Twelve Important Questions for Sixteen Community College Leaders: Part II of an Exploration of Community College Issues, Trends & Strategies

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Written and Compiled by George Lorenzo,
Writer and Editor of The SOURCE on Community College Issues, Trends & Strategies

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About This Report

This report is a synthesis created from in-depth interviews conducted via telephone and email by George Lorenzo, editor-in-chief of the SOURCE on Community College Issues, Trends & Strategies, with sixteen community college leaders from across the country. All sixteen interviewees were asked twelve broad questions.

The organization of this report starts with brief bios of the sixteen interviewees followed by a listing of each question with results. Each question includes a synopsis about the overall responses provided along with some (not all) of the verbatim responses that were collected and analyzed.

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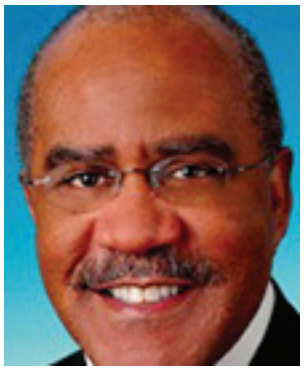
Interviewees

George R. Boggs is the president and CEO emeritus of the American Association of Community Colleges. Boggs also served as a faculty member, division chair, and associate dean of instruction at Butte College in California. For 15 years he functioned as the superintendent/president of Palomar College in California. He is the author of more than 60 articles and chapters in professional journals and books, with articles frequently appearing in *Inside Higher Education, Change: The Magazine of Higher Learning, Community College Times*, and the *Community College Journal*. He has been professionally involved in higher education in a variety of capacities, including his tenure on the Boards of Directors of the California Association of Community Colleges, the Community College League of California, the Western Association of Schools and Colleges, and the American Association of Community Colleges.



Walter G. Bumphus is president of the American Association of Community Colleges. He began his career in higher education administration in 1972 as director of minority affairs at Murray State University (Kentucky). In 1974, he became dean of students at East Arkansas Community College and later served for 14 years as vice president and dean of students at Howard Community College (Maryland). In 1991, Bumphus became the fourth president of Brookhaven College, one of seven colleges of the Dallas County Community College District (Texas), the state's largest higher education institution. There, he oversaw the construction of a state-of-the-art, 150,000-square-foot student services center. He was elected to the Board of Directors of the American Association of Community Colleges in 1993 and became board chair in 1996. He also worked in the private sector of education as the president of the Higher Education Division of Voyager Expanded Learning.

Gerardo E. de los Santos is president and CEO of the League for Innovation in the Community College, an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with more than 800 member institutions representing 15 different countries, over 160 corporate partners, and a host of other governmental and non-profit agencies. De los Santos began his own education at Mesa Community College in Arizona where he earned an AA, and subsequently transferred to the University of California at Berkeley where he earned a BA in Rhetoric. He earned his MA in English from Arizona State University, where he was honored as a Graduate Regents Fellow. He received his PhD in Educational Administration from the University of Texas at Austin, where he was named Distinguished Graduate.

Kenneth L. Ender became Harper College's fifth president on July 1, 2009, after serving as president and chief executive officer of Cumberland County College in Vineland, N.J., for 11 years. Through partnerships and alliances, Ender is positioning Harper to become a leading 21st-century community college by increasing graduation, transfer and certificate completion rates, aligning Harper's curriculum with high schools, training students for new economy jobs and implementing new accountability and transparency standards. Over the past 30 years, Ender has held a variety of positions in higher education, including vice president for Academic Affairs at Richland Community College, interim district dean at Cuyahoga Community College, associate vice president for Administrative Services at Cleveland State University, director of Student Activities at Virginia Commonwealth University and director of Student Advising at The University of Georgia.

James Jacobs assumed the presidency of Macomb Community College in July 2008 after 40 years with the college, specializing in the areas of occupational change and technology, suburban economic development, occupation education, and the retraining of displaced workers and needs assessment of occupational programs. Currently, he serves on the Governor's Talent Investment Board, which advises Michigan Governor Rick Snyder on job creation and talent development and retention. Jacobs also sits on several local boards, including the Center for Automotive Research, Metropolitan Affairs Council and Detroit Institute of Arts. Additionally, he is a past president of the National Council for Workforce Education, a national post-secondary organization of occupational education and workforce development specialists, and a member of the Manufacturing Extension Partnership Advisory Board of the National Institute of Standards and Technology and the National Assessment of Career and Technical Education. He also is a member of the Community College Advisory Panel to the Educational Testing Service in Princeton, New Jersey.

Alex Johnson, who led Cuyahoga Community College's Metropolitan Campus from 1993 to 2003, returned to Cuyahoga Community College in July 2013 as its fourth permanent president. Johnson formerly served as president of the Community College of Allegheny County (CCAC), where he focused on strengthening the college's core mission of providing affordable access to quality education for nearly 60,000 students annually at nine campuses and centers in greater Pittsburgh. After leaving Tri-C in 2003, he became chancellor of Delgado Community College in New Orleans, serving in that capacity during Hurricane Katrina and its aftermath. During his tenure at CCAC, Johnson is credited with strengthening the college's leadership in meeting the Pittsburgh region's workforce and economic development needs as well as expanding recognition of the college regionally and nationally, building CCAC's commitment to diversity, and updating the facilities needed for innovative learning.

Lee D. Lambert has been chancellor of Pima Community College (PCC) since July 1, 2013. Before coming to PCC, Chancellor Lambert was president of Shoreline Community College in Shoreline, Wash., outside Seattle, serving from June 2006-June 2013. He also served as interim president, and was vice president for Human Resources and Legal Affairs at Shoreline from January 2005-June 2006. He also has served as vice president for Human Resources and Legal Affairs at Centralia College in Centralia, Wash., and as special assistant to the President for Civil Rights and Legal Affairs at The Evergreen State College in Olympia, Wash. Chancellor Lambert is a board member of the American Association of Community Colleges and participated in AACC's Vocational Education Leadership Training Program. He is board chair of the National Coalition of Certification Centers and is a founding member of the Manufacturing Institute Education Council.

Terry O'Banion is President Emeritus and Senior League Fellow of the League for Innovation in the Community College. He was president of the League for Innovation in the Community College for 23 years when he retired on December 31, 1999. Under his leadership, the League became an international organization serving over 650 colleges. He was named a Senior League Fellow and directs the International Learning College Project for the League. He has consulted in more than 600 community colleges in the United States and Canada. O'Banion has written 12 books and 126 articles about community colleges. One of the nation's leading experts on the learning college, which, "places learning first and provides educational experiences for learners anyway, anyplace, anytime," O'Banion has been active in the field of education for more than 40 years. For more than two decades, he was president of the League for Innovation in the Community College, which is now recognized as one of the most dynamic organizations in the community college world.

Eduardo J. Padrón has served as president of Miami Dade College (MDC) since 1995. MDC is the largest institution of higher education in America with more than 175,000 students. He is credited with elevating MDC into a position of national prominence among the best and most recognized U.S. colleges and universities. An economist by training, Padrón earned his Ph.D. from the University of Florida. In 2009, *TIME* magazine included him on the list of "The 10 Best College Presidents." In 2010, *Florida Trend* magazine named him "Floridian of the Year." In 2011, *The Washington Post* named him one of the eight most influential college presidents in the U.S. Also in 2011, he was awarded the prestigious 2011 Carnegie Corporation Centennial Academic Leadership Award. In 2012, he received the Citizen Service Award from Voices for National Service, the coveted TIAA-CREF Hesburgh Award for Leadership Excellence, and the Aspen Institute Ascend Fellowship.

R. Scott Ralls is the seventh president of the North Carolina Community College System. With 58 colleges serving approximately 900,000 students each year, the NC Community College System is one of the largest systems of higher education in the United States and is internationally recognized for its programs to foster economic and workforce development. Having assumed the presidency on May 1, 2008, Ralls is the first former community college president to serve in this post in 30 years and only the second former North Carolina Community College president to hold this position. In his brief tenure, he has successfully led efforts to achieve the first weighted-funding for technical education in the system's history, redesigned customized training programs to provide greater support for existing businesses that focus on technology and productivity investments, and helped shape the system's Creating Success budgeting and advocacy campaign that is resulting in enhancements to equipment and healthcare program funding.

John E. Roueche has been president of The Roueche Graduate Center at National American University Holdings, Inc. since July 1, 2012. Roueche served as professor and director of the Community College Leadership Program (CCLP) at The University of Texas at Austin since 1971. He served as a high school history and English teacher, community college dean of students and instructional dean, and faculty member at UCLA and Duke University before joining the Texas faculty. Since 1970, Roueche has spoken to more than 1,300 colleges and universities on topics of teaching and leadership excellence. He serves as a member of the advisory board at 3D/International, Inc. He is the author of 35 books and more than 150 articles and chapters focused on leadership, teaching and learning in American colleges and universities. Roueche holds the Sid W. Richardson Regents Chair in Community College Leadership. He has received national recognition for his research, teaching, service and overall leadership, including the University of Texas Distinguished Faculty Award in 1994 and the Distinguished Research Publication Award from the Council of Universities and Colleges in 1990, 1994 and 1996.

John J. "Ski" Sygielski became the seventh president of HACC, Central Pennsylvania's Community College, in July 2011. His previous appointments include president of Mt. Hood Community College in Gresham, Ore.; president of Lord Fairfax Community College in Middletown, Va.; and first vice chancellor for workforce and economic development of the Virginia Community College System. Ski is a member of the American Association of Community College's 21st-Century Commission on the Future of Community Colleges and the immediate past chairman of the AACC Board of Directors. He also is a member of Harrisburg Rotary and serves as a director on the boards of MANTEC, York County Community Foundation, Pennsylvania's Workforce Investment Board and WITF, a public media organization. Ski is an author, speaker, and former adjunct business faculty member.

Karen A. Stout has led Montgomery County Community College as a president with visionary thinking, strategic planning, and student success at the heart of her work. Her exemplary leadership has brought the college national recognition for its work in student success as an Achieving the Dream Leader College through programmatic innovations, facilities expansion, enhanced funding from public and private sources, and stronger relationships with the overall college community. Stout's service and leadership extend well beyond the college to include numerous regional and national associations. She serves as chair of the President's Advisory Board to the Community College Research Center at Columbia University Teacher's College, is a member of the American Association of Community Colleges Board of Directors, and is a commissioner with the Middle States Commission on Higher Education, and chair of Creative MontCo.

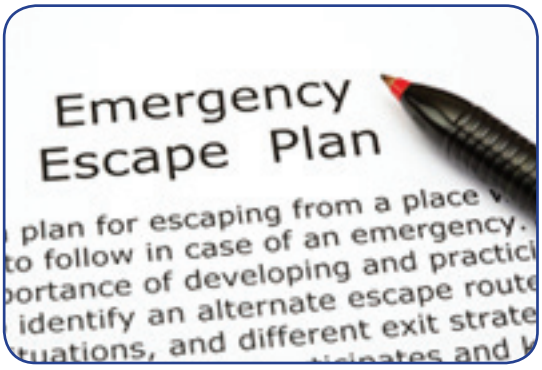
Sanford C. "Sandy" Shugart has served since 2000 as the fourth president of Valencia College in greater Orlando, Florida. As winner of the first Aspen Prize for Excellence, Valencia is one of the most celebrated community colleges in America. Serving some 70,000 students per year, Valencia is known for high rates of graduation, transfer, and job placement and has become something of a national laboratory for best practices in learning-centered education. Prior to Valencia, Sandy served as president of North Harris College and as vice president and chief academic officer of the North Carolina Community College System. He earned his Ph.D. in Teaching and Learning from the University of North Carolina at Chapel Hill. In addition to his career in education, Shugart is a published poet and songwriter and author of "Leadership in the Crucible of Work: Discovering the Interior Life of an Authentic Leader."

Linda M. Thor is chancellor of the Foothill-De Anza Community College District, one of the most prominent community college districts in the nation, serving more than 45,000 students each year in Silicon Valley. A nationally recognized innovator in education, Thor is the sixth chancellor since the district's founding in 1957. She succeeds Martha J. Kanter, who served as undersecretary of education in the administration of President Barack Obama. Before joining Foothill-De Anza on Feb. 16, 2010, Thor served for nearly 20 years as president of Rio Salado College in Tempe, Arizona, one of 10 colleges in the Maricopa Community College District. Under Thor's leadership, Rio Salado became known for effectively using technology to serve working adults through distance education, offering customized degree and certificate programs for corporations and government, and providing accelerated learning programs, such as dual enrollment for ambitious high school students. During her tenure, enrollment increased 252 percent.

Jerry Sue Thornton was president of Cuyahoga Community College from1992 to 2013. From 1985 to 1991, Thornton served as the president of Lakewood Community College in White Bear Lake, MN. Throughout her career Thornton has played a pivotal role in the advancement of community colleges from the early junior and technical colleges. She served on the Board of the American Association of Community Colleges, American Council on Education, the Association of Governing Boards, the League for Innovation Board, RC2020 (Urban Community College Board) and others. Recently, she co-chaired the AACC 21st Century Commission on the Future of Community Colleges and the State of Ohio Commission on Higher Education Funding. Thornton serves on the boards of PlayhouseSquare, Rock and Roll Hall of Fame and Museum, Cleveland Museum of Art, United Way of Greater Cleveland, University Hospitals Health System and other institutions. On the corporate level, she is a director of American Greetings, Inc.; Applied Industrial, Inc.; and RPM International Inc.

Security and Crisis Management

Question 1: Security and crisis management have become big issues on college and university campuses across the country, especially in light of the tragedies that have occurred at both schools and colleges in recent times. What kind of new safety and security measures are starting to come to the forefront at community colleges today?



Synopsis: In a recent commentary published in Community College Times, Community College Leadership Doctoral Candidate Charlotta Robertson wrote about a renewed focus on safety and security issues at college and university campuses across our nation. She pointed to two surveys. One, from a firm that specializes in safety and security, revealed that "more than 30 percent of colleges do not conduct trainings or annual reviews of campus security resources." Another survey, conducted by AACC, showed "that crisis preparation among the nation's nearly 1,200 community colleges covers the gamut, from very thoroughly prepared to not prepared at all." [1]

In a recent unanimously approved resolution at Los Angeles Community College, all nine campuses in the LA district were designated as gun-free zones. Classes on firearms training that were offered on campus by the district's Administration of Justice and Criminal Justice department are now conducted at off-site locations, eliminating any need for guns at the nine colleges.[2]

There's much more happening than firearm-related issues. As the interviewees explained, a good number of initiatives have been started at community colleges – all geared toward making campuses more secure and safe than ever before. Sygielski said that at HACC, Central Pennsylvania's Community College, a professional with experience working at the Federal Emergency Management Agency (FEMA) as well as with former Governor Tom Ridge was recently hired to make recommendations concerning campus safety and security. The professional came up with 82 recommendations.

Lambert said that Pima Community College is "starting to step up to offering an emergency notification text messaging system. We're also looking at a new approach to putting locks inside all of our doors so people can secure the room from within instead of the other way around. We're also beefing up staff. We have police officers here at the college. So we're going to be looking at increasing the staffing levels."

Johnson explained how "a lot of faculty and staff are undergoing safety and security training offered by organizations like The National Center for Higher Education Risk Management, and they're using that information to be able to respond most appropriately to emergencies and to ensure that there is continued education and training programs available for individuals on site. The other thing that colleges are doing is ensuring that their police forces are aligned with the local municipality where the institution is located. So, in the event of a need for a quick response, then that's already established and carried out."

> *The proliferation of guns in our country deserves serious attention. Expanding legal possession of guns to college campuses is a very bad idea. All of us in higher education are compelled to install procedures to respond to all manner of emergencies, including the possibility of gun violence.*
>
> — Eduardo Padrón

Answers:

Shugart: I would say that three things are emerging. One is everybody is doing a lot more training, simulations, and preparation for the really big disasters, such as a shooting on campus or incidents of that type. I'm not sure how effective all that will be in the end. In some ways we're whistling in the dark. When the incidents actually occur, very little of what you train for and plan for actually happens. But it's better than doing nothing.

The second is I think you're going to see a lot more colleges and universities move from having essentially private security forces to sworn law enforcement agencies that are accredited and have power for arrest or carry weapons on campus. We're still resisting that at Valencia, but I'm not sure for how much longer.

Then third I think you're going to continue to see what I think are indicators of the climate of the people that they're trying to ward off. In particular, things like canine patrols on campus, which have a really powerful impact in terms of dissuading people from bringing illicit things to campus because they're trained to smell drugs and firearms and explosives. They tend to have a reassuring influence on the population on campus and drive away undesirables who use the campus as a place to conduct their business.

Thornton: One thing that I know of at Cuyahoga that I am seeing at other institutions that I've visited are signs everywhere that say, "See something, Say something." Community colleges across the country are trying to ensure that there are a lot of eyes and ears involved in the security of everyone on the campuses. It takes everybody watching, it takes everybody reporting behavior that may be aberrant or suspicious. No different than TSA at the airport, it is really people looking and being aware of their environment and their surroundings. So the first thing is heightened awareness: Everybody who is on the premises, and certainly students, need to be more aware of what's happening in their surroundings.

More and more colleges are spending money on technology that relates to security, such as security cameras in strategic places, telephones where people can call for help if there's something suspicious or something inappropriate happening or a crime happening. Some campuses are increasing the number of security people that they have on their campuses, and I know that some community colleges are considering moving to having armed police or armed security on their campuses. I know that many community colleges also have faculty/staff safety committees that are coming forward with new ideas around safety precautions. Student codes of conduct are also being revised to include appropriate behavior and specifying things that are not appropriate.

There are getting to be closer relationships with the cities or municipalities in which community colleges are physically located. There are training sessions that are taking place under student orientation for students that are based around safety measures and safety precautions, particularly self-defense courses, and particularly for young ladies on the campuses.

> *Every tragedy that occurs heightens our awareness and, to some extent, our anxiety. That, in a very strange way, helps when we want to implement specific security measures, particularly preventative ones. Folks that might have historically been reluctant around cameras and things like that are much more open to it now. Even something as simple as requesting that permanent members of the campus community wear ID cards is a much easier conversation to have than I've had ten years ago.*
>
> — Ken Ender

Stout: Certainly there is heightened attention, and the faculty are much more engaged in the conversation than they've ever been, and that's important and much needed. We've been much more attentive to a number of things. That includes, on a regular basis, updating our campus readiness plans

and doing a lot more partnership kinds of tabletop drill work and simulations with our two local partners with their two campuses, the Whitpain Township police and our Pottstown Borough police.

I am much more engaged as a college president in the nuts and bolts of emergency response. I recently sat through an active shooters simulation and really got a sense over a four-hour period of time in a really intense environment what it would be like to have to answer any number of questions that would arise in dealing with an emergency like that. When I first started as a president, I don't think we ever thought that we would be dealing with some of the scenarios that we're dealing with in some of these tabletop exercises.

There are a couple of issues that I think, nationally, as community colleges, we're facing as we look at the preparedness issue. We do not have an armed police force on either of our campuses, but that's that a conversation across the country about how well trained we need our security and/or police forces to be. And where do we stand philosophically on arming those folks or not on our campuses? I think that gets more challenging state by state, depending on whether the state is legalizing firearm possession on our campuses or not.

At Montgomery I appointed a special presidential task force to answer several strategic questions around campus readiness right after the Sandy Hook shootings. And one of them was about arming our security officers or moving toward an armed police force. My community resoundingly said, "No." Part of it is no matter whether they're armed or not, this does become a critical partnership with law enforcement. And we feel pretty good about the partnership that we formed with the law enforcement agencies that would be the first responders on our campuses. But that's going to be a constant question to keep asking. It's not one that you ask one time and you have the right answer. I don't think we know the right answer.

The other philosophical question I think for colleges nationally is we're community colleges; we've thrived on this community-based mission; we have tons of external users of our facilities; people come and go on both of my campuses - one being primarily of a large suburban campus, and the other being a smaller borough-like campus that is more like an urban campus. We are pretty much open and we tested that too. We asked "should we move toward more card swipes and close down certain parts of the campus for access," and the overwhelming answer to that was "No." So, I think we're constantly going to be challenged with that because that one is a tough one.

Immigration Reform

Question #2: Regardless of whether effective immigration reform happens or not, how do you see the needs of international students as well as undocumented students being met by community colleges?

Synopsis: The American Council of Education has an online source of information relative to immigration issues in higher education titled "Comprehensive Immigration Reform: Priorities for the Higher Education Community." In a recent document on pending legislation, ACE, in collaboration with eight other national education non-profit associations, outlined the key priorities for "a common-sense immigration approach to serve the needs of our country." For example, the priorities include suggestions for reforming policies related to green cards and

H-1B visas.[3] There is also the issue of undocumented students currently enrolled in our nation's community colleges. In particular, the DREAM Act is an important piece of legislation to stay on top of in relation to undocumented students. The DREAM Act has not yet been passed. The Immigration Policy Center of the American Immigration Council has an online resource for keeping up to date on the DREAM Act.

> *I think we've got to do a better job of keeping track of the students who do come, but we also need to remember that so much of the greatness of this country has come from the immigrant history on which all of us are grounded.*
>
> — John Roueche

International students can be an exceptional source of additional revenue for community colleges. In addition, these students bring an expanding emphasis on global culture to any campus. The same holds true for undocumented students who bring first-hand knowledge of their ethnic heritage and diverse ways of life to the campus melting pot.

Boggs said that "international students on college campuses can be a great resource. They provide native students with opportunities to learn about other cultures, preparing them to thrive in an increasingly global economy and society." Relative to the DREAM Act, Shugart added, as an interesting and increasingly common kind of example, that "you can't tell a student who has spent seventeen and a half of her eighteen years here and is the valedictorian of her high school and chairman of the French club, 'Sorry, there's no room for you here. You're not documented.' You just can't continue to do that."

"As we embrace the practice of preparing students for a global future, both civically and professionally, so must community colleges continue to provide educational and social opportunities for all students by cultivating a rich, diverse and inclusive student body," said de los Santos.

Answers:

> *It's larger than just receiving international students or taking in refugees or immigrants. It's really about creating a whole learning environment around a set of global competencies and really thinking about strengthening your intercultural communication skills.*
>
> — Lee Lambert

Ender: Harper has historically had a fairly significant outreach to international students. I think a lot of community college presidents are looking to that market for potential enrollments, and we think about that market more from the perspective of adding value to our students' experience in a global society. We got to do more of that. I think we also spend a fair amount of time and attention including our students abroad in special programs. We've been committed to that for some time. With respect to reform measures, particularly around undocumented students, Illinois has done some pretty good work as a state on making it possible for undocumented students to get into the institution. We're supporting these students with a combination of foundation dollars and state dollars when they need support.

O'Banion: Each state will make its own policy. Some will welcome all immigrants, keeping with the "open-door philosophy," and others will reject or make it harder for immigrants to enroll. The community college could become the new Ellis Island as a conduit to help assimilate immigrants, as well as the community focal point for recognizing and celebrating the rich cultures that immigrants bring. But community colleges may not be called upon to play what could be a very significant role for immigrants because the political system will continue to kick the immigration issue around for a long time to come to party advantage without using the resources at hand, such as our community colleges, to help with this issue.

Thor: Foothill-De Anza has a great deal of experience with both international and undocumented students. We have one of the largest enrollments of international students. More than 2,500 international students enrich our campuses and contribute to our goal of preparing global citizens. International students are active in clubs and student government and successfully transfer to prestigious universities. However, to recruit and serve international students requires dedicated staff at home and abroad. For immigrant and undocumented students, the community college is the pathway to the American dream. In California, we have been fortunate that AB 540 (a state law that allows qualified undocumented students to pay in-state tuition) has allowed us to serve undocumented students in the same way we do residents. We have found our "AB 540 students" to be among our most active, engaged and successful students.

Remedial and Developmental Education

Question #3: ***How would you characterize the challenges community colleges are facing in the areas of remedial and developmental education? What kind of trends are you seeing with regard to assessing incoming students' academic preparedness and then providing students with the appropriate amount of college readiness-oriented services, courses and/or programs?***

Synopsis: This is a perennial issue for community colleges that continues to draw a lot of interest from the general public and government. It is no secret that for many years the problems and challenges surrounding remedial and development education practices have been unresolved. They have the unfortunate reputation for stagnating retention and completion rates. About 60 percent of community college students enroll in at least one developmental education course, according to the Community College Research Center.[4] One study estimated the annual cost of college-level remedial help to students, colleges and taxpayers at close to $7 billion.[5] However, community colleges are, in fact, implementing change. For instance, the redesign of developmental education courses into easier-to-digest and complete modular formats is one solution that looks to be growing in popularity. There is a definite movement among community colleges, in general, towards implementing more reliable and sophisticated data analysis tools that can more accurately identify what works and does not work and how to allocate resources. The Completion by Design initiative supported by the Gates Foundation has entered into its third year of working with community colleges to significantly increase completion and graduation rates for low-income students under 26.

"There is no clear consensus amongst community college leaders about what it means to be college ready," said Bumphus. "Many community colleges have systems in place to diagnose and assess an incoming student's academic abilities. However, many colleges with data still do not agree on a prescribed system of interventions to address whatever academic deficiencies a student might have." Padrón explained that developmental education doesn't appear to be getting any easier. "At Miami Dade College (MDC), 72 percent of our incoming students require college preparatory classes in at least one basic skill area. MDC is engaged in a multi-year, ongoing effort to provide an enhanced support environment, including mandatory orientation, ongoing advising and mentoring, financial and family supports, and college prep approaches that provide targeted modules and basic skills learning in the context of academic and career choices." Ralls talked about the lack of connection with high schools in terms of assessment and standards. "In North Carolina we saw that all through high school there is lots of testing. Then they come to us, and we give them completely different tests. We were

using the national tests that were completely different. So one of the things we've tried to do is align more with public schools in terms of assessment, in terms of standards, in terms of the new endorsements we have in high school diplomas. That's been very important."

Answers:

O'Banion: Many colleges are coming to the conclusion that the system of developmental education in place for several decades needs to be blown up and totally discarded. It is a colossal failure in preparing students for success in college-credit courses. It punishes students by placing them in less-than-college courses, and it punishes them by charging tuition for course work that will not transfer. Furthermore, many, if not most, developmental courses are taught by adjunct faculty who are not readily available for student support and guidance outside of the classroom.

There is great promise in several new directions some colleges are exploring:

1. There is a growing emphasis on assessing non-cognitive factors to help place students more appropriately. Current assessments such as ACCUPLACER and COMPASS are not sufficient for such placement. High school GPA is a better predictor of course success than these standardized and widely used tests. When colleges create multiple assessments using the standardized tests; high school GPA; and a measure of non-cognitive factors such as hope, motivation, and personal strengths, assessment is significantly improved. ETS has just launched a new non-cognitive assessment—SuccessNavigator—that may be the best new assessment on the market. Based on extensive research, the 30-minute online tool improves first-year retention rates by measuring the following four critical factors: Academic Skills, Commitment, Self-Management, and Social Support.

2. Colleges are beginning to mainstream students who are not prepared for college-level courses into college-level courses and creating a safety net of support through special tutoring, coaching, supplemental instruction, and student support centers. Chaffey College in California is a leading college in the nation with a record of significant success with developmental students using this model. In some models, students are enrolled in college-level writing followed by a developmental course in writing taught by the same instructor.

3. The I-Best model is now standard practice in most, if not all, community colleges in Washington State. I-Best is a model of Contextual Instruction in which developmental students enroll in a career/occupational course and a developmental course taught by two faculty members representing the two areas; sound research has proven that students learn to read and write much better when they do so in the "context" of a career field in which they are interested. Costs limit the scalability of this model, but leaders in Washington are exploring options.

4. Colleges have also had some success by providing learning experiences just for the missing elements rather than requiring students to complete the entire course in reading, writing, or developmental math. Multiple assessments identify the specific areas in which students need remediation, and individual modules addressing those areas are required of students. Albany Technical College (GA) requires all students to enroll in college-level courses; students who need special assistance are sent to the Academic Achievement Center for specific instruction in the areas in which they are not prepared.

5. Other colleges, such as Community College of Denver, are leaders in accelerating developmental work. Immersion courses and 4-week and 8-week courses are offered to accelerate student learning so they can more quickly enroll in college-level courses.

Developmental mathematics is going through a major overhaul in some colleges exploring the Math Emporium model, StatWay, and other breakthroughs in what is required for whom. Algebra is no longer the sacred gateway for all students who desire a college degree.

> *Assessing students for basic skills abilities or college readiness while they are still in high school gives students an opportunity to work on improving these skills before coming to college. Offering refresher courses prior to administering placement examinations seems to be effective in keeping students out of unnecessary remedial coursework. Using high school grade point average in addition to placement test scores seems to be a more accurate gauge of student readiness than placement exams alone.*
>
> — George Boggs

Roueche: We conducted the very first evaluation of remedial programs in 1968. I was a faculty member at UCLA, serving as an Associate Director of the ERIC Clearinghouse for Community Colleges. We checked with every state and every state directory and every coordinating board and found a few reports from individual colleges, a few from the Southern Regional Education Board, and SACS (Southern Association of Colleges and Schools), but nothing definitive. So we conducted a study and obtained the names of colleges that were reported by the state directors to have effective programs. We did a little vignette, a little case study of each of these colleges and wrote a monograph that was a pretty scathing report, titled "Salvage,Redirection or Custody? - Remedial Education in the Community Junior College."

The tragedy was that 90 percent of all the students ever placed into remedial programs in 1968 never escaped the courses. That report made the editorial page of the Los Angeles Times and other major newspapers. A lot of leaders said that if the programs are not more effective than this, then why in the world would we be placing students in courses where failure is the only option and outcome? Well sadly, today, forty-five years later, we've got more students who test into these programs in community colleges than we ever did before. I don't mean absolute numbers but rather percentages of the entering freshman class. So the issue has become can the colleges do this work? Can they turn around the revolving door and help students who need not just basic skill help but they need lots of work with their basic attitudes, self-concepts and attitudes toward learning and the like so that the majority of them can be successful?

I think that we've identified some colleges from Achieving The Dream (ATD), and schools that have made major progress toward better retention in these programs and better exit from developmental programs. Valencia comes to mind, Guilford Technical Community College and several others have data indicating dramatic improvements, but sadly that is not the norm of the colleges in the country. Byron McClenney at UT Austin, who has been very active with ATD, believes that the focus should be on an examination of the policy procedure changes that successful colleges have made, and then suggest to the ones who have not made this progress, that this might be the missing piece, or these might be the missing pieces for improved student progression graduation rates and the like. Everybody has embraced the notion of let's double the graduation rate, let's double the certification completion rate, but that is going to be a tall order in light of the history that community colleges bring to the open door. When Edmund J. Gleazer, president of the American Association of Junior Colleges for almost twenty-five years (from 1958 to 1981) was asked what he thought was the greatest challenge facing community colleges, he said, "the greatest challenge is to make good on the promise of the open door." And I would say, and this is thirty some years later since Ed retired, that this is still the greatest challenge facing the community college. We have made institutions very easy to get into. There are almost no barriers to admission, but in this case we have a long way to go to truly be as we would wish to be democracy's college.

Jacobs: Sometimes putting people in classes and having them go for 16 weeks may be less important than a few abilities to interact with a counselor over shorter periods of time or with some information technology programs that they can work on at their own pace. But having to analyze this and having to be successful with large numbers of students is a huge problem for all institutions.

One thing that we have done — and we are an Achieving a Dream school — is we mandated a student success class for all students who score below college level for math, English and reading. They can't take any other classes until they go through the student success class. We are holding to that, and we are experimenting with that this year. We did a trial last year and found that students who went through the student success class were able to advance more out of the developmental classes that we have.

This is a big area, and I think the trend is going to be away from one size fits all. The trend is going to be towards more accurate diagnosis and more of a menu of options and purpose of the developmental programs. The institutions are going to match people to those options. You are going to see more writing centers, more reading centers, more math taught through both Internet classes and with counselors.

Accelerated Programs, Employment and Completion

Question #4: ***Community colleges are increasing their production of accelerated degree and certificate programs that lead to meaningful employment opportunities for adult learners. How can community college leaders facilitate the production of such programs, and in what specific industries do you see these kinds of programs growing?***

Synopsis: Inside a policy brief published in December 2012, Jobs for the Future and Completion by Design outlined strategies designed to help colleges support accelerated, structured pathways to college credentials and transfer. The strategies provided in the brief were aimed at "helping students enroll early in program streams that lead to a major and keeping students engaged and progressing until they complete credentials with labor market value. To that end, the strategies include interventions such as strategic dual enrollment, mandatory orientation, improved advising, acceleration of developmental education, early enrollment in programs of study, and close monitoring of student progress." [6]

The art of creating accelerated programs with labor market value is certainly a challenge that requires a good amount of effort by faculty, course designers, administrators, and business people. Boggs noted that "the longer students take to complete programs, the more likely that they will not make it. Strategies that accelerate student progress pay off in terms of increased student completion."

Shugart explained how these kinds of endeavors were jump-started by the economy, but the questions is whether or not many of these accelerated programs are more like one-off training programs than longer term for career advancement. "What I've seen this time is much more focus on credentials that can be stacked – certificates into diplomas and the diplomas into degrees. And I think that's a good solution," he said. "I've also seen a real healthy blurring of the boundaries between continuing education's workforce mission and the credit workforce mission. And I think that's all good."

One of the keys for success in this particular area is the development of solid partnerships with businesses. "The best ways to know which certificates are most viable is to work directly with the businesses and corporations where the jobs are available," Johnson said. "You work with them; you identify the field and competencies; and then you collaborate on the types of training programs that should be available."

> *Mainly because of the community colleges role within our communities, employers are finding more and more vacancies, and they are looking to us to have those students who are coming in for second or third careers – switchers – get stackable credentials. I've heard so many employers tell me let's get some people in after four weeks, give them a certificate and have them come to my workplace. I'll send them back to you to get another certificate and maybe some of that could become parlayed into credit.*
>
> — John "Ski" Sygielski

Answers:

Ralls: It's important to understand what we mean by acceleration. A big piece of this is how we structure programs, and the other piece is that acceleration is essentially keeping in mind that two thirds of college students these days are nontraditional.

Acceleration for them typically means that if they are between jobs, they're not looking for time off, they're not looking to work under our traditional semester calendars, they're not looking for us to not have courses in summer. Regarding structuring, in North Carolina, we've restructured all of our technical programs like transportation, advanced manufacturing, engineering technologies, and maintenance into stackable certifications.

It essentially means more 'on and off ramps' for students. When students complete a certification, they can move into the workplace but then move back into a program and complete a diploma or degree by moving back and forth. Have a certifiable skill, an industry recognized skill that leads to a degree, and understand that they're going to move into the workforce, and they're going to move back into the degree programs.

It's important to structure these programs in a couple of ways. One is that they gain those certifications along the track which increases their employability. Also make sure that you have some consistency across academic requirements, so students can pursue multiple certifications and become multi-skilled. They don't just have to completely restart full-blown degree programs to reach their goals. That's something we've worked hard on in North Carolina in the past few years.

Lambert: First, let's step back a moment from a big picture standpoint. We've got to really think about how we strengthen public-private partnerships. In doing that, we better understand what the needs are – in this case, employer's needs. And then we have to understand the needs of learners and bring those two together and construct pathways that are going to meet both needs.

So, for example, the National Association of Manufacturers (NAM) – Skills Endorsed Certification System and this whole initiative called Right Skills Now is really the blending of these two things together. As a student is going through an occupational training program, they're also getting college credit that they can move towards a degree. And that's the result of working through these partnerships.

So I think you have to go back and connect it to that larger piece and then bring it down to the ground and look at how to construct programs that help to bring the learners and the business community together to facilitate better outcomes for both the students and the businesses.

For example, CNC machining programs are right for this; automotive is another program

that's right for this. Those are two programs where it was clear that we were able to construct pathways. And by the way, both pay very well if you're really good at it. These are solid livable-wage jobs.

Padrón: We're dealing with a very volatile and fluid workforce environment. It's a knowledge economy and new knowledge means new products and often new industries and careers. Partnerships with industry leaders are essential in developing programs that are relevant for the local and regional economy. Scanning industry and workforce development needs to become a regular practice. A good example in South Florida is the growth of the biotechnology sector. MDC worked with industry leaders to develop a much needed bachelor's degree to produce job-ready graduates in biotechnology and biopharmacology, with skills and knowledge that were not being offered in traditional academic biology programs at neighboring universities.

In recent years, MDC has developed more than 80 new short-term certification, associate and baccalaureate degree programs in response to an evolving South Florida economy. Currently, close to 500 industry experts serve on MDC's many advisory boards, in areas of nursing and health sciences, entertainment technologies, engineering, information technology, aviation, business, and more.

The Skills Gap and the Achievement Gap

Question #5: ***How would you characterize the so-called "Skills-Gap," and its related "Achievement Gap"? Are community colleges not producing enough graduates to fill STEM-related jobs? Are low-income, minority, first-generation students being brought into the system at a disadvantage and then dropping out too soon without the right guidance?***

Synopsis: This two-pronged question brought lots of varied and interesting responses. "There is a skills gap," said Johnson. "Here in Ohio the skills gap is 25 percent and in Pennsylvania it's 17 percent. That means we have a responsibility to get individuals prepared sufficiently enough to be more competitive for those jobs that in some instances pay more money, require high levels of technical skills, and ultimately will lead individuals into other forms of jobs as well."

"I think there's absolutely a skills gap in manufacturing. I don't think there's a skills gap in programs like nursing," said Ender. Ralls explained how he believes that there is more of an "interest gap, if you will, in terms of student interest, particularly younger students in some of our technical program areas and also relative to some areas in our STEM programs." In particular, most everyone agreed that there is a skills gap – meaning not enough people to fill the jobs available, in the high tech STEM areas. However, a recent article published in IEEE Spectrum, headlined "The STEM Crisis in a Myth," refuted that claim, providing a good deal of evidence against any notion of a STEM-related skills gap. To say the least, this is a complex topic with strong points for and against. The Achievement Gap, on the other hand, is a real issue that has been around for a long time. The Achieving the Dream initiative has been a leading voice in this area of concern since 2004, "dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree." As noted on its website, "Achieving the Dream leads the most comprehensive, non-governmental reform network for student success in higher educa-

tion history. With more than 200 colleges, 100 coaches and advisors, and 15 state policy teams - working throughout 34 states and the District of Columbia - Achieving the Dream helps 3.8 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams."

> *There are very few jobs now that you don't use your head for and don't require some higher level of math skills. Machining is a good example. Machining is now computer programming. It's traditionally been thought of as a manual hand skill, but truly it is about programming, and it is about math. Automotive technicians now are preparing for computerized technology. So, in terms of the achievement gap, it creates a challenge for the skills gap. We find that higher levels of academic skills in math and communications are needed by more and more jobs.*
>
> — Scott Ralls

Answers:

Shugart: This is one of those areas where the vocabulary has changed, but it's essentially the same conversation that we've been having for 25 years with employers. And that is the more emphasis you put on soft skills, the more concerned they are about the technical skills. And the more emphasis you put on the technical side, the more concern they express about the soft skills. There is I think a fundamental challenge in the American model of talent development, which is linear. Employers seem to expect that the government run systems to produce a workforce for them and, in stark contrast to Europe, where industry is expected to partner equally with government to produce that talent.

On the STEM side, in the high-end programs we're producing really good graduates. They are getting jobs, and they are highly valued by the employers. The entry-level credentials to various roles particularly in the life science industries and similar industries are fluid. Industry doesn't know what they want to employ exactly; they're still figuring that out with us. That's natural in a rapidly growing area like biotechnology or life sciences.

Our country doesn't produce enough people who have sophisticated quantitative reasoning skills. And it expresses itself in this almost unique math phobia in our country. You don't see that anywhere else in the world. It's a social-cultural thing that goes way back into the beginnings of their educational experience. It's become the norm now for American students. And that's just not true anymore. So with the physical sciences and anything else that requires sophisticated quantitative reasoning, America has put itself behind an eight-ball, and we've got to figure that problem out. It's no single sector or step in the educational system alone that can solve that problem, but we had better figure it out soon.

Stout: I don't think there's a skills gap; I think there's a behavioral competency gap. When we are on the street talking to employers, they tell us that the students that come to them through our retraining programs can do the skilled based work, but what they can't do is get to work on time; they can't look at a colleague and have a conversation; they don't know how to critically analyze something and create a solution. I look at these as competencies. It's not necessarily skills. I think this relates directly to your other question about the liberal arts.

There's a connection there, and if we continue to think that we can create community college degrees without requiring some type of liberal arts core or whatever you want to call it, we're going to produce graduates who don't have the behavioral competencies - and that's what our employer community wants.

It's really a conundrum. We have to contextualize the delivery of those liberal arts core requirements. We could definitely do a better job there. For example, we just opened a culinary arts institute, and we have it in one location different from our primary campus locations. We're experimenting with how to embed our liberal arts core requirements into that curricu-

lum in a way that makes it become more relevant for students. So, instead of having a traditional American history class, for example, maybe we have a history of food and we interject culture and ethnicity and all of the complexity about food and make it so it comes alive. It's still a liberal arts course, but it's contextualized.

A June 2013 report from the Brookings Institution documents that half of all STEM jobs do not require a bachelor's degree. These jobs are in manufacturing, health care or construction. Community colleges train and educate the vast majority of sub-bachelor STEM-workers. However, Brookings also reports that of the $4.3 billion spent annually by the federal government on STEM education and training, only one-fifth goes towards sub-bachelor level.

— Linda Thor

I think we need to do a lot more of that. It almost becomes applied liberal arts in a way, but it's not abandoning the liberal arts. I'm watching a theater program at our campus just explode in course enrollments because the students see the application of an experience in theater to being successful as a business leader. So, we have to make those connections stronger.

I think you're seeing a lot more innovation in the area of achievement gaps, and I will credit fully Achieving the Dream for that. We're an Achieving the Dream institution. The institutions that have joined Achieving the Dream have that cause element for trying to close the achievement gap for low-income, minority, first-generation students.

At Montgomery we have a lot of programs and support services for low income, minority, first generation college students, and we're seeing the achievement gap close in a number of areas, but we haven't seen the large-scale closure of the completion gap yet. We're nibbling away at it.

We've created all of these mentoring support services, so we have that sense of belonging piece that wasn't there when we started the Achieving the Dream work. Now we have to move from that sense of belonging piece to that academic achievement piece and get those core wraparounds and academic support services delivered in the right way at the right time for those students.

Sygielski: Without a doubt there is a skills gap, and we can forget about all the empirical data that is coming out in regards to that. You talk to any of my employers and, first, they are hoping that when they do get candidates, that they can pass a drug test, especially in the manufacturing arena. At one company they said 80 percent of their applicants could not pass a drug test. I think that is an important key – so the answer is yes.

One of things I see for community colleges is us becoming assessment centers where people can get stackable credentials and bring a portfolio together. I think it is going to be the community college's role to be able to go through all that and provide some type of seal of approval that potential employees can take with them to an employer. I know we did something in Virginia with ACT's WorkKeys. Employers would put on the front door if you were gold or silver approved by WorkKeys. A job candidate (with the right credential) could go to the front of the line and speak with an HR director, for instance. These are the kind of things that we are going to have to continue.

We are struggling to with the achievement gap. We are putting resources there, getting involved in various programs and bringing non-profits together, facilitating those discussions so that we can help these students – but there is never enough resources, there is never enough time, and there is never enough personnel. We are trying to figure out how to do it in a groups setting as well as how to do it in a way that more individuals can get the wraparound services they need.

The Death of Liberal Arts

Question #6: ***There seems to be a growing concern among people, in general, that a liberal arts education is not good for anything. Why take art or philosophy courses that do not specifically teach technical skills that lead to jobs? Why pay for a liberal arts education that does not have a direct focus on obtaining a job? Should community colleges degree programs tone down their liberal arts core requirements?***

Synopsis: There was a sense of incredulity concerning the possibility of liberal arts dying. Part of the reason why there seems to be less of an emphasis on liberal arts these days than in the past deals with the growing amount of media about how much the U.S. is lacking in its number of students majoring in science in comparison to other countries worldwide, particularly China and Japan. This, in turn, hurts our country's economic prosperity and business competitiveness on a global scale.

As one brief example of articles and reports that tend to bash the teaching of liberal arts, see a feature by Andrew J. Coulson, director of Cato's Center for Educational Freedom, where he writes that "the traditional association of liberal arts education and four-year colleges was already becoming an anachronism before the rise of the World Wide Web. It is now a crumbling fossil. Handing colleges tens of thousands of dollars—worse yet, hundreds of thousands—for an education that can be obtained independently at little cost, would be tragically wasteful even if the college education were effective." [7] Then, in response to Coulson's piece, a writer at Forbes asks "what actually is the point these days of corralling students into universities so that they can be taught the liberal arts? Wouldn't it be better to simply remove that whole swathe of subjects from the college curriculum and concentrate instead on those things that must be taught directly? I think the answer may well be yes, it probably would be a good idea." [8]

To a certain extent the notion of the death of liberal arts can be perceived as exaggerated. At the same time, however, it is difficult to ignore these kinds of scathing attacks on a formal liberal arts education. In any event, the interviewees had some strong opinions on this topic. "The world is changing rapidly; people need a broad education rather than narrow training to be most successful," said Boggs. "We find that we can teach students technical skills, for example engineers, and then they don't know how to write or communicate," explained Thornton. "Well how good of a worker is that person going to be? I think it's the hand-in-hand partnership between the liberal arts and the occupational or career skills that will help the person be successful ultimately." Johnson added that "a liberal education is the foundation of the kind of technical skills that an individual needs to compete for quality jobs. So to do away with them or to give them lesser status is unfortunate."

"In the culture and environment we live, the liberal arts are more important than ever," O'Banion said. "Witness the ignorance of individual congressional leaders in such areas as science, evolution, women's reproduction, and climate change; anyone with a sound liberal education could not take the positions these troglodytes have taken unless they have done so based on deep cynicism and selfish personal interests."

Answers:

Ender: I absolutely believe that the skills related to critical thinking, problem solving, interpersonal capacity, and decision making are informed by the general education curriculum typically located in the liberal arts. For any program, whether it's nursing or teaching, the general education components related to those outcomes have got to be embedded. I don't know why anybody would want to be in bed looking at a nurse who can't typically think about what your issues are or a police officer who's trying to respond to a crisis on the street who doesn't think critically.

> *More people will recognize that community colleges are a dominant mode of access to higher education in America, and they'll take us seriously for that. Their expectations are going to go up even as our results improve. That may be expressed in policy and in funding, but certainly it's going to be expressed in educational measures. So I expect five years from now we will begin to see the first very serious use across the country of public disclosure of institutional performance metrics.*
>
> — Sandy Shugart

Now that being said, I do think that there is more and more a very large disconnect in the American psyche, and it is being played out I think more politically. There's less information today that will say a degree in liberal arts will lead to a self-fulfilling economic life style then 20 years ago.

The era of general knowledge that can then be exploited to learn jobs that did not require a very deep set of specific skills – you learned those on the job - those jobs are gone. So I do think that there is some merit at the grounding level of liberal arts; i.e. general education, I don't see that going away, but I see a much less emphasis on the liberal arts as a terminal degree for most Americans.

Jacobs: It's fairly ridiculous. First, from looking at the data, the majority of students who go to community colleges take liberal arts classes. If you look at the top 25 courses taught for credit taken by community college students in the country, you would find at the top of the list is psychology. Students who are coming to community colleges want liberal arts. They see that as their perception of what college is about. They want to be there.

Second, it is not true, especially among the top major corporations in the United States, that a liberal arts degree won't get you a job. They're looking for four-year degree people, and they often don't care if the degree is in English or if it's a degree in philosophy or it's a degree in some business program. Now what is true is liberal arts on a four-year level are dying. If you look at the amount of students who are now at four-year institutions taking business, law, medicine or engineering – these are all occupational programs. There are very few students graduating with degrees in philosophy or foreign languages or English relative to these other areas.

The legislators who are looking at these questions are correctly motivated in the sense that part of education should lead to employment. There is no question about that. On the other hand, they may be incorrect in assuming that liberal arts if taught from a certain perspective wouldn't lead to employment. In other words, the question is how you teach liberal arts, what the end goal is. If the end goal is knowledge for knowledge sake, then you have a problem. If the end goal to teaching liberal arts to give people an ability to think critically, to communicate, to manage well, to develop project management skills, those are all things that liberal arts education does teach from a certain perspective. And those are exactly the kinds of things that major corporations want.

Thor: The notice of the death of liberal arts is premature! To confirm my own belief that liberal arts education is still an important part of the curriculum, I turned to members of my Chancellor's Business & Industry Advisory Council who are primarily senior executives in technology companies. Here are excerpts from their comments:

The Peter Hart Research Group, following its surveys with industry leaders on behalf of the Association of American Colleges and Universities, suggested that employers were looking for "360 degree" people, another term for the global citizens that are crucial to business success. The American Academy Commission on the Humanities and Social Sciences, authorized by Congress, added a confirming voice after its series of hearings with business leaders. The report, "The Heart of the Matter," offered a series of recommendations to strengthen the liberal arts, and defended their essential relevance in a vibrant democracy.

— Eduardo Padrón

"I see a balanced education that includes liberal arts as a key foundation even for the most technical of positions. Any technical person needs to contribute to the design of the product and the experience of using the product. I find that the most successful people are the people who have a balance of technical skills, reasonable IQ, high EQ (Emotional Intelligence learned partially through liberal arts), and high creativity (definitely re-enforced through liberal arts)."

"I believe it is important to keep in mind that the key goal is to have a talent pool of people who have learned to be creative and innovative. Learning creativity and innovation is where some of the liberal arts classes can come into play, especially social science, history and even philosophy or music."

"From my perspective, at a high level, a liberal arts education helps people develop critical thinking skills, and learn to ask the right questions. A world without liberal arts education would be materially worse. It's an essential part of educating college students."

"Basic liberal arts education gives students the tools to learn how to learn, to be flexible and adaptable, and to be able to hold an intelligent conversation on a wide range of topics. A purely technical education, while necessary to succeed in some fields, is likely to generate students with very narrow range who could easily become obsolete if the technical field they trained for becomes obsolete."

"While I'd agree that for many Silicon Valley jobs technical skills are essential, there is a definite value integrating some number of liberal arts courses. A capable employee needs to be able to effectively communicate, debate, and persuade. Innovation, the very essence of Silicon Valley, comes in part from the ability to synthesize seemingly unconnected ideas. And critical analysis is a skill valued in any employee. All of these skills are taught in liberal arts courses, and sadly, not often in technical courses."

"To me giving students a liberal arts education is like teaching them how to fish. They learn to think, learn, analyze, and ask questions. Studying philosophy or art allows students to see the big picture, understand and appreciate big and complex concepts. Steve Jobs learned calligraphy and the result was one of the most beautiful devices ever invented! In terms of practical skills, they learn to write and communicate, which are very critical skills in the super-connected online medium. They also have a better understanding of human nature and emotions and, therefore, are better equipped to work with customers and co-workers, particularly in today's environment where collaboration is the norm. My fear is with the current emphasis on STEM, we neglect to teach our kids how to read and write. Most young people I know do not read for pleasure anymore and their writing is atrocious."

Workforce Development

Question #7: ***Historically, community colleges have always had strong relationships with the healthcare industry, criminal justice, and a wide variety of other businesses. What trends are you seeing in the area of workforce development? How do you see community colleges and local businesses collaborating in the near future?***

Synopsis: Workforce development has always been in the hearts and minds of community college leaders, but it has taken on more importance than ever since we were hit by a recession in 2008 and as we continue to deal with high unemployment rates. Students need to get the appropriate education for ultimately finding work; employers seek out graduates with specific skills; community colleges struggle with keeping up with a rapidly changing workforce that is very different than it was a decade ago.

"Community colleges need to continue to improve their alignment with employer and workforce development needs of their communities," said Bumphus. "A focus on competency-based education appears to be working at many institutions to improve degree attainment in certificates and associate degrees."

Roueche said "workforce has always been a major goal of higher education. The world in which we live is changing so dramatically and so unpredictably with technology that you have to really think about what courses to offer today."

"The challenge for colleges is to partner with employers in an efficient and effective manner," Thor explained. "Employers don't want to talk to multiple colleges. This is why regional coordination is important – so the employer can have one point of contact in the college system. The inherent competition between colleges makes this difficult and challenging."

Answers:

Jacobs (about "key workforce constituencies," excerpted from a special report about WFD at Macomb Community College): There are distinct constituencies with which community colleges such as Macomb work. The first group is high school graduates coming to college in search of preparation for meaningful careers. They are interested in fields that provide sustainable wage careers and require post secondary education . . . Macomb works closely with our local employers to document career pathways that exist or are emerging in importance. It is not sufficient to focus solely on today's jobs; we need to identify and assess trends in our area's key sectors: advanced manufacturing, information technology and health care. We cultivate ongoing relationships with local business to monitor and trigger necessary program changes to maintain relevance with employer needs.

A second constituency consists of those displaced from the workforce who are currently seeking employment. In our community, many of the unemployed have been dislocated from the auto industry or manufacturing employers who traditionally have not emphasized formal education. Local workforce providers, including Workforce Investment Boards, can have extreme difficulty in successfully getting these workers through technical training programs -let alone into fields with higher-paying wages. However, specially designed training programs can be successful.

At Macomb, we offer short-term programs designed to give individuals skills for immediate employment in jobs such as Certified Nursing Assistant or welding. However, we are work-

ing to coordinate with credit programs so students can transition into the long-term skills programs that will get them into sustainable wage careers. Immediate placements are important, but not sufficient for their future well-being in the community.

> *Community colleges in some areas have become much less responsive to the needs of local industry, often taking too long to develop or revise curricula. One of the most important values of the community college movement is responsiveness to the educational and training needs of local communities. We need to work t preserve that value. One emerging workforce area is cybersecurity. Our country needs to prepare thousands of highly skilled cybersecurity specialists, and community colleges are the logical place for these programs.*
>
> — George Boggs

The third workforce constituency is those entering or re-entering the workforce after a long absence. There is an extremely heterogeneous group of students: some are entering the workforce as single heads of families; some are new immigrants; some have less than a high school degree and want to change their occupations; and some are veterans returning to school after years of military service. These individuals often lack knowledge of potential careers as well as basic skills. However, this constituency is often strongly motivated, so specific training initiatives that channel their interests with specific sectors or occupations are powerful. These programs are often directed at specific constituencies, and require considerable skill and expertise to design and implement.

A fourth constituency are community employers and the incumbent workers at those businesses. Through our workforce division, we provide training to existing employees to ensure their skills can grow with company needs, whether it's adopting new technologies, growing the business and upskilling existing workers, or backfilling with new entry-level workers.

Lambert: With thousands of baby boomers retiring every day, there is a greater focus and need around healthcare. We need to find other ways to think about healthcare. I was looking at an American Medical Association Journal where they talked about acute care for elders and usual care for elders. I think there are opportunities for us as the number one workforce trainer for America to think about how we start to skill our students to really work with our aging population.

We also need to think about other areas that are critical to the success of our country and its viability in a global context. We have to think about manufacturing. When you start thinking about manufacturing, you get into things like CNC machining, along with the service side and growing needs. Once you build something, it has to be maintained. So our automotive programs, our aviation technology programs, all of those will see greater demands as opposed to the other way around. It is going to present wonderful opportunities for community colleges. But the other side of that is they're expensive to maintain. And not only that, there is also the faculty piece – because our faculty are also aging, and we have to replace them.

> *I think that one of the real challenges of the recession is that everyone gets a shorter term perspective on things. As the economy tightened on us, what I found is everyone became self-absorbed with the next quarter's numbers; both public and the private sector. And so the collaboration for long term development of talent I think has suffered over the past four or five years.*
>
> — Sandy Shugart

Padrón: The common thread through so much of this discussion is partnership and alignment with the business community. It's absolutely necessary given the nature of the marketplace today. And while it's true that community colleges have established themselves as the traditional supplier of heath care workers, police, fire and emergency medical personnel, the nature of the

marketplace has opened up opportunities across the board for those institutions which can be nimble in responding to new demands.

By example, MDC has now established 16 bachelor's degree programs These programs, as well as many of our certificate and associate degrees, have all been developed with industry partners that span a very diverse range of careers. Many of these programs, including information technology, supervision and management and teacher preparation are relevant in every community today. But others are particular to our region. An applied bachelor's degree in Film, TV and Digital Technology is clearly a priority for a region that is central to Spanish language media. The earlier mention of MDC's Bachelor of Science in Biological Sciences is in direct response to the emerging biotech arena in South Florida. The same is true for a new bachelor's degree in Logistics and Supply Chain Management that responds to an airport and seaport among the busiest in the world.

The economic landscape is changing and community colleges are being called upon as never before. The TAACCCT funding has made a difference and the collaboration between departments of Labor and Education has helped to identify avenues to target the funding effectively. Certainly, more funding for community colleges is needed if we're to continue to take advantage of these opportunities.

Funding Challenges

Question #8: As state budget cuts have had a negative effect on the growth of community colleges, in general, across the country, what can community colleges do to offset these cuts? How do you see community colleges increasing their ability to develop and sustain new funding models?

Synopsis: As state funding becomes more difficult to come by, many community colleges are working harder to cultivate new ways to generate financial support. Leaders are finding themselves having to make tough decisions about tuition increases and/or how to develop donation-oriented funding resources, or new business partnerships, or whether or not to invest in the campus physical plant as opposed to increasing the development and offering of online education models in which students are not required to set foot on their campuses. The list of funding concerns is wide and varied.

A recent article in AACC's Community College Times showed how community colleges are improving their efforts to cultivate more private donors. For example, Danville Area Community College recently received a gift of $3 million, and Ellsworth Community College received a $2.5-million pledge. It was explained in the article how a college president's involvement in such efforts is vital for communicating to prospective private donors how their generous investments can support the institution and/or a specific program. [9]

Stout mentioned how future funding models will include "mixes that include a lot more of industry contributions that help us to bring to scale industry- specific training programs." She is also seeing more community college consortia, where institutions share in efforts to bring in more finances, such as what has been happening with the TAACCCT grants. In addition, "there are ways that we can engage in collaborative resource sharing – not just purchasing – back office operations that maybe could be done more collaboratively, especially now with

this cloud computing and the ability to go to virtual servers that we don't have to build all this capacity individually. We could build it collectively and save a lot of money."

> *It is a challenge for many community colleges to effectively and successfully pursue grants at the governmental and foundational levels. College leaders have no option than to be aggressive in entrepreneurial activities such as fundraising and advocacy for their institutions.*
>
> — Walter Bumphus

Jacobs talked about how both federal and state legislative gridlock has contributed to funding challenges. "If you have a right wing view that many students shouldn't go to college, and thus Pell is not important, or that only Pell should only be getting to the deserving few, we're going to see a huge problem for most community colleges." He also noted how we may start to see new kinds of differencing tuition models, which would mean, for example, charging more money to the nursing program than the English class because the nursing program costs more money to put on than the English class.

Lambert said that in order to diversify revenue at Pima Community College, located in Arizona, a state that has been hit hard by state budget cuts, his leadership is looking more closely at diversifying the student body through more outreach to international students who bring in increased tuition revenues in addition to the benefits of having a global-learning environment. "If you think about our brand, we have one of the most powerful brands across the planet, but we have not disseminated our brand globally." Lambert pointed to AACC's efforts to promote international programs and services and how the organization is a strong advocate for raising the recognition of U.S. community colleges' leadership role in global education.

Answers:

de los Santos: Community colleges are certainly being placed in the difficult position of having to offset state budget cuts, and the primary responsibility falls squarely on the CEO. Recently, the League for Innovation published a monograph entitled Alternative Funding for Community Colleges, which specifically addresses questions about new funding mechanisms and partnerships. Some examples include creative local bond measures and property tax campaigns to obtain construction funds, cultivating loyalty through alumni campaigns, the transformation of foundation boards, international education partnerships, scholarship-naming opportunities, and entrepreneurial opportunities.

Johnson: For us and for most community colleges across the nation, state support has dwindled for the last decade – significantly - and there are some projections that by the year 2025 there will be no form of state funding for higher education. It is true that community colleges have to do more to, first of all, produce revenue and then, of course, to contain cost. In order to produce revenue, you have to look at sources of income from grants and contracts. You have to look for auxiliary services that produce revenue. Most of those include bookstore operations, dining services, for example, things of that nature; parking is also a revenue.

We have to enter into the world of business where we, in some instances, create products that we can manufacture and sell. Educational programs, for example, and services that can be packaged and sold to other educational entities I think would be important. Online instruction, new programs that are packaged and produced in mass quantity I think is another way that we can bring in additional revenue to the institution. So, there are ways we can bring in additional revenue without continuing to depend solely on the traditional revenue streams from student tuition and fees, and from government sources.

The other piece is cost containment. How do we figure out a way to make the delivery of programs and services more efficient? One way is to extend your organizational structure. You flatten it so that individuals understand that they should be assuming more responsibility. So as opposed to all of these specialists that you have in higher education, people become what we call generalists, particularly on the front line with student support services and things of that sort.

And then of course we have to enrich the faculty because that's important that we have a core of faculty members who are both experienced and who are full time at an institution.

The last piece would be that we work very closely with our government agencies to help them understand that continued funding is critical for core operations. Otherwise, if we don't get that support, then we'll have to raise tuition, and then the cost of a college experience becomes a burden particularly for middle class students.

Thornton: Some are looking more and more to the university model where foundations are front and center. The CCC Foundation as well as foundations of schools like Miami-Dade and others are really expanding. People are realizing that presidents of community colleges need to be involved in the funding development as much as in the academic arena.

Community college leadership programs are including training for fund development and foundation work. The foundations are taking off. They really are growing. A lot of the community college alumni are participating, but there are also people of wealth who just resonate with the mission of community colleges. I also think that many community colleges are becoming more entrepreneurial. They're looking for ways that they can expand on some of the services they have in the community and to the others who may want to buy some of the computer services that they have available or hospitality training services that they have available and expanding those into an entrepreneurial way in which those dollars go back into scholarships for students in need or for program enhancement and development.

Leadership and Faculty Shortage

Question #9: Educators in the community college sector are forewarning of an upcoming shortage of administrative leadership, such as CEOs and Chief Academic Officers, as well as a shortage of senior-level faculty, happening within the next five years as current high-level administrators retire and as the number of available master's and doctoral-level community college-oriented education degree programs continues to dwindle. How do you see this shortage trend being addressed effectively in the near future?

Synopsis: Community college leadership programs are not nearly as prevalent as they used to be. Plus, funding for professional development for administrators and faculty has dropped significantly since the 2008 recession. Add into these factors the demographics of a large, aging Baby Boom generation, and you can see that replacing soon-to-retire, seasoned administrators and faculty members is an alarming issue that will affect the future of community colleges in general.

The notion of "succession planning" is vitally important. "Succession planning is a great

concern to me," said Thor." Not only do I foresee a large number of retirements in the senior administrative ranks, I also see faculty members and mid-level administrators unwilling to consider moving into senior administration because of the risks and stresses."

Jacobs placed blame for the possibility of faculty shortages on finances. "The faculty shortage is clearly not one of numbers," he said. "It's one that first is generated by our financial issues. Increasingly all institutions are using more and more part-time faculty. It's often hard to hold them because you're paying so little and they're looking for full-time work. So that's a problem.

> *I do see student access, course evaluations, and data analysis processes becoming more important and vital for today's college leaders as well as leaders for tomorrow. In our recently approved AACC Competencies for Community College Leaders, for both new and seasoned CEOs, it is imperative that they be familiar with data mining and effective use of learning analytics. Further, as stated in the 21st Century Commission Report, transformational colleges for the 21st Century will be able to provide evidence of how they have moved from access to student success and completion.*
>
> — Walter Bumphus

"It's a big problem in certain technical areas where people can make much more money doing their technical work. Everything from occupational therapy to engineering. So, it's not so much shortage; it's that the pay scales are low."

Shugart added that he is not worried about the possibility that there won't be enough bright up and coming leaders. "I am concerned that there's not a lot of focused attention on the skill sets that they need to develop in order to lead effectively in the new environment.

"Sustained large scale organizational change requires a tool kit that's different from traditional academic leadership. I would also say that leadership for learning rather than for stewardship of resources requires a different set of skills as well. How do you lead a college to dramatically improve learning and completion rates? That's different then saying how do I grow the enrollment and grow the endowment."

Answers:

Boggs: These are areas about which I am most concerned. Faculty and leaders will no doubt be hired, but will they be prepared for the students they will serve and the unique organizations they will lead? We do not currently have enough high-quality leadership development programs in universities and at the state and local levels. When I was at AACC, I worked with the Council of Graduate Schools (CGS) to develop a Preparing Future Faculty (PFF) proposal that would host programs at hub universities and partner with surrounding community colleges for internships with master faculty members. Although the master's degree-granting institutions were very supportive of the idea, we were not able to get seed funding from any foundation or from the government. If anything, the need has become greater since then. Graduate students generally do not know about opportunities in community colleges, and major professors likely do not recommend community colleges as a career choice.

Johnson: Certainly with the number of individuals retiring not only in higher education but across all sectors, you are going to have to fill important roles and responsibilities. A lot of community colleges are engaged in what we call succession planning, and they do it in a lot of ways but more specifically through professional development programs like leadership institutes, for example, where they identify promising individuals, provide them with a rich and robust experience, and when opportunities become available, these individuals are more able to compete for open positions.

With faculty we have to resist the urge of eliminating full-time positions and make sure that we go out and recruit promising faculty members that have the capacity to advance the institution from a classroom perspective, from a teaching perspective. It's important that we continue to increase the number of full-time faculty positions. But it's going to be a difficult period for us as we witness a significant number of retirements and have to fill important positions. We have to also resist the urge of making quick decisions and putting people in those roles who are not prepared to conduct them in a meaningful fashion.

O'Banion: We have had leader and faculty shortages for decades and are likely to experience such shortages for years to come. A California colleague told me recently that 60 percent of the Chief Instructional Officers in California's 112 community colleges are either in interim positions or have been in the position for less than a year-and that is in a state that several years ago created a number of new Ed. D. programs for educational leaders in its system of state universities. Since Chief Instructional Officers are often first in line to become presidents, this situation does not augur well for the future of California community colleges.

Opportunities for leadership and faculty development are not much better in the rest of the nation. There are very few graduate programs that prepare community college faculty, and the programs that have prepared community college leaders are limiting enrollment or are extinct. The problem is that with research universities—where most of these programs were housed—there are no rewards for preparing leaders. The rewards in a research university are for publications and research, and working with doctoral students takes professors away from this reward system. Thus, we have seen the dwindling of community college leadership programs at Berkeley, UCLA, Stanford, Michigan, Columbia, and other formerly robust doctoral programs.

The major hope for creating community college leaders and faculty will depend on the for-profit universities. Walden and Capella already have major programs for community college leaders, and National American University will likely become the major producer within a few years as it creates a model based on John Roueche's seminal work at the University of Texas. The challenge is the cost of for-profit universities, although on examination the costs are no more, or not much more, than costs of such programs in public and certainly private universities. Community colleges and states are going to need to forge partnerships with the for-profit universities to create opportunities for students. And, the major foundations need to encourage and support these efforts because the traditional research universities will not and cannot mount new programs to meet the need.

Performance-Based Funding

Question #10: Some state performance-based higher education funding systems, while requiring improved student retention and degree completion rates, have placed a premium on improving graduation rates of low-income students who are often less academically prepared for college. How can institutions provide better retention strategies for these students?

Synopsis: For a good example of how performance measures are starting to affect community colleges, see the North Carolina Community College System's "Performance Measures for Student Success," report, unveiled in July 2013. The report detailed how its 58 campuses are performing with students' GED-passage rates, graduation rates, transfer success, and five other areas. As explained in the

report, two-thirds of North Carolina community colleges fared better than the system average in 2011-12. Now, the performance measures outlined in the report have become tied to $30-million in appropriations by the North Carolina General Assembly for the 2013-14 fiscal year. Ralls said being able to use the new data was a big step toward tracking future progress. [10]

> *There are a lot of things that can be done (other than lowering access for less able students or decreasing quality to get more students through). Institutions are having success by eliminating late registration, providing better orientation to students and parents, working with high schools to help get students college-ready, requiring study skills or college-success skills classes, implementing Freshman Year Experience programs, implement coaching and intrusive advising programs, beefing up financial aid services, implementing learning communities, making tutoring services more accessible, and implementing summer bridge programs.*
>
> — George Boggs

CCRC reports that "unlike performance reporting or performance budgeting, performance funding ties institutional funding directly to performance outcomes, based on a formula using indicators such as student retention, attainment of certain credit levels, and graduation numbers. Performance funding first appeared in Tennessee and to this date some 27 states have tried it."[11]

Ender said that "the attention is between access and building capacity around economic development and workforce development. That tension is really never been articulated in a public policy dispute, but it's beginning to come to the forefront because the reality is there is no new money and we're going to be really pressed to show how the current money is leading to some direct outcomes that are beneficial not only to the families that we're working with but to the larger community, to the larger state, to the national agenda. So I absolutely think this productivity question is only going to get bigger, and I think funding is going to be tied to it, and I frankly don't think that's a bad idea."

Padrón said that Miami Dade College "is engaged in a comprehensive approach that is characterized by intensive early engagement that orients students to their new challenges, provides ongoing advisement, and guides students into a specified academic pathway. The approach is admittedly intrusive, narrowing choices and tracking student progress early and often."

Stout explained how community college leaders look at performance-based funding and worry about it "not because we're afraid of being funded based on performance, but because we want to make sure that the metrics are right for our students and our mission." She referred to AACC's Voluntary Framework of Accountability's student outcomes progress measures as something that states should be looking at. "It creates a continuum of metrics." It doesn't focus only on graduation rates, which is one of many metrics in the VFA. "If we're going to do state performance-based funding, it has to be holistic, and the metrics have to be based on the mission."

Answers:

Ralls: I do think performance-based funding is a way of crystallizing our focus. For the most part, community colleges have been funded based on seat time, and so it's naturally caused us to spend too much attention on how many students are sitting in our seats in fall semester but not how many students are crossing our stages in the spring time. So I think that the challenges in changing any type of incentive system is trying to make sure you don't create unintended consequences. So, for community colleges, we have to pay attention not just to the percentage of students who are coming through but the numbers of students completing. That requires us to be focused on our access agenda, as we have always been, but more

focused on how students are retained and progressed through. Having the right blend of performance funding and community college funding is a national trend. It's something we're doing in North Carolina. We just completely revamped our performance funding model. And one of our legislative victories is we did receive some funding this year to initiate that performance funding model. So performance funding will be more part of our funding in North Carolina starting this year than it has ever been in our state. And we tried – we've worked through a committee for two years to make sure we're using the right measures, and these measures are based on the notion of acceleration and momentum points. So, I think it's a national trend whose time has come, and the challenge for all of us will be getting the balance that we maintain access but also focus greater on retention and progress.

> *We discovered about ten, twelve years ago that our best predictor of graduation was success on your first five courses on first attempt, and it didn't really matter what those courses were. We based almost all of our work over the last ten years on that one fact.*
>
> — Sandy Shugart

Roueche: Our community colleges are going to have to do a much better job of working and articulating with our public schools, especially in the urban areas and some of the really impoverished rural areas of the country. But one of the things that worries me about performance-based funding is that so many of the colleges and the college leaders are saying among themselves and to each other "well, if we are going to get funded on the ones who succeed, let's just not get out and recruit all the low-income students who can't make it."

We have lots of data that students with the greatest need rarely are successful in our developmental or compensatory sequence. So they're just saying we just won't take those students and then we'll look pretty good with student performance and student retention and student degree completion. That would be counterproductive to the very mission of the community college, but it also forces the issue around the question of are we going to get serious about helping these students in our community who need our help most desperately. There are good models out there of schools that have done it and done it very well, but the rest are just way behind in evidencing their ability to be successful with this population.

Sygielski: I think it is working more closely with the K-12 system. At our York campus, for instance, we have a wing in a high school where we do developmental work. So, working with the high schools is key. And I think business community members are also key in this regard. And to have employees within the college who really understand – in student affairs – how to reach the student where they are and how to provide wrap around services. And not only for us to put some financial resources in that regard, but to look for other resources that will allow us to do that. We do that mainly by connecting with the non-profits, such as Boys and Girls Clubs, Junior Achievement and some of the others to be able to help us provide some of those wrap around services. We try to have marginalized students on our campuses as often as possible. We also try to go out to the parents, especially in regards to first-generation students, to try to let them know that, number-one, there is financial aid available, there are scholarships through foundations that are available. We try to bring them on campus and let them know this is possible for their child. So, it is a multi-pronged approach, and we are in our infancy. We do not have an answer. I think it is ongoing. It can be very frustrating. Resources can be very limited both for people and money.

Online Education and Technology Adoption

Question #11: How do you see the movements toward competency-based education, increased online education programs, and Massively Open Online Courses (MOOCs) affecting community colleges? Do you see a dramatic increase in adopting these kinds of programs in the near future? Are community colleges well equipped to incorporate the modern technologies needed to produce academically sound online courses and programs?

Synopsis: The increased development of online education, along with adoption of new and interesting education technologies, in general, have steadily changed the nature of providing more flexible courses and programs. Online education is being driven by the growth of the Digital Age and the adoption of technology by everyone, especially by traditional-aged students and the next generation of students about to enter higher education. Community colleges have to keep pace, and they are. It's an obvious progression that all of education, from pre-K to doctoral levels, must deal with to survive and not become obsolete.

In a blog post published by CollegeRecruiter.com, students are increasingly choosing online courses over traditional courses for eight reasons: They give them an opportunity to graduate early; they offer more flexible scheduling; you get to work at your own pace; there are fewer distractions; you can save on commuting costs; they often cost less; they offer more opportunities for people who live in rural communities; and they provide more opportunities for students with disabilities and/or have psychological barriers that prevent them from attending class on a physical campus. [12]

Ender said that community colleges have a long way to go in order to be well equipped for this inevitability, saying that institutions typically have a lot more infrastructure to deal with than what they currently utilize. "Here is what I think is the major rub: We have yet to put a real value on the standardization of content delivery. The traditional model at scale for the current higher education scene is that every faculty member is an individual entrepreneur with respect to the style in which he or she delivers the content in their class. That's one of the reasons why the outcomes are so variable. And we've had to work so hard at trying to define outcomes." Ender went on to say that in the development of uniform content in courses like English 101, for instance, that faculty members should become "connectors and engagers of content" supported by education technologists.

Roueche added that while community colleges do enroll students who can benefit from online education courses and programs that require more self-direction and self-motivation than what we have in traditional face-to-face courses, "the great majority of students served by community colleges need better orientation, better socialization, more work together in collaboration and team-oriented methods of instruction." Any education technologies that can enhance those kinds of efforts are certainly worth examining.

Sygielski made note of the fact that the leadership at HACC is well poised in this area, pointing to a rigorous Evolution Academy that all prospective instructors must complete before teaching an online course. He also mentioned that they are looking at the possible integration of MOOCs**.** "We are trying to integrate any or all of the innovative technologies into our online courses. We are putting a lot of money into it, because, let's face it, that is the future of higher ed."

Answers:

Boggs: Community colleges have been leaders in online education. I think that will continue to be the case, as our faculty members are generally more innovative than faculty in other segments of higher education. MOOCs could be a game changer, but I think mainly as a support for traditional classrooms or for smaller online classes in which services are more targeted. At this stage of development, the student success rate is much too low in MOOCs, and the path to earning college credits and degrees is not clear. We definitely need to keep an eye on potentially disruptive technologies like MOOCs.

> *Most schools have not pursued a real strategy for online education. They've watched it grow, and they've been interested in it, but very few have actually worked up a strategy. That's one of the things that's on our agenda – how we can incorporate modern technologies that produce academically sound results – this is an issue that we're just on the threshold and the border of doing.*
>
> — Jim Jacobs

de los Santos: MOOCs are the latest in online delivery models that have garnered great attention, and the increase in online learning modalities have great promise for many students. Yet, we need to ensure that learning, student success, access, and completion are the drivers of these modalities. For example, data demonstrates that pure online learning modalities do not result in strong student success outcomes for first-generation, low-income students. Therefore, as our student body continues to become more diversified and the community college open door continues to be a foundation value, through the use of data, we must stay focused on which learning modalities serve who, how, and to what end.

Thor: Clearly the war over whether we will have online programs is over as online enrollment is the fastest growing segment of higher education. And competency-based education will, when fully embraced, contribute to reducing time to degree and thus increase completion. But I believe it is still too early to pass judgment on MOOCs. In the near-term, I think that MOOCs will be useful to community colleges and our students as developmental or refresher courses, and they may hasten the move to flipped classrooms. The extent to which community colleges are well equipped to incorporate modern technologies varies. But the connected students who are coming to our campuses carrying multiple devices expect to find a pervasive use of technology in instruction and administrative/student services functions. And we must provide opportunities for our faculty and staff to become comfortable and reasonably proficient with these tools and systems.

> *What we are doing in terms of the mission of community colleges can be delivered online as well as in person. We're finding that the blended methodology is probably the most accepted by students. Students still like to be in a classroom with other students; they like the interaction. Because many are working, online brings access, and access is important.*
>
> — Jerry Sue Thornton

The Future

Question #12: Please list what you think are the most important areas to address inside a community college master plan for overall growth and success into the near future?

Synopsis: Any question about the future of education will always bring highly interesting responses. Articles about the future of higher education are published frequently, and the content of such articles typically has a foreboding tone that stresses needed change, framed in a way that says we-must-do-this-or-that in order to progress and not retrogress.

The interviewees provided a good number of varied responses that have been synthesized here. Their full answers to this question alone could probably be put into a separate special report. At the same time, this synthesis should be more than enough to get the creative juices flowing relative to building meaningful discussions about developing a master plan for the future.

Answers:

Boggs: What is happening in the college environment? What are the college values? What are the core missions upon which programs and services should be judged? What are the core values upon which employees should be hired, evaluated, and developed? What are the core missions upon which resources should be allocated and facilities should be planned? What is the vision for the future of the college?

Bumphus: The challenge of how colleges will be able to redefine their missions and reset their systems to serve 21st century students in a 21st century model of state support and student success expectations will be major challenges in the future for community colleges.

de los Santos: The student pathways; using data to inform decisions; alternative resource development; student learning outcomes and assessment; and hiring, hiring, hiring are of the most important areas to focus on in the near future. Saying hiring, hiring, hiring is a different way of noting that leadership development is critical. In order for us to be able to hire qualified diverse leaders that are going to reflect their communities and their students, we need to ensure that we are training and preparing the leaders of the future.

Ender: Finding a financial model that sustains your institution is probably the first one. To really scrutinize the mission that your institution operates from and ask the hard question of whether or not the mission is sustainable going forward, given what we know about the revenue streams that we've historically had, is a key question for any leader today. I think that whole notion of how we take to scale mass education in a customized way is a huge issue for us. And then how do we perform a current delivery system to allow us to go to a more customized personal approach with our students?

Jacobs: We're now going to have to be accountable with less money and have far more difficult situations. So I think the issues are going to be how do you maintain quality and how do you maintain our commitment to the workforce; the commitment to the economic development and workforce preparation and preparation for college in our community; how we remain relevant to our communities in terms of growth and value, and, at the same time, how we are able to effectively and efficiently use our resources.

Johnson: Among the first things would be of course to promote student success. Not necessarily completion, but success. That means that once we get them in our doors, we have to keep them here. And completion from my vantage point is just an outcome of a very robust planned experience for students. I think the second piece is to continue to promote accountability about institutions to help the public understand exactly what we do. As a result, we need to improve our retention rates and our graduation rates.

Lambert: Part of what our master plan ought to be thinking about is a global context. Attended to that is thinking about the increasing nature of information technology and computing power and to leverage that in a cloud-based environment. This can allow us to extend our reach in a way that we can build very robust occupational training experiences in a cloud-hosted environment. That would be pretty powerful.

O'Banion: If community colleges are to become even partially successful in maintaining and expanding student access and in improving and expanding learning to ensure student success, I believe they will need to:

1. Have a clear vision and specific and limited goals of what they want to achieve.
2. Create specific learning outcomes for students in courses, programs, and for certificates and degrees that are reasonable and measurable.
3. Give high priority to establishing sound and sustainable required staff development programs for administrators, faculty, and staff.
4. Create binding partnerships with other stakeholder groups in the community, state, and nation to create new models of improving and expanding learning.
5. Be willing to tear down the barriers of the traditional architecture of education (3 credit course, 16 week semester, 1 teacher for 30 students, A-B-C grading system, the 55 minute class, etc., etc.) and redesign the educational system for contemporary learners in an information society.
6. Hire and nurture leaders who are willing to, in the words of T. S. Eliot "disturb the universe."
7. Create mechanisms and policies to elect or select more knowledgeable and committed trustees to govern the college.
8. And to make all this work—establish a culture of commitment, collaboration, innovation, evidence, and action to achieve the vision and the goals.

Padrón: Completion is certainly at the top of the list for the near future. But that priority opens onto several realms that include partnerships across emerging industries, the use of technology, funding approaches and the future role of faculty in ensuring effective teaching and learning. There are priorities that suggest a world of uncertainty, innovation and possibility.

Ralls: We have to use our resources effectively. We are really making a seminal shift on this notion of student success. Community colleges have traditionally been the place where students can access low-cost courses but we realize now that it's not sufficient. To few of our students are benefiting just from access. So I think there is a real movement towards a notion of structure, and pathways, and thinking more about how students access meaningful pathways, not just discreet courses. And I think that's a mind shift that's been a long time coming.

Roueche: The work of AACC's 21st-Century Commission on the Future of Community Colleges is going to provide a really good focus for the national community college movement. But ultimately it's going to be the leadership of the local board of trustees, the local president or chief executive officer, and especially the willingness and the support of the faculty to address so many of these issues that go way beyond just teaching general education courses. We've got so many students who come to us who need help way beyond the average college's ability to provide support.

Shugart: The first thing to recognize is that the colleges are not siloed institutions. We're a part of a larger ecosystem of higher education and secondary education institutions. We have to start thinking and planning that way and create educational pathways that acknowledge those connections, so that they are much stronger pathways and students are guaranteed they can follow a pathway and get to their objective instead of being jerked around by idiosyncratic departmental and institutional policies.

Sygielski: We really need to think about the student of the future. For example, we have a book store that is a stand-alone building; we have a stand-alone student center; we have a stand-alone library, and most of those three buildings have not been renovated in 20 to 30 years. When the architects said, "okay, we are planning on doing this," I said, "no we are not." Think of the student of the future, with their BYOD. The library is their mobile device, so forget the library and the book store. If our faculty are creating their own ebooks using ITunes U or iBooks through Apple, there is not a lot of shelf space needed for books.

Stout: The Voluntary Framework of Accountability gives community colleges a common language and common road map to drive change, to drive out new funding models, for example, at the state level that match our missions. That has to be part of the master plan for community colleges nationally. We were founded in Pennsylvania 50 years ago, and many community colleges either have just celebrated their 50th or will be. We were founded on a real strength to partner. We were built to be kind of hybrid institutions between the high schools and the transfer institutions, so to speak. And now we are looking at what I would call the partnership 2.0 era, where we really have to take that inherent strength and stretch it. That includes partnering with industry and getting embedded with industry the same way we have with our college and universities partners. That has to be part of the road map. And within the context of that partnership 2.0 thinking, it's a new way to work with our k-12 partners. We have to play a major role in supporting building college readiness before students get to the community college rather than after.

Thor: Access, affordability, retention, completion, resource development, technology deployment, and community connections. I would add sustainability and stewardship. Also, particularly here in California, where 99 percent of our revenue comes from the state, we have to find some ways to generate income on our own. And so we're into quite a massive expansion of contract education activities and noncredit offerings and fee-based programs and those kinds of things.

Thornton: Because of the completion agenda that is being brought forward, I think high performance is going to be critically important. We have to be more productive for all levels of employees at community colleges. We're going to have to determine the ways in which we can best access students to determine their needs and to respond to those needs in a variety of ways. I also do think that staying current and relevant is going to be important, whether we are embracing technology or just enhancing the curriculum that we have or the curricula that we have.

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