificate producing states, aside from aforementioned Massachusetts, include New Jersey, North Carolina, South Carolina, Colorado, and Idaho.

Populous Northeastern states New York,

Pennsylvania, New Jersey and Massachusetts confer low numbers of shorter-term certificates relative to their population, as do two Midwestern states, Indiana and Missouri. In contrast, Louisiana and Kentucky rank much higher in short-term certificate Awards relative to their population.

The least populous state, Wyoming, ranks relatively high in production of associate degrees and the two types of certificates. Indeed, its award conferral numbers are two to three times larger than the slightly more populous state of Vermont, which ranks 50th in production of all three award types.

Associate degrees and sub-two-year certificates are central to workforce development efforts across the United States. Despite the fiscal constraints that have negatively impacted appropriations to public institutions, they have improved degree and certificate production. Ironically, the proprietary sector appears to have suffered more from the recession with respect to certificate production, than have the public sector institutions.

But are the proprietary sector declines and lack of increase in certificate Awards in the public sector a harbinger for associate degree numbers in the years ahead? Although the recession appears to have stimulated enrollment growth that created a pipeline for degree conferral, the combination of improving employment rates and continuing (although not as acute) public sector financial constraints has already negatively impacted enrollment numbers. Are there enough students in the pipeline to support another increase in associate degree awards next year or are we about to see the trend turn around? Stay tuned. ▲

*Victor M. H. Borden, PhD., is a professor of educational leadership and policy studies, Indiana University Bloomington.*

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## Results, *from page 9, col. 4*

and it’s being addressed by community colleges across the country. We are dealing with the real world.”

Because of the budget shortfall, the college is now conducting a cost-benefit analysis of about 50 of its sites. In addition to 31 campuses across Indiana, Ivy Tech leases space at about 40 other sites, mostly in small communities, and those are the ones most vulnerable to possible closure or consolidation.

“There are no more easy answers,” Snyder said. “We are at the end of the runway. The tradeoff is that we will close facilities based on whether we are getting a return on our investment. The money we save would be redeployed into instruction and other areas.”

Lone Star has its own financial challenges. Last month, in a rare defeat for a college that enjoys strong support in and around its home in Houston, voters rejected a \$497.7 million bond issue. The borrowing would have paid for improvements at the college’s seven campuses. Since Lone Star last went to the bond market in 2005, the college has added 30,000 students.

Carpenter is undaunted, attributing the

defeat to fierce tea party opposition and an off-year election which produced a meager voter turnout. The college plans on asking voters to support another bond issue next year and will plan the vote for fall, when turnout is more robust.

Meanwhile, the college is forging ahead with its new Energy and Manufacturing Institute, an 80,000-square foot facility now under construction on LSCS’s University Park campus.

The institute was developed in response to the national, state and local talent gap in the oil and gas, alternative

energy, and manufacturing and mechanized production industries. Customized training has been ongoing since the institute was formed in 2011. The new building, when it opens, will bring under one roof the college’s three workforce development arms: for-credit degree and certificate programs; non-credit certificate training; and customized training for business and industry, said Linda Head, the college’s associate vice chancellor of workforce education and corporate partnerships.

The college has long had continuing

education programs for current and potential employees in fields such as the oil and gas, alternative energy and mechanized production industries. But complaints that companies could not find qualified workers persisted. The college formed a council of high-level corporate decision-makers to examine the problem, Head said.

“We found that the need was greater than we ever imagined,” she said. “We could have added a section here or there, but we were just not growing fast enough.”

The decision was made to build a new facility on LSCS’s newest campus. When it’s complete in 2014, it will allow LSCS to expand its current offerings to address needs from local and regional employers, Head said. College officials hope it will result in even more degrees and certificates.

The main challenge now, in the planning stages, is to persuade personnel who often work in silos to work together. College professors often don’t relish working with corporate trainers, and vice versa. Changing a culture is never easy.

“We’re not there yet,” she said. “But it’s fun trying.” ▲

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# Asian-Americans Seek To Move Beyond 'Model Minority' Myth

BY SUZANNE GAMBOA, ASSOCIATED PRESS

WASHINGTON (AP) — On paper, Asian-Americans and Pacific Islanders appear to be a high-achieving bunch with few of the challenges faced by other racial and ethnic minorities in U.S. schools.

Break these populations down into their many ethnic groups, however, and stark disparities emerge.

For example, between 2006 and 2010, about three-quarters of Taiwanese-Americans and more than half of Korean-Americans aged 25 and older had earned bachelor's degrees, but only 10 percent of Samoans and 12 percent of Laotian-Americans in that same age range had done so — large gaps that frequently go unseen.

The Asian population expanded more than four times faster than the overall U.S. population between 2000 and 2010, according to the Census Bureau. Native Hawaiian and Pacific Islanders increased more than three times faster than the U.S. population over that period, Census officials reported.

Asian-American and Pacific Islander professionals recently spent two days in Washington last week puzzling over these types of disparities, and how schools and educational institutions can best deal with them. Some groups are so small in number that gathering data on them can inadvertently violate the privacy of specific children and their families, said Don Yu, special adviser to Education Secretary Arne Duncan.

Last year, the Education Department sent out a request for ideas on how to best tease out and collect data on the many Asian-American and Pacific Islander ethnicities, as well as information on what is already being done in some states, cities and school districts. Those ideas were discussed during the meeting.

Asian-Americans are often very visible academically, such as the spelling bee champion whose family emigrated from India, the class valedictorian of Japanese descent or the Chinese-American champion at the science fair. But such successes mask the academic woes of others, such as Cambodians and Native Hawaiians, said Kiran Ahuja, executive director of the White House Initiative on Asian Americans and Pacific Islanders.

Unlike blacks and Hispanics who often emphasize success sto-

ries within their communities to dispel stereotypes, Asian-Americans and Pacific Islanders find they must draw attention to the less-successful among them to move beyond the "model minority" myth so struggling groups can get the help they need, said Robert Teranishi, an associate professor at New York University.

"Of course we take a lot of pride in the success of individuals in the Asian-American/Pacific Islander community, but what we try to emphasize is we do a disservice not looking at the full breadth of circumstances and the different experiences of all these individuals," Ahuja said.

At the crux of the problem is how data on Asian-Americans and Pacific Islanders are collected and kept. The Census Bureau collects information on more than two dozen specific Asian cultures. The Education Department separated Asian-Americans from Pacific Islanders and Native Hawaiians for data collection in 2007 — a move many communities feel still didn't go far enough, Ahuja said.

The demand for more specific data has intensified as the growth in the number of Asian-Americans and Pacific Islanders has outpaced that of the U.S.

**Between 2006 and 2010, more than half of Korean-Americans had earned bachelor's degrees, but only 10 percent of Samoans and 12 percent of Laotian-Americans in that same range had done so, large gaps that frequently go unseen.**

population in general.

For example, the detail shows that while Bhutanese — who hail from the South Asian country of Bhutan — are a tiny segment of Asian-Americans, they had the fastest growth. Their ranks expanded exponentially, from less than 200 in 2000 to more than 18,000 in 2010. Their educational outcomes would be folded in with other Asian-American groups.

The Census has collected edu-

cation information about some of the Asian-American and Pacific Islander groups. Nicholas Jones, the bureau's chief of racial statistics, said they show the dynamic differences between Asian ethnic groups, particularly the disparities in education, which helps predict economic well-being and guides governments in allocating education money and implementing education programs.

The data from the 2010 Census

and annual American Community Survey "really inform us about the diversity of myriad groups in the United States ... These highlight the importance of data disaggregation and the need for detailed data on various groups," Jones said.

The University of Hawaii System, made up of three universities and seven community colleges, has been separating out data on Asian-Americans and Pacific Islanders for a number of years, said Pearl Imada Iboshi, director of the Institutional Research and Analysis Office for the University of Hawaii System.

The system began collecting more detailed data in response to public concern about lower levels of education attainment and income among Native Hawaiians and some Asian groups, particularly Filipinos who were the most recent arrivals to Hawaii.

The more detailed statistics show the six-year graduation rate was 9 percentage points lower for Native Hawaiians than other groups at the flagship University of Hawaii at Manoa, Imada Iboshi said.

Having more detailed information allowed the university system to identify the problem and look for solutions, she said. ▲

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**Q Should colleges disaggregate data on members of the Asian-American/Pacific Islander community?**

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ASSOCIATE DEGREES: All Disciplines — Total Minority

Table with 10 columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT GRAD, PERCENT CHANGE. Lists top 100 two-year and four-year institutions for associate degree producers in minority disciplines.

Source: Community College Week Analysis of U.S. Department of Education Data



ASSOCIATE DEGREES: All Disciplines — Total Non-Minority

Table with 10 columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT GRAD, PERCENT CHANGE. Lists top 100 two-year and four-year institutions for associate degree producers in non-minority disciplines.

Source: Community College Week Analysis of U.S. Department of Education Data



This undated photo provided by The Discovery Channel shows tornado researchers Carl Young, left, and Tim Samaras watching the sky. Young and Samaras were among those killed in an E5 tornado that struck near Oklahoma City.

## Nevada College Instructor Killed in Okla. Loved Storms

**R**ENO, Nev. (AP) — Carl Young lived to chase storms.

The 45-year-old longtime researcher and conservationist based at Lake Tahoe died in pursuit of tornadoes in the Midwest when a twister with winds up of more than 200 mph turned on him and his colleagues near El Reno, Okla.

“His passion was chasing storms. That’s what he lived for,” said Alan Gertler, vice president of the Desert Research Institute in Reno, where Young was a graduate assistant.

“When a storm came, he was always there,” Gertler told the *Reno Gazette-Journal*.

Young and two other scientists, Tim Samaras and his son Paul, were among 14 people killed in the storm in Oklahoma. The men’s deaths in pursuit of the storm are believed to be the first among scientific researchers while chasing tornadoes, the Storm Prediction Center in Norman, Okla., said.

Young taught geology at Lake Tahoe Community College and previously served as the interim director of the League to Save Lake Tahoe, a conservation group dedicated to protecting the clarity of the mountain lake’s azure waters. He earned a bachelor’s degree in economics at the University of California-Berkeley and a master’s in atmospheric science at the University of Nevada, Reno.

The Lake Tahoe Community College Board of Trustees named Young as a distinguished alumnus in 2010 for his research and work. He was greatly admired by his peers and students, school president Kindred Murillio said.

Young’s “groundbreaking

### HONORED

**Carl Young was named a distinguished alumnus by Lake Tahoe Community College in 2010.**

research” in the field of meteorological data will be used to save lives in the future, Murrillo said, adding that the board will consider dedicating this year’s graduation in honor of Young.

“I will miss seeing him around the college, and our students will miss having him as a teacher,” faculty member Bruce Armbrust said. “My only solace, which isn’t much, is that he died doing what he loved and that his research on tornadoes has and will continue to help others.”

Young was attending UNR in 2002, working on his master’s degree, when he won a \$15,000 fellowship from Sierra Pacific Power Co., Gertler said. He said the scholarship at UNR made it possible for him to devote more of his time and energy to storm chasing.

“You hear of people getting killed doing their passion,” Gertler said. “You see it in movies. It doesn’t happen in real life? Well, this time it did. He lived to chase storms.”

The tornado hit Oklahoma City during rush hour. High winds swept several vehicles off roads — including one from The Weather Channel that was tossed 200 yards and flipped without causing serious injuries. ▲

Comments: [ccweekblog.wordpress.com](http://ccweekblog.wordpress.com)



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**TOP 50 ASSOCIATE DEGREES:  
Agriculture, Agricultural Operations,  
& Related Sciences**



**TOP 50 ASSOCIATE DEGREES:  
Liberal Arts and Sciences,  
General Studies, & Humanities**

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
1	Ohio State University Agricultural Technical Institute	Ohio	128	89	73	162	27
5	Kirkwood Community College	Iowa	92	79	23	102	11
7	Walla Walla Community College	Wash.	67	81	9	90	34
9	Ivy Tech Community College	Ind.	38	53	20	73	92
10	Southeast Community College Area	Neb.	65	53	17	70	8
11	Rend Lake College	Ill.	55	55	11	66	20
12	Northeast Community College	Neb.	63	50	14	64	2
15	Lake Area Technical Institute	S.D.	43	48	12	60	40
16	Hawkeye Community College	Iowa	42	46	13	59	40
17	Modesto Junior College	Calif.	101	23	35	58	-43
18	Lake Land College	Ill.	66	50	6	56	-15
19	Nebraska College of Technical Agriculture	Neb.	35	35	20	55	57
19	Iowa Lakes Community College	Iowa	40	52	3	55	38
21	Black Hawk College	Ill.	50	27	27	54	8
22	Northeast Iowa Community College-Calmar	Iowa	58	48	5	53	-9
24	Northeastern Oklahoma A&M College	Okla.	39	23	24	47	21
25	North Dakota State College of Science	N.D.	38	40	4	44	16
26	Moorpark College	Calif.	116	7	36	43	-63
27	Joliet Junior College	Ill.	27	32	9	41	52
27	Illinois Eastern Community Colleges-Wabash Valley College	Ill.	18	32	9	41	128
29	Southeast Technical Institute	S.D.	36	28	12	40	11
30	Illinois Central College	Ill.	23	33	5	38	65
32	North Shore Community College	Mass.	26	14	23	37	42
33	Des Moines Area Community College	Iowa	40	23	10	33	-18
33	Redlands Community College	Okla.	23	13	20	33	43
35	Casper College	Wyo.	26	15	16	31	19
35	Cincinnati State Technical and Community College	Ohio	26	25	6	31	19
35	Northwest College-Powell	Wyo.	41	9	22	31	-24
38	Hocking College	Ohio	29	10	20	30	3
38	Fort Scott Community College	Kan.	38	24	6	30	-21
38	Chippewa Valley Technical College	Wis.	22	21	9	30	36
41	College of Southern Idaho	Idaho	15	10	19	29	93
41	Garden City Community College	Kan.	32	27	2	29	-9
41	University of Connecticut	Conn.	26	9	20	29	12
45	Linn-Benton Community College	Ore.	23	5	23	28	22
47	Fox Valley Technical College	Wis.	9	17	10	27	200
<b>Four-Year Institutions</b>							
2	North Carolina State University at Raleigh	N.C.	127	138	16	154	21
3	University of Northwestern Ohio	Ohio	113	126	8	134	19
4	Morrisville State College	N.Y.	91	33	79	112	23
6	Purdue University-Main Campus	Ind.	44	69	30	99	125
8	SUNY College of Agriculture and Technology at Cobleskill	N.Y.	85	35	40	75	-12
12	Santa Fe College	Fla.	30	13	51	64	113
14	University of Massachusetts Amherst	Mass.	75	49	12	61	-19
23	Virginia Polytechnic Institute and State University	Va.	43	44	6	50	16
30	University of New Hampshire-Main Campus	N.H.	36	10	28	38	6
41	Abraham Baldwin Agricultural College	Ga.	45	28	1	29	-36
45	SUNY College of Technology at Alfred	N.Y.	18	11	17	28	56

Source: Community College Week Analysis of U.S. Department of Education Data

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
7	Tallahassee Community College	Fla.	2424	1418	1588	3006	24
8	Hillsborough Community College	Fla.	2278	1257	1712	2969	30
9	Houston Community College	Texas	2444	985	1879	2864	17
10	Lone Star College System	Texas	2007	949	1673	2622	31
11	Brevard Community College	Fla.	2491	1045	1566	2611	5
12	El Paso Community College	Texas	1651	914	1526	2440	48
13	Tarrant County College District	Texas	2459	838	1552	2390	-3
16	Central Texas College	Texas	2077	1476	752	2228	7
17	Portland Community College	Ore.	1767	812	1245	2057	16
18	Salt Lake Community College	Utah	1812	929	1042	1971	9
20	Northern Virginia Community College	Va.	1621	712	1244	1956	21
22	Georgia Perimeter College	Ga.	1604	680	1222	1902	19
23	Suffolk County Community College	N.Y.	1553	759	1071	1830	18
25	University of Wisconsin Colleges	Wis.	1613	781	970	1751	9
26	Nassau Community College	N.Y.	1275	698	853	1551	22
27	Des Moines Area Community College	Iowa	1147	599	922	1521	33
28	Bergen Community College	N.J.	1511	692	821	1513	0
29	Central New Mexico Community College	N.M.	946	597	840	1437	52
30	San Joaquin Delta College	Calif.	1519	449	963	1412	-7
31	Pasco-Hernando Community College	Fla.	1093	515	884	1399	28
34	Collin County Community College District	Texas	1148	501	844	1345	17
35	Pima Community College	Ariz.	1258	506	819	1325	5
37	Macomb Community College	Mich.	1236	561	695	1256	2
38	Kirkwood Community College	Iowa	1145	524	700	1224	7
39	Metropolitan Community College-Kansas City-Kansas City	Mo.	419	425	796	1221	191
40	Monroe Community College	N.Y.	1191	447	741	1188	0
42	Saint Louis Community College	Mo.	1075	487	688	1175	9
45	Montgomery College	Md.	1146	463	690	1153	1
46	Mesa Community College	Ariz.	1142	501	650	1151	1
47	Ocean County College	N.J.	1153	415	707	1122	-3
48	CUNY Borough of Manhattan Community College	N.Y.	1191	350	767	1117	-6
49	Oakland Community College	Mich.	1013	394	722	1116	10
<b>Four-Year Institutions</b>							
1	Miami Dade College	Fla.	8008	4077	6368	10445	30
2	Valencia College	Fla.	5431	2750	3852	6602	22
3	Broward College	Fla.	3881	2011	3083	5094	31
4	Florida State College at Jacksonville	Fla.	4110	1629	2820	4449	8
5	Palm Beach State College	Fla.	3108	1383	2039	3422	10
6	St Petersburg College	Fla.	2590	1202	1869	3071	19
14	Santa Fe College	Fla.	2094	1093	1276	2369	13
15	Seminole State College of Florida	Fla.	1641	900	1380	2280	39
19	Daytona State College	Fla.	1941	688	1281	1969	1
21	Indian River State College	Fla.	1376	700	1253	1953	42
24	Edison State College	Fla.	1459	617	1135	1752	20
32	State College of Florida-Manatee-Sarasota	Fla.	1312	552	833	1385	6
33	Bellevue College	Wash.	1322	597	757	1354	2
36	Pensacola State College	Fla.	1246	534	772	1306	5
41	Brigham Young University-Idaho	Idaho	915	391	786	1177	29
43	Polk State College	Fla.	958	455	718	1173	22
44	Weber State University	Utah	1044	472	700	1172	12



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TOP 50 ASSOCIATE DEGREES:  
**Criminal Justice and Corrections**



TOP 50 ASSOCIATE DEGREES:  
**Education**

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
5	ASA College	N.Y.	275	179	250	429	56
7	Ivy Tech Community College	Ind.	294	158	214	372	27
11	Suffolk County Community College	N.Y.	155	153	63	216	39
12	Erie Community College	N.Y.	158	113	70	183	16
12	Brookdale Community College	N.J.	143	141	42	183	28
15	Hudson Valley Community College	N.Y.	151	108	70	178	18
17	Nassau Community College	N.Y.	141	119	55	174	23
19	El Paso Community College	Texas	135	71	74	145	7
21	Middlesex County College	N.J.	120	103	41	144	20
22	Institute of Technology Inc	Calif.	29	75	54	129	345
22	Milwaukee Area Technical College	Wis.	126	91	38	129	2
24	Central Texas College	Texas	114	72	56	128	12
26	East Los Angeles College	Calif.	132	58	69	127	-4
27	Northeast Wisconsin Technical College	Wis.	110	85	40	125	14
31	Fox Valley Technical College	Wis.	82	80	40	120	46
32	Schoolcraft College	Mich.	118	81	38	119	1
33	County College of Morris	N.J.	103	87	30	117	14
35	CUNY LaGuardia Community College	N.Y.	31	56	58	114	268
36	Quinsigamond Community College	Mass.	92	65	47	112	22
37	San Antonio College	Texas	64	36	74	110	72
38	Niagara County Community College	N.Y.	83	76	33	109	31
38	Harrisburg Area Community College-Harrisburg	Pa.	123	67	42	109	-11
40	McCann School of Business and Technology	Pa.	99	51	57	108	9
40	Northampton County Area Community College	Pa.	79	59	49	108	37
40	Florida Technical College	Fla.	92	57	51	108	17
44	Community College of Rhode Island	R.I.	76	76	31	107	41
46	Hillsborough Community College	Fla.	74	53	52	105	42
48	Tidewater Community College	Va.	56	47	57	104	86
<b>Four-Year Institutions</b>							
1	University of Phoenix-Online Campus	Ariz.	3855	1464	2358	3822	-1
2	Kaplan University-Davenport Campus	Iowa	751	307	407	714	-5
3	Colorado Technical University-Online	Colo.	626	158	328	486	-22
4	Everest College Phoenix	Ariz.	372	115	330	445	20
6	Monroe College-Main Campus	N.Y.	365	148	269	417	14
8	Keiser University-Ft Lauderdale	Fla.	285	130	205	335	18
9	Everest University-South Orlando	Fla.	222	69	261	330	49
10	South Texas College	Texas	185	146	111	257	39
14	Everest University-Brandon	Fla.	141	48	133	181	28
16	CUNY John Jay College of Criminal Justice	N.Y.	255	84	91	175	-31
18	ITT Technical Institute-Indianapolis	Ind.	100	72	89	161	61
19	Everest College-Ontario Metro	Calif.	150	67	78	145	-3
24	Briarcliffe College	N.Y.	95	67	61	128	35
28	Southwest Florida College	Fla.	91	50	72	122	34
29	Hesser College	N.H.	130	64	57	121	-7
29	Columbia Southern University	Ala.	66	89	32	121	83
33	Columbia College-Columbia	Mo.	85	60	57	117	38
40	Valencia College	Fla.	79	54	54	108	37
44	Grantham University	Mo.	90	82	25	107	19
46	ITT Technical Institute-San Bernardino	Calif.	72	51	54	105	46

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
2	Ivy Tech Community College	Ind.	316	37	391	428	35
4	Tulsa Community College	Okla.	257	46	205	251	-2
5	Itawamba Community College	Miss.	169	55	194	249	47
6	Mississippi Gulf Coast Community College	Miss.	306	77	158	235	-23
7	Brookdale Community College	N.J.	252	55	175	230	-9
9	CUNY Borough of Manhattan Community College	N.Y.	183	4	187	191	4
10	San Antonio College	Texas	0	33	147	180	na
11	El Paso Community College	Texas	247	13	152	165	-33
13	Nassau Community College	N.Y.	92	20	121	141	53
14	Camden County College	N.J.	183	32	107	139	-24
15	Essex County College	N.J.	161	24	108	132	-18
16	Holmes Community College	Miss.	93	30	100	130	40
17	Georgia Military College	Ga.	36	20	109	129	258
19	Northwest Mississippi Community College	Miss.	94	36	89	125	33
20	Ozarks Technical Community College	Mo.	96	19	101	120	25
21	Middlesex County College	N.J.	126	15	101	116	-8
22	Northwest Vista College	Texas	0	10	104	114	na
23	Harrisburg Area Community College-Harrisburg	Pa.	117	16	97	113	-3
23	Gloucester County College	N.J.	121	15	98	113	-7
25	CUNY Kingsborough Community College	N.Y.	132	3	104	107	-19
26	Henry Ford Community College	Mich.	93	10	89	99	6
27	Central New Mexico Community College	N.M.	93	12	85	97	4
28	Eastern Oklahoma State College	Okla.	98	28	66	94	-4
31	Palo Alto College	Texas	6	14	75	89	1383
34	Carl Albert State College	Okla.	78	28	60	88	13
34	CUNY Hostos Community College	N.Y.	95	7	81	88	-7
36	Monroe Community College	N.Y.	127	19	67	86	-32
37	Northeast Mississippi Community College	Miss.	64	27	58	85	33
38	Urban College of Boston	Mass.	69	1	82	83	20
39	Delaware County Community College	Pa.	140	16	66	82	-41
39	CUNY Bronx Community College	N.Y.	72	8	74	82	14
39	Raritan Valley Community College	N.J.	120	12	70	82	-32
42	Northampton County Area Community College	Pa.	54	9	70	79	46
44	Washtenaw Community College	Mich.	43	29	48	77	79
44	Tarrant County College District	Texas	67	7	70	77	15
44	Amarillo College	Texas	62	12	65	77	24
<b>Four-Year Institutions</b>							
1	University of Phoenix-Online Campus	Ariz.	2689	242	2463	2705	1
3	South Texas College	Texas	409	50	252	302	-26
8	Ashford University	Iowa	5	9	184	193	3760
12	The University of Texas at Brownsville	Texas	135	20	144	164	21
17	College of Southern Nevada	Nev.	138	20	109	129	-7
29	Oklahoma State University Institute of Technology-Okmulgee	Okla.	94	21	72	93	-1
30	Kaplan University-Davenport Campus	Iowa	695	4	87	91	-87
31	Saint Augustine College	Ill.	70	1	88	89	27
31	Snow College	Utah	69	9	80	89	29
43	CUNY Medgar Evers College	N.Y.	64	8	70	78	22

Source: Community College Week Analysis of U.S. Department of Education Data

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TOP 50 ASSOCIATE DEGREES: Engineering Technologies & Engineering-Related Fields

Table with columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT CHANGE. Lists top 50 institutions for Engineering Technologies & Engineering-Related Fields.



TOP 50 ASSOCIATE DEGREES: Family & Consumer Sciences/ Human Sciences

Table with columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT CHANGE. Lists top 50 institutions for Family & Consumer Sciences/ Human Sciences.



TOP 50 ASSOCIATE DEGREES: Health Professions & Related Programs

Table with columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT CHANGE. Lists top 50 institutions for Health Professions & Related Programs.



TOP 50 ASSOCIATE DEGREES: Multi/Interdisciplinary Studies

Table with columns: 2012 RANK, INSTITUTION, STATE, 2010-2011 TOTAL, MEN, WOMEN, PRELIMINARY 2011-2012 TOTAL, PERCENT CHANGE. Lists top 50 institutions for Multi/Interdisciplinary Studies.



TOP 50 ASSOCIATE DEGREES:  
**Natural Resources & Conservation**



TOP 50 ASSOCIATE DEGREES:  
**Nursing: Practical, Vocational & Assistants**

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
1	Hocking College	Ohio	191	151	29	180	-6
2	Finger Lakes Community College	N.Y.	96	59	24	83	-14
3	Haywood Community College	N.C.	35	44	10	54	54
5	Vermilion Community College	Minn.	42	36	9	45	7
6	Spokane Community College	Wash.	18	35	7	42	133
7	Mt Hood Community College	Ore.	30	29	10	39	30
9	Fox Valley Technical College	Wis.	20	17	13	30	50
10	Central Lakes College-Brainerd	Minn.	14	24	3	27	93
10	Horry-Georgetown Technical College	S.C.	16	24	3	27	69
13	Kirkwood Community College	Iowa	20	19	4	23	15
14	Itasca Community College	Minn.	31	18	3	21	-32
14	Green River Community College	Wash.	21	15	6	21	0
14	Walla Walla Community College	Wash.	6	17	4	21	250
18	Pikes Peak Community College	Colo.	19	4	16	20	5
20	Bellingham Technical College	Wash.	8	15	3	18	125
20	Mountain Empire Community College	Va.	8	17	1	18	125
23	Southwest Texas Junior College	Texas	13	13	4	17	31
25	Iowa Lakes Community College	Iowa	16	14	2	16	0
25	Hudson Valley Community College	N.Y.	8	8	8	16	100
25	Columbia College-Sonora	Calif.	9	9	7	16	78
28	East Mississippi Community College	Miss.	10	13	2	15	50
30	Northeastern Oklahoma A&M College	Okla.	12	8	6	14	17
30	Allegany College of Maryland	Md.	12	12	2	14	17
30	Truckee Meadows Community College	Nev.	5	11	3	14	180
33	Holmes Community College	Miss.	9	11	2	13	44
33	Mid-State Technical College	Wis.	9	10	3	13	44
38	Ogeechee Technical College	Ga.	7	10	2	12	71
38	Central Oregon Community College	Ore.	7	11	1	12	71
42	Garrett College	Md.	7	9	2	11	57
42	Grays Harbor College	Wash.	7	9	2	11	57
42	Treasure Valley Community College	Ore.	4	6	5	11	175
42	Central Carolina Technical College	S.C.	9	9	2	11	22
<b>Four-Year Institutions</b>							
3	Vincennes University	Ind.	54	47	7	54	0
8	SUNY College of Environmental Science and Forestry	N.Y.	33	31	6	37	12
12	Pennsylvania College of Technology	Pa.	40	22	4	26	-35
14	Paul Smiths College of Arts and Science	N.Y.	20	21	0	21	5
19	Morrisville State College	N.Y.	23	18	1	19	-17
20	Abraham Baldwin Agricultural College	Ga.	26	13	5	18	-31
23	University of New Hampshire-Main Campus	N.H.	15	16	1	17	13
28	SUNY College of Agriculture and Technology at Cobleskill	N.Y.	13	10	5	15	15
33	Pennsylvania State University-Penn State Mont Alto	Pa.	13	10	3	13	0
33	Pennsylvania State University-Penn State Dubois	Pa.	17	11	2	13	-24
33	SUNY College of Technology at Delhi	N.Y.	15	7	6	13	-13
38	Lake Superior State University	Mich.	6	10	2	12	100
38	Glenville State College	W.V.	9	11	1	12	33

Source: Community College Week Analysis of U.S. Department of Education Data

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
1	Academy for Nursing and Health Occupations	Fla.	0	10	126	136	na
2	Minnesota State Community and Technical College	Minn.	107	7	109	116	8
3	Hennepin Technical College	Minn.	131	7	108	115	-12
4	Northland Community and Technical College	Minn.	139	16	90	106	-24
5	MedTech College	Ind.	156	5	83	88	-44
6	Eastern Arizona College	Ariz.	0	16	63	79	na
7	St. Cloud Technical and Community College	Minn.	84	10	66	76	-10
8	Fortis Institute-Erie	Pa.	72	9	66	75	4
9	Bates Technical College	Wash.	55	14	58	72	31
10	Platt College-Central OKC	Okla.	49	3	52	55	12
11	MedTech College-Greenwood Campus	Ind.	29	1	53	54	86
12	Northwest Technical College	Minn.	48	4	45	49	2
13	Dakota County Technical College	Minn.	22	6	41	47	114
15	Carrington College California-Sacramento	Calif.	33	5	36	41	24
16	North Dakota State College of Science	N.D.	41	1	39	40	-2
16	New Mexico State University-Dona Ana	N.M.	1	5	35	40	3900
18	Saint Paul College-A Community and Technical College	Minn.	40	7	31	38	-5
21	MedTech College-Ft Wayne Campus	Ind.	55	2	33	35	-36
21	Riverside City College	Calif.	27	6	29	35	30
24	ATA College	Ken.	0	2	29	31	na
24	Great Falls College Montana State University	Mont.	21	2	29	31	48
26	Helena College University of Montana	Mont.	15	3	27	30	100
26	Mission College	Calif.	30	8	22	30	0
28	Northern Oklahoma College	Okla.	33	6	23	29	-12
29	Anoka Technical College	Minn.	22	3	24	27	23
29	Flathead Valley Community College	Mont.	17	3	24	27	59
31	Sacramento City College	Calif.	20	4	22	26	30
33	Allan Hancock College	Calif.	26	0	24	24	-8
34	Gavilan College	Calif.	16	0	21	21	31
34	San Joaquin Valley College-Visalia	Calif.	47	2	19	21	-55
37	Imperial Valley College	Calif.	0	3	15	18	na
38	Chaffey College	Calif.	7	0	15	15	114
38	Cerro Coso Community College	Calif.	4	3	12	15	275
38	Coconino Community College	Ariz.	3	2	13	15	400
38	Citrus College	Calif.	9	2	13	15	67
42	Treasure Valley Community College	Ore.	10	1	13	14	40
42	San Joaquin Delta College	Calif.	15	1	13	14	-7
42	Ultimate Medical Academy-Tampa	Fla.	10	0	14	14	40
45	Fortis Institute-Scranton	Pa.	14	1	12	13	-7
<b>Four-Year Institutions</b>							
14	University of the District of Columbia	DC	39	5	39	44	13
18	Montana State University Billings	Mont.	40	3	35	38	-5
20	The University of Montana	Mont.	37	4	33	37	0
21	National University	Calif.	0	9	26	35	na
32	Dickinson State University	N.D.	30	2	23	25	-17
34	Rasmussen College-Minnesota	Minn.	161	0	21	21	-87
45	Lewis-Clark State College	Idaho	13	1	12	13	0

Source: Community College Week Analysis of U.S. Department of Education Data



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**Protective Services: Homeland Security, Law Enforcement, Firefighting and Related Protective Services**



TOP 50 ASSOCIATE DEGREES:  
**Science Technologies/Technicians**

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
5	ASA College	N.Y.	275	179	250	429	56
9	Ivy Tech Community College	Ind.	294	158	214	372	27
12	Suffolk County Community College	N.Y.	163	164	64	228	40
13	Erie Community College	N.Y.	165	117	70	187	13
14	Brookdale Community College	N.J.	143	141	42	183	28
16	Hudson Valley Community College	N.Y.	151	108	70	178	18
17	Nassau Community College	N.Y.	143	122	55	177	24
19	Fox Valley Technical College	Wis.	129	130	41	171	33
20	ICDC College	Calif.	4	126	38	164	4000
21	Milwaukee Area Technical College	Wis.	152	123	38	161	6
23	Rio Hondo College	Calif.	124	121	37	158	27
24	Schoolcraft College	Mich.	160	116	41	157	-2
24	El Paso Community College	Texas	155	83	74	157	1
26	Middlesex County College	N.J.	125	108	41	149	19
28	Sierra College	Calif.	149	90	52	142	-5
29	East Los Angeles College	Calif.	139	72	69	141	1
30	Institute of Technology Inc	Calif.	29	75	54	129	345
31	Central Texas College	Texas	114	72	56	128	12
33	County College of Morris	N.J.	113	96	31	127	12
34	Quinsigamond Community College	Mass.	106	78	48	126	19
35	Northeast Wisconsin Technical College	Wis.	110	85	40	125	14
36	San Antonio College	Texas	74	47	76	123	66
37	College of DuPage	Ill.	109	99	23	122	12
40	Santa Ana College	Calif.	103	105	15	120	17
42	North Shore Community College	Mass.	116	85	34	119	3
42	Harrisburg Area Community College-Harrisburg	Pa.	126	76	43	119	-6
45	Community College of Rhode Island	R.I.	96	86	32	118	23
47	Tidewater Community College	Va.	86	57	59	116	35
48	Hillsborough Community College	Fla.	85	62	53	115	35
<b>Four-Year Institutions</b>							
1	University of Phoenix-Online Campus	Ariz.	3855	1464	2358	3822	-1
2	Kaplan University-Davenport Campus	Iowa	774	343	413	756	-2
3	Colorado Technical University-Online	Colo.	626	158	328	486	-22
4	Everest College Phoenix	Ariz.	372	115	330	445	20
6	Monroe College-Main Campus	N.Y.	365	148	269	417	14
7	Keiser University-Ft Lauderdale	Fla.	353	181	214	395	12
7	Columbia Southern University	Ala.	364	354	41	395	9
10	Everest University-South Orlando	Fla.	253	91	279	370	46
11	South Texas College	Texas	185	146	111	257	39
15	Everest University-Brandon	Fla.	141	48	133	181	28
18	CUNY John Jay College of Criminal Justice	N.Y.	255	84	91	175	-31
21	ITT Technical Institute-Indianapolis	Ind.	100	72	89	161	61
27	Everest College-Ontario Metro	Calif.	150	67	78	145	-3
31	Briarcliffe College	N.Y.	95	67	61	128	35
37	Southwest Florida College	Fla.	91	50	72	122	34
39	Hesser College	N.H.	130	64	57	121	-7
40	Oklahoma State University-Oklahoma City	Okla.	95	102	18	120	26
42	College of Southern Nevada	Nev.	90	73	46	119	32
45	Columbia College-Columbia	Mo.	87	61	57	118	36

2012 RANK	INSTITUTION	STATE	2010-2011		PRELIMINARY 2011-2012		
			TOTAL	MEN	WOMEN	TOTAL	PERCENT CHANGE
<b>Two-Year Institutions</b>							
2	Truckee Meadows Community College	Nev.	0	42	55	97	na
3	San Jacinto Community College	Texas	58	65	12	77	33
4	College of the Mainland	Texas	70	63	13	76	9
5	Lamar Institute of Technology	Texas	73	56	17	73	0
6	Roane State Community College	Tenn.	64	21	46	67	5
7	Delta College	Mich.	57	55	8	63	11
8	Lee College	Texas	59	51	11	62	5
8	Oakland Community College	Mich.	31	57	5	62	100
10	Alvin Community College	Texas	41	44	5	49	20
11	Wharton County Junior College	Texas	46	40	7	47	2
12	Community College of Aurora	Colo.	37	23	22	45	22
13	Mountwest Community and Technical College	W.V.	34	24	15	39	15
13	Middlesex Community College-Bedford	Mass.	29	19	20	39	34
16	Brevard Community College	Fla.	34	16	21	37	9
18	Salem Community College	N.J.	27	27	4	31	15
18	Montgomery County Community College	Pa.	23	15	16	31	35
18	Linn State Technical College	Mo.	38	26	5	31	-18
21	Cape Fear Community College	N.C.	25	28	1	29	16
22	Del Mar College	Texas	12	21	6	27	125
24	Houston Community College	Texas	22	16	6	22	0
25	Ashland Community and Technical College	Ken.	17	19	2	21	24
26	Cowley County Community College	Kan.	21	17	3	20	-5
26	Ridgewater College	Minn.	0	20	0	20	na
26	Salt Lake Community College	Utah	26	13	7	20	-23
30	Lamar State College-Orange	Texas	18	17	2	19	6
30	Baltimore City Community College	Md.	18	5	14	19	6
32	Nashville State Community College	Tenn.	16	9	9	18	13
33	Pitt Community College	N.C.	11	2	15	17	55
35	Forsyth Technical Community College	N.C.	13	10	6	16	23
35	Victoria College	Texas	26	14	2	16	-38
35	Montgomery College	Md.	13	8	8	16	23
39	Lone Star College System	Texas	9	10	5	15	67
40	Gwinnett Technical College	Ga.	5	5	9	14	180
40	Lamar State College-Port Arthur	Texas	6	9	5	14	133
42	Cincinnati State Technical and Community College	Ohio	4	7	6	13	225
42	Bucks County Community College	Pa.	10	5	8	13	30
42	Pierpont Community and Technical College	W.V.	11	3	10	13	18
48	Lakeshore Technical College	Wis.	18	10	2	12	-33
48	Kilgore College	Texas	14	12	0	12	-14
<b>Four-Year Institutions</b>							
1	College of Southern Nevada	Nev.	162	65	96	161	-1
13	Great Basin College	Nev.	0	15	24	39	na
17	Brazosport College	Texas	25	27	8	35	40
22	Excelsior College	N.Y.	19	23	4	27	42
26	University of Cincinnati-Clermont College	Ohio	12	0	20	20	67
33	Rochester Institute of Technology	N.Y.	9	4	13	17	89
35	Madison Area Technical College	Wis.	8	11	5	16	100
42	West Virginia University at Parkersburg	W.V.	40	11	2	13	-68
42	Santa Fe College	Fla.	10	2	11	13	30
42	Weber State University	Utah	4	7	6	13	225



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# student spotlight

## Ill. Student Clears Hurdles To Follow Mom's Footsteps

BY THERESA CHURCHILL, (DECATUR) HERALD AND REVIEW

**D**ECATUR, Ill. (AP) — Chastity Cunningham says she gets her determination from her mother.

Gloria Farias was a veteran police officer who worked hard alongside her husband to provide for Cunningham and the couple's two other children until Farias died from a brain aneurysm 10 years ago.

"Mom was a strong person, very strong, and she taught us not to give up on our dream," Cunningham recalls. "She's why I am the way I am now."

Her example is also why the 37-year-old Decatur woman continues to pursue every avenue to follow her mother's path into law enforcement, up to and including an application to be pardoned by the state of Maryland for a 2005 assault conviction barring her way.

Cunningham has just earned an associate degree in criminal justice from Richland Community College and is looking for work in hopes of eventually getting a bachelor's degree at Millikin University.

"I'm not a bad person," she said. "I just made a bad choice."

Cunningham is upfront about how, at age 29, she punched a woman and ripped out a handful of her hair after discovering her in bed with her then-fiancé in October 2005.

The Presbyterian child care facility hired her as a child care counselor anyway after she married a different man and moved to Decatur in 2007.

But she was fired after seven months when a background check revealed second-degree assault conviction. It may have been a misdemeanor in Maryland, but it was a felony in Illinois.

She went to the former Community Support Advisory Council, Decatur's prison re-entry collaborative at the time, about her troubles finding work, and eventually was hired as night desk clerk/auditor at the Decatur Conference Center and Hotel.

Cunningham left less than a year later after she became pregnant with her son, Cameron, born in 2010. She then became one of the first clients at New Life Pregnancy Center, hired to work part time at the center's thrift store



**Chastity Cunningham has help putting on her cap as she prepares to graduate from Richland Community College. She wants to follow her late mother into a career in law enforcement.**

when it opened in 2011.

She gave up that job as well, however, to focus on finishing her classes at Richland. Her husband, Jerry Cunningham, has supported the family ever since on his wages from Caterpillar Inc.

Many of her mentors have written letters in support of her quest for a pardon. They include detective Barry Hitchens of the Decatur Police Department and Richland criminal justice instructor Art Powers Jr.

Lt. Jonathan Butts of the Macon County Sheriff's Office said he has no regrets about tak-

### SEEKING A SECOND CHANCE

**Chastity Cunningham wants to work in law enforcement like her late mother, but a 2005 assault conviction stands in her way. She has petitioned the state for a pardon.**

ing her on as an intern this spring to satisfy a requirement of her associate degree. "She's very forthright and appears to be a great, great person," he said.

Leslie Kent of the New Life

Pregnancy Center, in a letter of recommendation, wrote that Cunningham wept when she was offered a job working at the New Life Thrift Shoppe.

"Chastity Cunningham is a

woman who understands the immensity of second chances," Kent wrote. "She is living a life of integrity and wants to make a difference in this community. I am honored to know her."

Cunningham said she wants to help her husband provide for their son and give him the role model her mother gave her.

"I used to ride with her (on duty) from the time I was 12," she said. "I am not going to give up until I get where I want to be." ▲

# tracking trends

## Aging Workforce Has Ala. Educators Developing New Aerospace Career Paths

By KELLI DUGAN, AL.COM

MOBILE, Ala. (AP) — Continued collaboration with the Alabama Industrial Development Training program and aggressive development of diversified career paths for current and potential employees will be a key to ST Aerospace Mobile's longevity as it grapples with an aging workforce.

"We're getting older, guys," Bill Hafner, vice president of operations for STA Mobile, joked recently with members of the Aviation and Aerospace Advisory Council.

The council, which held only its second quarterly meeting on the grounds of STA Mobile's sprawling facility at Brookley Aeroplex, was established recently to more efficiently identify and address skills gaps while working proactively to meet evolving workforce development needs associated with the expanding sector.

The council is a joint project of the Southwest Alabama Workforce Development Council and Enterprise State Community College.

Hafner told the recent gathering of nearly two dozen industry and training leaders that the current number of certified aviation technicians currently in the U.S. workforce totals about 45,000, but the need is expected to more than double to 92,000 by 2031.

STA Mobile, an arm of the global maintenance, repair and overhaul giant Singapore Technologies, can "easily absorb" between 100 and 150 technicians annually, he said, forcing the operation to become more proactive and innovative in the ways it recruits and trains future employees.

The company currently recruits from high schools within a 150-mile radius, Hafner said, offering scholarship and mentorship programs to "willing, deserving young people," but it involves a rigorous selection process and the completion rates are not currently as high as the company would like to see.

STA Mobile's summer program, for instance, drew 163 applicants, only 55 of whom passed the first test. Twenty-five of those who progressed didn't attempt to take the second test and five who did failed. The company finally selected 12 to enter the summer training and one of those flunked the required background check.

In addition, Hafner said, the company has launched equally rigorous structures and interiors programs — working with AIDT to craft the training — that include 12-week courses followed by lengthy apprenticeships for non-certified positions.

And while Hafner said many

of the applicants STA Mobile gets exhibit solid airframe and power plant training and aptitude, they simply aren't acclimated to the fast-paced environment.

In turn, aircraft maintenance training administrator and instructor Robert Turner Jr., has created

an accelerated structures program to help bring them up to speed quicker and allow them to "hit the floor at the worker level."

"We've had great success there, and these are good answers to our issues, but it's something we've got to stay in front of,"

Hafner said.

Another career path the company has created, he said, is for aircraft prep specialists. These positions are for employees with no specialized airframe training but who exhibit an aptitude to learn. Although the program offers

limited exposure to STA Mobile's inner-workings, it gives applicants with promise a way in the door and a direct line to enter the other more specialized training programs as their skills improve. ▲

Comments: [ccweekblog.wordpress.com](http://ccweekblog.wordpress.com)



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# tracking trends

## Construction Revival Results In Deep Shortage of Workers

BY DONNELLE ELLER, THE DES MOINES REGISTER

**D**ES MOINES, Iowa (AP) — During the recession, Jack DeLeon Jr. looked at moving to North Dakota to build homes for some of the thousands of oil workers flocking to the Williston Basin for jobs.

But the shortage of homes included space for the builders constructing them. “At the end of the day, you still have to have some place to park your body,” said the Des Moines homebuilder.

DeLeon decided to remain in Iowa and tough out one of the worst building recessions in history. But many builders moved on — going into manufacturing, moving to other states like North Dakota, and retraining for jobs in new industries. Now, builders say they’re beginning to see shortages that they say will likely only grow as big projects ramp up.

“A lot of workers have been out of the construction business for seven years now. And it’s quite likely that most of them have moved on,” said Ken Simonson, an economist with the Associated General Contractors of America, an industry group based in Arlington, Va. “They’ve either been hired in other industries, they’ve gone back to school, or they’ve retired and dropped out of the labor force.”

At the same time, fewer young workers are entering the field, baby boomers are retiring, and demand is growing.

This year, Iowa is expected to see about \$9 billion in large public and private commercial projects and a rebounding housing market. Major projects include \$2.5 billion in work at state universities, a \$238 million renovation at Principal Financial Group’s downtown Des Moines campus, a \$100 million expansion of Wells Fargo’s West Des Moines campus, and the first \$300 million phase of Facebook’s nearly \$1 billion data center in Altoona.

Work also begins this year on two huge fertilizer projects: Orascom Construction Industries is building a \$1.8 billion plant near Wever in southeast Iowa and CF Industries plans a \$1.7 billion expansion near Sioux City.

“There’s a lot of work out there and a tremendous amount of work coming,” said Kent Brcka, vice president of operations at



**Zach Schmiesser, of West Des Moines, Iowa, left, and Dustin Zuck, of Des Moines, shingle a home in Des Moines. Students enrolled in the Des Moines Area Community College construction program have spent the last several weeks constructing new homes Des Moines.**

Henkel Construction Co. in Mason City.

Already, builders are reporting shortages for some skilled workers — steel workers, heavy equipment operators, concrete workers, carpenters and project supervisors — and they say it’s likely to broaden and deepen in the months ahead. “It’s hard to find skilled workers who want to do construction today,” said Mike Espeset, president of Story Construction in Ames. “It’s harder than it was, and I think it’s going to get a lot, lot worse.”

Henkel’s Brcka said northern Iowa has lost workers to hydraulic fracturing operations in the oil fields in North Dakota. “Heavy equipment operators are hard to find because those with experience headed north,” he said.

Master Builders of Iowa estimates the industry will see a shortage of about 2,730 workers annually over the next seven years, based on demand, retirements and the number of new trained workers coming into the industry. That approaches 20,000 workers by 2020.

The builders group is pushing efforts to recruit young workers, with job fairs at high schools and community colleges, Iowa leaders said.

States like Alabama, Georgia and Arizona also are mounting major worker recruitment efforts to attract young workers, said Brian Turmail, the spokesman for the Associated General Contractors of America. For example, Alabama hired “Dirty Jobs” TV star Mike Rowe to promote the industry to young workers.

Iowa unions also are rebuilding apprenticeship programs and urging former members to return to the industry.

Earl Agan, business manager for plasters and cement masons Local 21, said he’s sent letters to about 80 former members, encouraging their return. Agan realizes it could be a tough sell, especially if workers found jobs that lack the seasonality of construction.

“Some workers will be willing to come back once we’ve got steady work, but some are just gone forever,” said Agan, who also is president of the Central Iowa Building Construction Trades Council, a group of union leaders and contractors focused on worker training.

Iowa has 12,000 fewer construction jobs now than it did in

2006, when construction activity began to decline, and the national jobs deficit is close to 2 million.

U.S. construction workers will need to see long-term sustained improvement before returning, Turmail said. Iowa, Arizona, Texas and Colorado may be seeing some construction shortages, but in many parts of the country, construction workers continue to struggle to find work.

“Why would you go back to the girlfriend who dumped you, if the new one has been pretty loyal?” he said.

Still, some large builders across Iowa are asking some critical workers to delay retiring, using recruitment companies to find workers, and gearing up in-house training.

Mike Tousley, executive vice president at Weitz Construction,

# tracking trends

said the company has encouraged some experienced project managers to postpone retirement. "We're having a lot more conversations than we have in the past, but so far we haven't been too successful in convincing anyone" to continue working, Tousley said.

The large Des Moines-based contractor has been hiring both professional and skilled workers since the beginning of the year. The company's industrial group "is in a hiring frenzy" with construction on Orascom's Iowa Fertilizer Co. plant construction beginning, Tousley said. Orascom purchased the longtime Iowa company earlier this year and Weitz is a project leader.

"There are lots of applicants, but with the skills set we're looking for, and the experience we need, it's been a real challenge, a real struggle," Tousley said, adding that some of the hardest jobs to fill are project engineers, managers and estimators. The company's hourly, skilled labor pool is "about as low as it's been in a long time. But it's about to mushroom."

"In the past three or four years, we've been able to get by. There has been work, but there haven't been really large projects" like those coming online now, he said.

U.S. construction spending increased an average of 10 percent annually for the past two years, but employment has climbed only an average of 2 percent annually, the Associated General Contractors of America said. "More firms are at the point where they can no longer say we can make do by stretching the hours of workers we have," said Simonson, the industry economist. "There will be more 'help wanted' signs out there."

Tousley said Weitz hasn't begun offering hiring bonuses but has used them in the past. "I could see us doing it again in the future," he said.

Iowa pay for builders has improved, according to U.S. Bureau of Labor Statistics, climbing 18 percent since 2007. By comparison, manufacturing pay has climbed 11 percent during that time.

Henkel's Brcka said companies like his will need to rely on subcontractors more frequently to get jobs done — and pay more overtime to the workers he has.

As work on big projects overlaps, that will make managing their completion more difficult, and potentially more costly. "It's pretty risky just to assume that you'll find the people that you need," he said, adding that Henkel has added a training position to help better prepare workers for existing jobs and positions

that senior workers will vacate through retirement.

The north Iowa company could add about 10 qualified workers to its current 100-person workforce, he said.

Ned Rasmussen, who leads the Des Moines Area Community College's building trades program, said he gets three or four calls a day from contractors looking for workers. And he has 45

students interested in his courses but only has room for 25.

"I think the general public sees that there are construction jobs out there," said Rasmussen, adding that construction enrollment was steady despite the recession. "I think they wanted to retrain for something they thought they'd really enjoy. Now, it's paying off for them."

Creighton Cox, executive vice

president of the Home Builders Association of Greater Des Moines, said some home builders and their subcontractors are busier than they've been in years. "Those who want to hire can't because the workforce isn't there," Cox said. "Others aren't hiring because they're still unsure the recovery will last."

DeLeon, the Des Moines builder, said his business is still

struggling. A run-up in large construction projects could reduce the number of competitors he sees for smaller residential and commercial jobs. "I'm doing everything I can to keep our 67-year-old business alive," said DeLeon, who runs Jack DeLeon Construction with his 83-year-old father, Jack Sr. ▲

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# politics & policy

## La. Colleges Prevail Over Regents in Funding Fight

By MELINDA DESLATTÉ, ASSOCIATED PRESS

**B**ATON ROUGE, La. (AP) — Louisiana's community colleges have won their dispute with other higher education leaders over construction spending.

The Senate gave final passage to a measure that will let the Louisiana Community and Technical College System sidestep the traditional construction budget process, called "capital outlay," for a list of projects totaling nearly \$252 million.

Final approval in a 27-4 vote came despite opposition from the Board of Regents, which oversees all higher education in the state, and Commissioner of Higher Education Jim Purcell.

The bill by Sen. Robert Adley, R-Benton, heads to Gov. Bobby Jindal, who supports it.

Supporters said the projects

will help beef up worker training in the state, to meet the job demands of industry and to aid economic development efforts.

"These schools are a critical pipeline for workforce needs, and we are proud to fund them however we can," Jindal spokesman Sean Lansing said in a statement about the proposal.

The Board of Regents said the bill violates a constitutional process for college construction in which campuses submit their needs to the board, which prioritizes and submits the list, and sets up a new, politicized competition for money between colleges.

"When you're flying in formation, the strength is everyone staying together for the mission," Regents Chairman Clinton "Bubba" Rasberry told lawmakers during a committee hearing on the bill.

### MEETING DEMAND

**LCTSC President Joe May said the money will help meet an "explosion of demand" at community colleges.**

Purcell said the four-year universities have construction needs, too. He said deferred maintenance needs at Louisiana's college campuses top \$1.7 billion, and he said the community and technical college system never presented to Regents the list of projects included in the bill.

Treasurer John Kennedy also opposed the bill, saying spending outside the construction budget

process will breach the state's debt cap.

Adley said the state has previously borrowed outside the capital outlay process for the community college system. He was joined by local mayors and other local officials from around the state who advocated for the project borrowing.

LCTCS President Joe May said the money will help meet "an explosion of demand" at the community colleges and technical schools.

"We're seeing a literally almost explosive growth in some areas of the state, and what we have to do is ratchet up our training programs to meet those needs," May told lawmakers during House Appropriations Committee discussion of the bill.

The construction dollars will

be doled out beginning in 2015.

Borrowing will be paid back over up to 30 years and will require the approval of the State Bond Commission. Before the bonds can be sold to generate upfront cash for the projects, at least 12 percent of the project cost will have to be matched with private dollars.

The state will have to pay the rest of the repayment costs. Legislative fiscal analysts estimate that could cost about \$20 million a year for two decades.

The borrowing won't count in calculating the state debt load that is limited with an annual cap on debt, according to the bill. But Kennedy said he believes the bond rating agencies will still view the debt as busting the state's debt ceiling. ▲

Comments: [cweekblog.wordpress.com](http://cweekblog.wordpress.com)

## Texas Approves Sweeping Education Overhaul

By WILL WEISSERT, ASSOCIATED PRESS

**A**USTIN, Texas (AP) — Six days before Christmas, state Sen. Dan Patrick decamped from the Capitol to a nearby Roman Catholic school. The start of the legislative session was still two-plus weeks away, but the tea party Republican wanted to be in a classroom as he declared he was ready to lead the largest public education overhaul Texas had seen in decades.

"We don't have time for evolution in public schools," said Patrick, who hails from Houston and heads the powerful Senate Education Committee. "We need a revolution."

It was a line he often repeated in the following months. And, by the time the 140-day session ended, Patrick had succeeded, at least partially.

Lawmakers restored nearly \$4 billion of the \$5.4 billion cut from public education in 2011, transformed high school standardized testing and curriculum standards, and expanded charter schools. Patrick's push to allow students to attend private school with public funds fell flat but could be revived during a special session that so far is focused solely on redrawing the state's political maps.

"I'm really pleased," Patrick said during the session's final hours. Referencing the 150 House and 31 Senate lawmakers, he continued: "I'm just one of 181 members and there will always be members who disagree on a lot of things. But we've made a lot of progress."

More than 920 education bills were filed this session, easily outpacing any other topic. According to the Texas Education Agency, 119 were ultimately approved.

Patrick and his House counterpart, Rep. Jimmie Don Aycock, helped pass legislation that reduces the number of standardized tests high school students have to pass to graduate from a nation-leading 15 to five. It also injected greater flexibility into school curriculum requirements, giving teenagers not interested in college more chances to take vocational classes.

Their work even includes a change in the state's accountability rating system, which currently labels schools and districts from "Exemplary" to "Academically Unacceptable," but will shift in 2016 to an A through F letter-grade system. The new scale will apply to districts but not individual

schools amid worries that issuing neighborhood campuses low grades could hurt property values.

"We actually got more done than I ever dreamed possible," said Aycock, who chairs the House Public Education Committee.

The pair also ushered in the largest charter school expansion in Texas since 2001, increasing the cap on the number of charters the state can issue from the current 215 to 305 by 2019. Charter schools educate only about 3 percent of the state's 5 million-plus public school students, but that percentage may now rise.

Their proposals also make it easier for state authorities to shutter poor-performing charter schools. That's important because, while 8.5 percent of charters earned "Exemplary" state ratings, or nearly double the percentage of top-rated traditional public schools, charters were also disproportionately branded "Academically Unacceptable," at 17.6 percent compared to just 4.9 percent of traditional schools.

Still, what made it through the Legislature was substantially less ambitious than Patrick's original proposal, which sought an unlimited number of charters. He also had

hoped they would get state funding for facilities instead of getting paid per-pupil under current law, and that traditional public schools would lease unused buildings to charters for \$1.

Then there was the unsuccessful crusade that prompted Patrick's pre-Christmas visit to the Catholic school: A voucher bill he unveiled with the support of Lt. Gov. David Dewhurst that offered businesses tax credits for making donations so low-income children and those at risk of dropping out could leave struggling public schools for private and religious ones.

Patrick now says simply making the proposal is enough to lay the groundwork for getting it passed in future sessions. Others, though, are glad it failed.

"Despite high-profile, well-funded efforts to undercut our children's right to a free, public education, the Legislature did not pass a voucher bill this session," the Coalition for Public Schools, made up of religious, child advocacy and education organizations, wrote in its end-of-session assessment.

Indeed, the bill never made it to a Senate floor vote despite the efforts of Patrick and Dewhurst, who oversees the flow of Legisla-

### FEWER TESTS

**The legislation reduces the number of standardized tests students must take from 15 to 5.**

tion there. The House didn't take it up either, but opposition was so strong that lawmakers attached an amendment to the chamber's version of the Texas budget stating that public funding stay with public schools.

Dewhurst hasn't given up, asking Perry to put voucher proposals on the special session agenda.

Not everyone is in favor of that, though — including Aycock.

"We've had an awful lot of turmoil and changing of tests and changing of curriculum and changing of everything for a number of years," he said. "I'd like to see us let everything settle down until the system performs before we just keep stirring things around too much." ▲

Comments: [cweekblog.wordpress.com](http://cweekblog.wordpress.com)

# Mad Professors: Adjuncts Emerging As Key Targets of Labor Organizers

BY REBECCA BURNS, IN THESE TIMES

After years of earning less than minimum wage, Jack Dempsey and his co-workers decided to organize. They were sick of disrespect and intimidation on the job, tired of being called up and expected to work at a moment's notice and desperate for benefits and job security.

Some might be surprised to learn that this predicament describes Dempsey's life as an adjunct professor of English at Bentley University in Massachusetts. But in nearly 12 years working there, he's never received a promotion or benefits. "We're living on a Band-aid," he says. "If somebody gets sick, they're finished. People are so afraid of losing the little bit of bread that they have that they're afraid to speak up. But we're going to try to change that."

On May 9, adjunct faculty at Bentley filed petitions for a union election to join Adjunct Action, a new project of the Service Employees International Union (SEIU). Earlier this year, Adjunct Action began a push to unionize part-time faculty at colleges across the Boston area, an effort that's part of an emerging focus within the labor movement on contingent faculty in higher education.

That so many advanced degree-holders are toiling in poverty conditions flies in the face of the assumption that higher education is a path to prosperity. But low wages and job uncertainty represent the new norm for growing numbers of adjuncts.

Hired on a contract basis, adjuncts (who may include contingent full-time faculty) are paid by the course — the average rate is \$2,900, according to the Adjunct Project. Most contingent faculty are also excluded from access to health insurance or other benefits, and are guaranteed neither a full teaching load nor a steady contract.

Since earning his Ph.D. in English in 1998 from Brown University, Dempsey has pieced together a living by teaching composition and public speaking classes at a series of colleges — an endeavor that at Bentley last year netted him \$18,400 before taxes — and by picking up occasional work as a book editor.

Ironically, much of adjunct teaching staff are no longer "adjunct" at all to college operations, but central to it. Tenure-track faculty positions today constitute just 24 percent of the academic workforce, an all-time low, according to an April report from the American Association of University Professors (AAUP). Reeling from state budget cuts, universities have turned increasingly to the cheap teaching labor provided by non-tenure track faculty.

The organizing strategy SEIU and a handful of other unions have begun pursuing is premised on the recognition that adjuncts, though professionals, are first and foremost precarious workers strung between multiple jobs at multiple campuses. Therefore, labor activists believe, contingent faculty will need to be organized at the industry level, rather than the institutional one, in order to make real gains.

"We want to change the entire model of how adjuncts are treated in higher education, and we can't do that separate institution by separate institution," says Anne McLeer, director of research and strategic planning for SEIU Local 500 in Washington, D.C.

After organizing her own union as an adjunct at the George Washington University in 2004, McLeer has helped build a regional organizing campaign with Local 500, which after a successful union election at Georgetown University now represents more than three-fourths of contingent faculty in the D.C. metro area.

This kind of "metro strategy" could help give adjuncts real power to raise standards marketwide, says McLeer. Already, the local has negotiated contract gains at three universities, including pay raises and, at Montgomery College (Md.) and George Washington University, protections against cutbacks to adjuncts' courseloads. In the future, McLeer envisions all adjuncts in the area working under a citywide contract.

These victories have inspired SEIU to initiate a similar push in Boston. Prior to this effort, SEIU had organized adjuncts into collective bargaining units in California and North Carolina, among other states. The United Steelworkers are in the early

## GROWING ROLE

Adjunct teaching staff are no longer "adjunct" to college operations, but central to it. Tenure-track faculty make up just 24 percent of the academic workforce.

stages of pursuing a regional strategy in Pittsburgh, and the Communications Workers of America and the United Auto Workers have also initiated efforts to unionize non-tenure-track faculty.

Traditional academic unions "have by and large had their heads in the sand" as the number of adjuncts has proliferated, said Joe Berry, a labor educator and author of "Reclaiming the Ivory Tower," a 2005 handbook for contingent faculty organizing.

Nearly 90 percent of organized higher education faculty are represented by three labor groups — the AAUP, the American Federation of Teachers (AFT) and the National Education Association (NEA).

All three organizations have taken strides to grow the ranks of organized adjuncts during the past few years. But given that they make up more than three-quarters of the teaching force, contingent faculty continue to be underrepre-

sented. A 2011 survey by the Chronicle of Higher Education found that "about 30 to 40 percent of the college instructors in NEA bargaining units, and more than 40 percent of those in AFT bargaining units, are employed on a contingent basis, with solid majorities of the adjuncts in both unions on contracts to work part-time."

Some activists charge that adjuncts lack real decision-making power within these unions, particularly when tenure-track faculty view adjuncts as competitors rather than allies. Until 2011, for example, the NEA-affiliated Massachusetts Community College Council gave part-timers only one-fourth of a vote, though they outnumbered full-time faculty in the union.

Berry believes that academic unions have no real incentive for widespread contingent faculty organizing. "If you organize a whole lot of new people from the second-tier in higher education, you're not going to get a lot of dues money, but you're going to change the politics of the union," he notes. "As our numbers get bigger and bigger, they want us less and less."

For this reason, activists believe that unionizing non-tenure-track faculty must take place with a broader agenda in mind. Adjuncts — who share important similarities with other groups of low-wage workers who have been at the forefront of most labor organizing happening of late

—increasingly represent the modern workforce as white-collar jobs undergo the same casualization that blue-collar workers have long suffered. The success of adjunct organizing, activists believe, could prove a bellwether for the fate of the labor movement — in order to survive, it must adapt to these changing conditions for organizing, and contingent professionals must prove themselves willing to join the fold of a broader movement of precarious workers.

McLeer believes this is possible, citing the emerging solidarity between adjuncts and service workers on campuses SEIU Local 500 has organized. But adjuncts also face many of the same barriers to organizing as other precarious workers, including a lack of cohesion and vulnerability to retaliation from administrators.

As contingent faculty at Bentley prepare for their union election, however, Dempsey is hopeful that it will be the adjuncts who find themselves in a position of power. Colleges "have become so addicted to the profits of using adjuncts that ... they've overextended themselves," he says. "If we strike, the school stops." ▲

*In These Times is a monthly magazine of news and opinion published by the Chicago-based Institute for Public Affairs. This article is reprinted here with permission.*

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**Community College Week**

## Briefs, *from page 3, col. 5*

### Okla. College Owes \$1.1M In Unpaid Bills

EL RENO, Okla. (AP) — A financial analysis has found that Redlands Community College in El Reno owes more than \$1.1 million in unpaid bills.

The report by Missouri-based financial consulting firm BKD cites bad bill practices and several years of uncollected tuition and fees as contributing factors. The report also notes the loss of USB drives belonging to former vice president for finance Karen Boucher, who died in February.

The Oklahoma State Regents for Higher Education requested the analysis after Redlands fell several months behind on payments to the regents office.

A spokeswoman for the regents told *The Oklahoman* that the office is reviewing the report.

Redlands President Larry Devane said unpaid tuition and fees are due to not billing students correctly and that the college is negotiating with vendors to arrange payments.

### Tuition Increases Slowing at Tenn. Colleges

NASHVILLE (AP) — Tennessee college students will see a lower increase in tuition thanks to improved state funding.

The Tennessee Board of Regents Committee on Finance and Business Operations recommended increases of 3 percent for each of the state's 13 community colleges and 1.4 to 6 percent for the Regents' six universities.

The recommendations are

lower than recent years because of budget allocations recommended by Gov. Bill Haslam and approved by the General Assembly that provided increased general operating dollars for higher education for the first time in more than a decade.

### Ark. College Chooses To Opt Out of Gun Law

HOT SPRINGS, Ark. (AP) — National Park Community College is the latest school to say no to concealed handguns on campus.

The Board of Trustees for the Hot Springs community college decided last month to opt out of the state law, though the official policy won't be adopted until the board's next meeting.

The Legislature passed a law this year allowing faculty and staff with concealed carry permits to bring the weapons on campus. The law contains a provision allowing schools to opt out.

National Park Community College President Sally Carder said that school officials discussed the issue for months and decided to opt out based on recommendations from local law enforcement.

Last month, the University of Arkansas and Arkansas State University systems voted to opt out of the new law

### Ga. Colleges Launch Degree Partnership

LAWRENCEVILLE, Ga. (AP) — A new partnership between Gwinnett Technical College and Southern Polytechnic State University is expected to

allow students to earn an associate degree and easily transition to university-level studies.

Gwinnett Tech officials announced that students in the bioscience program will be allowed to transfer all of their coursework to Southern Polytechnic State University and earn a bachelor of applied science in biotechnology in two years.

Gwinnett Technical College spokeswoman Dana Urrutia says bioscience and life sciences are among Georgia's fastest growing industries. Urrutia says the state is home to more than 360 life sciences companies and most of them focus on health care applications.

### Ivy Tech Taps Ex-State Official As Top Cop

INDIANAPOLIS (AP) — Ivy Tech Community College has named the former head of the Indiana Department of Natural Resources as its new statewide security and safety director.

Ivy Tech announced the hiring of Robert Carter three weeks after Gov. Mike Pence appointed the DNR's top attorney to take over the agency.

Carter had led the Department of Natural Resources since 2006, and Pence had kept Carter in that position after he took office in January.

But the former Clay County sheriff asked the state ethics commission in April for clearance to pursue the Ivy Tech job.

Ivy Tech has nearly 200,000 students a year at sites across the state, including about 30 campuses.

### Va. Opens Virtual Health Care Learning Center

LYNCHBURG, Va. (AP) — Central Health, Lynchburg College and Central Virginia Community College are celebrating the completing of what is being called the state's most comprehensive virtual health care learning facility.

Officials held a ceremony marking the completion of the \$3 million Central Virginia Center for Simulation and Virtual Learning in Lynchburg.

The facility will give nursing students a place to accrue clinical hours in an era when hospitals and clinics can no longer accommodate all of them.

Lynchburg College President Ken Garren said one of the major stresses for nursing students is finding places for them to get the hands-on experience needed before obtaining their degrees.

Now, 20 percent of those clinical hours can be earned in medical simulations.

### Pa. College Enlists ACCT To Find New Prez

PITTSBURGH (AP) — The Community College of Allegheny County plans to pay a consultant \$60,000 to help find a new president.

CCAC trustees approved two contracts with the Association of Community College Trustees, which will also provide an interim president for a separate fee.

CCAC President Alex Johnson is leaving at the end of the month to

become president of Cuyahoga Community College in Cleveland. He's been at Allegheny since 2008.

Trustees also voted to spend \$85,000 on the second phase of a study to identify options for a new campus in the North Hills area. Officials say the search for a new campus reflects population growth in the northern part of Allegheny County and plans for more career programs.

### Enrollment Dip Prompts Ark. Tuition Hike

HOT SPRINGS, Ark. (AP) — Tuition and fees will be rising at National Park Community College in Hot Springs by \$9 per credit hour.

NPCC's Board of Trustees has voted to raise tuition nearly 7.5 percent, or \$5 per hour, and to raise the technology fee by \$3 per hour while adding a new \$1 per hour activity-wellness fee.

One year's tuition and fees at NPCC will rise from \$2,750 last year to \$2,885 this year.

Trustee Don Harris told *The Sentinel-Record* that the increase is needed to offset declining enrollment.

NPCC had a record 4,161 students for the fall 2011 semester. The number fell to 3,566 in fall 2012 and officials are expecting 3,100 to 3,600 students this fall. College officials say the improving economy is leading to students leaving college to take jobs.

### Doctor Jailed for Videotaping Naked Wrestlers

MUSKEGON, Mich. (AP) — A judge in western Michigan has sentenced a podiatrist doctor from suburban Chicago to 9 months in jail for covertly videotaping members of a community college wrestling team while they showered.

Ninos D. Jando of Skokie, Ill., was arrested in January on accusations he videotaped Muskegon Community College wrestlers in the shower.

Muskegon County Chief Circuit Judge William C. Marietti placed the 34-year-old podiatrist on 2 years' probation and gave him credit for the 133 days he's was in jail prior to sentencing.

Jando pleaded guilty May 6 to three counts of capturing images of unclothed people without their consent. He apologized in court.

MLive.com reports that county Assistant Prosecutor James Corbett says Illinois authorities are investigating Jando for similar video recording at a community college there. ▲

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# around campus



**A young girl sculpts with a piece of clay during an ACC kids summer pottery workshop in 2012.**

At Invin Community College (Texas) Art Department will have many of opportunities this summer for students and adults to learn about shaping pottery, taking photographs and making jewelry. There will be several pottery workshops for both kids and parents starting in June. Children as young as 8 can work alongside their parents to spin pottery at the ACC ceramic studio. There are several workshops for adult students offered this summer through the ACC Art Department's Enrichment Workshop Program for photography, digital arts, sculpture, ceramics, drawing and painting. The courses are offered at var-

ious times throughout the day during the summer months. There will also be a summer jewelry course for jewelry artists who want to enhance their metalsmithing skills. The workshops will focus on soldering and how to make repairs. It also will give quick exercises to build soldering ability.

Davidson County Community College's (N.C.) international students have left for their native countries. For the past year, the six students have had the opportunity to live and experience life in the United States while attending DCCC as part of the Community College Initiative Program and the Fulbright Commission — the only program of its kind in North Carolina. Zinzi Gwala, from East London, South Africa; Enyonam Maglo, from Agbogba, Accra, Ghana; Naeema Mazar, from Gorontalo, Pakistan; Dayana Rivera-Navarro, from Ciudad Colon, San Jose, Costa Rica; Wendy Rodriguez-Cambronero, from Concepcion, San Jose, Costa Rica; and Rahab Wachira, from Nyeri, Kenya, spent the academic year enrolled in courses and traveled to different parts of the United States. The group also took part in a unique service project, the World Water Bridge. The project, explains Carolyn Davis, coordinator of International Student Activities at DCCC, was added as a requirement in their Global Leadership Development component this year after she heard testimonies from previous international students across the country about their volunteer experiences and how much it affected their lives. Davis says the students came up with the idea to do a clean water project — the World Water Bridge —



**From left: DCCC international students Zinzi Gwala, Rahab Wachira and Dayana Rivera-Navarro; Associate Dean Bob Sweet; student Wendy Rodriguez-Cambronero; instructor Ron Dougherty; and students Naeema Mazar and Enyonam Maglo.**

which will begin in the Adaklu Village of Ghana and then move to Costa Rica, then Kenya, South Africa and end in the U.S. Research completed by the international students found that the water crisis is global, and in fact, every 19 seconds a mother loses one of her children due to water-related issues caused by drinking contaminated or polluted water. The goal of the project was to act as a bridge to help people gain access to drinkable water. Beyond the group's service project, the students spent

time seeing landmarks in the U.S., including stops in Raleigh, N.C., at the Capitol building and the state fair, as well as Pilot Mountain, the Blue Ridge Parkway in Virginia, and the World of Coca-Cola, CNN, the High Museum of Art and the zoo in Atlanta. The group also traveled to the nation's capital, visiting many museums and memorials, and also made other stops in Massachusetts, Pennsylvania and New York, visiting many of the nation's most popular landmarks along the way.

## grants & gifts



**Tammie Snyder**

After a stellar business career spanning more than six decades and wide acclaim, **Henry Tippie** continues to hold eastern Iowa high in his mind and heart. That was made most evident again on May 30, as **Kirkwood Community College** (Iowa) announced a \$1 million gift from the Belle Plaine native and his wife Patricia. The

donation will establish an endowed scholarship fund, providing financial support to Kirkwood students in business programs in perpetuity. College officials made the announcement at the end of a celebration of the Kirkwood Foundation's Real World Success capital campaign. The final total of \$18.7 million far exceeded campaign organizers' original goal of \$12.5 million. In honor of this gift, the college has named a key meeting facility after Tippie. The Henry B. Tippie Business Event Room is a focal point for many corporate and organizational functions since the Kirkwood Center opened in early 2008. The room is incorporated into The Hotel at Kirkwood Center facilities, which is the only teaching hotel and meeting space of its kind at a two-year college in the U.S.

**Tammie Snyder**, a nursing student at **St. Louis Community College-Florissant Valley** (Mo.), recently received the Susan K. Goddard Nursing Scholarship. Snyder was one of three students who received a \$500 award. Snyder, who lives in south St. Louis County, said she had some unexpected classes to take this summer and the scholarship money helped pay for them. The scholarship is offered by St. Louis Children's Hospital and is open to all St.



**Joshua McGowan**

Louis metropolitan area schools of nursing. In order to qualify, nursing students must have entered their final year of school in fall 2011, be interested in the field of pediatric nursing, have a minimum grade-point average of 3.0 and agree to work as an RN at St. Louis Children's Hospital for one year after graduation. In addition,

nursing students cannot be licensed as an RN when applying for the scholarship. Recipients can be awarded up to \$3,000 toward the cost of tuition, which will be paid directly to the school.

The National Technical Honor Society recently selected **Gadsden State Community College** (Ala.) student **Joshua McGowan** of Gadsden as a recipient of their annual \$1,000 Jon H. Poteat Scholarship. The National Technical Honor Society is a leader in providing recognition for excellence in career and technical education and creating significant occupational opportunities for America's top workforce education students. Majoring in mechanical design technology, McGowan is the first GSCC student to receive the scholarship. The scholarship, named in honor of the society's co-founder, is granted annually to 125 students nationwide. Scholarships are awarded to NTHS members who consistently exemplify their seven character attributes — skill, honesty, service, responsibility, scholarship, citizenship, and leadership. Final eligibility is contingent upon NTHS advisor approval. McGowan's advisor is James Wilson, mechanical design technology instructor.

# faculty lounge

Eight Henry Ford Community College (Mich.) faculty members and one alumnus recently volunteered their time at Habitat for Humanity Detroit's East Dearborn construction site in late May, and more than a dozen more are slated to help out on this project in the coming months. Those representing HFCC at the initial volunteer event were Associate Dean of Nursing Susan Shunkwiler; English instructor Angela Hathikhanavala; English instructor Pamela Kaminski; English Instructor Scott Still; science instructors Michael C. LoPresto, Steve Murrell and Paul Root; nursing instructor Peggy Kearney; and HFCC nursing alumnus David Shunkwiler. They spent the day at Habitat Detroit's 10 lots in East Dearborn moving construction materials, framing, plumbing and cutting holes for exhaust vents. Their experience was such a positive one that several plan to volunteer again in June. In addition, approximately 15 more HFCC instructors are planning to assist on this project at some point in the near future. Per their contract, all full-time faculty members are required to provide 20 hours of community service per year.



**Henry Ford Community College Habitat for Humanity volunteers, from left: Steve Murrell, science instructor; Angela Hathikhanavala, English instructor; HFCC alumnus David Shunkwiler; Susan Shunkwiler, associate dean of nursing; Pamela Kaminski, English instructor; Peggy Kearney, nursing instructor; Michael C. LoPresto, science instructor; Scott Sill, English instructor; and Paul Root, science instructor.**



**Yingxue Zuo**

Yingxue Zuo, Art Department chair at St. Louis Community College-Forest Park, will be featured in the Missouri Masters Series this summer at the Kodner Gallery in Ladue, Mo..

The series features an educational discussion and demonstration by top artists in the state, and their most recent artworks can be viewed. Sales benefit local non-profit organizations. Last fall, during a sabbatical in China, Zuo painted rural landscapes in the "plain air" style, producing all works outdoors. An exhibit in the college's gallery was selected from the 70 oil

paintings he created. Zuo is internationally known for blending the ancient techniques of his birthplace China with those of contemporary Western practices. Zuo's art has been exhibited in galleries locally, in New York City and Beijing. His works have been exhibited at Saint Louis and Washington universities, Southern Illinois University Edwardsville, Webster University and the University of Missouri-St. Louis. He received a bachelor's degree in 1982 from Northeast Normal University in Changchun, which is in the Jilin Province. Zuo moved to the United States in 1986.

Carla Cappetti, a professor of English at The City College of New York, whose specialty is American literature and literary theory, has been awarded a 2013-14 Fulbright Scholar Award for teaching and research in Italy. She will spend Spring 2014 at Ca' Foscari, University of Venice, an institution with about 18,500 students and concentrations in the humanities, foreign languages, economics and environmental studies.

Cappetti will teach MA and Ph.D candidates specializing in Anglophone literatures. Her seminar will focus on her current interest, the role of nature and wild animals in American literature. She also plans to use the time to continue work on her latest book project, "The Beast in the Garden of American Literature." She is also the author of "Writing Chicago: Modernism, Ethnography, and the Novel" (Columbia University Press, 1993) and has

published articles on Richard Wright, Zora Neale Hurston, the Federal Writers' Project and Natalia Ginzburg. Cappetti holds a Laurea (Italian post-secondary school academic degree) in Anglophone Literatures from Università degli Studi di Torino, which she received in 1980. She earned her master's in English from the University of Wisconsin in 1981 and her Ph.D in English and Comparative Literature from Columbia University in 1989.

## honors & awards

When it comes to academic excellence, **Mary Beth Klinger** is rated among the best in her field. Not only has she been honored by her peers with the **College of Southern Maryland's Faculty Excellence Award**, but she also has been recognized by the Accreditation Council for Business Schools and Programs, which gave her the 2013 Teaching Excellence Award for the Eastern Council for Business Schools and Programs. She also was recognized by Online Schools Maryland as one of its Top 25 Women Professors. The ACBSP recognizes individuals annually from



**Multiple award-winner Mary Beth Klinger**

each of its 10 regions who exemplify teaching excellence in the classroom. As a regional recipient, Klinger will be considered for the 2013 ACBSP International Teaching Excellence Award. As one of the Top 25 Women Professors in Maryland recognized by Online Schools Maryland, Klinger is acknowledged for her interests in International Business and Management and Business Strategy. The Online Schools Maryland excellence award recognizes her for "outstanding contributions to teaching; curriculum and professional development; college community and the com-

munity at large." Klinger has taught a variety of business classes at CSM: management, marketing, entrepreneurship and small business management. She has earned two master's degrees, one in international management and one in business administration, and her doctorate in organization and management. She serves on a variety of college committees as well as the faculty mentoring program.

Community college faculty, staff, and administrators from 42 institutions in three countries are recipients of the 2013 **League for Innovation in the Community College Innovation of the Year** award. The League initiated the award three decades ago to recognize local community college projects and initiatives that reflect extraordinary achievement and the spirit of innovation

and experimentation on which the League was founded. The competition provides an opportunity for member colleges to showcase their innovative programs, practices, policies, partnerships, and resources; to celebrate the dedicated educators who are responsible for such exceptional work; and to promote a culture of innovation at their institutions. According to Gerardo de los Santos, League president and CEO, "Innovation in the community college is nothing new. Two-year institutions have always strived to develop and improve practices and opportunities that address the needs of students and communities. The Innovation of the Year Award is one way for the League to recognize these extraordinary efforts." The competition is open to all League Alliance member institutions, and selection is based on

established criteria of quality, efficiency, cost effectiveness, replication, creativity, and timeliness. Award winners are determined through a nomination and selection process at individual member colleges. The League presents award certificates to each participating college's winning innovation team. Innovators are offered opportunities to present at League conferences and to share their stories through League publications. In addition, winners are recognized by their colleges through award ceremonies, articles, and other activities. The 2013 award-winning innovators hail from 42 colleges in the U.S., Canada, and Singapore. Their innovations represent a wide range of community college work. The full list of 42 recipients and their innovations can be found at <http://www.league.org/ioy>.

# professional notes

## APPOINTMENTS



**Michael Torrence**

**Michael Torrence** has joined Volunteer State Community College (Tenn.) as assistant vice president for academic affairs. Torrence comes from Lehigh Carbon Community College (Pa.), where he was associate dean of educational support services and associate dean of academics. Prior to Lehigh Carbon, he served as assistant dean of students and as assistant professor of education at Keystone College, also in Pennsylvania. Torrence has a Ph.D in Exceptional Learning from Tennessee Tech University. He holds a master's degree and a bachelor's degree, both in English, from South Dakota State University. He served in the Air Force before attending college.

**Ben P. Dillard, III** was recently chosen by Florence-Darlington Technical College's (S.C.) fourth president. Dillard replaces Charles W. Gould, who retired after 20 years at the FDTC helm. Dillard most recently worked as a business development manager with Recruiting Solutions, a staffing agency in the Greenville, S.C., area. Dillard's work experience in higher education includes a five-year stint as executive vice president of Greenville Technical College. He has a bachelor of arts degree in chemistry from Newberry College and has earned both a masters of human resource development and a doctorate in education from Clemson University.

**Barbara Wurtzel** was recently appointed to the position of dean of library services at Springfield Technical Community College (Mass.) by the STCC Board of Trustees after serving as the library's interim dean since August 2012. Wurtzel began her employment with the college in 1980 as a reference librarian and later served as the coordinator of reference and instruction. Wurtzel acted as co-director of the STCC library from 2009–10. Wurtzel is a graduate of Binghamton University, State University of New York, and earned a



**Ben P. Dillard, III**

master's in library science from the University of Albany.

The Board of Trustees of Wake Technical Community College (N.C.) welcomed **Tom Looney** to its ranks. Appointed by the Wake County Board of Commissioners, Looney will be sworn in as the newest trustee on the 12-member board. Looney is vice president



**Barbara Wurtzel**

and general manager for Lenovo North America. As such, he is responsible for Lenovo's relationship business in North America, which includes enterprise, public sector, federal and global accounts. Looney is a member of the Board of Trustees for the N.C. School of Science and Math and also serves as chair of transit for the Regional Transportation



**Tom Looney**

Alliance. He holds an undergraduate degree from Niagara University (N.Y.) and an MBA in marketing from Xavier University (Ohio).

Paradise Valley Community College (Ariz.) has named **Herman Gonzalez** as vice president of administrative services. Gonzalez has more than 20 years' service in



**Herman Gonzalez**

the Maricopa County Community College system, serving most recently as director of College Business Services at Glendale Community College. He holds a master's degree in educational leadership from Northern Arizona University and a bachelor of science degree with business management emphasis from Arizona State University.

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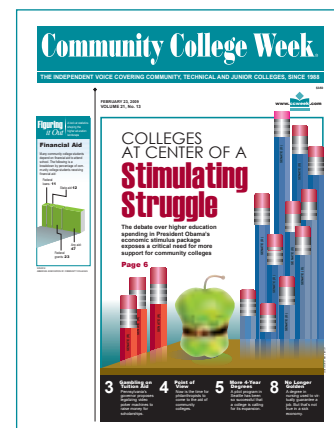
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