3-18-2002

Creative Approaches to Enhance Student Learning, Teaming, and Collaboration

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Gary Mitchner

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On behalf of the League,
Welcome to Innovations 2002!

“The League is the single most vital organization in higher education today.”
Theodore Marchese, Veteran Executive Editor, Change

Hosted by Bunker Hill Community College
Meet the internationally renowned Southwestern artist and educator in the Peña Gallery Exhibition Booth, University of Massachusetts Exhibit Hall, Third Floor, Booth #135 during the following exhibition hours:

Monday, March 18, 6:15-7:15 p.m.
Tuesday, March 19, 10:30 a.m.-Noon, 2:00-3:30 p.m., 5:15-6:15 p.m.

Special Events

3

Exhibitors

The League thanks its corporate partners and exhibitors for their contributions to this conference. League partners are dedicated to serving the community college market, to adding to the success of this event, and to sponsoring ongoing League activities. You will see their products and services in the Exhibition. Complete partner contact information and a floor plan of the Exhibition are provided in the Guide to the Exhibition in your conference bag.

DISTINGUISHED PARTNERS

Academic Systems
EdVerify
Microsoft Corporation
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Strong Communications

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ACT, Inc.
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FRIENDS OF THE LEAGUE

Amado Peña Studios
American Association of Community Colleges (AACC)
Bunker Hill Community College
Community College Survey of Student Engagement
National Institute for Staff and Organizational Development (NISOD)
National Science Foundation
World Organization of Webmasters (WOW)

FOCUS ON LEARNING:
PERSPECTIVES AND PRACTICES FROM THE LEAGUE’S LEARNING PROJECTS
(A POSTER SESSION)
Tuesday, March 19
Noon to 2:00 p.m.
Third Floor Atrium

LEARNING COLLEGE PROJECT
Cascadia Community College (WA)
Community College of Baltimore County (MD)
Community College of Denver (CO)
Humber College of Applied Arts & Technology (ON)
Kirkwood Community College (IA)
Lane Community College (OR)
Madison Area Technical College (WI)
Moraine Valley Community College (IL)
Palomar College (CA)
Richland College (TX)
Sinclair Community College (OH)
Valencia Community College (FL)

21st CENTURY LEARNING OUTCOMES PROJECT
Butler County Community College (KS)
Central Piedmont Community College (NC)
Cuyahoga Community College (OH)
Foothill College (CA)
Hocking College (OH)
Inver Hills Community College (MN)
Johnson County Community College (KS)
Kingsborough Community College (NY)
Mesa Community College (AZ)
Midlands Technical College (SC)
Montgomery College (TX)
San Diego Miramar College (CA)
Santa Fe Community College (FL)
Schoolcraft College (MI)
Skagit Valley College (WA)
Waukesha County Technical College (WI)

AMADO M. PEÑA, JR.
GALLERY

Meet the internationally renowned Southwestern artist and educator in the Peña Gallery Exhibition Booth, University of Massachusetts Exhibit Hall, Third Floor, Booth #135 during the following exhibition hours:

Monday, March 18, 6:15-7:15 p.m.
Tuesday, March 19, 10:30 a.m.-Noon, 2:00-3:30 p.m., 5:15-6:15 p.m.
Since its inception in 1968, the League has been a national and international leader in championing innovation and experimentation in all areas of community college education. As the League celebrates its 34th year of service, we welcome community college colleagues from around the world who share our commitment to innovation, experimentation, and institutional transformation. We have all come together to exchange ideas, highlight successes, identify challenges, and look to the future.

The conference has been organized into seven Innovations Streams:
- Learning and Teaching
- Leadership and Organization
- Student Services and Activities
- Workforce Preparation and Development
- Basic Skills and Developmental Education
- Vendor Solutions and Demonstrations
- Resource Development and Foundation Management

The program includes a variety of innovative features including a Learning Center with interactive classes offering continuing education units (CEUs) available through special registration; the 3rd annual Community College Orientation Course, a six-hour Learning Center Course; the Gateway 24-hour e-mail and Internet Pavilion; Keynote Addresses by noted experts in the field; distribution of new publications on learning-centered classrooms, perspectives on community colleges, and community colleges moving from a digital divide to a digital democracy; a poster session featuring perspectives and practices from the League’s learning projects. In addition, Innovations 2002 offers over 300 forums, roundtable discussions, poster sessions, and special sessions featuring how-to sessions, case studies, and state-of-the-art practices; general session keynotes by leading educational spokespersons; an extensive exhibition of educational products and services; live webcasting of keynote session and special sessions by HorizonLive, Inc., and the opportunity to connect with hundreds of colleagues during receptions, coffee and refreshment breaks, and after-hours gatherings.

We thank you for being part of this event that brings together some of the most innovative professionals in higher education to share creative solutions for improving student and organizational learning.

The League for Innovation wishes to extend a special “Thank You” to the following sponsors:
- Academic Systems—Sponsor of the conference tote bags and the Tuesday morning General Session
- Capella University—Sponsor of attendee pens
- Educational Testing Service—Sponsor of Cross Paper #6
- EdVerify and The Chauncey Group—Sponsor of Monday morning coffee break
- Gateway—Sponsor of the computers for the e-mail/Internet labs and conference registration
- Microsoft—Sponsor of the Wednesday morning General Session
- Micro Warehouse—Sponsor of attendee notepads
- PBS Adult Learning—Sponsor of the Monday morning General Session
- SCT Corporation—Sponsor of the name tag lanyards
CONFERENCE REGISTRATION DESK
The Conference Registration Desk is located in the Fourth Floor Foyer area. It is the place for participants to register and receive information about the conference, leave or retrieve messages, make special arrangements, and ask questions about the League. The desk is open Sunday 8:00 a.m. - 7:30 p.m.; Monday 7:00 a.m. - 6:15 p.m.; and Tuesday 7:00 a.m. - 5:15 p.m.

ADMISSION TO EVENTS
A registration badge is required for admission to all conference sessions. Please wear your badge to all conference events. Participants whose colleges are members of the League Alliance are attending the conference at a discounted registration rate as a benefit of their colleges’ Alliance membership. Information about membership in the Alliance can be found in your conference folder or at the Conference Registration Desk.

TICKETS
All registered conference participants receive tickets for complimentary drinks at the Sunday, Monday, and Tuesday evening receptions, which will be held in the University of Massachusetts Exhibit Hall on the Third Floor.

NAVIGATING YOUR WAY THROUGH A COMPLEX CONFERENCE
Innovations 2002 offers a complex program with much to do and learn. Participants are given a choice of Learning Center Courses, Forums, Roundtable Discussions, Poster Sessions, and Special Sessions, as well as opportunities to access e-mail and Internet service on a 24-hour basis and to visit the League corporate partners in the Exhibition. To make it easier to find your way through the next four days without missing something important to you, we offer the following navigational tips:

- The Conference at a Glance inside the front cover provides the program overview.
- The Innovations 2002 Session Index by Stream will help you identify sessions quickly and efficiently.
- Surf the League website at www.league.org to learn more about the Innovations 2002 conference and additional League initiatives and activities.
- The Center for Formation in the Community College (CFCC) has assisted the League in planning the program and selecting sessions of particular interest to formation work. The specific sessions are marked throughout the program with the CFCC logo.
- The National Council for Student Development (NCSD) has assisted the League in planning the program and selecting sessions of particular interest to student services personnel. The specific sessions are marked throughout the program with the NCSD logo.
- All conference events are in the Boston Marriott Copley Place. Maps of the hotel and conference rooms are on pages 102 and 103.
- Forums, Roundtable Discussions, Poster Sessions, and Special Sessions last one hour. Learning Center Courses last three or six hours. All sessions are listed chronologically and clustered by conference stream.
- To provide maximum program opportunities for conference participants, no formal lunch breaks are scheduled. We expect that participants have as many varied eating schedules as they have learning styles, and we encourage self-directed approaches to dining as well as learning. We offer appetizers and beverages at evening receptions, morning coffee breaks and afternoon refreshment breaks on Sunday, Monday, and Tuesday during the Exhibition.

ONLINE CONFERENCE EVALUATION
Participants are urged to support ongoing Innovations planning while also earning a chance to win two complimentary Innovations 2003 registrations by participating in Coursermert’s Online Post-Conference Evaluation. Coursermert’s Online Conference Evaluation will be sent to conference attendees immediately following the conference; once you complete an evaluation, your name will be entered in a drawing to win two complimentary Innovations 2003 registrations.

GATEWAY E-MAIL AND INTERNET PAVILION
Gateway is supporting a special conference e-mail and Internet service open around the clock from 8:00 a.m. Sunday, March 17, to 10:30 a.m. Wednesday, March 20. You will find the e-mail and Internet stations in the atrium area adjacent to the Registration Desk on the Fourth Floor. Stop by to leave a message for a colleague at the conference or to check your personal e-mail.

THE LEARNING CENTER
An exciting feature of Innovations 2002 is The Learning Center. Take advantage of special courses on the latest innovations used in community colleges. Learning Center Courses augment the conference program by (1) providing in-depth exposure to specific topics in each of the conference streams, (2) linking you with a community of learners who share your interests, and (3) awarding continuing education units (CEUs) for completing each course. Each course consists of three-hour or six-hour class sessions conducted on Sunday, Monday, and Tuesday. Learning Center Courses require an additional registration fee. Stop by the registration desk to check for available space in any of the 12 Learning Center Courses.

NEW PUBLICATIONS
Perspectives on the Community College, A Journey of Discovery, editor Noreen Thomas; contributing editors Albert L. Lorenzo, President, Macomb Community College, and Mark David Milliron, President and Chief Executive Officer, League for Innovation in the Community College, is a joint publication of Macomb Community College Institute for Futures Studies and League for Innovation in the Community College. Conference participants receive a copy of this new publication in their conference bags.

The Role of Class Discussion in the Learning-Centered Classroom by K. Patricia Cross, Senior League Fellow, is the sixth in the series, The Cross Papers, and explores research on learning-centered classrooms. Conference participants receive a copy of Cross’s new publication immediately following her Special Session, Tuesday, March 19, at 11:00 a.m. - noon, outside the Suffolk Room, Third Floor. Additional copies are available through the League’s online bookstore at www.league.org. This publication was produced with support from Educational Testing Service.

HOSPITALITY
Staff members from Bunker Hill Community College encourage you to stop by the Hospitality Desk, located adjacent to the registration area on the Fourth Floor. Talk to a local resident about dining in Boston, tourist attractions, information about the host college, and hotel directions.

NO SMOKING POLICY
The League maintains a smoke-free environment at all League-sponsored events. Smoking is not permitted in the meeting rooms, prefunction areas, or the Exhibit area.
ACKNOWLEDGMENTS

The League is grateful to the host of Innovations 2002, Bunker Hill Community College, for assistance with the conference. We thank the many administrators, faculty, and staff from the college whose time and effort have made significant contributions to the conference.

In particular, the following individuals have provided support and assistance:

CONFERENCE STEERING COMMITTEE

Mary L. Fifield
President, Bunker Hill Community College

Chair
William D. Hart, Vice President, Communications, Bunker Hill Community College

Co-Chair
Judith Burnett, Dean, Chelsea Campus, Bunker Hill Community College

General Session Production Support Team

Chair
Bill Sakamoto, Dean, Technology, Bunker Hill Community College

Co-Chair
Erin Yates, Director, Special Events and Conference Planning, Bunker Hill Community College

Registration Support Team

Chair
Erin Yates, Director, Special Events and Conference Planning, Bunker Hill Community College

Co-Chairs
Shellie Simons, Dean, Health, Math, and Science, Bunker Hill Community College; Virginia Buckley, Staff Assistant, Academic and Student Affairs, Bunker Hill Community College

Hospitality Team

Chair: Judith Haverland, Coordinator, Alumni Affairs, Bunker Hill Community College

Co-Chairs: Paul Moda, Student Life, Bunker Hill Community College; Judy Oleks, Dean, Business, Service and Technology, Bunker Hill Community College; Cynthia Bioteau, Dean, Developmental Learning and Academic Support Services, Bunker Hill Community College

Speaker Support Team

Chair: Donna TAMBASCO, Director, Communications, Bunker Hill Community College

Co-Chairs: Mary Huegel, Dean, Liberal Arts, Bunker Hill Community College; Jan Bonanno, Dean, Student Affairs, Bunker Hill Community College

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Chair: Caryn Hirsch, Director, Publications and Design, Bunker Hill Community College

Co-Chairs: Janet Sorter, Dean, Academic and Student Affairs, Bunker Hill Community College

Technical Support Team

Chair: Charlie O’DONnell, Academic Support and Technology, Campus Works

Co-Chair: Chuck Chairs, Mediated Distance Learning, Bunker Hill Community College

Keynote Technical Production

Steven J. Austin, Strong Communications

LEADERSHIP AND ORGANIZATION

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Courses #1-3

Resource Development and Foundation Management

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Courses #2 (Part 1)  Learning Center Courses #3 (Part 1)

Presidential Seminar: Leading Institutional Advancement

Community colleges increasingly rely on private support to offset declining state appropriations and ensure that their programs and students achieve the levels of excellence necessary in today’s competitive markets. The Council for Advancement and Support of Education has developed the Presidential Seminar: Leading Institutional Advancement expressly for community college CEOs. The seminar provides community college leaders with the opportunity to share strategies and information on institutional advancement and learn from some of their most successful peers. Community college presidents, foundation directors, and other senior professionals lead discussions on the following topics: “The Philanthropic Landscape: Private Support of Community Colleges,” “Leadership in Context: Governance Structures and Management Strategies for Successful Institutional Advancement,” “Fundraising Fieldwork: Donor Cultivation and Solicitation,” and “The Home Front: Integrating Advancement with Other Leadership Functions.”

J. William Henrich, Chancellor; Bethenny Reid, Executive Director, DCCCD Foundation, Dallas County Community College District, TX; Peter Spina, Executive Director, Institute for Community College Development, Cornell University, NY; Brenda Babitz, Foundation President, Monroe Community College, NY; David Bass, Director, NCFP, Council for the Advancement and Support of Education, Washington, DC

LEADERSHIP AND ORGANIZATION

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Course #3 (Part 1)

The Seed of True Self: Living and Working with Integrity

This experiential Learning Center Course explores formation as designed by Parker J. Palmer, the author of The Courage to Teach. Palmer describes formation as “journeying, individually and in community, to our inner selves, our hearts and souls, to identify our true selves and our deep integrity.” Participants actively learn the touchstones of formation through stories, poetry, and journals, in large and small

Speaker Support Team

Chair: Caryn Hirsch, Director, Publications and Design, Bunker Hill Community College

Co-Chairs: Mary Huegel, Dean, Liberal Arts, Bunker Hill Community College; Jan Bonanno, Dean, Student Affairs, Bunker Hill Community College

Signage Production Team

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Keynote Technical Production

Steven J. Austin, Strong Communications

LEADERSHIP AND ORGANIZATION

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Courses #2 (Part 1)

Acknowledgments

Support and assistance:

Cynthia Bioteau
Dean, Developmental Learning and Academic Support Services, Bunker Hill Community College

Cynthia Wilson
Director, Mediated Distance Learning, Bunker Hill Community College

Jan Bonanno
Dean, Student Affairs, Bunker Hill Community College

Jerry Sue Thornton
President, Student Services & Institutional Research, Cuyahoga Community College, OH

Larry W. Tyree
President, Student Services & Institutional Research, Innovation in the Community College, AZ

Cynthia Bioteau
Dean, Developmental Learning and Academic Support Services, Bunker Hill Community College

Cynthia Wilson
Director, Mediated Distance Learning, Bunker Hill Community College

Jan Bonanno
Dean, Student Affairs, Bunker Hill Community College

Jerry Sue Thornton
President, Student Services & Institutional Research, Cuyahoga Community College, OH

Larry W. Tyree
President, Student Services & Institutional Research, Innovation in the Community College, AZ

The Community College Orientation Course

The Community College Orientation Course offers newcomers a solid grounding in the important fundamentals as well as an exploration of the intriguing future directions of the community college. Participants engage in a full-day learning experience with community college leaders and colleagues from around the world. Community colleges are profoundly distinctive educational institutions, steeped in linkages to their communities and democratic ideals. They have grown into a major force in society and continue to evolve and expand in response to changing social and economic needs. Now, as community colleges face waves of retirements and new workforce demands, they are challenged to respond to changing social and economic needs.

The Courage to Teach

Parker J. Palmer
The Learning Center Course is the one.

LEADERSHIP AND ORGANIZATION

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Courses #1 (Part 1)

Leadership in Context

Governing Structures and Management Strategies for Successful Institutional Advancement

Fundraising Fieldwork: Donor Cultivation and Solicitation

The Home Front: Integrating Advancement with Other Leadership Functions

Sunday, March 17, 2002

Sunday, March 17 9:00 a.m.-4:00 p.m.

Learning Center Course #1 (Part 1)
RESOURCE DEVELOPMENT AND FOUNDATION MANAGEMENT  
Sunday, March 17  1:00-4:00 p.m.  (LC2-5621)  
Salon A/B, Fourth Floor  
Presidential Seminar: Leading Institutional Advancement

LEADERSHIP AND ORGANIZATION  
Sunday, March 17  9:00 a.m.-4:00 p.m.  (LC3-5642)  
Learning Center Course #3 (Part 2)  
Salon I, Fourth Floor  
The Seed of True Self: Living and Working with Integrity

1:00-4:00 p.m.  
LEARNING CENTER COURSES #1-4

WORKFORCE PREPARATION AND DEVELOPMENT  
Sunday, March 17  1:00-4:00 p.m.  (LC4-5607)  
Learning Center #4  
Salon C, Fourth Floor  
There’s Still an IT Gap: How Microsoft is Working with Schools to Close It!

In a quickly changing IT job market, where are the IT jobs in demand, what are the skill sets required to fill these jobs? In this Learning Center Course, participants learn how to prepare students for lucrative IT careers by building a curriculum path based on Microsoft’s newly announced certifications. Participants also learn how to identify the extensive resources available to community colleges including coursework, software, curriculum, roadmaps, technical support, and early access to technology breakthroughs through alliances with Microsoft. Experienced educators share ideas about how to work with local businesses in getting hands-on work experiences and internships for students. This session will particularly benefit individuals responsible for IT workforce development.

Diana Carew, Program Manager of Workforce Development and Community College Relations, Education Solutions Group; Janie Schwark, Lead Marketing Manager, .NET Developer SMG; William Setten, Educational Publishing, Microsoft Press, Microsoft Corporation, WA

1:15-2:15 p.m.  
FORUMS

LEARNING AND TEACHING  
Sunday, March 17  1:15-2:15 p.m.  (S382)  
Forum  
Provincetown, Fourth Floor  
The Emperor Still Doesn’t Have All of His Clothes On

Student success initiatives demand that we understand what, how, when, and where our students experience their best learning. If you take a good look at your college, are you fully clothed in an assessment culture that is linked throughout your institutional strategic planning processes? An inquiry-based, critical thinking format is used to guide participants through a planning guide for defining and discussing various assessment practices, institutional links, and implementation components. Participants develop recommendations for “clothing” their assessment and student success systems more effectively.

Shelley Maxfield, Coordinator; Anne Vosberg, Program Manager, Pima County Community College District, AZ

Sunday, March 17  1:15-2:15 p.m.  (S335)  
Forum  
New Hampshire, Fourth Floor  
One Year Later: Evaluating Web-Assisted Courses

Using Blackboard’s Course Management Platform Management Platform feedback has been gathered and analyzed from students regarding the use of Blackboard’s course management system for Web-assisted courses. Feedback from psychology, sociology, and English students for the past several quarters has been collected and tabulated. Results include opinions about the assignments and equipment associated with their experiences using Blackboard’s system. Attendees learn how to put any course online within 15 minutes using the friendly interface of Blackboard’s course information management system.

Jodie Vangrov, Instructor, General Education, Chattahoochee Technical College, GA

Sunday, March 17  1:15-2:15 p.m.  (S297)  
Forum  
Regis, Third Floor  
Engaging Minds Not Pens: A Path to a More Interactive Learning Environment

Ever had a class where students are so busy taking notes that it inhibits classroom curiosity and discussion? Or perhaps you have had a two-hour class where students take naps on the desks? Through the use of interactive board technology (Tegrity and SMARTBoard) and appropriate teaching methods, we have greatly reduced the note-taking burden on students while also increasing classroom interaction. One technique we employ in collaboration with the board technology is the use of note cards for student questions to be addressed at the beginning of class. We believe that the use of technology and the techniques that we employ increase students’ success, satisfaction, and interest.

Paul Holbrook, Instructor, Business; Dave Rudakewich, Chair/Instructor, Social and Education Sciences, Cochonino County Community College, AZ
LEADERSHIP AND ORGANIZATION
1:15-2:15 p.m.
Sunday, March 17
Forum
Maine, Fifth Floor
Developing a Legacy of Leadership
Steven Covey says that it is important for each of us to "leave a legacy." This session provides specific tools and actions that can lead to a climate of leadership at your institution and strategies for creating a culture that supports, nurtures, and encourages leadership development. This session should benefit individuals interested in fostering leadership at their institutions.

Jerry Winter, Vice President, Instruction and Student Services; Shari Downing, Assistant Director; Mark Englert, Dean, Arts and Sciences, Northern Wyoming Community College, WY

Sunday, March 17
1:15-2:15 p.m.  (S173)
Forum
Hyannis, Fourth Floor

Squaring the L at Raritan Valley Community College: A Center for Advancing Innovative Teaching, Learning, and Leadership (CAITL2)
Quality teaching, learning, and leadership derive from collaborations among students, faculty, staff, and administrators. Raritan Valley Community College hosts a Summer CAITL2 Institute, building leadership teams and cultivating innovations tied to its strategic vision. In this forum, one project serves as an example of leadership that emerged from the team and culminated in practical, innovative, and measurable outcomes. The team engages community college constituents in a demonstration of imaginative Web-based support for collegewide communication.

Maria DeFilippis, Associate Professor, Business Administration; Lonny Buinis, Instructional Designer, Instructional Technology, Media, and Testing; Jacqueline Belin, Assistant Professor, Business Administration; Raritan Valley Community College, NJ

Sunday, March 17
1:15-2:15 p.m.  (S188)
Forum
Massachusetts, Fifth Floor

Getting Classes Online: Training Instructors to Use WebCT
Online courses are becoming increasingly popular and our students are becoming more acculturated to using the Internet. The question is, how do we help instructors catch up with our students' changing expectations? WebCT provides the technology, but the other key component is training. We discuss the training developed for instructors and how it has been implemented. This session is particularly beneficial for instructional leaders and professional development specialists looking for ways to train instructors to use online resources. Participants learn how to train instructors to go online and brainstorm ideas for developing a program at their institution.

Michael Coste, Faculty, Humanities and Philosophy; Andy Dorsey, Associate Dean, Instruction; Jim Voss, Faculty, Mathematics, Front Range Community College, CO

Sunday, March 17
1:15-2:15 p.m.  (S160)
Forum
Vineyard, Fourth Floor

How to Build a Branch Campus for a Diverse Student Body and Workforce
This presentation discusses the history of a branch campus from its humble beginnings as a struggling satellite educational facility through its transition to a thriving branch campus. The audience is provided with an in-depth strategic plan to establish relationships within the community using collaboration and visibility. The session points out the pros and cons of managing a branch campus. We also demonstrate the importance of administrative support when affecting growth and change to a branch campus.

Judith Burnett, Dean, Chelsea Campus, Bunker Hill Community College, MA

Sunday, March 17
1:15-2:15 p.m.  (S154)
Forum
Harvard, Third Floor

Welcome to My World: IT Internal Internships
Providing students with meaningful experiences in the classroom is difficult. Yet, recruiters remark on the wide range of skills and responsibilities students demonstrate after completing the Internal Networking Internship implemented by Microsoft Corporation at College. Students complete daily tasks that range from building a Linux server for WebCT to planning and rolling out Windows NT 4.0. Come hear how one institution has transformed an English as a Second Language course into a challenging internship opportunity.

Jamie Bridgham, Faculty, COT; Gary Sparks, Faculty, COT, Metropolitan Community College, IL; Marcia Williams, Faculty, Information Technology, Bellevue Community College, WA

VENDOR SOLUTIONS AND DEMONSTRATIONS
Sunday, March 17
1:15-2:15 p.m.  (S327)
Forum
Boston University, Third Floor

Linkability: Student Services for the 21st Century
Students entering our educational institutions today are used to receiving and retaining information via the fast-paced world of multimedia. Because student services such as orientation and career services are a vital component of student success, it is essential that advisors pay close attention to the way these services are delivered. This session explores the endless possibilities of using Web-based and CD-ROM presentation methods, with which students can easily access valuable information from the time they enter your institution.

Valerie Kisiel, Academic Advisor, Student Services; Maggie Manuele, Counselor, Student Services, Front Range Community College, CO

Sunday, March 17
1:15-2:15 p.m. (S362)
Forum
Simmons, Third Floor

SAS and the Florida Community College System: Paving Minds to Work
SAS software has been the foundation for providing more accurate and reliable data for the state of Florida and the Florida Community College System. Using a SAS data warehouse, the 28 community colleges within the state of Florida now have access to detailed student level information, allowing the state to produce federal and state reports and conduct detailed data analysis. Participants particularly benefit by using assessment rubrics to assess their own learning of the session competencies.

Miki Martin-Erschnig, Program Manager, Higher Education, SAS Institute Inc.; NC, Brian Walsh, Florida State Board of Community Colleges, FL

2:30-3:30 p.m.
FORUMS
LEARNING AND TEACHING
Sunday, March 17
2:30-3:30 p.m.  (S357)
Forum
Orleans, Fourth Floor

Reinventing Your Curriculum for the 21st Century
Quinsigamond Community College has developed a highly effective process for transforming curriculum and responding to rapidly changing workforce requirements. The process was designed for easy replication. Session topics include analyzing environmental scan information; designing responsive curriculum, assessment, and instructional approaches; and identifying institutional supports needed for success. This session should benefit colleges interested in designing or augmenting a program review process.

Cathy Neckstrom, Vice President, Academic Affairs; Kathleen Rentsch, Director, Academic Affairs; Richard Baldwin, Dean, Academic Affairs; Sandra Kurtinitis, President, Quinsigamond Community College, MA

Sunday, March 17
2:30-3:30 p.m.  (S372)
Forum
Simmons, Third Floor

Teaching to Learning to Transcripting: 21st Century Critical Life Skills
Journey along with Waukesha County Technical College through its evolution from teaching to learning to transcripting critical life skills. Samples of faculty-developed assessment strategies allow participants to apply these concepts to their own subject areas. New online documentation illustrates how student learning can be validated and result in a unique critical life skill transcript. Participants particularly benefit by using assessment rubrics to assess their own learning.

Richard Bottorff, English, COT; Sandi Godfrey, Math, COT; Eric Johnson, Social Science, COT, Raritan Valley Community College, NJ
The African-American DNA Roots Project: Connecting Our Ancestors through DNA Analysis and Online Labs
This participatory session provides an overview of the “Seven Teachings of Our Grandfathers” and how they may be taught and learned through experiential activities. Role-playing and/or sharing our stories provides participants with the opportunity to directly apply the “Seven Teachings.” A demonstration of how the medicine wheel interconnects with these teachings encourages participants to enrich aspects of their spiritual, emotional, psychological, and physical approach to teaching and learning.

Meladina Hardy, Campus Coordinator, Education, Anishnabek Educational Institute, ON, Canada

Sunday, March 17, 2:30-3:30 p.m. (S330)
Forum
Vineyard, Fourth Floor

Online Simulated Science Labs: Advantages and Limitations
Simulated science labs permit greater focus on conceptual understanding, permit longer time-span experiments, and are less expensive and less dangerous than hands-on labs. Simulated labs fall short in lab skills development that hands-on labs offer. However, our learning objectives be the same for science and non-science majors? Simulation examples are demonstrated and discussed with attendees, who also learn about the appropriate use and value of simulated online labs.

Michael Kolitsky, Dean, Academic Computing and Distance Education, Atlantic Cape Community College, NJ

Sunday, March 17, 2:30-3:30 p.m. (S306)
Forum
Boston University, Third Floor

The African-American DNA Roots Project: Connecting People to Ancestry and Science
Researchers use well-tested, hands-on methods to teach forensic DNA science to individuals. The Forensic DNA Science Program at Massachusetts Bay Community College is the world’s first and only degree granting program in Forensic DNA Analysis. Relevant to our presentation, large numbers of non-science professionals such as judges, lawyers, and public defenders have been trained in DNA analysis through this program using the hands-on methods presented. The presenters also use these methods to confer an excitement about science to students, thus exposing them to the scientific process during their critical formative years.

Bruce Jackson, Professor and Head, Biotechnology and Forensic DNA Programs; Jensen Auguste, Forensic DNA Science; Leighton Young, Massachusetts Bay Community College, MA

LEADERSHIP AND ORGANIZATION
Sunday, March 17, 2:30-3:30 p.m. (S669)
Forum
New Hampshire, Fourth Floor

Internet Technologies vs. E-Commerce: Building Successful Technology Programs in the New Millennium
Is your campus considering the implementation of Internet technologies or e-commerce programs? If so, this session provides valuable information on creating relevant curriculums, software and hardware considerations, faculty development needs, and many other important blocks in building a solid program. Don’t reinvent the wheel. Come join us as we give you a headstart in this new technological area.

Kathy Wood, Chair, Business; Anelle Pegg, Head, Information Systems; Kathleen Irvin, Instructor, E-Commerce, Business Administration, Catawba Valley Community College, NC

Sunday, March 17, 2:30-3:30 p.m. (S609)
Forum
Yarmouth, Fourth Floor

Reinventing Tenure to Create a Model for Personal and Organizational Success
Through discussion and examples, participants explore the risks inherent to an adversarial tenure process and the benefits of a collaborative and open system. How is it possible to meet the needs of all stakeholders in a mutually beneficial way? How can a system be nurturing yet have integrity? How can tenure encourage, not discourage lifelong learning? This session should particularly benefit educators interested in faculty development and creating a positive organizational culture.

Maureen Rase, Founding Faculty, Business and Information Technology; Frederick Jackson, Instructor, Sociology, Ethnic Studies; Nader Nazemi, Founding Faculty, Cascadia Community College, WA

Sunday, March 17, 2:30-3:30 p.m. (S167)
Forum
Massachusetts, Fifth Floor

Future’s So Bright I Gotta Wear Shades: 21st Century Information Systems and Business Management
Participants learn about the forces of change driving the community college’s future, where to look for the opportunities, dialogue about what your college might look like in 2010, a vision for learning environment’s future that requires everyone to wear shades. This session should be of interest to individuals involved in strategic planning, program development, and leaders responsible for taking their colleges to the future. Participants learn how to interpret and apply change, where may be fewer opportunities, and how to channel those opportunities into an institutional vision.

Mark Champion, Information Analyst, Institutional Research and Planning, Grand Rapids Community College, MI

Sunday, March 17, 2:30-3:30 p.m. (S118)
Forum
Vermont, Fifth Floor

Jump Starting Online Delivery at Your College
National consumer research emphasizes the importance of having adequate online course offerings to meet the demands of the adult non-traditional market. Learn how Redlands Community College went from no online classes to numerous online course offerings in just a short period of time. Participants in this session are given useful practices and methods for quickly moving faculty and administration to an online delivery model.

Lauren Tanne, President; Jack Bryant, Vice President, Continuing Education, Redlands Community College, OK; Kathi Swanson, President, CLARUS Corporation, NE

WORKFORCE PREPARATION AND DEVELOPMENT
Sunday, March 17, 2:30-3:30 p.m. (S519)
Forum
Harvard, Third Floor

Piloting Wisconsin’s Applied Manufacturing Technology Center for Incumbent Workers in Manufacturing
Moraine Park Technical College is building an Applied Manufacturing Technology Center (AMTC) in response to a state legislative incentive to increase the number of high-skill/high-wage workers in manufacturing. AMTC focuses on incumbent worker training and upgrading, as opposed to reaching students with high schools or businesses. This session should particularly benefit individuals interested in new strategies for partnering with business and industry to promote workforce preparation and development. Participants learn how these business partnerships have been created and aligned, as well as the scope and delivery methodology of educational services through the AMTC.

Diane Kragt, President, Academic Affairs; Dennis Nitschke, Director, Academic Affairs, Moraine Park Technical College, WI

Sunday, March 17, 2:30-3:30 p.m. (S660)
Forum
Regis, Third Floor

Information Technology Applications Across Career Clusters
Review a curriculum framework and a common language to articulate information technology applications across career and e-mail based phase one of this National Science Foundation project to develop and disseminate the framework along with instructional resources for IT applications in health; manufacturing; education and training; transportation; logistics, and distribution; human services; and research and scientific career programs.

Joyce Malyn-Smith, Senior Director, CEED, Education Development Center (EDC), MA; Shara Davis, Director, Lorain County Community College, OH

Sunday, March 17, 2:30-3:30 p.m. (S328)
Forum
Provincetown, Fourth Floor

The Northern Services Group: Using Client Expertise to Deliver Innovative Workforce Development
This session should particularly benefit deans and administrators involved in business and industry workforce development. A client-centered approach that moves beyond collaboration to true partnership enhances commitment; builds support from the design phase through evaluation, fosters accountability, surfaces implementation issues, and utilizes client expertise to deliver practical training that produces results and leaves the client organization stronger and more capable after the session.

Damin Kodgis, Dean, Continuing Education; Jo-Ann Vega, Administrator, Sales and Marketing, Rockland Community College, NY

STUDENT SERVICES AND ACTIVITIES
Sunday, March 17, 2:30-3:30 p.m. (S148)
Forum
Maine, Fifth Floor

Automating Student Counseling Services Online
This session focuses on the creation, implementation, and use of an online counseling and advising application serving students with degree, program, and general academic questions. This session should be of interest to those who are counselors, administrators, or other professionals who want to automate and broaden student advising services. Participants learn how managing students’ inquiries can move from indecision to proactivity through an easy-to-use, multi-channel based method to a more robust database messaging and e-mail system that tracks and sorts student and counselor threads, in addition to other administrative and support issues.
counselor totals, and more using readily available technology. Ty Bowman, Web Administrator, Public Affairs, Cerritos Community College, CA; Gloria Arevalo, Counselor, Rio Hondo College, CA

Sunday, March 17 3:45-4:45 p.m. (S294)
Forum Massachusetts, Fifth Floor
The Usohella: Interdisciplinary Curriculum: A Multifaceted Approach
Discover how two community colleges joined disciplines to provide exciting learning situations for their students. Hear the story of Quinebaug Valley Community College where one small class, a college cafeteria, an apprehensive yet courageous administrative dean, a playful staff, and an adventurous faculty played with water not fire to create an assignment gone wild! Learn how the Dean of Workforce Development at Morton College lead her faculty to move beyond their own subject matter into the application of information in work environment simulations.
Nan Hirst, Assistant Professor, Humanities; Bonita Babbit, Student, Fine Arts, Quinebaug Valley Community College, CT; Rebecca Lake, Dean, Careers; Audrey Styer, Instructor, Academic Affairs, Morton College, IL
Sunday, March 17 3:45-4:45 p.m. (S313)
Forum Vermont, Fifth Floor
Weaving the Web of Online Instruction
Presenters discuss strategies designed to implement and sustain Web-enhanced and online instruction as a systemic improvement project. The organizational framework for planning, professional development, technology support, evaluation, retention, record keeping, and student feedback and the evaluation of the planning matrix, criteria for best practices, and evaluation are shared and made available via an online course for access during and after the conference. An interactive database is also made available during and after the conference for attendees wishing to participate in an ongoing instructional support network.
Kristine Christensen, Instructor, Information Management Systems; Alex Johansson, Assistant Professor, Moraine Valley Community College, IL; Elizabeth Morgan, Instructor, Business Office Technology; Gail Thaxter, Vice President, Instruction; Julius Cannon, Specialist, Instruction, Albany Technical College, GA;
Sunday, March 17 3:45-4:45 p.m. (S513)
Forum New Hampshire, Fourth Floor
Giao! Hola! Computer-Aided Foreign Language Learning: Step by Step, In A Carefree Activities Online
The online multimedia environment offers exciting possibilities and challenges in teaching and learning foreign languages. This presentation showcases two online and hybrid courses (Italian 101 and Spanish 101) that deliver content, quizzes, and streaming audio and video. The presenters highlight: (1) the importance of engaging students in learner-centered, real time, interactive activities that address multiple learning modalities; (2) how they have successfully designed and integrated real-time, interactive learning activities in Italian and Spanish using an innovative technology for delivering Web-based, two-way live audio/video presentations; and (3) how this technology has enhanced listening comprehension, vocabulary, writing, and reading.
Marilena Tamburello, Coordinator, Learning Resources/Instructional Technology; Deborah Lemon, Instructor, Fine, Performing, and Language Arts, Ohlone College, CA
Sunday, March 17 3:45-4:45 p.m. (S492)
Forum Yarmouth, Fourth Floor
Between Two Colleges: Innovative Technology and Techniques for Student Collaboration
Learn about simple techniques and tools designed to encourage and support collaborative learning in special topics courses with students from Bunker Hill Community College and North Shore Community College. This session should particularly benefit educators interested in innovative ways to use technology to deliver interactive learning activities that involve team work and sharing. Participants learn how to adapt lecture materials for students with multiple learning styles and organize college student research on the Web.
Diane Smith, Acting Library Director; Joan Brenner, Professor, Mathematics-Physics, Bunker Hill Community College, MA
Sunday, March 17 3:45-4:45 p.m. (S204)
Forum Vineyard, Fourth Floor
Loose Threads or Tapestries? The Importance of Weaving Service Learning into Degree Programs
Presenters share the service learning transformations of a dental hygiene degree program, show how service learning can be integrated into technical writing programs, and describe ongoing service learning innovations. Presenters share experiences, strategies, and materials to enable others to replicate service learning in degree programs by emphasizing the importance of sustainable connections in the college, with the community, and throughout the institution.
Sheri Denk, Coordinator, Service Learning, Social Sciences/Human Services, Middlesex Community College, CT; Isabel Baca, Professor, English, El Paso Community College, TX
LEADERSHIP AND ORGANIZATION
Sunday, March 17 3:45-4:45 p.m. (S459)
Forum Simmonds, Third Floor
Integrating the Learning College and the Baldrige Process
This session shows the similarities and differences between traditional, transformational, high performing, and Learning College approaches. A brief check sheet is used to compare participating colleges to models. Participants see the connection between the Baldrige Process and the Learning College and explore a model that integrates Baldrige and Learning College principles and processes. Participants also discuss the roles of different stakeholders.
G. Jeremiah Ryan, President, Raritan Valley Community College, NJ
Sunday, March 17 3:45-4:45 p.m. (S415)
Forum Maine, Fifth Floor
Where Do We Go From Here? Keeping Learning at the Center
With a newly-appointed president and a large number of new faculty, Northwestern Michigan College seized the opportunity to orient the faculty, reinvigorate its learning culture, and communicate the college’s vision. This presentation highlights the elements of the New Faculty Institute and explains how the college designed and implemented fall opening-week activities focused on the learning culture. This session should be particularly helpful to institutional leaders seeking effective ways to orient new faculty and re-energize the college community.
Karen Howie, Director, Faculty Development; Stephen Siciliano, Vice President, Educational Services, Northwestern Michigan College, MI
Sunday, March 17 3:45-4:45 p.m. (S532)
Forum hygiene, Fourth Floor
Center for the Advancement of Innovative Teaching and Learning Faculty Fellowships
Last year, Raritan Valley Community College (RVCC), through support from the Center for the Advancement of Innovative Teaching and Learning (CAITL), instituted a unique faculty development program that provides significant release time, including an in-house full sabbatical, for faculty fellows to conduct educational research that promotes and supports innovative teaching and learning. Two CAITL fellows describe how this faculty development
Successful community college leadership requires commitment, integrity, and compassion. It calls for accountability and honesty and requires commitment, integrity, and compassion. It calls for establishing a wellness program for faculty and staff, in spite of limited resources. This session should particularly benefit individuals at small and medium-size community colleges who would like to establish a wellness program for faculty and staff, in spite of limited resources.

David Sink, President; Don Shoemaker, Dean; Student Services, Blue Ridge Community College, NC; Stephanie Nilsson, Director, Wellness Council of Western North Carolina, NC.

Sunday, March 17 3:45-4:45 p.m. (S282)
Forum
Boston University, Third Floor
Soul Survivors: Creating a Positive Climate for “Leading from the Soul”
Successful community college leadership requires commitment, integrity, and compassion. It calls for accountability and honesty and requires “leading from the soul.” Join us to discuss creating work environments where this approach can thrive. This session should particularly benefit educators seeking to develop college academies as the value of establishing partnerships with community agencies such as hospitals. This session should particularly benefit individuals at small and medium-size community colleges who would like to establish a wellness program for faculty and staff, in spite of limited resources.

Carole Henderson, Vice President, Instruction, Shoreline Community College, WA; Robert Barber, President, Central Oregon Community College, OR.

Sunday, March 17 3:45-4:45 p.m. (S488)
Forum
Regis, Third Floor
Creating a Culture of Wellness for a Healthier Faculty and Staff
The importance of the good health of faculty and staff to the overall achievement of the community college mission is well documented. This session shows how colleges with very limited resources can create a culture of wellness among its employees through policy, activities, and education. Participants learn how their colleges can be added to the list of America’s healthiest workplaces as the value of establishing partnerships with community agencies such as hospitals. This session should particularly benefit individuals at small and medium-size community colleges who would like to establish a wellness program for faculty and staff, in spite of limited resources.

Oscar Lopez, Associate Dean, Student Support Services; Marilyn Martin, Rehabilitation Counselor, Disability Services, Richland College, TX.

Sunday, March 17 3:45-4:45 p.m. (S359)
Forum
Cape Cod, Fourth Floor
Understanding Disabilities: What Faculty and Staff Should Know
Participants of this session learn how to develop an interactive training module for staff and faculty on issues that affect students with disabilities. Learning objectives for this session include identifying who benefits from participating in a training module, establishing the type of information to be presented in a training module, deciding on the format of the training module, and participating in a simulated training module.

Miriam Dumville, Professor, Humanities; Miriam Dumville, Professor, Social Science, Ramian Valley Community College, NJ.

Sunday, March 17 3:45-4:45 p.m. (S468)
Forum
Regis, Third Floor
Creating a Culture of Wellness for a Healthier Faculty and Staff
The importance of the good health of faculty and staff to the overall achievement of the community college mission is well documented. This session shows how colleges with very limited resources can create a culture of wellness among its employees through policy, activities, and education. Participants learn how their colleges can be added to the list of America’s healthiest workplaces as the value of establishing partnerships with community agencies such as hospitals. This session should particularly benefit individuals at small and medium-size community colleges who would like to establish a wellness program for faculty and staff, in spite of limited resources.

Don Shoemaker, President and CEO, American Society for Training and Development, VA
Tina Sung, President, American Society for Training and Development, VA
Dan Clark and Mary Colarusso-Clark, Co-Chairman, CollegisEduprise, Inc., Eduprise, Inc., NC.

Monday, March 18, 2002
7:00 a.m. – 6:15 p.m.
Registration
Fourth Floor

8:00-9:00 a.m.
Special Session
VENDOR SOLUTIONS AND DEMONSTRATIONS
Monday, March 18 8:00-9:00 a.m. (S266)
Suffolk, Third Floor
Achieving a Strategic Return on Investment in E-Education
Community college leaders are developing e-services and e-learning environments to advance their core and workforce development programs. Partnering, when focused selectively on mission-critical goals, is a strategy for meeting this challenge nimbly and cost-effectively, while increasing return on investment in new technologies and related faculty and curriculum development services. Case-study examples illustrate these themes to benefit those executives who wish to develop partnership strategies for increasing return.

William Graves, Co-Chairman, CollegisEduprise, Inc., Eduprise, Inc., NC.

Monday, March 18, 2002
5:00 p.m. – 7:30 p.m.
MONDAY, 7:00 A.M. – 9:00 A.M.
LEARNING AND TEACHING
FORUMS
6:30-7:30 p.m.
OPENING RECEPTION AND EXHIBITION
University of Massachusetts Exhibit Hall, Third Floor
Music provided by: Dan Clark and Mary Colarusso-Clark

Monday, March 18 8:00-9:00 a.m. (S447)
Forum
Massachusetts, Fifth Floor
Selecting, Training, and Retaining Quality Faculty for a Learner-Centered Environment
As colleges embrace learner-centered philosophies, and with the opportunities afforded by record numbers of faculty retirements, academic leaders have a tremendous opportunity to create and advance a learner-centered environment. Academic leaders from Lakeshore Technical College (LTC), recipient of the 2000 Wisconsin Forward Award, share LTC’s innovative, comprehensive New Instructor Training Program. The program uses an integrated process that includes selecting, training, and mentoring faculty and creating professional portfolios. This session should particularly benefit individuals responsible for hiring,
LEADERSHIP AND ORGANIZATION
Monday, March 18, 8:00-9:00 a.m. (S646)
Forum, Fourth Floor
The Next Step in Leading: Organizational Attention to Learning Outcomes
Learn how all 27 public two-year colleges in Minnesota are being provided with faculty-tested techniques that mean to document and track actual student learning outcomes across the curriculum. See a model of the system and learn about the anticipated benefits, including faculty synergy, improvement of student learning, and continuously produced direct data.
David Shupe, System Director, Academic and Student Affairs, Minnesota State Colleges and Universities System Office, MN
Monday, March 18, 8:00-9:00 a.m. (S5237)
Forum, Third Floor
Curricular NET: Online Curriculum Development and Approval System
San Diego Community College District and Governet, Inc. demonstrate a Web-based workflow system that helps faculty, staff, and administration create and review course material electronically and facilitate the review and approval process in a multi-college district. This session should particularly benefit individuals who need online course approval processing including integration and pre- and co-requisites, graphics-based proposal tracking, reporting, and administration.
Kenneth Fawson, Assistant Chancellor, Instructional Effectiveness and Economic Development, San Diego Community College District, CA; George Tamas, CEO, Governet, ID; Libby Andersen, Faculty, Health and Excercise Science, San Diego City College, CA
Monday, March 18, 8:00-9:00 a.m. (S5566)
Forum, Fourth Floor
Renewal and Estate Planning for Chief Executive Officers
Are you financially ready to retire? Do you feel you are burdened by taxation and want to learn about the latest in innovative tax reduction strategies? If you are nodding your head, this session is for you. Participants are exposed to the best ways to accumulate retirement assets and stretch their assets even if they live to be 100 years old. Estate planning is also discussed, focusing on innovative ways to benefit your family and the organizations you respect. At the same time, participants learn how to increase their retirement income. At the close of this session, participants are given tools to take home and build the retirement plan of their dreams.
Irving Katz, Chartered Financial Consultant, U.S. Inner Circle Enterprises, CA
Monday, March 18, 8:00-9:00 a.m. (S5291)
Forum, Fourth Floor
Partnerships for Student Success Between a Community College and a University
Participants learn about effective partnerships between educational institutions. Innovative leadership, broad vision, and technological collaboration enabled Carteret Community College to partner with North Carolina State University to establish a Center for Marine Sciences and Technology. Partnership results include a shared building, strengthened articulation, and networked computers to support undergraduate, graduate, and continuing education.
Pamela Hilbert, Vice President, Instruction and Student Support; Harlow Halliday, Coordinator, Carteret Community College, NC
Monday, March 18, 8:00-9:00 a.m. (S5626)
Forum, Fourth Floor
The Instrument and the Song
The Tibetan bell and its attendant, Dorje, provide the container and the protection through which the balance of sound is realized and played. In formation, the music of our inner work comes through the instrument of our bodies and the community provides the protection. This workshop attends to the physical body, our connection with the earth as part of the foundation for formation work. Through a series of simple experiential activities we hope to increase appreciation for our physical selves, expand our sense of place in community, and acknowledge our connection to the natural world. The forum is followed by a roundtable that offers in-depth exploration of these aspects of formation work.
Jeff Hope, Consultant, Adventures in Spirit, NM; Bill Tucker, Vice Chancellor, Dallas County Community College District, TX; Monica Manning, Executive Officer, The Nova Group, MN
Monday, March 18, 8:00-9:00 a.m. (S5264)
Migrating Adjunct Certification Training to WebCT
In 1998-99, Johnson County Community College (JCCC) piloted an adjunct certification-training program (ACT). The goal of ACT is to provide tools and resources to help assimilate and integrate adjunct faculty members into the JCCC community and become more effective educators. Participants have an opportunity to determine how their program or a similar program can be incorporated into the staff development offerings at their colleges.

Amy Pennington, CTL Associate, Staff and Organizational Development; Joseph Gadberry, Academic Director, Science, Health Care and Math, Johnson County Community College, KS

Monday, March 18, 8:00-9:00 a.m. (S432)
Forum

Migrating Adjunct Certification Training to WebCT

BASIC SKILLS AND DEVELOPMENTAL EDUCATION
Monday, March 18, 8:00-9:00 a.m. (S436)
Forum
Salon C, Fourth Floor

Using Accuplacer for High School Intervention of Basic Skills Development and Student Retention
This session should benefit faculty and administrators interested in developmental education and retention as it describes how The Community College of Baltimore County implemented a partnership with local high schools to assess students’ college readiness and design early intervention strategies. Participants learn how high schools used Accuplacer to increase student achievement through dual enrollment at the college and through enrollment in a developmental reading and learning community.

Wayne Branch, Campus President, Cynthia Peterka, Dean, Learning Support Systems, The Community College of Baltimore County-Essex Campus, MD; Henry Linck, Vice Chancellor, The Community College of Baltimore County-Catonsville Campus, MD

Monday, March 18, 8:00-9:00 a.m. (S524)
Forum
Salon D, Fourth Floor

Restructuring Developmental Mathematics at Sinclair Community College
In Spring 2001, the developmental mathematics faculty at Sinclair Community College began the daunting task of completely redesigning aspects of its developmental math program. This self-analysis included the curriculum, assessment, study skills, grading system, as well as general policies and support services. In this session, the presenters outline the path this project has taken, the decisions that have been made, and the plans to implement changes. Individuals who are interested in examining their own developmental math programs, as well as engaging in dialogue with colleagues should find this session worthwhile.

Barbara Adams, Professor and Coordinator, Developmental Studies; Eric Kraus, Assistant Professor, Developmental Studies, Sinclair Community College, OH

Monday, March 18, 8:00-9:00 a.m. (S510)
Forum

How Clickstream Analysis Can Be the Foundation of a School’s Enrollment Management Program
An enrollment management program for community colleges and universities must incorporate clickstream analysis. More and more community colleges and universities are finding that an effective enrollment management program must begin with the analysis of student demographics, from the prospective student’s first visit to the school’s website to the student’s graduation date. Attendees learn how to employ the use of clickstream analysis to meet their school’s enrollment management needs by attributing those prospective students that are most like their most successful students.

Catherine Lumsden, Program Manager, Higher Education, SAS Institute Inc., NC

Monday, March 18, 8:00-9:00 a.m. (S502)
Forum
Salon A, Fourth Floor

Oracle Certification and Workforce Development
In today’s ‘knowledge economy,’ IT skills continue to be in critical demand. Career changes, displaced workers and lifetime learners are seeking specialized IT training and industry certification at ever increasing numbers to set themselves apart in the pursuit of employment advancement. The Oracle Workforce Development Program (WDP) is a partnership opportunity with Oracle Corporation, allowing educational institutions to deliver Oracle training within certificate and non-degree programs. Through WDP, adult learners receive low-cost access to Oracle training in their local communities. Come hear how you can embark on a business opportunity in partnership with Oracle Corporation to deliver state of the art Oracle certification training.

Thyra Busch, Senior Account Manager, Oracle Academic Initiative, Oracle Corporation, Inc., CA

Monday, March 18, 8:00 – 9:00 a.m. (S671)
Forum
Salon B, Fourth Floor
Monday, March 18 8:00-9:00 a.m. | ROUNDTABLE DISCUSSIONS

**LEARNING AND TEACHING**
Monday, March 18 8:00-9:00 a.m. | (S555) Roundtable
Salon E, Fourth Floor

Developing a Community-Based Learning Network
This session highlights the San Jacinto Learning Network where one community college has partnered with seven school districts to provide access to lifelong learning opportunities for community residents. The presentation details initial efforts to begin the collaboration, development of the business and operational plans, and the identification of funding opportunities.

Niki Whiteside, Director, Distance Learning, San Jacinto College District System, TX

Monday, March 18 8:00-9:00 a.m. | (S127) Roundtable
Salon E, Fourth Floor

Linking Written, Oral, and Visual Communication
This session demonstrates how to use Web design to motivate students while incorporating the skills needed to write and present effectively. Individuals who are looking for innovative ways to make teaching English, business writing, and oral presentations exciting learn how to stimulate student interest by focusing on intriguing visual design. Participants are provided with a course syllabus, a fistful of specific assignments, and the confidence to use Web design to enhance written and oral communication.

Margo Bath, Professor, Schools of Design and Communication Arts, Durham College of Applied Arts and Technology, ON, Canada

Monday, March 18 8:00-9:00 a.m. | (S346) Roundtable
Salon E, Fourth Floor

Adjunct Faculty: Are They Out in the Cold on Technology Training
Not all college faculty are able to provide students with instruction on the technology they need to learn for a particular discipline. But do colleges give adjunct faculty the training and support needed to provide this instruction? This session includes a discussion about what college are doing to provide this support.

Joann Levey, Instructor, Computer Science, Union County College, NJ

Monday, March 18 8:00-9:00 a.m. | (S110) Roundtable
Salon E, Fourth Floor

Identifying Needs of Clients Via Film Media
In an effort to energize the traditional care plan and allow students to investigate the needs of a “client” in depth, the world of film has become an alternative to the disappearing hospitalized client in the healthcare scene of today. Participants of this session view a specific film in its entirety, discuss how to select characters from films, learn how to structure the activity with specific questions and guidelines for students to follow in watching the film, and learn how students have reacted to this learning activity. This session should benefit individuals who are looking for innovative ways for students to study a client in depth. It is suggested that participants view a video copy of the movie, “The Heiress” (1949) prior to this roundtable.

Lois Angelo, Professor, Nursing, Massachusetts Bay Community College, MA

Monday, March 18 8:00-9:00 a.m. | (S115) Roundtable
Salon E, Fourth Floor

Supporting Those that Support Us
Nurturing human resource talent is one of the key directions of our college’s strategic plan. The changing nature of technology and information processing requires the cultivation of new and traditional skills. Staff development activities aimed at skill enhancement are a prerequisite for improved institutional effectiveness. At Monroe Community College, we view our people as our greatest asset. This session should particularly benefit individuals who plan professional development activities. In this session, we discuss support staff needs, low-cost programming ideas, resources, and funding.

Valarie Avalone, Coordinator, Planning; Richard Degus, Executive Assistant, President’s Office, Monroe Community College, NY

Monday, March 18 8:00-9:00 a.m. | (S105) Roundtable
Salon E, Fourth Floor

Higher Education as a Major Partner in the Renaissance of a City
The presenters describe how the Council for Higher Education in Newark (CHEN) proved to be a major economic engine for the city of Newark and built powerful partnerships with businesses and government that transformed a depressed neighborhood and established four public colleges and universities as major players in the city’s renaissance. This session should benefit anyone interested in external affairs. Participants of this session learn about a model to increase their college’s impact on their external communities.

Annie Allen, Assistant to the President; Linda Carter, Special Assistant to the President, Essex County College, NJ

Monday, March 18 8:00-9:00 a.m. | (S135) Roundtable
Salon E, Fourth Floor

Providing Tangible, Measurable Services to At-Risk and Academic Probation Students
Using a specialized software program, counseling staff members provide services to students referred from the instructional divisions. Using this retention system, staff members are able to track reasons and recommendations related to low academic performance. Referred students can also be tracked for final grades and concurrent enrollment. Also, students placed on academic probation are served by staff using a specialized tracking and reporting system that is maintained in the counseling department. These systems enable greater staff efficiency and student connection with the institution. This session is interactive and allows participants to create scenarios for demonstrating the software packages.

Kori Bieber, Department Head, Counseling, Curt Sommerfeld, Associate Dean, Administrative Services, Rogue Community College, OR

Monday, March 18 8:00-9:00 a.m. | (S134) Roundtable
Salon E, Fourth Floor

The New Demographics: Are Community Colleges Ready for Generation 1.5?
According to the 2000 census, there is an all-time high of 28.4 million immigrants in the U.S. Six percent of these (approximately 1.7 million) are between the ages of 15 and 19. Are community colleges prepared to meet the special needs of Generation 1.5 (non-native speakers of English who immigrate during middle or high school)? Participants in this session learn about innovative community college programs in Hawaii, Florida, New Jersey, and Maryland that attempt to meet the challenge of Generation 1.5.

Cheryl Benz, Associate Professor, ESL and Foreign Languages, Miami-Dade Community College-Wolfson Campus, FL
employers are looking for in new recruits and are the transferable core skills, attitudes, and behaviors that personal and interpersonal skills. These skills are the development. The plan was designed to address the challenge of personal and interpersonal skill implementation plan designed to address the This presentation shares a unique collegewide Forum Monday, March 18 11:00 a.m.-noon (S330) Forum Yarmouth, Fourth Floor Do It!... with Videoconferencing Internet technologies like videoconferencing can change the way teachers teach and students learn and enable them to interact with others around the world. This forum introduces session participants to videoconferencing capabilities and techniques and discusses videoconferencing activities and projects at our colleges and schools. The session benefits anyone interested in using this technology for enhanced teaching and learning. Edward Tweedy, Assistant Professor, Business Technologies, Roxbury Community College, MA; Jennifer Smith, Teacher, Computers, Morehead High School, NC; Jeanne Willerth, Instructor, Computer Science and Information Systems, Longview Community College, MO; Joyce Latta, Educational Consultant, NC Monday, March 18 11:00 a.m.-noon (S524) Forum Salon H, Fourth Floor Successful Community College Retention Program at a Hispanic-Serving Institution in Science, Mathematics, Engineering, and Technology In the spring of 2001, Estrella Mountain Community College (EMCC) was awarded a grant from the National Science Foundation to develop a science, mathematics, engineering, and technology retention program and to host a national invitational symposium on best practices for Hispanic-serving institutions. This presentation informs attendees about actual curriculum changes and the summer bridge program. Bryan Tomer, Dean, Instruction, Sandy Zettan, Faculty, Science; Luvia Rivera, Learning Associate, Developmental Education, Reynaldo Rivera, Chair, Science/Math, Estrella Mountain Community College, AZ Monday, March 18 11:00 a.m.-noon (S488) Forum Peoaektown, Fourth Floor Teaching is a particular challenge in teaching in the large class setting? Is it possible to have interactive and student-centered learning in a large classroom? Yes! This session should particularly benefit individuals who seek to improve student participation and success in the large classroom as they learn best practices gained from personal experience and classroom observations. Nicola Simmonns, Program Advisor, Emergency Skills, Humber College of Applied Arts and Technology, ON, Canada Monday, March 18 11:00 a.m.-noon (S314) Forum New Hampshire, Fourth Floor Online Curriculum Development and Review This presentation demonstrates how new and revised curriculum can be submitted online and made available for review by curriculum review teams. Comments and responses can be submitted via a Web browser and approved curriculum materials can then be forwarded to another online database of college syllabi and outlines. The second online database will make the syllabus of any course taught at the school available to all students, faculty, and administration categorized by department, semester, or instructor. Alex Johansson, Assistant Professor, Kristine Christensen, Instructor, Information Management Systems, Moraine Valley Community College, MA Monday, March 18 11:00 a.m.-noon (S380) Forum Vineyard, Fourth Floor Factors that Lead to Success Participants in this session learn to identify factors that lead to success in the context of the four pillars for higher education institutions: students, curriculum, faculty members (The Faculty Factor), and institutional resources. Participants also learn how to read transcripts to improve teaching and learning, consider variables when reading transcripts, and analyze assessment in context of lessons, courses, departments, and institutions. Alberto Ro Massanich, Professor, ESL, Bunker Hill Community College, MA Monday, March 18 11:00 a.m.-noon (S153) Forum Maine, Fifth Floor Developing a Totally Online Continuing Education Program with a National Partner This forum provides participants with developmental and operational insights into requirements of building and launching a totally Internet-based continuing education program for a niche market. The examples and demonstration are based upon the college’s national partnership with the American Society of Radiologic Technologists. The session should particularly benefit individuals who are attempting to develop online courses, programs, and client relationships. Dan Brazelton, Dean, Corporate and Community Services; Denise Moore, Chairperson, Radiologic Technology, Sinclair Community College, OH Monday, March 18 11:00 a.m.-noon (S207) Forum Regs, Third Floor Delivering Multimedia Using CD-ROM and Web-Based Hybrids Streaming media is the current rage in Web-based delivery of audio and video. However, the present reality of Web delivery is that bandwidth is severely limited for the majority of students. There is another option–CD-ROM and Web-based hybrids. A Web-based hybrid, essentially a website burned onto a compact disc, can provide a better way to deliver multimedia to online learners. The hybrid CD-ROM allows teachers to provide media-rich content and realize the full graphical power of the Web. David Diaz, Faculty, Physical Education; Kevin Bontenbal, Librarian, Instructional Technology, Cuesta College, CA Monday, March 18 11:00 a.m.-noon (S126) Forum Wellesley, Third Floor “If I Only Had the Time”. A Fantasy Fulfilled Have you ever said, “I wish I had the time (the money, the resources) to develop this idea for my class?” Central Florida Community College’s Teaching and Learning Institute offers the answer to every instructor’s dream—a Summer Fantasy Workshop that provides faculty with time, assistance, resources, and a stipend to make a teaching wish come true. In addition, faculty receive hardware, software, and/or print materials (along with good food) to implement their project to enhance student learning. In this workshop, participants learn about the background, organization, and implementation of the Summer Fantasy Workshop program. Kathy Kilcrease, Coordinator, Teaching and Learning Institute, Central Florida Community College, FL Monday, March 18 11:00 a.m.-noon (S360) Forum Cape Cod, Fourth Floor Composite Video Streaming for Online Courses This session focuses on composite video streaming used to teach an Internet-based class. Participants in this session learn how students responded to an
innovative interactive course that provides video, PowerPoint presentations, custom slides, digital diagrams, and class activities and content via the Internet. A demonstration and description of the software developed and currently available to produce this class is included in the presentation.

Brad Lopez, Instructor, Health Science, Fresno City College, CA
Monday, March 18 11:00 a.m.-noon (S240) Forum
Salon B, Fourth Floor

How Well Can Pedagogy, Skills, and Content Be Integrated to Improve Learning?
Does the integration of pedagogical research and theory with technology-based instructional methods increase learning? This examination of Gyrus, a FIPSE funded online learning-centered courseware development system, addresses this question and offers evaluation findings. Attendees are given free access to Gyrus' tools and resources. The session benefits educators interested in exploring ways to increase student involvement, independence, and success through the use of active learning, critical thinking, and metacognition.
Mark Ferrer, Director, Faculty Resource Center, Santa Barbara City College, CA; Shirley Ronkowski, Instructional Development, University of California, Santa Barbara, CA; Jeff King, Director, Faculty Development, Art Institute of Dallas, TX
Monday, March 18 11:00 a.m.-noon (S319) Forum
Simmons, Third Floor

Workforce Preparation and Development
As Charlotte's premier workforce development resource, Central Piedmont Community College (CPCC) intends to be the central leader in workforce development. CPCC has begun to address worker shortages in the high wage/high growth areas through a series of non-traditional delivery methods. Through the Pathways to Employment Program and Project JumpStart, CPCC has provided, in record time, highly trained employees for the Charlotte labor market.
Participants learn successful strategies in workforce development. This session should particularly benefit individuals engaged external partners to bring resources to their community college through ACT center resources. The external community is composed of community leaders, government agencies, city planners, schools, employers, local residents, parents, and prospective students. The presenters demonstrate how they engaged external partners to bring resources to their institutions that were utilized in facility, infrastructure, and program development.
Celia Barberena, Vice President, Student Services; Edward Valeau, President/Superintendent, Hartnell College, CA
Monday, March 18 11:00 a.m.-noon (S125) Forum
Hyannis, Fourth Floor

Participants in this session learn strategies for creating a comprehensive partnership of all departments of their college through ACT center resources. This examination of Gyrus, a FIPSE funded online learning-centered courseware development system, addresses this question and offers evaluation findings. Attendees are given free access to Gyrus' tools and resources. The session benefits educators interested in exploring ways to increase student involvement, independence, and success through the use of active learning, critical thinking, and metacognition.
Mark Ferrer, Director, Faculty Resource Center, Santa Barbara City College, CA; Shirley Ronkowski, Instructional Development, University of California, Santa Barbara, CA; Jeff King, Director, Faculty Development, Art Institute of Dallas, TX
Monday, March 18 11:00 a.m.-noon (S241) Forum
Salon J, Fourth Floor

Creating a Culture of Accomplishment: The Next Phase of Institutional Transformation
The transformation of community colleges from teaching institutions to learning communities marks a turning point in the history of our institutions, sparking yet another unprecedented opportunity. Increasingly, more community college faculty and staff are publishing, presenting, and gaining much deserved recognition for their work. This session provides specific guidelines for creating a learning culture and incentives that encourage and reward scholarly accomplishments. Presenters share strategies that work, and engage session attendees in a virtual tour toward creating an institutional culture of accomplishment.
Mary L. Fifield, President; Jeanne-Marie Boylan, Board of Directors, Bunker Hill Community College, MA; Cynthia Heelan, President, Colorado Mountain College, CO
Monday, March 18 11:00 a.m.-noon (S124) Forum
Harvard, Third Floor

Comprehensively Integrating an ACT Center into Workforce Development and Continuing Education
Columbus State Community College’s ACT Center for Community Education and Workforce Development provides opportunities for innovative program development and delivery by comprehensively integrating the center’s resources throughout non-credit and credit programs by removing barriers. This session should particularly benefit those individuals who are considering implementing an ACT center.
Monday, March 18 11:00 a.m.-noon (S129) Forum
Salon C, Fourth Floor

Keeping Them Online: Retention of Online Learners Takes Partnerships
In 2000, the retention rate for online learners quoted nationally was far less than 50 percent. Moraine Park Technical College said “not good enough!” We then set out to enroll students into online programs (not just courses), provide a learning rigor consistent with classroom learning, provide support and training to our instructors, and experience a retention rate far above 50 percent. Participants learn to identify the components needed to deliver online learning with the rigor of face-to-face learning.
Mary Ann Bazile, Program Assessment Partner, Academic Affairs; Peter Rettler, Teaching/Learning Technical Affairs, Academic Affairs, Moraine Park Technical College, WI
Monday, March 18 11:00 a.m.-noon (S467) Forum
Orleans, Fourth Floor

Managing the Enrollment Process Using Microsoft Access
This session focuses on the use of Microsoft Access to manage the “enrollment funnel” (tracking contacts from applicants to registrants). The flexibility of Access in recording contact information and managing conversion-to-yield processes by way of established communication plans, on-campus recruitment events, and special presentations, activities demonstrated. Techniques are shared for linking recruitment data from the Access database with data from our Banner Student System via Open Database Connectivity linkage. This allows flexibility in reporting results of the overall recruitment effort; the success of individual recruitment activities; and the credits, FTE, and tuition income generated.
Thomas Schick, Dean, Student Affairs; Frank Salak, Director, Admissions and Records, Cuyahoga Community College, OH
Monday, March 18 11:00 a.m.-noon (S305) Forum
Salon D, Fourth Floor

Retention of Conditionally Accepted Students in Occupational Programs
Participants in this session learn to retain students who marginally passed the placement tests for their...
VENDOR SOLUTIONS AND DEMONSTRATIONS
Monday, March 18  11:00 a.m.-noon  (S164)
Forum
Vernon, Fifth Floor
IT Certifications: What Do They Mean to Your School and Students?
Explore the value of IT certification in today’s technology enabled workplace. This session is of particular interest to individuals who are interested in workforce development and IT training. Learn about hiring trends and the value of credentials to your students and faculty. Leave with a roadmap to Microsoft certifications, including two new certifications introduced this year, and information about programs to put your college on the roadmap to student IT careers!  
Diana Carew, Program Manager of Workforce Development and Community College Relations, Education Solutions Group, Microsoft Corporation, WA  
William Flynn, Director, NCCET, CA  

11:00 a.m.-noon  
ROUNDTABLE DISCUSSIONS

LEARNING AND TEACHING
Monday, March 18  11:00 a.m.-noon  (S176)
Roundtable  
Salon E, Fourth Floor  
Learning in Many Settings Using “Third Things”  
The use of “third things” and other formational approaches provide opportunities for educators and students to bring their lives into the process of learning. When safe, trustworthy learning spaces are created, an appreciation of individual lives and more universal themes are fostered. This session is of interest to individuals who want to bring their whole selves to the work of education. Participants explore a variety of ways to bring the personal experiences of faculty and students to enrich classroom instruction, faculty and staff development, and outreach into the community.  
LomanClark, Faculty, Counseling, Phoenix College, AZ  
Carrole Wolin, President, National Institute for Leadership Development, AZ  

Monday, March 18  11:00 a.m.-noon  (S270)
Roundtable  
Salon E, Fourth Floor  
Getting Students to Fall in Love with Your Class  
This entertaining presentation takes the audience through five principles for getting students to fall in love with their classes. Using the mountain-climbing theme and “The Abominable Know’Man,” we explore exciting new teaching methods and classroom activities. This session should particularly benefit individuals looking for innovative techniques to use in their classrooms. Participants of this session learn how to motivate students and win their hearts!  
Kori Gregg, Lead Instructor, Butler County Community College, KS  

Monday, March 18  11:00 a.m.-noon  (S331)
Roundtable  
Salon E, Fourth Floor  
Computerized Grading Software Makes a Better Professor  
This session presents an innovative custom-designed software application that has a prepared comment matrix generated in an efficient way for individual student feedback. This software has proven very effective for a variety of assignments in face-to-face, online, and career laboratory courses. Examples of different applications for providing individualized student feedback in a variety of academic courses are reviewed.  
Pamela Korte, Associate Professor, Nursing; Martha Kendall, Training Specialist, Instructional Development, Monroe Community College, NY  

Monday, March 18  11:00 a.m.-noon  (S138)
Roundtable  
Salon E, Fourth Floor  
Distance Education: Effective Learning for Higher Education  
This session focuses on how to encourage students to enroll for distance education courses, particularly when their lives interfere with them. This session benefits individuals who have little experience in the use of distance education. Participants learn the five steps necessary to encourage student participation in distance learning while ensuring that these programs grow.  
Barry Birnbaum, Professor, Special Education, Northeastern Illinois University, IL  

Monday, March 18  11:00 a.m.-noon  (S155)
Roundtable  
Salon E, Fourth Floor  
Rise of the Phoenix: Lessons for Community Colleges from the University of Phoenix  
Participants learn why the University of Phoenix continues to gain in popularity, with annual enrollment increases with students paying $272 per credit hour. This session examines the instructional delivery methods, training of their staff, powerful motivators for students to attend. Undergrad quality delivery. The session also looks at what methods community colleges can practically adapt.  
David Bugay, Director, Operations, Oakland Community College, MI  

LEADERSHIP AND ORGANIZATION
Monday, March 18  11:00 a.m.-noon  (S543)
Roundtable  
Salon E, Fourth Floor  
An In-Depth Experience with the Presenters of the Instrument and the Song  
This roundtable offers more experience in the ideas presented in the forum and includes a series of activities and discussions. Jeff has had the privilege of facilitating retreat experiences with the Dallas County Community College District since 1987. Monica is an independent educator and co-founder and executive officer of The Nova Group, an education firm working with colleges and universities dedicated to implementing systematic change and ongoing improvement. Bill is Vice Chancellor for Planning and Development Affairs for the Dallas County Community College District. He has championed formation work in the district for the past five years.  
Jeff Hood, Consultant, Adventures in Spirit, NM  
Bill Tatum, Vice President, Dallas County Community College District, TX  
Monica Manning, Executive Officer, The Nova Group, MN  

Programs. A Career Exploration course was designed for the Consumer and Hospitality Services division to track the academic progress of students during the semester in which they were conditionally admitted. The presentation demonstrates the various teaching and learning strategies used to retain students and permitted them to enroll in their chosen occupational programs.  
Marietta Advincula, Dean, Consumer and Hospitality Services; David Eng, Specialist, Student Services; James Nault, Counselor, Student Services, Milwaukee Area Technical College, WI 

Monday, March 18  11:00 a.m.-noon  (S502)
Forum  
Boston University, Third Floor  
The Master Learner Difference: A Developmental Learning Community That Works  
This session describes a learning community for developmental students; in this community, a reading class and a master learner support a general education class. The session should benefit individuals looking for a way to help developmental students succeed. Participants learn how a master learner makes a difference for students and faculty.  
Alvin Starr, Department Head, English; Loretta Gilead, Professor, English; Bernette Henry, Professor, Reading, The Community College of Baltimore County-Essex Campus, MD  

RESOURCES DEVELOPMENT AND FOUNDATION MANAGEMENT
Monday, March 18  11:00 a.m.-noon  (S440)
Forum  
Salon I, Fourth Floor  
Pathways to Foundation Success = Accelerated Strategic Planning  
This presentation focuses on the “accelerated” planning process used to energize the board and establish an action agenda supporting the college’s vision to become the best small college in America. Through the process, trustees, foundation board members, the college president and staff, and community representatives created the foundation’s broad-based strategic plan. The presentation illustrates the process used and reports on the successes and challenges encountered and will be of particular benefit to presidents, trustees, and foundation board members.  
Robert Pura, President; Sandy Sayers, Chair, Board of Directors, Greenfield Community College, MA  
William Craft, Senior Partner, Eaton Cummings Group, MA
WORKFORCE PREPARATION AND DEVELOPMENT
Monday, March 18 11:00 a.m.-noon (S181)
Roundtable
Salon E, Fourth Floor
The Software Technical Writing Program: A Model Workforce Development Initiative
The Software Technical Writing Program provides well-trained technical writers for the software industry. This industry-designed and industry-driven program for adult career changers has been cited by the Massachusetts High Technology Council as a stunning success. Learn about the customized program design, including how we have maintained a 97 percent placement rate with current salaries starting at $50,000. You also hear testimonials from industry representatives as to how they benefit from this unique partnership. This session is particularly helpful to individuals who manage partnership and industry programs.
Kimberly Burns, Assistant Dean, Economic and Community Development, Middlesex Community-Technical College, CT
11:00 a.m.-noon
POSTER SESSIONS
LEARNING AND TEACHING
Monday, March 18 11:00 a.m.-noon (S355)
Poster Session
University of Massachusetts Exhibit Hall, Third Floor
Synchronous Sessions for the Web-Enhanced and Online Class
Synchronous sessions (i.e. real time communication) can add a dynamic, instructional component to online courses. This session describes how an effective synchronous session can be hosted using simple text-based chat tools and streaming audio. In addition to an overview of the required technology, participants learn about strategies and activities that online instructors can use in synchronous sessions. This session should particularly benefit individuals who are teaching online.
Michael Lindeman, Specialist, Illinois Online Network, University of Illinois, IL
Monday, March 18 11:00 a.m.-noon (S210)
Poster Session
University of Massachusetts Exhibit Hall, Third Floor
Virtual Instrumentation in Science and Technologies
Virtual Instrumentation allows instruction on a wide range of instrumentation that would normally never be available in the classroom to the average student. It also allows students to use their personal computers to further develop and practice their instrumentation skill. This session should benefit faculty who want to develop virtual instrumentation for their science or technical classrooms.
Thomas DiGiacomo, Associate Professor, Engineering Technology, Monroe Community College, NY
RESOURCES AND FUNDING MANAGEMENT
Monday, March 18 11:00 a.m.-noon (S142)
Roundtable
Salon E, Fourth Floor
Guaranteed Free Training Workshops in PA: $20 Million This Year
WEDEnet PA is a very successful consortium composed of Pennsylvania’s 15 community colleges and 14 state universities. This session identifies strengths, features, advantages, and benefits that this new consortium provides to taxpayers and employers. Learn how your institution can benefit from educational partnerships linked to state funding and statewide training initiatives. Attendees share their experiences in using grant funding to deliver workforce training services and consider how examples of innovative practices can be adapted to their respective institutions.
Patricia Gerity, Associate Dean, Corporate Alliance, Community College of Allegheny County-South Campus, PA; Larry Michael, Associate Dean, Technology Transfer, Penn College of Technology, PA; Fred Baer, State Director, WEDEnet PA, PA
12:15-1:15 p.m.
FORUMS
LEARNING AND TEACHING
Monday, March 18 12:15-1:15 p.m. (S249)
Forum
Boston University, Third Floor
Full-Time Faculty Recruitment and Selection Strategies Practiced by Learning-Centered Community Colleges
A new generation of faculty will be expected to focus on learners, collaborate, build teams, communicate across disciplines, and apply technology in the classroom. This session should particularly benefit individuals who are responsible for recruiting and hiring of full-time faculty. Participants of this session identify recruitment and hiring strategies...
Within the context of a learning-centered model, Sandra Fowler-Hill, Faculty, Cooperative Education, Olympic College, WA, Monday, March 18, 12:15-1:15 p.m. (S655)
Forum
Simmons, Third Floor
How Well Are We Doing? Focusing on Student Learning and Retention
A heightened focus on student learning and improvement in student retention are high priorities for community colleges at the campus level and in state accountability systems. This session offers information about the Community College Survey of Student Engagement, an assessment tool focused on learning and retention and now available nationally. Participants also learn about a related project, the MetLife Foundation Initiative on Student Success, which provides national awards and recognition to colleges that demonstrate exemplary results in student retention.
Kay McClenney, Director/Adjunct Professor, Community College Leadership Program; Evelyn Wasialoie, Project Manager, MetLife Foundation Initiative for Student Success, Community College Survey of Student Engagement (CCSSE), TX
Monday, March 18, 12:15-1:15 p.m. (S425)
Forum
New Hampshire, Fourth Floor
Blurring the Lines: Community Colleges and Dual Enrollment High School Students
Increasing numbers of high school students are attending community colleges, often through programs like Tech Prep. More often, however, high school students choose to enroll in community college classes to enhance their high school curriculum. Participants learn how some community colleges are handling the issue of high school enrollments. This presentation should benefit Tech Prep directors and other educators responsible for programs involving high school students.
Margaret Orr, Associate Professor, Organization and Leadership, Community College Research Center; Neil Evans, Associate Director, Community College Research Center, Macomb Community College, MI
Monday, March 18, 12:15-1:15 p.m. (S133)
Forum
Provincetown, Fourth Floor
Innovative Approaches to Diversity in the College and Community
In this session, the presenters share the challenges and opportunities for innovation in developing diversity education programs. The presenters also discuss the infusion of the curriculum with multicultural education and share a cooperative multi-agency model for bringing diversity education to a broad spectrum of the community. This session should particularly benefit individuals who are developing diversity education within the college and also want to build collaborative programs in the larger community. Participants of this session learn about several modes of diversity education and avenues for bridging programs in the college with community needs.
Anne Benvenuti, Professor, Philosophy, Cerro Coso Community College, CA; Roe Darnell, Superintendent/President, Taft College, CA; Diane Kozik, Director, Kern County Department of Mental Health, CA
Monday, March 18, 12:15-1:15 p.m. (S232)
Forum
Orleans, Fourth Floor
The 21st Century Student: Profile of the Student and Faculty of the Future
This session profiles the student, faculty, and educational institution of the future. The session demonstrates 10 proven strategies that colleges and universities can follow to offer the educational products and services that most students will expect. This session should particularly benefit student service officers, academic deans, chief information officers, instructional designers, faculty teaching online courses, and others who design and deliver educational products and services that are on-campus and online.
Neil Evans, Executive Director, National Workforce Center for Emerging Technologies, Bellevue Community College, WA; Adam Honea, Vice President and Dean, College of Information Systems and Technology, University of Phoenix, AZ
Monday, March 18, 12:15-1:15 p.m. (S171)
Forum
Salon H, Fourth Floor
Making Your Class Schedule Efficient and Effective: Decision Rules for Analyzing Class Schedules
For many community colleges, more than 80 percent of their budget is tied up in the courses offered. Few deans and department chairs have good management data at their fingertips needed to evaluate whether their class schedule is efficient and effective in meeting the needs of all students. Learn how Kalamazoo Valley Community College automated its schedule process and developed good decision rules for adding and canceling classes. Learn how to use one college’s proven methods to efficiently manage your schedule process.
James Taylor, Dean, Health and Sciences, Kalamazoo Valley Community College, MI; Kathi Swanson, President, CLARUS Corporation, NE
Monday, March 18, 12:15-1:15 p.m. (S439)
Forum
Yarmouth, Fourth Floor
Attention All Adjuncts...At Ease
Adjuncts are sometimes the least considered but most used faction in community colleges, often providing half the instruction. They may be students’ only connection to your college. How do you assist them in their instructional experience at your college? The presenters offer two approaches for instructional effectiveness and student satisfaction in learner-centered classrooms using internal resources. These strategies assist in meeting the unique and specific needs of the adjunct.
Defionne Pollard, Instructional Developer, Center for Excellence in Teaching and Learning; Connie Bakker, Dean, Learning Resource Center, College of Lake County, IL; Alice Silvian, Executive Director, Distance Education, State University, SC; Nancy Johnson, Executive Dean, Academic Affairs, Prestonsburg Community College, KY
Monday, March 18, 12:15-1:15 p.m. (S505)
Forum
Maine, Fifth Floor
E-Business Development Center: Students and Local Businesses Working Together
The E-Business Development Center brings students who need real-life experience together with businesses that need technical support. The goal is to help local businesses make the transition from bricks and mortar to bricks with clicks by providing them with faculty-run seminars and student interns.
Jon Storrslee, Faculty, Business/CIS, Paradise Valley Community College, AZ
Monday, March 18, 12:15-1:15 p.m. (S222)
Forum
Wellesley, Third Floor
The Importance of Work-Based Learning to Improve Student Success: A Massachusetts Model
This session highlights innovative programs currently being offered at Massachusetts Community Colleges in collaboration with the Massachusetts Department of Education and local high schools. The programs are designed to upgrade the academic skills of high school students through work-based learning experiences. Attendees have an opportunity to hear examples of best practices from campuses, review the positive results in student achievement, and take part in an interactive discussion on the design and development of the initiative and the importance of the collaboration in preparing students for careers and postsecondary experiences.
Ann Dunphy, Director, Executive Office; Janice Motta, Executive Director; Keith Westrich, Coordinator, Connecting Activities, Massachusetts Community Colleges, MA
Monday, March 18, 12:15-1:15 p.m. (S541)
Forum
Cape Cod, Fourth Floor
Partnership in Workforce Retention: Employers, Employees, and The Community College of Baltimore County
Workforce development programs have traditionally focused on the person making the transition from welfare to work. This session focuses on how The Community College of Baltimore County involves employers and employees in retention, skill development, and job advancement. Almost 70 percent of the former welfare recipients are still working six to 18 months after starting employment and are happy to have a job. Participants learn methods of bringing employers and employees together to increase retention and worker productivity.
This session should particularly benefit individuals who design and implement job retention programs and help workforce development practitioners put a new spin on corporate training.

Marguerite Walsh, Dean, Occupational Training, Continuing Education; Joan Edwards, Director, Continuing Education, The Community College of Baltimore County-Catonsville, MD

Monday, March 18, 12:15-1:15 p.m. (S143)
Forum Salon 1, Fourth Floor

Women in Technology: Growing in Leaps and Bounds

WIT students are enrolled in a College Tech Prep cluster that links seamlessly to Bristol Community College’s Engineering and Transfer Degree Programs. High school young women spend two days a month at Texas Instruments and Leach and Garner designing and building devices that directly impact the manufacturing needs of each company. Secondary and postsecondary school students who have gone through the program present a detailed account of their past and present work.

Ted Boudria, Director, Tech Prep, Bristol Community College, MA; Robert Brown, Manager, WIT, Texas Instruments, MA; Susan Greve, Guidance Counselor, Taunton High School, MA

Monday, March 18, 12:15-1:15 p.m. (S203)
Forum Salon 3, Third Floor

From Welfare to Call Center Customer Representative

in 30 Days

Program trains TANF (Temporary Assistance for Needy Families) and/or food stamp recipients for customer service roles. The program trains students to place and 81 percent continue to work in their past and present work. Students who report that they were unprepared technologically and organizationally for the demands of online learning. This session presents strategies for the development of dynamic and interactive approaches to orienting and preparing students for online courses.

William Smith, Assistant Professor, CIS; Randy Dominguez, Dean, Distance Learning, Tulsa Community College, OK

Monday, March 18, 12:15-1:15 p.m. (S136)
Forum Hyannis, Fourth Floor

Creating the Mosaic of Community Literacy

Preseners discuss the reach of community colleges as catalysts for connecting and incorporating community agencies into adult literacy development. This session highlights the outcomes and implications of connected learning for traditionally disconnected populations. By placing virtual and onsite college learning centers within and among the educational, correctional, and community-based partners, this model demonstrates the effectiveness of supporting basic skill, developmental, and college-level learning using faculty/teacher mentoring, video conferencing, computer-assisted instruction, aligned curriculum, and virtual library/classroom connectivity. This session should particularly benefit individuals who support adult learners in community, workplace, and educational integration.

Cynthia Bioteau, Dean, Developmental Learning and Academic Support, Bunker Hill Community College, MA; Robert Flynn, Director, Suffolk County Sheriff’s Department, MA

Monday, March 18, 12:15-1:15 p.m. (S383)
Forum Harvard, Third Floor

Are You Ready? Accreditation Readiness for Online Programs

An accreditation readiness assessment is an efficient and effective way to ensure that your institution receives a favorable review of its electronically delivered programs. Because accreditation is so important, it is crucial to understand how well your institution meets the new Guidelines for Electronically Delivered Programs and Certificates recently adopted by the regional accrediting commissions. This session describes a process that institutions can use to prepare for the visiting team. Examples of good practice are presented and discussed.

Pam MacBrydie, Senior Consultant, Strategic Consulting Services, Colleges Eduprise, Inc., NC

Monday, March 18, 12:15-1:15 p.m. (S490)
Forum Massachusetts, Fifth Floor

Best Practices in Online Orientations

Today, online courses are often filled with frustrated students and led by equally frustrated faculty. Often, students report that they were unprepared technologically and organizationally for the demands of online learning. This session presents strategies for the development of dynamic and interactive approaches to orienting and preparing students for online courses.

Tom Nallen, Marketing Manager, Product and Solution, Cisco Systems, Inc., MA

Monday, March 18, 12:15-1:15 p.m. (S665)
Forum Salon K, Fourth Floor

SCT’s Connected Learning Solution

As the three “Rs” of education—reading, writing and ‘mathematic—are moved into the world of distance learning by technology, lifestyle, and need, a couple more “Rs” are required to create a truly integrated solution: “real-time” and “reliable.” SCT is helping to guide the industry in meeting the distance learning challenge through the Product Integration Alliance with Campus Pipeline and WebCT and a unique relationship with client partners. Come learn how SCT merges online learning with on-campus learning, creating a unified system that delivers a full range of administrative services, campus intranet offerings, distance learning resources, community tools, and Internet content from a single login.

Peigi Munkittrick, Senior Director, Teaching and Learning, SCT, PA

Monday, March 18, 12:15-1:15 p.m. (S603)
Forum Salon E, Fourth Floor

Innovative Ways for Self-Paced Learning of Accounting Using Interactive Spreadsheets

When students are active participants in the learning process, the retention of knowledge is increased. Since technology can provide immediate feedback to students, active learning spreadsheets with predefined formulas are used for students to see the impact of various accounting transactions. Comment boxes and auditing tools are used to guide students toward the correct solutions to accounting problems. Drawing tools and check figures are used as additional guides to reach correct solutions. This presentation demonstrates innovative ways of using spreadsheets to involve accounting students in an active learning process.

Suryakant Desai, Professor/Coordinator, Accounting; Jackie Hsu, Instructional Designer, Teaching Learning Center, Cedar Valley College, TX

Monday, March 18, 12:15-1:15 p.m. (S216)
Roundtable Salon E, Fourth Floor

In Education, Can We Really Collaborate Beyond Our Imagined Boundaries?

This is a session for people who want to find out, together, how to recognize and break through our imagined barriers to collaboration in education. Especially with the variety of learning technologies
available today, we should be able to find countless ways to work with others in education, beyond barriers of geography, economics, language, discipline, and technical expertise. Let’s explore this together!

Brian Donohue-Lynch, Associate Professor, Anthropology/Sociology, Quinebaug Valley Community College, CT

WORkFORce PreparatIon and DeveloPment

Monday, March 18 12:15-1:15 p.m. (S238)
Roundtable
Salon E, Fourth Floor

E-Commerce Resource Center and Web Developer Programs

This discussion is about Harrisburg Area Community College’s E-Commerce Resource Center and its Web Developer programs. The mission is to train workers and faculty, create online courses, and provide a place with Web resources for business and industry. The E-Commerce Resource Center includes a physical space, as well as a website that provides an assessment component for employees trained at the college. This session should particularly benefit individuals who are interested in providing Web classes, Web programs, and faculty, create online courses, and provide a place with Web resources for business and industry.

Barbara Feltz, Professor, Workplace and Economic Development, Harrisburg Area Community College, PA

MONDAY, 12:15 P.M. - 4:15 P.M.

LEARNING AND TEACHING

Learning Center Course #5

Monday, March 18 1:15-4:15 p.m. (LC5-S489)
Salon B, Fourth Floor

How the Brain Learns: Research, Theory, and Classroom Application

The brain has a natural learning process and an innate need and desire to learn. When we know how the brain learns, we can help students be the naturally motivated, successful learners they were born to be. This session will particularly benefit individuals who are interested in the most recent brain research and theory, to help apply this knowledge in their classrooms, and methods for creating and teaching brain-compatible curriculum.

Rita Smilkstein, Professor Emerit, Humanities, North Seattle Community College, WA

LEADERSHIP and ORGANIZATION

Learning Center #8

Monday, March 18 1:15-4:15 p.m. (LC6-S565)
Salon C, Fourth Floor

Putting the Learning College Principles to Work

Through interaction with participants in the League’s Learning College Project, learners in this course explore ways in which leading institutions are implementing the Six Principles of the Learning College identified by Terry O’Banion: The Learning College (1) creates substantive change in individual learners; (2) engages learners in the learning process as full partners with primary responsibility for their own choices; (3) creates and offers as many options for learning as possible; (4) assists learners to form and participate in collaborative learning communities; (5) defines the roles of learning facilitators in response to the needs of learners; and (6) succeeds only when improved and expanded learning can be documented for learners. In this course, learners assess the extent to which their colleges are applying these principles and identify obstacles and challenges their colleges face on the journey toward becoming more learning centered. Learners then explore strategies to overcome these barriers.

Cynthia Wilson, Vice President, Publications and Research, League for Innovation in the Community College, AZ; Irving McPhail, Chancellor, The Community College of Baltimore County, MD; Mary Kay Kickets, Vice President, Academic Affairs, Moraine Valley Community College, IL; Dianne Cyr, Associate Vice President for Student Learning, Community College of Denver, CO; Cindy Miles, Vice President and Senior Program Officer, League for Innovation in the Community College, AZ

MONDAY, 1:15 P.M. - 4:15 P.M.

LEARNING CENTER COURSES #5-8

LEARNING CENTER Courses #5-8

Monday, March 18 12:15-11:51 p.m. (S238)
Roundtable
Salon E, Fourth Floor

Keeping Pace with Technology: Enhancing a College Curriculum with Support from Local Industries and Professional Organizations

Given the changes in technology and in the high-tech workforce, how do you keep your college’s technology curriculum up-to-date and capable of offering the most effective courses to your students? Learn how colleges can use the support of Cisco and professional organizations such as World Organization of Webmasters (WOW) to prepare students for the changing workforce. This session benefits individuals who are interested in providing Web classes, Web programs, and faculty, create online courses, and provide a place with Web resources for business and industry.

Barbara Feltz, Professor, Workplace and Economic Development, Harrisburg Area Community College, PA

LEARNING AND TEACHING

Learning Center Course #7

Monday, March 18 1:15-4:15 p.m. (LC7-S120)
Salon A, Fourth Floor

A Comprehensive Faculty Advisor Professional Development Series: Enriching Advancement Through the Workshop Series

Don’t miss the opportunity to learn about the most comprehensive faculty advisor series in the nation. This series, a result of collaborative efforts by the Student Services and Academic Services divisions at Monroe Community College, is designed to provide faculty and staff the opportunity to develop and enhance their advising skills. A strength of the program is that it is offered at three key times: Fall, Winter, and Spring. Each workshop offers an opportunity to develop and enhance their advising skills. A strength of the program is that it is offered at three key times: Fall, Winter, and Spring. Each workshop offers an opportunity to develop and enhance their advising skills.

Susan Baker, Assistant to the Vice President, Student Services; Denise Klein, Senior Advisor, Counseling and Testing, Monroe Community College, NY

STUDENT SERVICES and ACTIVITIES

Learning Center #8

Monday, March 18 1:15-4:15 p.m. (LC8-S271)
Salon D, Fourth Floor

Building a World Class Workforce by Delivering World Class Programs

The competitive nature of globalization is increasing the need for high quality work processes and products. Georgia educational, economic development, and business and industry leaders have long recognized the need for a world class workforce and have since developed world class training programs in manufacturing, customer service, and warehousing and distribution through the use of skill standards. In 2001, the NSSB began working with the State of Georgia technical college system as a first step toward implementing the MSSC Skill Standards for core manufacturing. This partnership will serve as a national model for the implementation of core manufacturing skill standards in other states. Participants of the session learn how to begin partnerships as well as develop and evaluate programming including a “how to do” kit. This session should particularly benefit states that are moving towards skill standards and implementation of NSSB and MSSC certifications.

Jackie Rohosky, Assistant Commissioner, Economic Development Programs; George Department of Technical and Adult Education; GA; Bob Grzybowski, HR Director, Kwikset, a Division of Black & Decker, GA; Terry Elam, President, Augusta Technical College, GA

WORKFORCE PREPARATION and DEVELOPMENT

Learning Center Course #8

Monday, March 18 1:15-4:15 p.m. (LC8-S271)
Salon D, Fourth Floor

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Jackie Rohosky, Assistant Commissioner, Economic Development Programs; Quick Start; Edie West, Executive Director, National Skill Standards Board, Washington, DC; Kenneth Breeden, Commissioner; Pam Griffin, Director, Economic Development Programs; George Department of Technical and Adult Education, GA; Bob Grzybowski, HR Director, Kwikset, a Division of Black & Decker, GA; Terry Elam, President, Augusta Technical College, GA

1:30-3:00 p.m.

EXHIBITION OPEN

University of Massachusetts Exhibit Hall, Third Floor
Monday, 1:30 p.m. - 2:30 p.m.

WORKFORCE PREPARATION AND DEVELOPMENT
Monday, March 18 1:30-2:30 p.m. (S476)
Suffolk, Third Floor
Market College Workforce Solutions Nationally Through America’s Learning eXchange
Through America’s Learning eXchange (ALX), the U.S. Department of Labor, American Association of Community Colleges, and others have created a Web-based marketplace for a large and growing array of lifelong learning resources emphasizing job training for individuals and workforce training for employers. For anyone interested in enhancing national marketing opportunities, this presentation describes benefits of and requirements for ALX participation.
The session highlights partnerships with SCT and with the Lexington Group. Session participants are able to assess ALX’s potential value for their institutions.
Larry Seln, Consultant, Windsor Software, MN
Larry Warford, Community College Liaison, America’s Career Kit, U.S. Department of Labor, Washington, D.C.; Dan Radakovich, Vice President, Academic Affairs, Johnson County Community College, KS; Linda Jessup, Director, Strategic Client Partnerships, SCT, PA

1:30-2:30 p.m.

FORUMS

LEARNING AND TEACHING
Monday, March 18 1:30-2:30 p.m. (S507)
Forum
Harvard, Third Floor
Creative Approaches to Enhance Student Learning, Teaching, and Collaboration
This forum concentrates on the use of humor and non-conventional pedagogy to help students improve their learning, teaching, and collaboration skills. Using card games, party games, egg drop exercises, and “A Bug’s Life” movie, students experience the complicated interactions of teaching, as well as study the intricacies of the transfer process and external boundary management. This session should particularly benefit individuals who teach, use teaming and collaboration skills, or want to enliven review sessions.
Sally Struthers, Professor and Chairperson, Art; Ned Young, Professor, Business Management; Gary Mitchner, Chair, English, Sinclair Community College, OH

Monday, March 18 1:30-2:30 p.m. (S520)
Forum
Boston University, Third Floor
The Thing, Even Online Online theatre appreciation courses hold particular challenges because students need to experience live and recorded performances. Butler County Community College has developed a successful online course that incorporates a traditional fine arts appreciation course with an online course. Participants in this session learn how to design online fine arts courses, including adapting traditional classroom activities and requirements and dealing with copyright guidelines. This session should particularly benefit individuals seeking to design and implement online courses in fine arts appreciation.
Phil Speary, Director, Butler County Community College, KS

Monday, March 18 1:30-2:30 p.m. (S506)
Forum
Cape Cod, Fourth Floor
Mesa’s New Faculty Experience: Faculty Learning for the Learning College
In Mesa Community College’s New Faculty Experience (NFE) deep and meaningful learning occurs throughout faculty members’ first year. Unlike more traditional, “episodic” faculty development, our NFE provides a unique framework for faculty learning. In this session, faculty and administrative leaders will learn about this dynamic model that integrates new faculty into the life and culture of a learning college. Participants will explore in-time techniques and case learning that exemplifies a constructivist and learning-focused first-year experience for faculty.
Naomi Story, Director, Center for Teaching and Learning; Amy Andelora, Faculty Developer, Center for Teaching and Learning; Gail Mee, Dean, Instruction, Mesa Community College, AZ

Monday, March 18 1:30-2:30 p.m. (S168)
Forum
Hyannis, Fourth Floor
Low Cost, Hands-On Science and Technology Laboratory Experimentation and Demonstrations A revolutionary new computer-controlled instrument and online laboratory software provide a low-cost solution for science and technology laboratory experimentation and demonstrations with anytime, anywhere capabilities. This session should particularly benefit colleges seeking to provide students with hands-on, science and technology experimentation. Participants learn how easy it is to set up this rich learning environment.
Nathan Chao, Professor, Electrical Technology; Bernard Mohr, Professor Emeritus, Electrical Technology, Queensborough Community College-CUNY

Monday, March 18 1:30-2:30 p.m. (S221)
Forum
Salon K, Fourth Floor
Why Don’t You Take that Refrigerator Out of Your Backpack?
Instructors often ask students to learn from Lego-like textbooks that present an overwhelming display of disjointed bits and pieces. Students can learn a range of academic material from the art of English composition to the principles of microeconomics by using consistent or familiar media, the voice of a single author, or the Sunday comics. This session should benefit any instructor who has struggled to teach with or without traditional textbooks.
Cynthia Duda, Instructor, English, Bunker Hill Community College, MA; Kevin Gercke, Instructor, Social Sciences and Business Related Technologies, Paducah Community College, KY

Monday, March 18 1:30-2:30 p.m. (S309)
Forum
Salon I, Fourth Floor
Using WebCT: Course Enhancement, Not Content Replacment
WebCT can be a powerful tool when used to strengthen the presentation of material in the classroom. The use of a course calendar, bulletin boards, chat room, and CoP online materials can enhance the course material presented and give students an opportunity to expand their classroom experience. However, the use of this technology without careful and thorough planning will lead to frustration and failure for the faculty member and students. This session should particularly benefit individuals who want to design, and integrate WebCT into their curriculum.
Scott Jeffrey, Assistant Professor, Geography, The Community College of Baltimore County-Catonsville Campus, MD

LEADERSHIP AND ORGANIZATION
Monday, March 18 1:30-2:30 p.m. (S344)
Forum
Simmons, Third Floor
The Teaching and Learning Network: Supporting Professional Development Facilitators at Washington State Colleges and Universities
Over the past few years, 18 community colleges and universities in Washington State have developed teaching and learning centers. In February 2000, facilitators from these and other faculty/staff development centers came together to form the Teaching and Learning Network (TLN) to share best practices and resources. During this session, we will examine how the TLN has been successful in its mission of helping facilitators enhance faculty/staff development at each campus. We will also look at the TLN’s history and functions as well as engage the audience in a discussion of pathways and barriers to effective professional development. This session is of particular interest to academic support staff and college administrators.
Suzanne Lepeinete, Curriculum Design Specialist, Faculty Resource Center, Bellevue Community College, WA; Jill Gallion, Coordinator/Instructor, Family and Consumer Services, Clover Park Technical College, WA; Andreas Brockhaus, Specialist, Instructional Technology, University of Washington, WA; Alan Waugh, Specialist, Curriculum Design, Tacoma Community College, WA

Monday, March 18 1:30-2:30 p.m. (S632)
Forum
Salon J, Fourth Floor
Teacher Education: Partnership Programs for Workforce College Community colleges are committed to training quality pre-K-12 teachers to assure student success in classrooms throughout the nation. Community colleges are also working in partnership with business and industry to raise the level of awareness about the teaching profession and to develop strategies to recruit, train, and retain teachers. Join community college leaders in an interactive session about hiring trends, partnership efforts with the business community, and specialized programs in math, science, and technology.
Ernesto Ramirez, Director, Office of Public School Programs, Maricopa Community College District, AZ; Cheryl Shimazu, Associate Professor, Chemistry, Cerro Coso Community College, CA

Monday, March 18 1:30-2:30 p.m. (S149)
Forum
Massachusetts, Fifth Floor
Education on Demand: An Electronic Campus Model This session particularly benefits individuals seeking a total immersion of technology that supports education on demand. Participants learn how a 100 percent increase of virtual course offerings in one semester paved the way for an electronic campus infrastructure supporting technology partnerships, articulation agreements, quality control processes, faculty professional development activities, and electronic
STUDENT SERVICES AND ACTIVITIES
Monday, March 18 1:30-2:30 p.m. (S451)
Forum
Salon H, Fourth Floor
Online and Real-Time Registration on a Small College Budget
Technology is expensive and small colleges struggle to find ways to maintain state-of-the-art services. College of the Siskiyous, in partnership with CollegeNet, has developed a reasonably priced online registration system. The system incorporates all necessary registration functions, including fee collection and live course enrollment counts, through a real-time connection with CollegeNet. Attendees are given a demonstration of the in-house program and its online registration component.
Robin Richards, Vice President, Student Services/Research; Teresa Winkelman, Registrar; Ann Ashton, Application Specialist, Technology Services, College of the Siskiyous, CA

WORKFORCE PREPARATION AND DEVELOPMENT
Monday, March 18 1:30-2:30 p.m. (S225)
Forum
Orleans, Fourth Floor
Quality in Customized Training from State and Local Perspectives
Quality is at the forefront of many educational initiatives in customized training and continuous programs. The Custom Training Division of the Minnesota State Colleges and Universities System goal is to position itself as the most innovative and customer-responsive entity within the system. This session explores the state office perspective on quality initiatives, as well as an example of the successful implementation of a quality initiative at a technical college. This session should benefit individuals responsible for implementing quality initiatives either at a state or local level in either customized training or continuous programs. Participants of this session learn the key success factors in implementing a quality system; staff development and team involvement ideas; and challenges, benefits, and investment required.
Mary Eaton, Vice President, Custom Training Services, Northwest Technical College, MN

Bridging the Digital Divide BITS: Bristol Community College, MA
Monday, March 18 1:30-2:30 p.m. (S112)
Forum
Wellesley, Third Floor
Bristol Information Technology School (BITS): Bridging the Digital Divide BITS by BITS
Session attendees will learn about best practices in workforce preparation. Bristol Community College (BCC), with a three-year $250,000 grant from Microsoft Corporation and the American Association of Community Colleges, established the Bristol Information Technology School (BITS) a three-year joint project between BCC and five business partners to promote programming within southeastern Massachusetts. The audience will also learn why the traditional computer lab format may not work for every one student and how to develop a similar program at their respective institutions.
Godwin Ariyugo, Assistant Dean, Business and Information Management, Bristol Community College, MA; Gordon Snyder, Executive Director, Springfield Technical Community College, MA
It’s All Within Reach: Customizing the Digital Campus for Non-Traditional Students

This session demonstrates how to deploy Campus Pipeline’s enterprise software to enhance and customize the campus experience for non-traditional students on the community college campus. This session is best suited for educators tasked with managing the people-side of technology and improving the campus experience. Attendees learn from case study examples, including recommended steps for customizing your campus, implementing Web platform technologies to unify applications (e.g. distance learning, e-mail, message boards, news postings), and existing systems.

Jono Smith, Account Manager, Campus Pipeline, UT

Monday, March 18 1:30-2:30 p.m.  ROUNDTABLES

LEADERSHIP AND ORGANIZATION

Monday, March 18 1:30-2:30 p.m.  (5268)  Roundtable
Salon E, Fourth Floor
Re-Imagining an Academic Department as a Vehicle for Recruitment and Retention

Learn strategies and procedures for the development and institutionalization of procedures to identify, recruit, and retain new student populations as department majors and college entrants. Using case studies, participants examine and evaluate targeted recruitment and retention efforts generated by specific departments in tourism and graphic arts, providing added value to general institutional recruitment and retention.

Richard Graziano, Professor, Virtual Enterprise Institute, Stuart Schulman, Executive Director, Virtual Enterprise Institute, Kingsborough Community College-CUNY, NY

Monday, March 18 1:30-2:30 p.m.  (5247)  Roundtable
Salon E, Fourth Floor
Where are the Goodies? The “M” and “M” Program

What “M’s and M’s” don’t melt in your mouth or in your hand? The answer to this question is the Mentor-Mentee Program at Southern Michigan College. This program has been in existence for the past three years and is an integral part of our faculty training program. Come and find out about this exciting program and receive some goodies. This session should particularly benefit individuals who orient and retain new faculty members for their schools. Participants of this session learn what it takes to have a strong mentoring program for full-time and adjunct faculty.

Elaine Foster, Chair, School of Nursing, Southwestern Michigan College, MI

Monday, March 18 1:30-2:30 p.m.  (5648)  Roundtable
Salon E, Fourth Floor
The Call for Service Learning: Louder than Ever

John Dewey’s influence on public education in America is resurfacing as educators expand their pedagogy to include the pragmatic use of service learning. Service learning has progressed from charity work to the shaping of public policy. Join in a discussion of service learning and how it is timelier now than ever before. The discussion includes a description of how service learning is occurring in the communication program at Estrella Mountain Community College.

Roselym Turner, Faculty, Communication, Estrella Mountain Community College, AZ

Monday, March 18 1:30-2:30 p.m.  (5396)  Forum
Roundtable

Re phosphorus, foreman, and supervisory responsibilities. The program includes short-term, on-campus, Web-based correspondence and hands-on instruction. Every student is provided his or her own laptop computer. This session should be especially beneficial to community colleges interested in collaborating with state government offices to provide tailor-made credit programs for employee advancement.

Charles Foust, Provost and Vice President, College of Eastern Utah, UT, Lynn Millard, Coordinator, Maintenance Division, Utah Department of Transportation, UT

Monday, March 18 1:30-2:30 p.m.  (5259)  Roundtable
Salon E, Fourth Floor
Building Leaders for International Aquaculture

Hillsborough Community College presents a how-to workshop on establishing an international learning partnership to bring international students to community colleges and develop leaders in aquaculture that can enhance the quality of living and participation in the global marketplace, once the students return to their home country. This session particularly benefits individuals looking to establish an international learning partnership. Participants of this session learn a process on how to establish international work programs.

Gary Goff, Dean, Hillsborough Community College, FL

Monday, March 18 1:30-2:30 p.m.  (5157)  Roundtable
Salon E, Fourth Floor
Underprepared? Ready or Not, Here They Come! How YOU Can Meet THEIR Needs

To address the discrepancy between the college readiness of our students and faculty expectations, Santa Rosa Junior College faculty from a variety of disciplines presented a three-day Intercession Institute for Developmental and ESL Education to fellow faculty. This session should particularly benefit individuals involved with developmental students by sharing a readiness program designed to help students succeed in college.

Terri Frongia, Research, Santa Rosa Junior College, CA

Monday, March 18 1:30-2:30 p.m.  (5429)  Roundtable
Salon E, Fourth Floor

Youth Can Be Competent in Basic Technology Skills

All students taking classes in the Computer Science Department at Chesapeake College are required to either test out of or participate in a new technology readiness program designed to help students succeed in technology classes. This session should particularly benefit individuals seeking a successful program to guarantee cross-curriculum technology skills for all students. Participants learn how to develop self-test instruments and design short courses that give students the basic technology skills necessary to succeed in college.

Diana Hill-Orton, Assistant Professor, Psychology and Sociology Department, Chesapeake College, MD

Monday, March 18 1:30-2:30 p.m.  (5253)  Roundtable
Salon E, Fourth Floor

3:00-4:00 p.m.

REFRESHMENT BREAK IN THE EXHIBITION

University of Massachusetts Exhibit Hall, Third Floor

MONDAY, 1:30 P.M. - 3:00 P.M.

BASIC SKILLS AND DEVELOPMENTAL EDUCATION

Monday, March 18 1:30-2:30 p.m.  (5429)  Roundtable
Salon E, Fourth Floor

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Terri Frongia, Research, Santa Rosa Junior College, CA

Monday, March 18 1:30-2:30 p.m.  (5429)  Roundtable
Salon E, Fourth Floor
CALL CENTER—CUSTOMER SERVICE TRAINING PROGRAM
This discussion features community colleges that are successfully running call center training programs. Call centers are growing in virtually every area of the nation and they represent an excellent opportunity for community college involvement. Opportunities include the employment of welfare-to-work programs, incumbent worker training, and spin-off opportunities in customer service and technical help-desk training. In this informal drop-in session, presenters discuss how to start, fund, and grow a customer service training program, and share numerous handouts for curriculum and simulators to support a call center customer service program.

Bruce Winner, Los Rios Community College District, CA
William Barber, Henry Ford Community College, MI

MONDAY, 3:00 P.M. - 4:00 P.M.
LEARNING AND TEACHING

Monday, March 18 3:00-4:00 p.m. (S546)
Forum

Yamashita, Fourth Floor

Using Performance Assessment Tasks to Improve Assessment

Determine how you might adopt or adapt performance-based assessment strategies in your organization. Differentiate between performance-based assessments and non-performance-based assessments. Draft ideas or suggestions for adopting or adapting one or more strategies presented in this session. Participants compare observations and conclusions about the WIDS Performance Assessment Task Library with peers and workshop leaders.

Robin Soine, Associate Director, Instructional Design and Planning, Wisconsin Technical College System Foundation, Inc., WI

Forum

March 18 3:00-4:00 p.m. (S368)
Maine, Fifth Floor

Interactive Computer Illustrations + Math Learning Strategies = Math Success

National Science Foundation project materials facilitate learning of developmental arithmetic, measurement, and metric geometry. Interactive software illustrations provide concrete visual models of math concepts, relationships, and algorithms. Students construct understanding of abstract ideas by manipulating the concrete models and observing related changes in linked verbal and numeric models. Strategies for Mathematics Success introduces information on the math learning process in the context of individual learning styles and learning preferences.

Joanne Mansville, Professor, Mathematics/Physics;
Yvette Straughter, Professor, Mathematics/Physics,
Bunker Hill Community College, MA

Forum

March 18 3:00-4:00 p.m. (S610)
Simmons, Third Floor

The Institutional Portfolio: A Performance-Based Model for Assessment of Student Learning Outcomes

This forum presents a comprehensive overview of a model for performance-based assessment of student learning outcomes. Detailed statements of expected student learning outcomes, methods of assessing those outcomes, and institutional standards are presented. Participants work in small assessment teams to evaluate samples of actual student work using the holistic scoring rubrics developed for the model. This session should interest educators at all levels of assessment expertise and in all segments of higher education who are concerned with assessment of student learning.

Jeffrey Seybert, Director, Institutional Research,
Johnson County Community College, KS

Forum

March 18 3:00-4:00 p.m. (S130)
Salon H, Fourth Floor

Re-Envisioning Learning: Macomb Style

Beginning the transformation from a teaching to a learning-centered institution is challenging. Macomb, a comprehensive community college, has accepted this challenge. By undertaking cross-campus strategic initiatives, Macomb’s journey began with re-envisioning its academic focus, purpose, and philosophy. This presentation explores organizational involvement from all levels which led to a New Teacher Academy, campus-based Academic Resource Centers, and a Professional Development Institute.

Rose Bellanca, Provost, Academic Affairs; Gus Demas, Deputy Provost, Academic Affairs;
Carolyn Gilbreath, Director, Academic Affairs, Macomb Community College, MI

Forum

New Hampshire, Fourth Floor

Where the Other Is You: Engaging Culture Through Curriculum

The focus of this presentation is infusing multiculturalism throughout the curriculum at multiple levels of critical discovery. The workshop is a celebration of the power of collaborative learning. The presenters discuss the unique challenges associated with creating engaging academic multicultural experiences for students, especially when diversity is not present in the classroom. After the presenters establish the context, participants collaborate with each other in creating “toolboxes” for overcoming resistance to unfamiliar and unfamiliar material and perspectives and to aid students in creating a multicultural community of learners in thought and action.

Debora Barrera Pontillo, Founding Faculty, Art, Drama, Ethnic Studies, Donna Thompson, Frederick Jackson, Instructor, Anthropology, Sociology, Ethnic Studies, Cascadia Community College, WA

Forum

March 18 3:00-4:00 p.m. (S544)
Salon C, Fourth Floor

Effective Digital Teaching and Learning to the Web Across Platforms and Campuses

Explore and apply a system of faculty coaching in basic multimedia and instructional Web design skills for the creation, assessment, and evaluation of WebCT and Blackboard. Discuss their respective strengths and weaknesses in terms of instructional effectiveness for beginning and experienced faculty, administrators, and staff members.

Felix Rizvanov, Designer, Center for Instructional Technology; Joseph Rizzo, Professor, Behavioral Studies; Richard Lizzote, Professor, Developmental Studies, Northern Essex Community College, MA

Forum

Monday, March 18 3:00-4:00 p.m. (S527)

LEADERSHIP AND ORGANIZATION

Monday, March 18 3:00-4:00 p.m. (S368)

Forum

New Hampshire, Fourth Floor

The Fabric of Formation: Weaving Together the Intellectual and Spiritual

The Eastern Shore Association of Colleges, a five-school consortium has established and successfully implemented the Faculty Development Institute. The program has successfully overcome geographic distance and institutional differences to support a robust program of faculty development at the participating institutions. This session, which focuses on some of the lessons learned during the past two years, should particularly benefit individuals responsible for providing technology training to faculty. Participants of this session learn how to create a collaborative project between multiple institutions.

Douglas Gray, Dean, Technology and Instructional Support Services; Cynthia France, Associate Professor, Technology and Instructional Support Services, Chesapeake College, MD

Forum

March 18 3:00-4:00 p.m. (S562)

Salon I, Fourth Floor

The Fabric of Formation: Weaving Together the Intellectual and Spiritual

Two community college districts have begun to explore formation at their institutions. Both are training facilitators through the Center for Formation in the Community College and are offering a variety of formation opportunities. Presenters share handouts...
Monday, March 18  3:00-4:00 p.m.  (S182)
Forum
Provincetown, Fourth Floor
CLOSING THE GAPS IN RECRUITMENT AND RETENTION OF STUDENTS
The Houston Community College System, like all colleges in Texas, is charged with the development of plans and activities to close the gaps by 2015 in terms of the recruitment, retention, and success of students, particularly those traditionally underserved. Participants in this session learn how a large and diverse multicollege system tackled this challenge with research, planning, funding, and implementation of new programs and services.
Charles Cook, Vice Chancellor, Educational Development; Bruce Leslie, Chancellor; Fena Garza, Associate Vice Chancellor, Educational Development, Houston Community College System, TX

Monday, March 18  3:00-4:00 p.m.  (S491)
Forum
Harvard, Third Floor
DISTANCE LEARNING: LEARNER RELATIONSHIP MANAGEMENT ON A SHOESTRING
The Sinclair Community College Distance Learning program was challenged with meeting escalating distance-learning student enrollments over the past two years with a very small support staff. This session should particularly benefit individuals concerned with growing, retaining, and managing relations with distance-learning student populations.
Donald Smith, Manager, Distance Learning, Technical and Support Services; Linda Pahlud, Coordinator, Distance Learning, Sinclair Community College, OH

Monday, March 18  3:00-4:00 p.m.  (S189)
Forum
Salon K, Fourth Floor
BUILDING A COLLEGE AND COMMUNITY COLLABORATION FOR A+ CERTIFICATION AND IT CAREER ENTRY
This session should particularly benefit individuals who would like to start a career ladder program in computer technology beginning with technical support and A+ certification. Participants learn how one college has partnered with a local community consortium to create a college credit training program to prepare dislocated workers for entry into information technology careers.
Peter Crabtree, Development Officer, Educational Services, Peralta Community Colleges District Office, CA; Susan Chin, Coordinator, CIS, College of Alameda, CA

Monday, March 18  3:00-4:00 p.m.  (S572)
Forum
Salon J, Fourth Floor
START AT K: TARGET CLASS OF 2017
Community colleges can expand their sphere of influence by developing successful partnerships with school districts that share the common goal of developing the best-educated graduates. This session provides a partnership model to improve the quality of long-term care.
Nancy Campbell, Program Coordinator, School-to-Work, Delaware Technical and Community College-
**Moving the Essay from Montaigne to Microsoft**

Come examine the art of the essay from Montaigne to Microsoft and determine how innovative teaching and counseling of students in a program called ReStart is presented. This session should benefit staff members concerned with the retention of students, especially students who are experiencing severe academic difficulty.

- **Monday, March 18** 3:00-4:00 p.m. (S547)
- **Roundtable**
- **Salon E, Fourth Floor**

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**What is information competency and how can you use a Web-Based Tutorial Can Reinforce Basic Computer Skills Course?**

What is information competency and how can you use a multimedia Web-based tutorial to reinforce information competency? This session is for educators who are in the process of defining information competency and are interested in preparing curriculum materials that involve interactive Web-based tutorials. Find out how to enhance courses through the use of multimedia tutorials, criteria to use when evaluating software tools, shortcuts, and money-saving techniques. Participate in a discussion of how to successfully plan, analyze, and complete a project involving tutorials designed to teach basic computer skills.

- **Monday, March 18** 3:00-4:00 p.m. (S212)
- **Roundtable**
- **Salon E, Fourth Floor**

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**竭泽而枯的网络世界**

随着信息时代的到来，网络已经成为我们日常生活中不可或缺的一部分。尽管网络为我们提供了丰富的信息资源和便捷的交流平台，但同时也带来了一些问题。网络的匿名性使得人们可以在没有真实身份约束的情况下发表言论，导致了网络暴力、网络谣言等现象的出现。这些现象不仅破坏了网络环境的和谐，也对个人的身心健康产生了不良影响。因此，我们需要共同努力，维护网络空间的清朗，让网络成为我们共同的社会生活空间。
Monday, March 18  4:15-5:15 p.m. (S140)
Forum
Maine, Fifth Floor
Quality, Assessment, and Improvement: The "So What" Factor
As colleges move further into becoming learning-centered, many are focusing on quality criteria as a way to focus on assessment. San Juan College has been on the quality learning journey for some years and is developing processes that link quality criteria for national accreditation, learning college principles, and methods to develop and assess student learning objectives. This session should be of particular interest to faculty and administrators interested in enhancing the student learning experience.

Barbara Pollmann, Vice President, Learning/Instruction, San Juan College, NM

Monday, March 18  4:15-5:15 p.m. (S376)
Forum
Provincetown, Fourth Floor
Integrating Technology Into the Learning Process and Curriculum by Using PowerPoint
Participants learn numerous ways to integrate technology into the curriculum and enhance student learning. The presenters identify ways to use technology in the classroom and address various planning tools, different instructional models, and different learning styles. The forum offers participants hands-on experience using PowerPoint as they create a presentation for their course that incorporates all the various learning styles.

Annamarie Masi, Instructor, School of Education, Northampton Community College-Wolfson Campus, FL; Rebecca Sanchez, Instructor, Miami-Dade Community College-Kendall Campus, FL

Monday, March 18  4:15-5:15 p.m. (S171)
Forum
Harvard, Third Floor
A Masterpiece in the Making . . . the Palette is Still Wet!
We created our own version of a learner-centered, flexible, self-paced approach to course delivery by exploring other models and committing to a new concept. We share the process, give lots of insights and materials for transforming the learner-centered delivery and curriculum, and share the unique tracking system for offering multiple courses and modules simultaneously. This session should interest administrators and faculty who are interested in a learner-centered innovative approach.

Catherine Chew, Dean, Business, Technology and Allied Health Programs; Janie Hagenbuch, Professor, Business, Northampton Community College, PA

Monday, March 18  4:15-5:15 p.m. (S445)
Forum
Vineyard, Fourth Floor
Breaking Quality, Assessment Through the Boundaries: Integrating Your Tools with WebCT
The presenter shows how to effectively and seamlessly integrate PowerPoint, Adobe, RealVideo, and Flash into WebCT. The students’ use of these features is as intuitive, effortless, and discipline-enhanced as possible. This session should particularly benefit individuals who wish to use WebCT simultaneously with active-learning technologies existing outside the WebCT environment.

Richard Reiman, Associate Professor, Business and Social Science, South Georgia College, GA

Monday, March 18  4:15-5:15 p.m. (S311)
Forum
Salon K, Fourth Floor
Collaboration for Student Success
This presentation demonstrates two collaborative models for student success, a partnership of ten postsecondary institutions to align writing instruction with secondary institutions and a comprehensive approach by counselors, faculty, and administrators that helps underprepared students become transfer-ready. Participants learn the roles of major players, approaches to motivate collaboration between high schools and colleges, and how to measure progress. The session particularly benefits educators seeking programs that have significant positive impact on student retention, success, and transfer rates.

Sunshine Vidal, Counselor; Carol Shier, Faculty, Reading; Deidre Hughes, Associate Professor, English; Albert Lopez, Student Facilitator, Fullerton College, CA; Christine Jennings, Associate Professor, English; Jane Hunn, Chair, English, Tidewater Community College, VA

Monday, March 18  4:15-5:15 p.m. (S224)
Forum
Simmons, Third Floor
In Over Your Head: Managing Open-Entry Online Courses
Anytime, anywhere learning is attractive and convenient to students, but can be an organizational nightmare for instructors. This session outlines the problems encountered in managing open-entry sections of two online biology courses and how an Access database provides excellent solutions. In a live, interactive demonstration, see how this instructor-developed database not only tracks students’ progress in overlapping sections, but also helps identify students at risk earlier in the semester.

Brian Earle, Professor, Business, Science and Technology; Jackie Hsu, Instructional Designer, Teaching Learning Center; Rhonda Fuhrmann, Instructional Associate, Biology, Cedar Valley College, TX

Monday, March 18  4:15-5:15 p.m. (S234)
Forum
Montgomery, Fifth Floor
Recapturing Your Soul: Meditation as a Vehicle for Faculty Formation and Student Interaction
Bust by bureaucratic, fiscal, and political concerns, community college faculty members are sometimes overwhelmed by the demands made of them as they try to educate students struggling with adult illiteracy. In this session, we demonstrate how meditation can help faculty redirect themselves and nurture their souls. Once introduced to these meditative approaches, faculty can introduce these ancient techniques to students to improve their academic and emotional well-being.

JoAnna Falco-Leshin, Professor, English and Communications; Robert Leshin, Professor, Accounting and Finance, Miami-Dade Community College, FL

Monday, March 18  4:15-5:15 p.m. (S631)
Forum
Boston University, Third Floor
Innovative Practices in Teacher Education: A National Perspective
Community colleges throughout the nation are helping to recruit and train pre-K-12 teachers and are providing leadership for increasing the pipeline and diversity of teachers. Join community college and policy leaders in a discussion about new policies and initiatives designed to address the issues associated with the growing teacher shortage. Learn about online certification programs, statewide degree programs, and other unique innovations that are helping educators.

Janet Johnson, Faculty Chair, Education, Rio Salado Community College, AZ; Carol Lanning, Senior Advisor and Program Planning and Accountability, Illinois Community College Board, IL; Ellyn McLaughlin, Director, Teacher Education, Anne Arundel Community College, MD; Evelyn Waivailo, Project Manager, METLife Foundation Initiative for Student Success, Community College Survey of Student Engagement (CCSSE), TX

Monday, March 18  4:15-5:15 p.m. (S132)
Forum
Salon J, Fourth Floor
Transforming that Connects: Mission, Meaning, and Cooperative Effort
The session follows up on last year’s lively roundtable discussion about the challenges of implementing democratic leadership styles. The focus is on one high-impact skill that leaders can use to create environments that are high in inclusion, communication, and accountability. Also discussed are the importance of “carrying the banner” of the mission of the organization; assessing the viability of mission statements; linking the relationship of mission, personal meaning in work for people at all levels of the organization; and teamwork. This session should particularly benefit leaders who want to develop work teams based on shared decision-making and responsibility. Participants of this session learn how to assess the viability of their organizational mission statement and develop strategies for keeping organizational focus on mission and teamwork.

Anne Benvenuti, Professor, Philosophy, Cerro Coso Community College, CA; Diane Koditek, Director, Kern County Department of Mental Health, CA

Monday, March 18  4:15-5:15 p.m. (S187)
Forum
Yarmouth, Fourth Floor
Transformation of a Community College: Improving Academic Quality Through Assessment, Faculty Development, and Technology
Suffolk County Community College is undergoing an institutional cultural change through the support of a $1.7 million United States Department of Education Title III grant project. The speakers present an overview of this five-year project. The project activities include the development of assessment plans; monthly faculty development workshops addressing assessment, active-learning and technology; Teaching Fellows Summer Institute and construction of smart-classrooms and TLCs supporting instructional technology plans.

Donald Coscia, Associate Dean, Academic and Campus Affairs; Robert L. Arrington, Executive Dean, Academic and Campus Affairs; Linda Sabatino, Professor, Biology; James Canniff, Vice President, Academic and Campus Affairs, Suffolk County Community College-Ammerman Campus, NY
Employing Business Partners’ Expertise in Developing Occupational Skill Standards: Selected States Analysis Partnerships with business provide a rich resource for developing occupational skill standards. Additionally, the partners are a first resource for initiating the use of skill standards in their businesses. For more than five years, Illinois has been using business partners to provide expert workers who create and validate skill standards. Other states have had successful partnership efforts. An analysis of Illinois’ strategies and other states’ efforts are presented.

Jacquelyn King, Clinical Assistant Professor, Workforce Education and Development, Northern Illinois University, IL

Student success is a collaborative venture. Faculty and student services working together at Rio Hondo College have developed a uniquely supportive relationship that increases the persistence and retention of online learners. The virtual college offers support services such as face-to-face orientation, online orientation, online and phone support, and a free online survival guide. This collaborative effort has led to increased educational opportunities for the college’s large Hispanic student population and an increase in retention for distance education students.

Sue Roig, Instructional Designer, California Virtual College Region 2, CA; Bolen Torres-Gill, Counselor, Rio Hondo College, CA

New Paradigm for a New Century
The Learning College and Student Development: A New Paradigm for a New Century

The learning college concept is truly a revolutionary approach toward student learning. Community colleges across the country are revising their teaching methods to incorporate this new learning model. This presentation provides an opportunity to hear first-hand about what this new concept involves and how student development can play a central role in a college’s transformation to a learner-centered environment.

Evelyn Clements, Vice President, Student Development, Middlesex Community-Technical College, CT; Bill Flynn, Managing Director, National Council for Continuing Education and Training, CA; Rosemary Wooley, Dean, Student Services, St. Louis Community College at Forest Park, MO

Log In for Automated Lab Attendance Tracking
The presenter shows how to address working with state and federal agency attendance requirements for reporting lab usage, receiving grant funding, and using labs. Participants view a brief demo of Log In and its reporting capabilities and learn how to automate tracking of attendance for all labs, courses, and course activities.

Kathleen Julison, Owner, Red Canyon Systems, Inc, IL


History is filled with examples of new technologies that carry out the work previously done by humans. The electronic scoring of student responses to open-ended assessments using artificial intelligence initially met with resistance, but has gradually met with acceptance in the educational community. While a few remain skeptical, most have come to accept this movement as part of a broader wave of computer technology finding its way into our lives. In this interactive session, participants are asked to score student essay responses and compare their judgments with those made by the computer-based WritePlacer scoring engine. Differences in participant and computer scoring are analyzed and discussed, as are the

Monday, March 18 4:15-5:15 p.m. (S529)
Forum
Suffolk, Third Floor

VENDOR SOLUTIONS AND DEMONSTRATIONS
Monday, March 18 4:15-5:15 p.m. (S546)
Forum
Suffolk, Third Floor

The Role of the Live Online Instructor in an E-Learning World
The magic and effectiveness of quality classroom-based learning experiences need not be lost when a course is moved to the Internet. Excitement shared for material by a passionate and knowledgeable instructor, lessons learned through meaningful real-time group discussion, and higher retention rates associated by learning through doing can be more difficult to accomplish without live human interaction. This session explores effective classroom practices that travel well to the Web and practices that are now possible exclusively online. This session should benefit educators who fear moving to Web-based instruction must mean a complete transformation of their approach to teaching and learning.

Matt Wasowski, Director, Marketing; Jonathan Finkelstein, Senior Vice President, Development, HorizonLive, Inc., NY
advantages and disadvantages of electronic essay scoring.

Gloria Elliott, College Board Consultant, ACCUPLACER, The College Board, NY; Scott Elliot, Chief Operating Officer, Vantage Learning, Inc., PA

Monday, March 18 4:15-5:15 p.m. (S342) Roundtable
Salon E, Fourth Floor

Learning and Teaching

Monday, March 18 4:15-5:15 p.m. (S342) Roundtable
Salon E, Fourth Floor
Finding the Safe Box in the Rubric: Assessing Self-Assessment

Active learning and self-assessment have long been classroom methods of choice. This session explores the implications raised by data gathered in one-on-one interviews with an English instructor’s students. Although self-assessment work produced by students indicated they were meeting the outcomes anticipated by the instructor, one-on-one interviews with students indicated that they viewed self-assessment as a political game between them and the instructor.

Suzanne Lepeintre, Curriculum Design Specialist, Faculty Resource Center; Robin Jeffers, Instructor, English, Bellevue Community College, WA

Monday, March 18 4:15-5:15 p.m. (S378) Roundtable
Salon E, Fourth Floor

Qualitative and Formative Assessment with Student, Faculty, and Tutor Handbooks

Participants in this session identify the process of compiling handbooks for students, faculty, and tutors that list department philosophy, curriculum for every course, course objectives, samples of student work, and rubrics. Participants also learn how these handbooks lead to the delivery of a consistent curriculum in departments with many courses and faculty.

Alessandro Massaro, Professor, ESL, Bunker Hill Community College, MA

Monday, March 18 4:15-5:15 p.m. (S356) Roundtable
Salon E, Fourth Floor

Encouraging Communication in Online Courses

This discussion explores methods for structuring online courses to maximize the quality of interactions among students and between the instructor and students. Participants discuss achievements in achieving synergy in the virtual classroom, suggestions and techniques for facilitating asynchronous discussions, collaborative and cooperative learning, promoting communication and collaboration, and strategies for providing feedback. This discussion should particularly benefit individuals currently teaching online or planning to teach online in the future.

Michael Lindeman, Specialist, Illinois Online Network; Iris Stovall, Coordinator, Illinois Online Network, University of Illinois, IL

Monday, March 18 4:15-5:15 p.m. (S341) Roundtable
Salon E, Fourth Floor

A Roadmap for New Faculty Success in the Learning College: New Faculty Orientation

A dramatic increase in the number of new faculty today has required leaders to assess the methods for orienting new faculty members. This session presents one plan for a new faculty orientation process. Participants work in small groups to customize a process for their college. Basic components of the process include a checklist of items to include in the orientation process, mentorship by experienced faculty, orientation to the Learning College, and a reference list of useful texts and videos.

Sharon LeMaster, Director, Academic Affairs, Gwinnett Technical College, GA

Monday, March 18 4:15-5:15 p.m. (S365) Roundtable
Salon E, Fourth Floor

A Model for Interdisciplinary Science

Science education warrants the development of interdisciplinary learning and teaching strategies. The presenter describes a model that uses complimentary aspects from biology, chemistry, physics, earth science, and ethics. The purpose of the model is to allow non-science majors to partially satisfy general education requirements through interdisciplinary studies. Participants learn how a nine-credit course with laboratory experience was designed to award credit for general biology, physical science, and applied ethics.

Ted Maguder, Chairman, Environmental and Natural Science, Northern Virginia Community College, VA

Monday, March 18 4:15-5:15 p.m. (S377) Roundtable
Salon E, Fourth Floor

Opportunity for Success: Motivating High-Risk Young Adults to Succeed in College

Participants of this session learn how a rural community college boosted enrollment and retention of students with significant barriers to success by unique programming, financial and job support, personal guidance, and partnering with local industry to provide mentors. Learn how focusing on primary needs like transportation and childcare and providing personal support and mentoring can make the difference for diverse student populations.

Joan Macneil, Director, Learning and Student Development; Robert Fernandez, OFS Coordinator, Learning and Student Development; Robert Kozowski, Program Coordinator, Opportunity for Success, Quinebaug Valley Community College, CT

Monday, March 18 4:15-5:15 p.m. (S364) Roundtable
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Monday, March 18 4:15-5:15 p.m. (S364) Roundtable
Salon E, Fourth Floor
LEADERSHIP AND ORGANIZATION
Tuesday, March 19, 2002
7:00 a.m. – 8:00 a.m.
Forum
Salon H, Fourth Floor

Tying Faculty Support to New Motivations for Teaching and Learning Online
There are many barriers to supporting faculty as they prepare to teach online. By leveraging new motivations for teaching and learning online, the support program at Bellevue Community College is timely and accessible to busy faculty. Faculty are given clear benchmarks for their own preparation and support from student interns from the college’s multimedia program and a variety of workshops tied to specific benchmarks. Participants learn how to implement their own faculty support model.

Suzanne Lepeintre, Curriculum Design Specialist, Faculty Resource Center, Bellevue Community College, WA; Flo Wiger, Acting Provost, Vincent Linares, Professor, Professional Development, Maui Community College, HI

MENTOR CLASS 101: Will the Final be Comprehensive?
Maintaining a strong teaching faculty is a challenge when there is a large turnover rate in tenure track positions. College of the Redwoods has developed a mandatory, year-long mentoring program designed to help new teachers balance a heavy teaching load with their other professional responsibilities. Newly appointed faculty members work together as a group throughout the year, building a sense of community and establishing a network of contacts. Participants in this forum receive detailed handouts describing the various mentoring activities and hear about this program evolved to meet a variety of institutional needs.

Michael Thomas, Professor, Philosophy/Humanities; Kerry Mayer, Assistant Professor, Humanities, College of the Redwoods, CA

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Michael Thomas, Professor, Philosophy/Humanities; Kerry Mayer, Assistant Professor, Humanities, College of the Redwoods, CA
Learning how to apply the 21st Century Learning Outcomes in career education programs. Virtual Enterprise is a global business simulation in which students create, manage, and operate companies that trade products and services in a Web-driven, e-commerce network of more than 3,000 other virtual firms. The Learning Outcomes were used to evaluate the program and to offer strategies for the development of synchronous and asynchronous student-centered learning communities. Rubrics and outcomes are shared with session attendees.

Stuart Schulman, Executive Director, Virtual Enterprise Institute; Anthony Borgese, Professor, Virtual Enterprise Institute; Richard Graziano, Professor, Virtual Enterprise Institute, Kingsborough Community College, CUNY, NY

Tuesday, March 19 8:00-9:00 a.m. (S277)
Forum  
Salon J, Fourth Floor

Supporting Learning in the Maricopa Community College

The Maricopa Center for Learning and Instruction supports learning through a variety of faculty development programs. The newest and most exciting programs include the Internal Learning Grants, the Maricopa Learning Exchange (MLEX), and the Maricopa Institute for Learning (MIL). The presenters use Macromedia Flash with video-streamed testimonials from faculty to describe the three programs. In addition, the MIL fellows give a five-minute synopsis of their research projects.

Maria Harper-Marinick, Instructional Designer, Maricopa Center for Learning and Instruction; Scott Adamson, Faculty, Marybeth Mason, Director, Maricopa Center for Learning and Instruction, Alan Levine, Instructional Technologist, Maricopa Center for Learning and Instruction, Maricopa Community College District, AZ

Tuesday, March 19 8:00-9:00 a.m. (S280)
Forum 
New Hampshire, Fourth Floor

Curriculum Design and Faculty Development: How Can It be Any Easier?
The LENS (Learning Exchange Networks) League Project is a faculty-driven project designed and delivered by faculty to move toward excellence in curriculum design. During this session, the three colleges instrumental in taking Humber Colleges’ foundation work and developing a new product share their learning and expertise. This session should particularly benefit individuals responsible for providing professional development opportunities for faculty, especially where curriculum design is involved. Participants learn what the LENS project is all about, how to integrate it into their current professional development programs (especially for new faculty), and how they can get involved with the project and acquire the modules for delivery on their campus.

Patricia Hedley, Coordinator, Professional Development, Humber College of Applied Arts and Technology, ON, Canada; Guy Gooding, Director, Staff and Organizational Development, Dallas County Community College District, TX; Walt Klanner, Faculty Emeritus, Johnson County Community College, KS; Allatia Harris, Executive Dean, Arts & Sciences, Mountain View College, TX

Tuesday, March 19 8:00-9:00 a.m. (S284)
Forum  
Wellesley, Third Floor

E-Tech College of Wisconsin: A Statewide Virtual College

E-Learning challenges are well-known and often impossible to resolve within more traditional structures. As colleges are redefining and transforming their conventional understandings of markets and territories. The collaborative development and ongoing administration of the eTech College of Wisconsin creates new efficiencies for all 16 Wisconsin technical colleges through standardized course competencies, shared curriculum, joint marketing, and cost effectiveness. Presenters share the progress and models of eTech with participants.

Neal Henning, Director, Online Education. Ron Doering, Dean, Instructional Design, Chippewa Valley Technical College, WI

Tuesday, March 19 8:00-9:00 a.m. (S493)
Forum  
Salon I, Fourth Floor

Competitors or Collaborators: Community Colleges and Four-Year Institutions

The expansion of higher education has affected the role of the community college with regard to four-year institutions. For example, some community colleges have developed University Centers on their campuses, others have developed specific partnerships and articulation agreements, and some are now beginning to develop and teach Bachelor of Arts programs. Participants learn about the project and key factors related to these new developments. This session should particularly benefit individuals responsible for their institutional relationship with four-year institutions.

Vanessa Smith Morest, Research Associate, Community College Research Center, Teachers College, NY; Jean Floten, President, Bellevue Community College, WA; Fred Gaskin, Chancellor, Maricopa Community College District, AZ

Tuesday, March 19 8:00-9:00 a.m. (S521)
Forum  
Maine, Fifth Floor

Teaching an Old Dog New Tricks: Successful Strategies for Training Faculty on New Software Systems

Frederick Community College successfully went live with a student administrative system. This session explains how a training program was set up to help over 100 faculty
Tuesday, March 19  8:00-9:00 a.m. (S403)
Forum
Vineyard, Fourth Floor
Student Services for the Electronic Campus
Lansing Community College has experienced rapid growth in its Virtual College, with 120 courses, seven associate degrees, and three certificates currently offered online. Along with this growth has been the development of the Electronic Campus that provides students access to online student services. Central to this effort is the E-Student Service Specialist who provides rapid responses to students’ e-mail inquiries. This interactive session demonstrates the implementation of the electronic campus and its impact on students.
Jim Moran, Specialist, E-Student Services; Michelle Detering, E-Campus Advisor, Academic Systems; Timothy Branan, Director, Academic Systems, Lansing Community College, MI

Workforce Preparation and Development
Tuesday, March 19  8:00-9:00 a.m. (S215)
Forum
Boston, Massachusetts, Fifth Floor
Community College and Industry Partnerships Meeting Labor Market Training Needs Online
In response to the nationwide demand for professionally trained building material specialists, an online certificate program was developed and marketed nationally with the help of several regional building materials trade associations. Participants looking to develop partnerships between community colleges and industry should benefit from this session. Participants learn how to create accessible and timely courses that meet labor market training needs and how combining technology and marketing savvy can attract new populations of students to their institutions.
John Donnellan, Dean, Business; Theresa Howard, Dean, Cooperative Education and Career Services, Holyoke Community College, MA; Bradford Campbell, Vice President, Sales, Martin Millwork, Inc., MA

Tuesday, March 19  8:00-9:00 a.m. (S497)
Forum
Vermont, Fifth Floor
Infusing New Abilities and Readiness Skills into Curriculum: Technology Applications
Colleges are looking for ways to assess entry-level skills while using a language that industry understands. They can then build a curriculum or programs based on the results, but how exactly do they integrate these readiness skill levels into the rest of the curriculum? Learn how Michigan and Wisconsin are using a common framework and software for curriculum and training design. See a curriculum format and software that provides a high-technology vehicle for explicit statement and assessment of readiness and core abilities.
Robin Soinne, Associate Director, Instructional Design and Planning, Wisconsin Technical College System Foundation, Inc., WI

Tuesday, March 19  8:00-9:00 a.m. (S229)
Forum
Salon K, Fourth Floor
Developing Business and Educational Partnerships for Workforce Readiness Skills
This presentation benefits educators struggling to develop workforce development partnerships between business, K-12, and community colleges. Cumberland County College and the New Jersey State Chamber of Commerce have partnered with 350 businesses and the four public school districts in the county to provide “workforce readiness” certificates to high school students. Businesses provide preferential hiring and interviews and the college foundation provides scholarships. Participants learn how the program provides an appropriate platform for fostering communitywide dialog and cooperation.
Kenneth Ender, President, Cumberland County College, NJ; Dana Egreczyk, Vice President, Workforce Development, New Jersey Chamber of Commerce, NJ; Nicholas Asselta, Assemblyman, The State of New Jersey, NJ

Basic Skills and Developmental Education
Tuesday, March 19  8:00-9:00 a.m. (S292)
Forum
Provincetown, Fourth Floor
NOVA Gold: Building Skills for Success
This session should particularly benefit instructors and administrators of developmental English and ESL programs. Participants learn about NOVA Gold, an innovative developmental language program that empowers students to succeed in their academic endeavors. In addition to the normal coursework in reading and writing, the program integrates college orientation, counseling, computer skills, peer tutoring, and learning styles assessment directly into classrooms. In addition, essential support services are brought directly to the students.
Suzanne Hintz, Chair, Pam Narney, Professor; Venus Miller, Acting Director, Continuing Education and Workforce Development, Northern Virginia Community College, VA
Tuesday, March 19 8:00-9:00 a.m. (S393)
Roundtable
Salon E, Fourth Floor
Implementing a Cross-Departmental Learning Community to Improve Student Learning
First-year college students often lack the study and communication skills necessary to perform well in higher education. Students must be able to research topics, write effectively, and manage their time in order to meet the increased demands of college courses. Participants learn how cross-departmental faculty from the learning center, library, academic counseling, and dental hygiene collaborated to incorporate the teaching of study and communication skills to dental hygiene students.
Sherri Meyers, Professor, Dental Hygiene, Terry Sigal Greene, Director, Dental Hygiene, Northampton Community College, PA

Tuesday, March 19 8:00-9:00 a.m. (S408)
Roundtable
Salon E, Fourth Floor
A Virtual Department Becomes a Reality: Collaborative Projects at Middlesex Community College
At many institutions, the responsibility for supporting the underprepared, nontraditional student has fallen solely on the basic skills instructors and academic support staff. However, there is growing evidence that teaching students how to learn should be incorporated into content area coursework. This presentation describes the Virtual Department model that brings together faculty and staff from a variety of disciplines and encourages collaboration and communication among support staff and faculty.
Jo Mundo, Director, Academic Support; Mary-Jane McCarthy, Dean, Humanities, Middlesex Community College, CT

Tuesday, March 19 8:00-9:00 a.m. (S404)
Roundtable
Salon E, Fourth Floor
WORKFORCE PREPARATION AND DEVELOPMENT
Partnership to Guarantee Enrollment and Employment in Health Careers
This roundtable focuses on best practices across the country for dealing with legal landmines inherent in college distance learning programs. Packed with practical advice for avoiding liability, we cover building college distance learning programs. Packed with country for dealing with legal landmines inherent in the healthcare industry. The goal is to promote and nurture an interest in healthcare through education and training in the field. Students gain experience in formulating relationships with businesses in the community that prepare them for entry into selective health career programs at the community college.
Laura Morgan, Associate Dean, Health Careers and Public Service Programs; Maria McHugh, Director, Health Careers, Triton College, IL

Tuesday, March 19 8:00-9:00 a.m. (S385)
Roundtable
Salon E, Fourth Floor
The Virtual Corporate College
This session presents an overview of how one college built a corporate college program for a midwest airline that incorporates distance learning techniques. The presenter discusses how to effectively integrate curriculum and faculty with students at remote sites and shares ideas for creating meaningful activities through videoconferencing, handling course assignments from remote classrooms, and what to do if the power goes out! This session should particularly benefit individuals who provide educational services to business and industry.
Sandra McClary, Assistant Dean, Continuing Education and Workforce Development, Milwaukee Area Technical College, WI
Two Multimedia, Web-Accessible Databases
Wildflowers in California and Hawthorne in Salem: Two Multimedia, Web-Accessible Databases
This session demonstrates and discusses the creation of two multimedia Web-accessible databases, one cataloging photographs of native flora of the coastal slope of the Santa Ana Mountains and one allowing authors of the National Foundation for the Humanities-funded website on Nathaniel Hawthorne to create and search file records for images, text, and audio/video clips. This session should particularly benefit faculty, administrators, or other professionals who want to create searchable collections on the Web. Participants gain a greater understanding of the structure and process of interacting with data sources via the Web as well as insight into authoring a Web-accessible database.

Ty Bowman, Web Administrator, Public Affairs, Cerritos Community College, CA; Hildur Tung, Student Programmer; Terri Whitney, Professor, English; Sandra Carricker, Chair, Computer Science, North Shore Community College, MA

Tuesday, March 19 11:00 a.m.-noon (S352) Forum
Cape Cod, Fourth Floor

Institutionalizing Learning Outcomes Assessment: The Heart and Soul of the Learning College
The Learning College succeeds only when improved and expanded learning can be documented for all learners. This session focuses on the process of institutionalizing learning outcomes assessment and making it a natural and ongoing function of the learning and teaching process. Learn how The Community College of Baltimore County has moved from the micro-level of classroom and course assessment to the macro-level of program assessment in just three short years. This session should particularly benefit institutions at the beginning stages of implementing learning outcomes assessment as they learn that it can be done and done well.

Jo Lynn Samuelson, Professor, Political Science, Sierra College, CA; P. Scott Corbett, Professor, History, Oxnard College, CA; Brad Phillips, Senior Director, Institutional Research, Planning and Academic Services, Grossmont-Cuyamaca Community College District, CA

Tuesday, March 19 11:00 a.m.-noon (S567) Forum
Salon C, Fourth Floor

Fostering Critical Thinking in Traditional and Online Classes
What is critical thinking and how do you recognize and encourage it in your classroom? Is it enough for your students to be able to analyze and synthesize critical thinking information more? This session defines this often-misunderstood concept and provides practical applications for fostering critical thinking in traditional and online courses. During this session, participants design their own critical thinking activity and leave with ideas for many more.

Connie Wolfe, Instructor, English; Jami Woods, Instructor, English, Surry Community College, NC

Tuesday, March 19 11:00 a.m.-noon (S208) Forum
Salon H, Fourth Floor

Assessing Student Characteristics in an Online Environment
Find out how St. Louis Community College at Forest Park helped its community get close to $3 million dollars from its Regional Environmental Protection office. This workshop walks participants through a bottoms-up approach to addressing local environmental issues. Described is how the college persuaded the Mayor’s Office, Regional Commerce and Growth Association, St. Louis City Council, community organizations, and higher education to work together to deal with local environmental issues.

David Diaz, Faculty, Physical Education; Kevin Bonnetteb, Librarian, Instructional Technology, Cuesta College, CA; Pattie Odgers, Faculty, Computer/Office Information Systems, Coconino County Community College, AZ

Tuesday, March 19 11:00 a.m.-noon (S338) Forum
Hartford, Third Floor

The Perfect Storm: Professional Development Needs Described is how the college persuaded the Mayor’s Office, Regional Commerce and Growth Association, St. Louis City Council, community organizations, and higher education to work together to deal with local environmental issues.

Tuesday, March 19 11:00 a.m.-noon (S213) Forum
Salon J, Fourth Floor

How to Drive Your CARS to Improve Student Learning and Faculty Engagement
Several innovative approaches allow educators to incorporate significant improvements to the critical learning process. Classroom Action Research (CAR) and other continuous improvement tactics are shared by a team of presenters: all techniques are designed to revitalize faculty teaching and student learning. Using examples and activities from three community colleges, presenters demonstrate programs and resources that help faculty to become comfortable with and able to implement ongoing classroom improvements.

Gary Dale, International Coordinator; Liane Doezema, Program Advisor, Quality and Innovation, Waukesha County Technical College, WI; Deborah Westaway, Associate Professor, Nurse Education, Bunker Hill Community College, MA; Steve Berrien, Director, Center for Teaching and Learning, Bristol Community College, MA

Tuesday, March 19 11:00 a.m.-noon (S465) Forum
New Hampshire, Fourth Floor

Theory Into Practice: The Learning Paradigm at Work
Moving to a student-centered instructional approach can make a positive difference in all areas of student success and retention. Join a team of learning paradigm pioneers as they encourage you to put the learning paradigm into practice. Get a quick overview of the learning paradigm, obtain specifics on planning your syllabus and course materials, and participate in demonstrations that make your students become active learners. This session should benefit faculty who want to become more student-centered.

Jo Lynn Samuelson, Professor, Political Science, Sierra College, CA; P. Scott Corbett, Professor, History, Oxnard College, CA; Brad Phillips, Senior Director, Institutional Research, Planning and Academic Services, Grossmont-Cuyamaca Community College District, CA

Tuesday, March 19 11:00 a.m.-noon (S635) Forum
Suffolk, Third Floor

The Role of Class Discussion in the Learning-Centered Classroom
This presentation applies research about learning to make traditional class discussions more productive. Specifically, it offers pointers on how to use the following research-derived conclusions to promote active learning, help students assume responsibility for their learning, increase diversity, maintain high expectations, and facilitate learning.

K. Patricia Cross, Senior League Fellow, League for Innovation in the Community College, CA

Tuesday, March 19 11:00 a.m.-noon (S147) Forum
Vineyard, Fourth Floor
Tuesday, March 19, 11:00 a.m.-noon (S169)
Forum
Vermont, Fifth Floor
Enhance Service to Students with a Guaranteed Class Schedule
For the past three years, Montgomery College has produced a guaranteed annual schedule. The college guarantees not to cancel any class published in the annual schedule. This tool has powerful student service implications and functions as a vehicle for effective instructional budget management. Participants in this session learn how to implement a guaranteed annual schedule as well as gain insight into some of the specific benefits to a college’s culture. The session is particularly useful to individuals looking for a way to improve enrollment, allow students and faculty to better plan their lives, and maximize limited financial resources.

Tuesday, March 19, 11:00 a.m.-noon (S151)
Forum
Maine, Fifth Floor
Freshman Year Experience: A Student Success Model
Moraine Valley Community College (MVCC) is developing a learner-centered model that assimilates and acculturates students to the choices, challenges, and changes they encounter in life in general and at college specifically. The presenters discuss how MVCC’s Center 101 orientation course and co-curricular offerings are learner-centered, cut cross discipline and departmental lines, and promote student success and learning. David Taylor, Chair, Counseling and Advising; Joann Wright, Assistant Dean, New Student Retention; Carolyn Manley, Counselor, Career Development Center, Moraine Valley Community College, IL

Tuesday, March 19, 11:00 a.m.-noon (S397)
Forum
Salon D, Fourth Floor
Online Tutoring: A Team Effort to Promote Student Success in the 21st Century
With the increasing number and diversity of online courses being offered, a key challenge for colleges is to meet the needs of all of their students-in both the traditional and virtual classrooms. This challenge requires a collaborative effort between academic support, academic computing, information technology support, and faculty.

Jeff Larson, Emerging Technology Analyst, Wisconsin Technical College System Board, WI

LEADERSHIP AND ORGANIZATION
Tuesday, March 19 11:00 a.m.-noon (S347)
Forum
Boston University, Third Floor
Breaking the Organizational Divide: Uniting Academic and Student Services in a Time of Crisis
The crisis of September 11 and its aftermath posed a particular challenge to Bergen Community College and points to the need for consolidation of institutional resources, planning and collaboration in the face of these unprecedented events. Situated just 10 miles from Manhattan and with a view of the World Trade Center, the college had to act swiftly as the tragedy personally unfolded for many of the 14,000 students, faculty, and staff. Responding to this crisis as a “teachable moment,” you learn how the college’s academic and student services banded together to offer a range of counseling services, academic forums, and emotional outlets to cope with the crisis. This session is beneficial to all whose lives have been altered by the events of September 11.

Judith W Offord, Levine, Vice President, Academic Affairs; Mary O’Malley, Director, Student Development; Calvin Woodland, Vice President, Student Services; Bergen Community College, NJ

Tuesday, March 19 11:00 a.m.-noon (S104)
Forum
Salon K, Fourth Floor
Breaking New Ground: Designing a Collaborative College for the Future
Opening in the fall of 2003, Cy-Fair College, a comprehensive community college in suburban Houston, Texas, is being developed to provide an exciting collaborative learning environment and seamless educational services to students. This presentation by members of the college’s founding design team focuses on the implications for creating the learning experience, facilities design, organizational structure, and employee profile for a comprehensive community college fully designed and built in the 21st Century. The team shares unique facilities designs to facilitate collaborative learning, an emerging seamless organization structure, innovative integrated services to students, and the profile of the faculty and administrators of the future.

Christal Albrecht, Vice President; Bob Williams, Vice President, Administrative Services, Cy-Fair College, TX
Tuesday, March 19 11:00 a.m.-noon (S563)
Forum
Massachusetts, Fifth Floor
State Mandate: The Road to Authentic Assessment
How do state mandates become implemented in a way that has a positive impact on
student learning? Then this is the session for you. Participants see how assessment tasks
were collaboratively developed to meet the statewide standard assessment initiative for basic skill students.
Presenters share the history of the assessment movement in the State of Washington and how
performance tasks were developed by faculty and compare and evaluate a variety of performance tasks
to determine their quality and usefulness for assessment.
Cynthia Wilson, Chair, Developmental Education; Jon Kerr, Training Coordinator, Basic Skills/Developmental Education, Pierce College District 11, WA

Tuesday, March 19 11:00 a.m.-noon (S435)
Forum
Regis, Third Floor
Beyond? Patching Up in the Technology Game
Explore one rural western North Carolina community college’s efforts in the technology race. In four short
years, the college built an infrastructure connecting hundreds of computers in multiple campus sites
scattered across two counties. Such rapid growth forced the college to seek external funding to move
beyond playing the catch-up game. This session should particularly benefit individuals from colleges
who have been trying to catch up with technology. Participants learn what efforts Caldwell Community
College and Technical Institute has made to acquire the technology and incorporate it into learning and
teaching including involving business, community, and educational partnerships.
Nancy Risch, Coordinator, Distance Learning; Mary Kincad, Director, Business Department, Caldwell Community College and Technical Institute, NC

Tuesday, March 19 11:00 a.m.-noon (S628)
Roundtable
Salon E, Fourth Floor
Preparing Preparation Facilitators Through the Center for Formation in the Community College
Presenters in the current facilitator training class of the Center for Formation in the Community College
talk about their preparation. The presenters discuss the institutional commitment required for training and describe the application process.
Ann Faulkner, Co-Director; Sue Jones, Co-Director, Center for Formation in the Community College, Dallas County Community College District, TX

Tuesday, March 19 11:00 a.m.-noon (S452)
Roundtable
Salon E, Fifth Floor
An Innovative Approach for the Preparation of Associate Degree Nurses in Community Care
The purpose of this presentation is to share the project development and expansion of an associate degree nursing program's curriculum to include community-based theory and clinical experiences. The process of expanding the clinical model to include community-based sites, development of learning modules, benefits to students, and challenges of implementation of the program are presented. Participants learn how to develop collaborative experiences with community-based agencies, develop learning modules to support student learning in the community, and expand their understanding of the benefits and challenges of implementing a community-based clinical program.
Mary Riordan, Professor, Nurse Education, Bunker Hill Community College, MA

Tuesday, March 19 11:00 a.m.-noon (S450)
Roundtable
Salon E, Fourth Floor
Using Audio in Online Courses to Improve Student Retention
Studies of online courses have suggested that interactivity between the learner and the instructor, among learners, and between learners and content does improve student satisfaction and retention. To improve student satisfaction and retention in an online geography course, the instructor and an instructional media developer worked together to add interactivity to the course by producing audio material to course documents and assignments. A comparison of statistics before and after the use of audio clips in the course confirms that online students who interact with multimedia are more likely to successfully complete the course.
Catalina Ramirez, Staff/Faculty Technology Training, College Without Walls; David Flanagan, Instructor, Social and Behavioral Sciences, Central Piedmont Community College, NC

Tuesday, March 19 11:00 a.m.-noon (S451)
Roundtable
Salon E, Fourth Floor
Marketing and Impact
The business of community colleges is to provide services and resources to individuals and the community. Demands for accountability and questions about the value of high education in terms of the return on investment have never been as important as they are currently. An economic impact study is an effective method to quantify a college’s past and prepare them for the environment of increasing demand for service, responsiveness, and rising operational costs. The presenter shares a simple
BASIC SKILLS AND DEVELOPMENTAL EDUCATION
Tuesday, March 19 11:00 a.m.-noon (S466) Roundtable
Seron E, Fourth Floor
Exploring the Vocabulary Skills of Language Minority Community College Students
What English words do community college language minority students know? What words should they know to successfully comprehend academic texts? In this roundtable discussion, the presenter briefly shares findings from a study that examined these questions and then invites feedback from attendees. The presenter hopes that a better understanding of these questions will help instructors make more informed choices about what English words to teach and how to teach them.
Marcel Santos, Research Intern, Institutional Effectiveness, Bunker Hill Community College, MA
11:00 a.m.-noon POSTER SESSIONS
LEARNING AND TEACHING
Tuesday, March 19 11:00 a.m.-noon (S348) Poster Session
University of Massachusetts Exhibit Hall, Third Floor
Community-Based Research Opportunities for Community College Students
Community colleges can offer students greater opportunities for academic excellence by providing applied, community-based research. Centers for Community Research link students and faculty from all areas to research projects right on campus. Projects use campus property for historical land-use studies. Students can choose to earn credit for research investigation while they apply field and lab research methods. Topics are chosen that connect students to their community and each other. Collaboration among regional universities, libraries, museums, and other local agencies creates a regional learning community that is active and inclusive.
Mark Lewine, Program Coordinator, Anthropology, Cuyahoga Community College-Metropolitan Campus, OH
Tuesday, March 19 11:00 a.m.-noon (S386) Poster Session
University of Massachusetts Exhibit Hall, Third Floor
Knowing that assessment must be an essential element of a new general education program is fundamental. But how does one learn how to assess amorphous cognitive traits like higher order thinking or valuing? This is the question seven learning circles focusing on assessment of general education attempted to answer in summer 2001. This poster session provides the facts and the artifacts that these learning circles uncovered in digging for the elusive “how.”
Lawrence McDoniel, Coordinator, Vice Chancellor of Education, St. Louis Community College, MO
WORKFORCE PREPARATION AND DEVELOPMENT
Tuesday, March 19 11:00 a.m.-noon (S438) Roundtable
Seron E, Fourth Floor
Hot Topics in Workforce Development Initiatives: A “Rap Around” Session
In this interactive session, we explore and discuss topics of current and compelling interest in the workforce development arena. Participants select the topics and discuss issues while creating “hot lists” of topical items. This session should particularly benefit individuals seeking dialogue and interaction with colleagues about “hot topics” in workforce development.
Nancy Plante, Specialist, Program Development; Helene VanDernoot, Lison, Business and Industry, North Shore Community College, MA
This session presents a collaborative model designed to help students gain information literacy skills within a learning-centered college. In this model, a composition instructor and an instructional librarian teach students how to locate and evaluate information and then focus, synthesize, and powerfully communicate their own informed ideas. This session should particularly benefit individuals interested in a new approach to teaching research and integrating library services into the classroom. Troy Swanson, Teaching and Learning Librarian, Library; Thomas Dow, Assistant Professor, Communications, Moraine Valley Community College, IL

Tuesday, March 19 12:15-1:15 p.m. (S650) Forum

Boston University, Third Floor

Project TEACH and LeagueTLC: Disseminating Innovative Solutions Through Transformational Learning Connections

Join us as we address strategies and best practices for successful program implementation combining traditional approaches and technological delivery. Project TEACH creates new pathways for community college students to enter the teaching profession through a series of services, activities, and collaborative ventures. LeagueTLC’s Internet resource offers a powerful, accessible, cost-effective model of educational improvement highlighting successful innovations and offering a network of support for implementation.

Sam Ral, Dean, Project TEACH, Green River Community College, WA; Stella Perez, Director, League Online, League for Innovation in the Community College, AZ

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 12:15-1:15 p.m. (S131) Forum

Vermont, Fifth Floor

Living and Leading in a Learning-Centered College

Creating a sustainable organizational ecology that stimulates student, employee, and organizational learning requires focus on the alignment of the college’s systems with its core values. The presenters describe the processes, practices, and successes leading to the transformation “in process” at Paradise Valley Community College. Participants learn how to clarify an institution’s core value, identify the powerful leverage points of organizational change, think strategically about the role of employee and organizational learning, and establish benchmarks to measure progress. Robert Bendotti, Dean, Instruction, Administration; David Gerkin, Co-Chair, Academic Support Services;

Tuesday, March 19 12:15-1:15 p.m. (S283) Forum

Wellsville, Third Floor

Circling the Wagons: How Florida’s Community Colleges Tamed Technology Together

Technology challenges many boundaries and generate massive successes. The history of the Florida Community Colleges Distance Learning Consortium is explained as it relates to solving problems such as geographical boundaries in an electronic environment while ensuring college integrity and maximum resource utilization in support of quality learning experiences. This session should particularly benefit individuals charged with coordination of statewide or systemwide policies regarding program development, faculty support, resource allocation, coordination of efforts, reduction in duplicative activities, and consistency in reporting to higher administration. Through examples, participants learn the processes to establish trust, ensure inclusion, facilitate communication, and solve problems.

Susan Henderson, Associate Executive Director, Distance Learning Consortium, Florida State Board of Community Colleges, FL

Tuesday, March 19 12:15-1:15 p.m. (S468) Forum

Simmons, Third Floor

SUCCESSFUL E-STRATEGIES FOR HIGHER EDUCATION

This session provides attendees with successful e-strategies for higher education that are adaptable to virtually any higher education environment. Participants learn ways of developing and implementing strategies for dealing with e-commerce and the new economy that are appropriate to their own environments.

Rob Rennie, Vice President, Technology; Steve Wallace, President; Don Green, Executive Vice President, Instruction and Student Success, Florida Community College at Jacksonville, FL

Tuesday, March 19 12:15-1:15 p.m. (S478) Forum

Salon B, Fourth Floor

Triple A, Triple S: A Comprehensive Tracking System for Student Success

Adjustment, attendance, and academics are the keys to student success stories. This session describes a comprehensive early intervention program that involves faculty and staff members in tracking and monitoring every student through the first 10 weeks of each semester. Attendees learn how to create a campuswide buy-in to an early intervention program and are able to share related experiences and strategies for improving student success and retention at community colleges.

Darlene Bevereide, Director, Academic Advisement; Shanny Wilson, Academic Advisor; Darlene Bevereide, Academic Advisement; Charles Foust, Provost and Vice President, College of Eastern Utah, UT

Tuesday, March 19 12:15-1:15 p.m. (S499) Forum

Salon D, Fourth Floor

Manage Enrollments Rather Than Letting Enrollments Manage You

This discussion focuses on developing a collegewide spirit of enrollment management that values data-driven decision-making amid a sea of territoriality and campus politics. Participants learn about three continuing processes: developing and assessing essential information, establishing a dynamic balance of physical and personnel resources, and creating change where tradition and self-interest give way to programmatic and institutional needs. This session should particularly benefit individuals looking to increase student access, improve productivity, or maximize the enrollment capacity of existing facilities. Patricia Spencer, Executive Vice President, Educational Programs and Student Services; Robert Simpson, Dean, Math and Computer Science; Kenneth Meehan, Director, Institutional Research, Fullerton College, CA

Tuesday, March 19 12:15-1:15 p.m. (S562) Forum

Salon A, Fourth Floor

Total Quality and a Learning College: A Logical Fit

A college that has instituted and has been recognized for its utilization of total quality principles and practices offers an inspiring model and demonstrates how that aligns with its evolution to a learning college over the past five years and now to a learning champion. Identifying commonalities and linkages engages all components of the college, makes the constructs of the learning college understandable and relevant to the business sector, and prevents the unfortunate, but common trap that both are simply limited fads by building one upon the other.

Diane Williams, President; Marion Egan, Professor, Mathematics, Quinebaug Valley Community College, CT

Tuesday, March 19 12:15-1:15 p.m. (S586) Forum

Salon A, Fourth Floor

LEARNING AND TEACHING

Tuesday, March 19 12:15-1:15 p.m. (S509) Forum

Massachusetts, Fifth Floor

The English Language Institute: One Community College’s Response to the Growing Demand for Language Competence

With more and more international students and non-native speakers of English flocking to community colleges, the problem becomes how to best meet the language needs of these particular populations. Howard Community College has found an innovative and effective solution to this problem by creating the English Language Institute (ELI)-an intensive English language and culture program that prepares English as a Second Language learners for English-speaking environments. In this session, participants learn how to design an effective curriculum, deal with visa issues, and assist with housing in a non-residential setting.

Jean Svacina, Director, ESL; Carol Mulcahy, Program Administrator, Distance Learning/ESL, Howard Community College, MD

Tuesday, March 19 12:15-1:15 p.m. (S333) Forum

Salon C, Fourth Floor

The Gen Ed Chowder

General education programs, like clam chowder, inspire dramatic disagreements. When this mandated competency-based general education reform for all public colleges and universities within the state, St. Louis Community College found that, when creating its own program, no new ingredient was added into the pot unchallenged. Still, by creating new courses, merging skills and disciplines, designing effective assessment tools, and relying on the efforts of over 200 faculty members, we have brought our convection to simmer. This session should benefit those individuals who are attempting to reform any educational program.

Barbara Kurt, Associate Professor, Education; Donald Cusumano, Professor, Psychology, St. Louis Community College, MO

Tuesday, March 19 12:15-1:15 p.m. (S511) Forum

Regis, Third Floor

Team Teaching Toward Information Literacy

This session presents a collaborative model designed to help students gain information literacy skills within the context of the composition classroom. In this model, a composition instructor and an instructional librarian teach students how to locate and evaluate information and then focus, synthesize, and powerfully communicate their own informed ideas. This session should particularly benefit individuals interested in a new approach to teaching research and integrating library services into the classroom.

Michaelle Shadburne, Coordinator, Administration, Paradise Valley Community College, AZ

Tuesday, March 19 12:15-1:15 p.m. (S498) Forum

Salon D, Fourth Floor

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 12:15-1:15 p.m. (S131) Forum

Vermont, Fifth Floor

Living and Leading in a Learning-Centered College

Creating a sustainable organizational ecology that stimulates student, employee, and organizational learning requires focus on the alignment of the college’s systems with its core values. The presenters describe the processes, practices, and successes leading to the transformation “in process” at Paradise Valley Community College. Participants learn how to clarify an institution’s core value, identify the powerful leverage points of organizational change, think strategically about the role of employee and organizational learning, and establish benchmarks to measure progress.

Robert Bendotti, Dean, Instruction, Administration; David Gerkin, Co-Chair, Academic Support Services;
Tuesday, March 19 12:15-1:15 p.m.  (S254)
Forum
Yarmouth, Fourth Floor

Guaranteeing Improved Enrollments
In this session, attendees learn about an innovative partnership between an inner-city community college and local public school district that guarantee a fully paid scholarship to high school seniors. Presenters share information about the aggressive recruitment campaign, aimed not only at potential students, but also their parents, using professional telemarketers as well as more traditional techniques. Participants also learn about the summer academy geared to unprepared students applying for admission to the program, the results of which have been an increase in the number of students who qualify immediately for college level programs. Presenters also provide information about the resulting enrollment increase and decrease in outstanding accounts receivable.

Glen Gabert, President; C. Frank Alston, Associate Dean, Equal Opportunity Fund (EOF); Robert Martin, Associate Dean, Hudson County Community College, NJ

Tuesday, March 19 12:15-1:15 p.m.  (S321)
Forum
New Hampshire, Fourth Floor

Revisiting Electronic Student Support Environments: Untangling the Web
Online education has opened the floodgates for new practices in teaching and learning. Student-centered communities of natural and formal learning are some type of any successful interactive learning environment. The presenters discuss and demonstrate how a model online learning lab can augment any learning experience and foster active, critical learning and teaching in traditional and electronic classrooms. The presenters share models of student-centered course support labs and activities, evaluation plans, and other printed and electronic resources available online for access during and after the conference.

Julie Joki, Director, FIPSE OWL Project; Theresa Van Ravenhorst, Coordinator, FIPSE OWL Project, Rogue Community College, OR

Tuesday, March 19 12:15-1:15 p.m.  (S329)
Forum
Hyannis, Fourth Floor

Re-Defining College Admissions for a Diverse Population Through Technology
Take a Course on US (TACU) targets members of the community who are unfamiliar with the college admissions process and apprehensive about entering college. Using neighborhood computer learning centers as technology hubs, the presenters address the learning needs of a diverse community and bridge the Digital Divide through the use of technology. The TACU program forms the basis for the creation of a virtual learning community and increased enrollment.

Ray Turner, Executive Dean, Academic Affairs; Rusty Jones, Dean, Enrollment, Roxbury Community College, MA

Tuesday, March 19 12:15-1:15 p.m.  (S162)
Forum
Orleans, Fourth Floor

Positioning Students for Success During and After High School
This presentation explains the development and implementation of a successful partnership model among 11 high schools in Northern Colorado and Front Range Community College regarding the delivery of career and technical programs to high school students.

James Butzek, Vice President; Gary Cagle, Director, High School Programs, Front Range Community College, CO

Tuesday, March 19 12:15-1:15 p.m.  (S151)
Forum
Provincetown, Fourth Floor

Impact of Industry-Based Skills Standards and Occupational Certifications on Community Colleges and Teachers Across the United States
Skills standards and occupational certifications can be used as building blocks to enhance and complement various community college programs based on the missions, priorities, needs, and directions of individual institutions. In this presentation, attendees learn about the need for, benefits of, and return on investments from the use of industry-based skills standards and occupational certifications. Implementation issues related to the incorporation of these certifications into community college programs are also discussed.

Peter Saflund, Associate Director, NWCCET, VIA

Tuesday, March 19 12:15-1:15 p.m.  (S300)
Forum
Marine, Fifth Floor

Innovative Program and Partnership in Information Security
Information security programs are offered at either the post-graduate level or through software vendors. Employers are looking for vendor-neutral skills that can be taught at community colleges. Northern Virginia Community College (NVCC), Northern Virginia Regional Partnership, Institute for Excellence Information Technology, Intel, Ecomm Security, and Symantec are working to create an Information Security Program. This session should particularly benefit individuals who want to create an Information Security Program. Participants of this session learn how NVCC and its industry partners create and implement the program.

Barbara Howard, Chair, Business and Public Services; Keith Morneau, Program Head, Information Systems Technology, Northern Virginia Community College, VA

Tuesday, March 19 12:15-1:15 p.m.  (S325)
Forum
Vineyard, Fourth Floor

Tools for Information Literacy: An Online Starter Kit
Online resources have become highly important tools for students doing research. Starting this semester at Passaic County Community College, two weeks of the required 15-week freshman seminar course are dedicated to assisting students access, evaluate, analyze, and use online information. The Learning Resources Web and Library Web Pages combine online databases, tutorials, online quizzes, library skills WebCT course, and integrated materials in reading and writing, math, and ESL. This session represents a collaboration of library, learning lab, and faculty and should benefit all community college members looking to introduce online resources to students in an organized manner.

Gregory Fallon, Director, Learning Resources; Kenneth Karol, Librarian, Passaic County Community College, NJ

Tuesday, March 19 12:15-1:15 p.m.  (S308)
Forum
Harvard, Third Floor

Building Campus Collaborations to Maximize Success for Underprepared Freshmen: The Bronx Community College Model
Bronx Community College has developed an innovative program for underprepared freshmen. A series of interventions are provided that move students through their developmental courses. An essential collaborative campus model is in place that uses a “thinking outside the box” approach to meet student needs. Participants learn practical, programmatic ways to maximize student success. This session should particularly benefit individuals concerned with the retention of underprepared freshmen.

Jason Finkelstein, Director, Freshman Programs;
Marcia Keizer, Vice President, Academic Affairs, Bronx Community College-CUNY, NY
and statistics. Student projects incorporate these problem-solving concepts into the classroom. Based on this approach, the presenters authored Moraine Valley Community College’s Math 120 Virtual College course and the textbook, “QM2, Quantitative Methods in Mathematics.” This session should particularly benefit teachers of liberal arts mathematics courses.

Joseph Sukkar, Professor, Mathematics, Moraine Valley Community College, IL

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 12:15-1:15 p.m.  (S477)
Roundtable
Salon E, Fourth Floor
Faculty Advancement: A Viable Resource in Administrative Succession Planning
This session focuses on the movement of faculty into administrative positions in the Wisconsin Technical College System. Questions addressed include: (1) How can current administrators identify, encourage, and support faculty who are potential administrative leaders? (2) What motivates faculty to move into administrative positions? (3) What barriers exist to the movement of faculty into administration? This session should benefit individuals involved with succession planning and instructional supervisors concerned with the predicted shortage of two-year college administrators.

Joan Senn, Dean, Business and Marketing, Southwest Wisconsin Technical College, WI

STUDENT SERVICES AND ACTIVITIES

Tuesday, March 19 12:15-1:15 p.m.  (S542)
Roundtable
Salon E, Fourth Floor
We’re in the Army Now: Victories and Defeats of Army University Access Online
More than 20 colleges offer courses to Army service personnel in the initial stage of E-ArmyU. Soldier students from three different areas of the country have signed up to earn their degrees. Universities, colleges, and PriceWaterHouseCoopers have joined together to bring these courses and services to the students. Issues discussed include applying, registering, testing, and delivering courses to students who at times may be in foxholes, traveling around the world; or wading in an ocean of paperwork. Attendees learn how technology, innovative practices, and just plain hard work have developed the first year of Army University Access Online and how these practices can be adapted to their respective institutions.

Paul Warner, Director, Learning Technologies and Distance Learning; Mary Barnes, Coordinator, Distance Learning, Anne Arundel Community College, MD

Tuesday, March 19 12:15-1:15 p.m.  (S534)
Roundtable
Salon E, Fourth Floor
An Advisor’s Joseph Curric: Linking Learning to Life Developmental academic advising is an integral part of students’ learning environments. Advisors who integrate components of career counseling, academic advising, and personal counseling create a classroom environment in their office. This presentation proposes basic assumptions for advising and career counseling and introduces the concept of an advising curriculum for use within the advising setting.

Dick Vallandingham, Director, Student Services, Johnson County Community College, KS

Tuesday, March 19 12:15-1:15 p.m.  (S512)
Roundtable
Salon E, Fourth Floor
BRIDGES to Healthy Communities with Student Leadership and Service Learning Learning how we’re building BRIDGES—Building Responsible Individuals by Developing Good Health, Educational, Curriculum, and Service Learning. Elements of our project include development of a video focusing on HIV prevention and health promotion, development and implementation of health-related service learning opportunities, and involvement of student leadership in promoting health and prevention of HIV infections. Learn how we assessed our three campuses and developed an award-winning social norms marketing campaign. This session should particularly benefit student services personnel, faculty, and staff who seek to build collaborative partnerships to positively affect campus climate.

Kathleen Suyers, Counselor; Charles Koehler, Specialist and Chairperson, Media Services; Charles Koehler, Specialist/Chairperson, Media Services, St. Louis Community College at Forest Park, MO

Tuesday, March 19 12:15-1:15 p.m.  (S516)
Roundtable
Salon E, Fourth Floor
Effective Career Development Strategies for African-American Community College Students Limited research has applied social cognitive theory to the career development of African-American students, particularly within the community college setting. This presentation features strategies that have been found beneficial based on research conducted among African American community college participants. The session should particularly benefit individuals who provide career development services to underrepresented students. Participants learn career development strategies that can be applied to various student groups.

Barbara Taylor, Associate Professor, Counseling and Career Services, Cuyahoga Community College–Metropolitan Campus, OH

Tuesday, March 19 12:15-1:15 p.m.  (S480)
Roundtable
Salon E, Fourth Floor
Factors in E-Learning Training Development An overview of institutional, instructional, technological, and pedagogical factors that affect training are presented. A model for training and two case studies of customization for specific e-learning faculty development programs are discussed. Cases draw on experience with using multiple courseware packages at institutions with diverse circumstances. The focus is on optimization of training in courseware characteristics and institutional and instructional conditions.

Carleen Shaffer, Instructional Analyst, Eduprise, Inc., NC

Tuesday, March 19 12:15-1:15 p.m.  (S363)
Forum
Harvard, Third Floor
Are You Ready? Accreditation Readiness for Online Programs An accreditation readiness assessment is an efficient and effective way to ensure that your institution receives a favorable review of its electronically delivered programs. Because accreditation is so important, it is crucial to understand how well your institution meets the new Guidelines for Electronically Delivered Programs and Certificates recently adopted by the region’s accreditation commissions. This session describes a process that institutions can use to prepare for the visiting team. Examples of good practice are presented and discussed.

Pam MacBrayne, Senior Consultant, Strategic Consulting Services, Collegis Eduprise, Inc., NC

Tuesday, March 19 12:15-1:15 p.m.  (S358)
Forum
Salon J, Fourth Floor
LEARNING CENTER COURSES #9-12

LEARNING AND TEACHING

Learning Center #9
Tuesday, March 19 1:15-4:15 p.m.  (LC9-S269)
Salon J, Fourth Floor
Focus on Learning: Student Outcomes Assessment in the Community College
Colleges across the country are faced with the challenge of designing and implementing meaningful learning centered student assessment programs. This session describes how Mesa Community College has established a model for student assessment that is founded on good practice, resulting in a more learning centered academic culture. Don’t miss the opportunity to learn how to plan and implement a successful institutionwide program to assess student learning by engaging in active learning activities including: self-evaluating a college’s assessment efforts in light of the principles; identifying key players, roles, and responsibilities for assessment; planning a framework for developing and implementing a program appropriate to the environment; and using assessment results to improve student learning. This Learning Center Course will particularly benefit administrators and faculty members leading assessment initiatives.

Andrea Greene, Director, Research and Planning; Gail Mee, Dean, Instruction; Jeffrey Andelora, Chair, English; Harold Cranswick, Chair, Social Science, Mesa Community College, AZ

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 1:15-4:15 p.m.  (LC10-S291)
Salon J, Fourth Floor
Assuring That Community Is More than Just Our Middle Name
Community is a spirit and attitude to be engendered at our colleges. This interactive Learning Center Course provides participants with many innovative ideas that are sure to work at your university. Participants also have the opportunity to share their own best practices with one another. This is a perfect opportunity for campus change agents from all levels to use the CASE Method, "From Steal Everything! Participants learn more than 50 proven ideas that will help enhance and strengthen their college community.

Bernadine Chuck Feng, President; Mike McHargue, Consultant/Professor, Provocateur, Professional and Organization Development, Foothill College, CA

Tuesday, March 19 1:15-4:15 p.m.  (LC10-S291)
**TOPICS**

**BASIC SKILLS AND DEVELOPMENTAL EDUCATION**
Learning Center #11
Tuesday, March 19    1:15-4:15 p.m. (LC11-S139)
Salon H, Fourth Floor

**Success Marketing Strategies for Developmental Learning Programs**
As co-educating communities embrace the learning college philosophy, they also confront a demanding learning college expectation—significant student learning in outcomes that can be documented. Presenters demonstrate successful strategies to capture, organize, and market program information by describing how to effectively merge demographic data, historical records, student success stories, and other relevant material to create several powerful media presentations that document learning outcomes. Learn how to make your developmental learning program a “star” at your college by promoting program success, validating program development initiatives and demonstrating program accountability.

Barbara Bottmann, Vice President, Learning/Instruction; Karla Bohman, Basic Skills Curriculum Specialist; Larry Kerr, Instructional Design Specialist, San Juan College, NM

**RESOURCE DEVELOPMENT AND FOUNDATION MANAGEMENT**
Learning Center #12
Tuesday, March 19    1:15-4:15 p.m. (LC12-S181)
Salon K, Fourth Floor

**Funding Your Vision of Dreams**
We do GOOD work! At our community colleges, we truly have the potential to positively influence the lives of our students and the communities they represent. We all have brilliant ideas—ideas that address critical community needs. What would our program be like if all of our dreams could come true? In this interactive Learning Center Course, we explore the world of research, development and examine the process of successful proposal development. Participants learn how to locate funding sources, work collaboratively on proposal development, understand the critical elements of a successful proposal, and pull it all together to submit a fundable proposal. Bring a copy of a proposal or a concept paper for review to get the most out of this hands-on workshop.

Lyvier Conns, Executive Director, Campus Compact National Center for Community Colleges, AZ; Joseph Swaba, Grants Coordinator, Maricopa Community Colleges, AZ

**LEARNING AND TEACHING**

**TOP TEN INFORMATION TECHNOLOGY CHALLENGES FOR CHIEF ACADEMIC OFFICERS**
Tuesday, March 19    1:30-2:30 p.m. (S640)
Suffolk, Third Floor

Ten Top Information Technology Challenges for Chief Academic Officers

Help identify the most important technology issues facing chief academic officers. The session presents several “straw man” top ten lists: Most Misleading Myths, Recommendations, Decisions, Questions, Resources, Observations, and Predictions. Participants work in small groups during an open discussion to correct these lists and focus on the most challenging decisions facing chief academic officers in this vital, but confusing area. The session also explores online professional development options for chief academic officers.

Steven Gilbert, President, The TLT Group, Washington, DC

**FORUMS**

Tuesday, March 19    1:30-2:30 p.m. (S652)
Forum Boston University, Third Floor

**Linking College Learning Communities, High School Career Academies, and High-Performance Employers**

This session explores a new approach to education based on three principles that serve as a foundation for a new kind of education partnership—team-based work organization, educational collaboration across organizations, and comparative peer-to-peer learning. This emerging approach links high school career academies, college learning communities, and high-performance workplaces in a consortia that tailors professional development, peer-to-peer learning, and cross-cutting educational programs to the specific needs of team-based organizations.

David Jacobson, Assistant Professor, Public and Nonprofit Management, New York University, NY

**LEARNING AND TEACHING**
Tuesday, March 19    1:30-2:30 p.m. (S370)
Forum New Hampshire, Fourth Floor

**Development, Implementation, and Follow-Up of a Distance Learning Class Using a Problem Set Instruction Approach**

Learn a method for course design that uses the problem course learning approach. From research, content, developing case examples, and early marketing to implementation, this course has many approaches for facilitating learning and improving student success in discussion forums and group projects. Also discussed is course maintenance and clerical issues for the instructor.

Alan Maples, Professor, Cedar Valley College, TX

Tuesday, March 19    1:30-2:30 p.m. (S263)
Forum Regis, Third Floor

**Facilitating Civic Engagement and an Appreciation of Diversity: Techniques for Deepening the Service-Learning Experience**

This session is geared toward participants who have experience with service-learning, but are looking to broaden their knowledge through the infusion of civic engagement and, at the same time, understand the seminal importance of diversity in a service-learning environment. Participants of this session learn the following: (1) Applicable definitions of civic engagement and diversity and why these two concepts are crucial to the practice of service-learning, and (2) practical techniques, applications, and exercises that can be applied in the classroom to foster civic engagement and an appreciation of diversity.

Karla Gottlieb, Consultant, Campus Compact National Center for Community Colleges, AZ; Lucille Jordan, President, New Hampshire Community Technical College-Nashua, NH

Tuesday, March 19    1:30-2:30 p.m. (S523)
Forum Salon A, Fourth Floor

**Offering Online Courses and Certificates in Spanish to Meet the Needs of the Hispanic Community**

To meet the needs of the growing Hispanic groups in the Atlanta area, Gwinnett Technical College and Georgia Virtual Technical College are working together to offer computer courses and a small business management certificate in English and Spanish. This session should particularly benefit professionals who serve communities with a large Hispanic population. Participants learn how to organize and gather information needed to produce courses in Spanish and other languages and review Gwinnett Technical College’s progress in working with the Latin American Association.

Britt Watwood, Director, Online Learning; Lorri Christopher, Program Director, Computer Information Systems, Gwinnett Technical College, GA

Tuesday, March 19    1:30-2:30 p.m. (S371)
Forum Orleans, Fourth Floor

**The City as a Classroom: Developing an Interdisciplinary Los Angeles Studies Program**

To transform higher education into more appropriate training for today’s students, we unite experiential immersion and student-centered pedagogy with an interdisciplinary curriculum taught by faculty members from eight disciplines. Using the city as our classroom, students develop analytical and multicultural skills and complete internships. Ours is a model for curriculum and faculty development and the integration of community resources into higher education. Presenters provide comprehensive information and materials on how to use their respective institution’s environment as a classroom and laboratory.

Galust Muradian, Professor, Humanities and Foreign Languages; Raoul De la Sota, Professor Emeritus, Art; Daniel Widener, Professor, History and American Cultures, Los Angeles City College, CA

Tuesday, March 19    1:30-2:30 p.m. (S654)
Forum Massachusetts, Fifth Floor

**Building Models for Individualized Student Assessment**

As participating members of the 21st Century Learning Outcomes Project, Johnson County Community College and Butler County Community College have worked for over a year to generate new methods of assessing students’ learning outcomes. Both institutions have completed major revisions of their institutional learning outcomes. The presentation candidly shares the trial and error character of the “zig-zag” journeys that the two institutions have taken to get to where they are in the project.

Phil Speary, Director, Butler County Community College, KS; Marilyn Rhinehart, Vice President, Instruction, Johnson County Community College, KS

Tuesday, March 19    1:30-2:30 p.m. (S460)
Forum Simmons, Third Floor

**On-line and in the Classroom: The Numbers and What They Might Mean**

This presentation examines Lakeland Community College’s yearlong research on the impact all Web-based course offerings had on students’ learning.

Tuesday, March 19    1:30-2:30 p.m. (S940)
Forum Simmons, Third Floor

**Exploring College Effectiveness Research**

To explore the research being conducted at a community college, participants have the opportunity to visit several sites and hear from researchers about their findings.

Tuesday, March 19    1:30-2:30 p.m. (S700)
Forum SITE, Third Floor

**FIRST-PERSON EXPERIENCES: ROLE-PLAYING A CHIEF ACADEMIC OFFICER**

Participants will role-play the experiences of a Chief Academic Officer from the TLT model and hear stories from real Chief Academic Officers about their experiences.

Tuesday, March 19    1:30-2:30 p.m. (S670)
Forum SITE, Third Floor

**THE ROLE OF THE DEAN IN FACILITATING LEARNING COMMUNITIES**

Participants will explore the role of a Dean in facilitating Learning Communities and hear from a Dean who currently works at a Learning Community College.

Tuesday, March 19    1:30-2:30 p.m. (S652)
Forum Salon A, Fourth Floor

**LEARNING AND TEACHING**

**Forums**
Tuesday, March 19    1:30-2:30 p.m. (S562)
Forum Boston University, Third Floor

**Linking College Learning Communities, High School Career Academies, and High-Performance Employers**

This emerging approach links high school career academies, college learning communities, and high-performance workplaces in a consortia that tailors professional development, peer-to-peer learning, and cross-cutting educational programs to the specific needs of team-based organizations.

David Jacobson, Assistant Professor, Public and Nonprofit Management, New York University, NY
LEADERSHIP AND ORGANIZATION
Tuesday, March 19 1:30-2:30 p.m. (S367)
Forum
Cape Cod, Fourth Floor
Show Me the Money!
Rapidly evolving technology, workforce needs, accelerating instructional costs, and an increasingly complex student population can be an overwhelming challenge. Additional resources and innovative strategies are necessary to provide the enhanced programs and services demanded by our communities. Kankakee Community College has been awarded over $15,000,000 in recent years for innovative programs and student services initiatives. The presenter shares data and models of assessment tools, as well as plans for future assessment focused on learning and faculty development. William Ryan, Vice President, Technologies Division, Lakeland Community College, OH

WORKFORCE PREPARATION AND DEVELOPMENT
Tuesday, March 19 1:30-3:30 p.m. (S667)
Forum
Salon B, Fourth Floor
Distance Education: Is It A Solution for Low-Wage Workers? Small Business Employees?
Conferences will learn about the intersection space between community colleges, distance learning and the workforce. This presentation highlights San Jacinto College’s curriculum development, program evaluation, and program review processes. This multicampus district has changed its approach to faculty-driven processes for planning, budgeting, implementation, and closing the loop. This session showcases the role of faculty in curriculum development design, implementation, and evaluation and highlights the use of quantitative and qualitative data. This session should particularly benefit individuals interested in program assessment and program review, including cost analysis.
Charles Orsak, Director, Research and Institutional Effectiveness, San Jacinto College District System, TX; Catherine O’Brien, Curriculum Facilitator, Curriculum Development, San Jacinto College-South Campus, TX; Sarah Janes, Coordinator, University Center, San Jacinto College-North Campus, TX

RESOURCE DEVELOPMENT AND FOUNDATION MANAGEMENT
Tuesday, March 19 1:30-2:30 p.m. (S550)
Forum
Salon D, Fourth Floor
Successful Grant Writing: A Formula for Success
This session covers the basic elements common to most grant applications. The presenter helps participants understand and interpret a request for proposals. The session is interactive and provides hands-on experience in reviewing and critiquing actual proposals. This session should particularly benefit individuals interested in improving their grant proposal writing skills.
Karen West, Assistant Dean, Planning and Development, Metropolitan Community College District, MO

VENDOR SOLUTIONS AND DEMONSTRATIONS
Tuesday, March 19 1:30-2:30 p.m. (S339)
Forum
Harvard, Third Floor
National Science Foundation Opportunities for Two-Year Colleges
Participants learn about new funding opportunities in eight programs for two-year colleges at the National Science Foundation. This session should particularly benefit individuals interested in pursuing funding for innovative and creative programs in science, mathematics, engineering, and technology education.
Elizabeth Teles, Program Director, Undergraduate Education, William Borton, Staff Associate, Undergraduate Education, National Science Foundation, VA

VENDOR SOLUTIONS AND DEMONSTRATIONS
Tuesday, March 19 1:30-2:30 p.m. (S339)
Forum
Harvard, Third Floor
Transformational Learning in the Digital Environment
This session highlights methods that allow instructors to strengthen the balance of the affective and cognitive domains in order to create transformational education in the online environment. Participants examine a unique variety of electronic resource materials designed to address the learning styles of diverse student populations. Live interactions based on practices from one of the largest online universities demonstrate the impact of the affective domain on cognitive learning.
Marla LaRue, Associate Dean, College of Education; Adam Honea, Vice President and Dean, College of Information Systems and Technology, University of Phoenix, AZ
LEARNING AND TEACHING

Tuesday, March 19 1:30-2:30 p.m.  (5571)
Roundtable
Salon E, Fourth Floor
An Interdisciplinary Approach to the Teaching of Business Ethics
Participants in this session learn how to create and implement an interdisciplinary course in business ethics. Many institutions offer a course in business ethics from the perspective of the philosophy department with an emphasis on philosophical theory or from the business department with a concentration on the case study approach. Rockland Community College’s course, “Ethics in Business,” combines philosophical theories and the case method to help students develop their understanding of ethical principles. This training course is designed to help interested faculty members develop their own courses and to introduce the idea of an interdisciplinary course.

Joseph Whitson, Associate Professor, Natural Sciences, Clark County School District, TX

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 1:30-2:30 p.m.  (5641)
Roundtable
Salon E, Fourth Floor
How to Evaluate Formative Work
For the past several years, the Dallas County Community College District (DCCCD) has embarked on a journey of formation, guided primarily by the principles of Parker Palmer, author of Courage to Teach and Let Your Life Speak. The process-oriented nature of formation principles does not lend itself easily to traditional outcome metrics; therefore evaluation of influence, progress, and value in the DCCCD must be gleaned through alternative evaluation approaches.

Presenter describes lessons learned from their ongoing journey and engage participants in dialogue about how to evaluate formative work.

Guy Gooding, Director, Staff and Organizational Development; Nancy Armes LeCroy, Consultant to the Chancellor, Dallas County Community College District, TX; Gerardo E. de los Santos, Vice President, Advancement, League for Innovation in the Community College, AZ

Tuesday, March 19 1:30-2:30 p.m.  (5548)
Roundtable
Salon E, Fourth Floor
So, Tell Me What All this Information Means to My Organization
This session presents information on ways researchers and administrators can approach each other, ask appropriate questions, and achieve a better understanding of one another. Researchers too often have insufficient understanding of administrative needs, and administrators too often have difficulty understanding of administrative needs. This session helps researchers get practical answers from researtchers and helps researchers present information in ways that benefit those who make policy decisions.

William Welsh, Evaluation Specialist III, Test Development, Dallas Independent School District, TX; Donna Hilgenbrink, Vice President, Administrative Services, Kaskaskia College, IL

STUDENT SERVICES AND ACTIVITIES

Tuesday, March 19 1:30-2:30 p.m.  (5618)
Roundtable
Salon E, Fourth Floor
Collaboration or Competition? Outreach Strategies that Work in a Multicampus Environment
Learn how a multicampus college increased its enrollment of high school seniors by 35 percent by eliminating internal competition and instituting collaborative management. Participants in this session learn about strategies, staffing, and budgeting in a complex environment so that everyone benefits.

John Gabusi, Vice Chancellors, Enrollment Services and External Relations; Nancee Sorensen, Director, District Admissions; David Rodriguez, Coordinator, District Admissions, K-12 Outreach, Pima Community College District, AZ

WORKFORCE PREPARATION AND DEVELOPMENT

Tuesday, March 19 1:30-2:30 p.m.  (5608)
Roundtable
Salon E, Fourth Floor
Change and Challenges: Continuing Education for Direct Care Staff
Participants of this session learn about the direct service professional credit program, a unique public-private workforce development partnership for direct care staff serving the developmentally disabled. This program is conceptualized for the workplace. The collaboration and student successes are highlighted. This session should particularly benefit individuals who offer workforce development and continuing education programs.

Nina Leonhardt, Director, Continuing Education; Kimberly Werner, Professor Assistant; Barbara Defina, Professor Assistant, Suffolk County Community College, Ammerman Campus, NY

BASIC SKILLS AND DEVELOPMENTAL EDUCATION

Tuesday, March 19 1:30-2:30 p.m.  (5586)
Roundtable
Salon E, Fourth Floor
You Mean That’s Not a Cupholder?
In an effort to encourage developmental writing students to become familiar with technology as a teaching tool, students purchase an in-house-generated CD-ROM that contains all of the lectures and homework for the semester. This roundtable discussion should benefit writing instructors who are trying to integrate technology into their writing curriculum.

Rose Warren, Instructor, Language and Arts, Western Nebraska Community College, NE

3:00 p.m. – 4:00 p.m.

TUESDAY, 1:30 P.M. - 4:00 P.M.

special session

LEADERSHIP AND ORGANIZATION

Tuesday, March 19 3:00-4:00 p.m.  (5638)
Suffolk Third Floor
From Digital Divide to Digital Democracy
With Information Age advancements in technology, we have the ability to access and use information in unprecedented ways, with access options changing and growing daily. However, these advances have led to what many call the Digital Divide in which technological opportunities are disproportionately distant from underserved and economically challenged populations. Educators must take an aggressive stance to find effective ways to teach and reach our diverse student cohorts and communities. During this session, presenters describe current Digital Divide trends and demographic shifts, as well as highlight new innovations.

Alfredo G. de los Santos Jr., Research Professor, Arizona State University, Main, Senior League Fellow, AZ; Gerardo E. de los Santos, Vice President, Advancement, League for Innovation in the Community College, AZ
LEARNING AND TEACHING
Tuesday, March 19    3:00-4:00 p.m.    (S561)
Forum
New Hampshire, Fourth Floor
An Academic reVisioning Learning Journey
How do we assure that our educational programs and instruction are distinctive and creative? How can we redesign curriculum and instruction to better meet the needs of learners, employers, four-year colleges, and society? In this session, the process of effecting change across all academic and technical areas of Hocking College is described. A criteria for excellence that is being used to evaluate reVisioned curriculum and instruction plans is shared. Successes that might be replicated and pitfalls to be avoided are identified.
Judith Maxson, Vice President, Academic Affairs, Hocking College, OH

Tuesday, March 19    3:00-4:00 p.m.    (S223)
Forum
Regis, Third Floor
Distributing Instructor-Developed Courses and Materials on CD-ROM
Don’t limit your interactive courses to the Internet where students are slowed by limited bandwidth or lost connections. Creating your own CD-ROM allows you to distribute freeware viewers, digital audio and video lectures and tests, and traditional Internet links. This presentation describes how one instructor distributed coursework for several different classes.
Sharon Caballero, President; Diane Dusick, Chair, Communications/Broadcasting, San Bernardino Valley College, CA

Tuesday, March 19    3:00-4:00 p.m.    (S302)
Forum
Provincetown, Fourth Floor
Helping Students Attain Global Competence: A Selection of Good Practices
The American Association of Community Colleges has identified global education as one of its six focus areas, challenging community colleges to develop global perspectives for their disciplines. This session highlights a variety of models and successful practices in place at three community colleges. Attendees leave the session with a rationale, guidelines, and a training program for internationalization and models and samples of successful practices to take back to their institutions.
Lourdene Huhra, Executive Dean, Workforce and Intelligence Development, Bunker Hill Community College, MA; Robert Queen, Administrator, Columbus State Community College, OH; Marty Hanson, International Coordinator, Black Hawk College, IL

LEADERSHIP AND ORGANIZATION
Tuesday, March 19    3:00-4:00 p.m.    (S562)
Forum
Wellesley, Fourth Floor
Outpacing Obsolescence: Developing a Strong, Measurable Technology Plan for Community Colleges
Participants of this session review the importance of developing a comprehensive technology plan that results in a reengineered organization, maximum return on investments, and increased funding/granting opportunities. A demonstration of an online planning tool under development for community colleges, offering several pointers to attendees on ways to start their own planning process is given. This session offers insights to both administrators, faculty, and individuals responsible for technology utilization and leadership.
Barbara Gellman-Danley, Director, Research and Learning Solutions, AF Kelly and Associates, KY

Tuesday, March 19    3:00-5:00 p.m.    (S563)
Forum
Salon A, Fourth Floor
U.S. Department of Education Initiatives for the Community College
The U.S. Department of Education is launching new initiatives that have particular relevance to community colleges as a nexus of career and technical education and workforce preparation. At this highly interactive session, leadership from the Office of Vocational and Adult Education discuss three topics: (1) initiatives to develop career-related curriculum frameworks for community colleges and secondary feeder systems, (2) new models of performance measurement that are aligned with student aspirations and institutional mission, and (3) the role of community colleges in adult basic education and lifelong learning.
Hans Meeder, Deputy Assistant Secretary, Vocational and Adult Education, U.S. Department of Education, Washington, DC
Tuesday, March 19  3:00-4:00 p.m.  (S629)
Forum
Salon D, Fourth Floor
Teacher Education: A Leadership Role for Community Colleges
Community colleges are providing a leadership role in pre-K-12 teacher education given the national teacher shortage and are addressing this crisis in innovative and flexible ways. Join college community leaders in an interactive discussion about strategies, model programs, and lessons learned in teacher education.
Sue Parsons, Associate Professor, Mathematics, Cerro Cosumnes Community College; CA; Leslie Roberts, Director, Miami-Dade Community College District, FL; Cheri St. Arnauld, National Director, Teacher Education, Maricopa Community College District, AZ
Tuesday, March 19  3:00-4:00 p.m.  (S389)
Forum
Vineyard, Fourth Floor
Measuring Quality and Using the Data for Institutional Improvement
Participants learn how to move beyond strategic planning to quality improvement measuring. This session demonstrates how to report gathered data in an informative and simple manner that enables trustees to improve their understanding and direction of the college. The presenter demonstrates how the balanced scorecard framework is applied to higher education using PBViews software.
William McGinnis, Trustee/CCTC Board Member, Butte-Glenn Community College District, CA
Tuesday, March 19  3:00-4:00 p.m.  (S122)
Forum
Orleans, Fourth Floor
In Pursuit of Effectiveness: Concepts, Context, and Conduct of Assessment
Assessment is a major focus of attention within the academic community and among institutional stakeholders. The issue is not whether colleges should conduct assessment, but rather what is the driving purpose for assessment, what should be assessed, and what will be done with the outcomes of assessment. This session outlines the philosophical principles of several models of assessment. Participants identify related implications that influence the success and effectiveness of college assessment strategies.
Ron Baker, Associate Executive Director, Commission on Colleges, WA
Tuesday, March 19  3:00-4:00 p.m.  (S113)
Forum
Cape Cod, Fourth Floor
A Team Approach to College Leadership: Collaboration Across Divisions, Day and Evening
Collaborative, activity-based learning is a popular form of student education; however, Roxbury Community College has adopted this model of success to administrative success. Participants learn how to overcome the gap between academic divisions and the day and evening school, as well as how to become more visible and involved in the issues that cut across all of the college’s academic and administrative divisions. This session should particularly benefit individuals who would like to become more aware of the problem-solving potential this concept affords.
Jane Aswell, Acting Dean, Math, Science and Technology; Everest Omuoha, Acting Dean, Liberal Arts; Eleanor Rollins, Acting Dean, Urban Affairs, Roxbury Community College, MA
Tuesday, March 19  3:00-4:00 p.m.  (S209)
Roundtable
Vineyard, Fourth Floor
LEADERSHIP AND ORGANIZATION
Tuesday, March 19, 3:00-4:00 p.m.  (S919)
Roundtable
Salon F, Fourth Floor
Why Great Books Curricula Creates Innovative Teaching and Inspired Learning
This session outlines the nature and scope of the innovative Great Books Curricula that may become a model for other programs. It provides a theoretical and practical overview of the great books and gives examples on Internet and classroom applications. This session shares how the Great Books Curriculum came into being and leaves ample time for attendees to address the entire range of interests and questions they have about such pedagogy. This session should particularly benefit faculty and administrators who are interested in raising reading and critical thinking standards among non-traditional and underserved minority student populations.
Bruce Gans, Professor, English; Phillip Virgen, Assistant Professor, English, City Colleges of Chicago-Wilbur Wright College, IL
Tuesday, March 19  3:00-4:00 p.m.  (S549)
Roundtable
Salon E, Fourth Floor
Thinking Globally: A Project to Build Awareness of Global News Coverage
Many community colleges include globalization in their strategic plans, but for many this means simply adding a reading by a specialist from another country. This session describes a project shared by a college that links a course to the New York Times global news coverage. Doing so encourages students to think critically about the news and the world. This session should benefit educators looking for ways to help students prepare to be part of a global community.
Dody Welsh-Parrin, Assistant Professor, English; Jean-Louis Marchand, Professor, Psychology/Sociology, Chesapeake College, MD
Tuesday, March 19  3:00-4:00 p.m.  (S526)
Roundtable
Salon E, Fourth Floor
A Continuing Conversation About Weaving Together Intellectual and Spiritual Mindsets
This session provides an opportunity for an exchange of ideas about the formation activities in two community college districts. The session is primarily conversational and participant-directed. This session is designed for faculty who attended the forum of the same title and want to pursue the topic further.
Kami Day, Assistant Professor, Johnson County Community College, KS; Penny Science, Instructional Designer, EMT-Paramedic Program, Fran Padov, Coordinator, Educational Services; Carlos Perez, Faculty, Speech, Metropolitan Community College District, MO
Tuesday, March 19  3:00-4:00 p.m.  (S617)
Roundtable
Salon E, Fourth Floor
Professional Development for IT Faculty: A New Model Meets Unique Needs
Ricardo Eolas, Assistant Director, Instructional Effectiveness, Bunker Hill Community College, MA; Sarah Keller, Assistant Professor, Communications, Emerson College, MA
Tuesday, March 19  3:00 - 4:00 p.m.  (S186)
Forum
Simmons, Third Floor
WEB-BASED APPROACHES TO SMOKING CESSATION AND HEALTH PROMOTION FOR STUDENTS
Although smoking rates among college students are high, little is known about how to effectively communicate health messages to this group. Presenters review student smoking statistics and smoking cessation strategies, including message tailoring using “stage of change” and “health lifestyles” segmentation models. Innovative tailored technologies (websites) that target community college women are presented. Participants are asked to comment on these approaches, as well as discuss strategies for testing, implementing, and disseminating proposed interventions.
Emily Dibble, Executive Dean, Institutional Effectiveness, Bunker Hill Community College, MA; Katherine Hanson, Director, Gender and Diversity Institute, Education Development Center (EDC), MA
Tuesday, March 19  3:00-4:00 p.m.  (S617)
Roundtable
Salon E, Fourth Floor
LEARNING AND TEACHING
Tuesday, March 19, 3:00-4:00 p.m.  (S822)
Roundtable
Salon E, Fourth Floor
Why Great Books Curricula Creates Innovative Teaching and Inspired Learning
This session outlines the nature and scope of the innovative Great Books Curricula that may become a model for other programs. It provides a theoretical and practical overview of the great books and gives examples on Internet and classroom applications. This session shares how the Great Books Curriculum came into being and leaves ample time for attendees to

VENDOR DEMONSTRATIONS AND SOLUTIONS
Tuesday, March 19  3:00 - 4:00 p.m.  (S186)
Forum
Simmons, Third Floor
Professional Development for IT Faculty: A New Model Meets Unique Needs
Ron Baker, Associate Executive Director, Commission on Colleges, WA
LEARNING AND TEACHING
Tuesday, March 19 4:15-5:15 p.m. (S141)
Forum
Vineyard, Fourth Floor
Learning Technology Series and CyberMentor: A Model for Online Technology Training and Mentoring
The Learning Technology Series (LTS) is a set of pedagogy-based technology training modules. These modules can aid teachers in the development and use of instructional technologies in their teaching. CyberMentor is a self-paced, Web-based resource that also helps prepare faculty to teach an online course. Together, the LTS and CyberMentor represent an online workshop and mentoring combination that help prepare faculty to teach in an online environment. This session discusses principles of pedagogy-based technology training and demonstrates the LTS and CyberMentor tools.
Kevin Bontenbal, Librarian, Instructional Technology;
David Diaz, Faculty, Physical Education, Cuesta College, CA
Tuesday, March 19 4:15-5:15 p.m. (S109)
Forum
Harvard, Third Floor
Using Technology to Increase Student Learning: Combining Internet and Lecture Formats
This presentation argues that a hybrid approach to adult learning yields excellent results. Internet-based resources are used in the curriculum and integrated into the lecture format. Professors retain the face-to-face nurturing and coaching that is essential in community colleges, but students also become more active learners by participating in online communities. This hybrid approach harnesses the technology, not the students.
Susan Andrus Wood, Assistant Professor, General Studies, New Mexico State University-Dona Ana, NM;
Warren Matthews, Dean, Liberal Arts, Kingwood College, TX;
Willburn Wright, Professor, Mental Health; Naydean Blair, Professor, Mental Health, Houston Community College, TX
Tuesday, March 19 4:15-5:15 p.m. (S336)
Forum
Salon D, Fourth Floor
Student Outcomes Assessment in a Learning-Centered College
This session particularly benefits educators looking for practical assessment strategies that have worked at Wayne County Technical College to sustain momentum for assessment over the past seven years. The presenter shares study findings and reflects on the elements that make these vital engaging experiences successful.
Shiu Mun Lai, Head, Mechatronics Engineering; Khee Wee Tay, Lecturer, Mechatronics Engineering, Institute of Technical Education, Singapore
Tuesday, March 19 4:15-5:15 p.m. (S100)
Forum
Sailor, Fifth Floor
Transforming a College for the New Century
Community colleges are experiencing tremendous change brought on by internal forces as well as external demands. Some colleges have embarked on a mission to transform their college, and consider implementing a new, inclusive, and participatory planning process. This forum describes the experiences of two colleges that have undertaken this effort to transform their institutions.
James Ortiz, President, Southern Maine Technical College, ME; Thomas Wylie, Vice President/Academic Dean, York County Technical College, ME; Jay Vogt, President, Peoplesworth, MA
Tuesday, March 19 4:15-5:15 p.m. (S669)
Forum
Cape Cod, Fourth Floor
Tuesday, March 19 4:15-5:15 p.m. (S384)
Forum
New Hampshire, Fourth Floor
A Success Strategy for Entry-Level Computer Technology Students
Entry-level students in computer technology, especially those students from underrepresented populations, have had unsatisfactorily high early failure rates. This session presents a new and successful approach to giving individualized assistance to students who need it most. Measures being taken to quantify these results are presented and audience feedback is solicited. This session should particularly benefit individuals struggling with computer technology students who are underprepared in language, mathematics, and study skills.
Charles Lindauer, Dean, Computer Science; Verley O’Neal, Faculty, Computer Information Systems; Juanita Croft, Lab Supervisor, Computers and Information Systems, Foothill College, CA

Tuesday, March 19 4:15-5:15 p.m. (S406)
Forum
Salon C, Fourth Floor
ABE to College: Expanding Educational Horizons
Massachusetts recognizes the instrumental role of community colleges in providing opportunities for basic skills development leading to post secondary education. This forum reviews the services that Massachusetts has developed to address academic preparation for entry into college. This forum explores these new developments in online testing and examines their strengths and weaknesses. These new developments are demonstrated and discussed. Participants learn about the currently available technology, as well as get a glimpse into the future.
Janice Motta, Executive Director, Massachusetts Community Colleges, MA; David Kelley, Associate Dean, Northern Essex Community College, MA

Tuesday, March 19 4:15-5:15 p.m. (S559)
Forum
Hyannis, Fourth Floor
Best Uses of Film and Video for Holistic Intercultural Learning
New research shows how to most effectively use the holistic intercultural experiences that films and videos can bring into the classroom. Based upon Milton Bennett’s “Developmental Model of Intercultural Sensitivity,” a new theory on using the power of moving pictures is presented and explained. Clips from popular films are used for illustration and participants are involved in the learning processes advocated for the various uses at each stage.
Louise Wilkinson, Producer, Video Services, The Boeing Company, WA

Tuesday, March 19 4:15-5:15 p.m. (S227)
Forum
Maine, Fifth Floor
Online Assessment: The New Kid No Longer
Online assessment, until recently, was the “new kid on the block.” As more programs turn to online assessment, they are looking beyond use of the computer as simply a “page turner.” Some programs are taking fuller advantage of the capabilities of Internet-delivered assessment and expanding the available functionality. Some of these developments include automated essay scoring using artificial intelligence technology, expanded test item formats (e.g. drag and drop), and direct links to instruction. This session explores these new developments in online testing and examines their strengths and weaknesses. These new developments are demonstrated and discussed. Participants learn about the currently available technology, as well as get a glimpse into the future.
Gloria Elliott, College Board Consultant, ACCUPLACER, The College Board, NY; Scott Elliott, Chief Operating Officer, Vantage Learning, Inc., PA

Tuesday, March 19 4:15-5:15 p.m. (S639)
Roundtable
Salon E, Fourth Floor
HEART: A Model for Accounting, Economics, and Student Retention
Members of HEART (Holistic Economics/Accounting Retention Team) at Richland College have developed and implemented a dynamic new program to retain students. They propose a “boundary-less,” integrated model that maximizes all resources on their campus and encourages academic divisions and administrative departments to work in unison with a focus on students and the way they learn.
John Carmichael, Counselor, Human Development; Phyllis Cook, Instructional Associate, Center for Tutoring Learning Connection; John Millenon, Instructional Associate, Richland College, TX

Tuesday, March 19 4:15-5:15 p.m. (S647)
Roundtable
Salon E, Fourth Floor
Integrating Technology and Current Events: The September 11 Tragedy and Aviation Technology
Current events generate natural opportunities for instructors to reinforce concepts. This session discusses some of the computers and instruments on aircraft, as well as an overview of United States airspace. Specifically, the Global Positioning System, the autopilot, and the transponder are discussed and how they played a part in the events of September 11. This session should interest faculty wanting to integrate current events and technology into their curriculum, particularly math, computer science, physics, political science, or history.
Jeanne Willerth, Instructor, Computer Science and Information Systems, Longview Community College, MO

Tuesday, March 19 4:15-5:15 p.m. (S448)
Roundtable
Salon E, Fourth Floor
Addressing Mistakes in ESL Students’ Written Work: Avoiding Overkill
Writing instructors are sometimes overwhelmed by the amount of mistakes they encounter in ESL students’ written work. Many attempt to fix every mistake and spend many hours correcting them. This roundtable should benefit ESL and writing instructors by providing them with effective and efficient strategies for dealing with mistakes in ESL student writing. This session should help alleviate some of the stress that comes from working with ESL papers and make the writing process mutually engaging and beneficial for instructors and students.
Andy Reyes, Assistant Professor, ESL, Bunker Hill Community College, MA

Tuesday, March 19 4:15-5:15 p.m. (S475)
Roundtable
Salon E, Fourth Floor
Building Student Leaders: Partnering with Your Chamber of Commerce
Come hear how research students research community-based issues by partnering with the local chamber of commerce. Working either individually or collaboratively in teams, students research the leading indicators of the community’s quality of life. Critically assessing the strengths and weaknesses and opportunities and threats to the community, students learn to define community livability and present their findings to local chamber of commerce civic and business leaders to help develop policies and strategies for innovative community change. This session should particularly benefit individuals who seek to combine theoretical classroom instruction with practical field experience.
Walter L. Professor, English, Santa Fe Community College, FL

Tuesday, March 19 4:15-5:15 p.m. (S673)
Roundtable
Salon E, Fourth Floor
A Continuing Conversation About Formation
This session provides an opportunity for a closer exchange of ideas about the formation activities on two campuses. The session is primarily conversational and participant-directed. Copies of handouts describing each campus’ formation activities are also available. This session is designed for participants who attended the forum of the same title and want to
pursue the topic further.

Frank Conner, Director, Center for Teaching and Learning; Judy Jankowski, Coordinator, Center for Teaching and Learning, Grand Rapids Community College, MI; Gwen May, Professor, Computer Science; Young Carter, Visiting Scholar, Richland College, TX

Innovation and Integrity: Creating High Quality and Low Cost Internet Courses
The North Carolina Community College System has developed 110 Internet-ready courses that are shared throughout the NC System at an average cost of $3,000. The cost is 10 times less than the typical costs for the true development of such courses. Courses are developed by existing faculty using a standard course-authoring software package and standard guidelines. Once developed, these courses are shared with all colleges in the system at no cost. The presenter reviews the progress made and lessons learned from the effort.

Ken Farmer, Director, Academic and Student Services, North Carolina Community College System, NC

Low Cost Internet Courses
Innovation and Integrity: Creating High Quality and Low Cost Internet Courses
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Ken Farmer, Director, Academic and Student Services, North Carolina Community College System, NC

5:15-6:15 p.m.
CLOSING RECEPTION AND EXHIBITION
University of Massachusetts Exhibit Hall
Third Floor
Music provided by:
Bunker Hill Community College Jazz Ensemble
STUDENT SERVICES AND ACTIVITIES
Wednesday, March 20 8:00-9:00 a.m.  (S172)
Forum
Salon J, Fourth Floor
A Single-Vendor Approach to Implementing Student Services Broadly and Quickly
Two critical decisions facing IT managers are whether to take a single-or multi-vendor approach and whether to outsource. Raritan Valley partnered with one vendor for all our IT needs, including outsourcing. The result? We quickly implemented pervasive real-time technology solutions. In 2000, Yahoo! rated the college number one in the state and 27th in the country among two-year colleges. Session participants learn how to partner with a vendor to maximize their technology solutions.

Chuck Chulwick, Vice President, Learning and Technology Services, Raritan Valley Community College, NJ; Linda Jessup, Director, Strategic Client Partnerships, SCT, PA

RESOURCES DEVELOPMENT AND FOUNDATION MANAGEMENT
Wednesday, March 20 8:00-9:00 a.m.  (S273)
Forum
Salon K, Fourth Floor
The Big 5-0! Reinforcing Stewardship Traditions Through a 50th Anniversary Celebration
A college anniversary is a golden opportunity to celebrate founders and traditions, unveil future plans, thank the community, and raise funds. Learn how Northwestern Michigan College capitalized on its 50th anniversary in a year-long celebration designed to review and renew its stewardship tradition with the communities it serves. This presentation features the events, activities, and collateral materials used in the anniversary celebration. This session should be particularly beneficial to institutions approaching college milestones.

Kathleen Gruy, Executive Director, College Relations and NMC Foundation; Geoff Johnson, Co-Chair, 50th Anniversary Committee, Northwestern Michigan College, MI

BASIC SKILLS AND DEVELOPMENTAL EDUCATION
Wednesday, March 20 8:00-9:00 a.m.  (S443)
Forum
Provincetown, Fourth Floor
It's the Student, Not the Services: Reframing Student Success
Education from four diverse California community colleges have independently generated a student success process model. This panel addresses strategies for listening to students, clarifying and expanding the description of success, and linking college services to achieve the examined goals developed through this process. Participants discuss the interrelationships of student development and learning and examine applications of the model. The session should particularly benefit educators interested in student success from the student development perspective.

Diane Ramirez, Dean, Student Services, College of the Desert, CA; Christine Flores, Coordinator/Counselor, Extended Opportunity Programs and Services, Chaffey College, CA; Marcia Kraft, Coordinator, Learning Center, Mt. San Jacinto Community College District, CA; Kirsten Colvey, Dean, Student Services; Merrill Deming, Professor, Physical Sciences/Mathematics, Crafton Hills College, CA

Wednesday, March 20 8:00-9:00 a.m. (S534)
Forum
Salon I, Fourth Floor
Planning, Goals, Assessment, Concept Mapping, and Bloom: A Learning-Centered Course Development Model
Do course development tools exist for faculty that demonstrate the why and the how for learning centered instruction? Perhaps. The presenters show a Web-based guided-process tool that actually involves faculty in planning and setting learning goals, assessing student success, using concept mapping, and creating interactive coursework. The tool integrates proven teaching resources with content development and is applicable within any college setting. Interested in a continuous improvement model should benefit from the presentation and discussion.

Jeff King, Director, Faculty Development, Art Institute of Dallas, TX; Mark Ferrer, Director, Faculty Resource Center, Santa Barbara City College, CA

Wednesday, March 20th 8:00 - 9:00 AM  (S304)
Forum
New Hampshire Facilitating Collaborative Learning Online
In the past five years, there has been an explosion in the number of computer-mediated courses offered at two- and four-year institutions. But does online learning preclude collaboration and interaction among online learners? This session provides an overview of computer supported collaborative learning (CSCL) and explains how the findings of a qualitative research study of four community college instructors may lead to practical applications of this theory. This session should benefit individuals involved in teaching online courses, developing online curricula, and maintaining distance learning support services.

Michael Ayers, Instructor, Biology, Surry Community College, NC; David Ayers, Spanish & Education, Davidson County Community College, NC; Jim Huffaker, Director, Distance Learning; Kathleen Robinson, Regional Head, Extension/Continuing Education, College of Eastern Utah, UT

WORKFORCE PREPARATION AND DEVELOPMENT
Wednesday, March 20 8:00-9:00 a.m.  (S340)
Forum
Maine, Fifth Floor
Developing Customized Training for Small Technology Companies Using a Learning Consortia Model
As small technology companies face increased market pressures, they often lack the resources to invest in their most important market asset—the knowledge and skills of their employees. The Future-Ready Workforce Project transformed a community college biotech advisory committee and a supplier network into learning consortia that designed customized training. This session should benefit educators who administer technology education programs or develop customized training. Participants learn how to organize small companies into learning consortia and develop sustainable training systems.

John Lederer, Manager, Future Ready Workforce Project, Pugel Sound Center for Teaching, Learning and Technology, WA; Caralee Cheney, Instructor, Shoreline Community College, WA; John Vicklund, Vice President, Human Resource, Data I/O Corporation, WA

Wednesday, March 20 8:00-9:00 a.m.  (S214)
Forum
Salon H, Fourth Floor
Technical Academy Professional Skills Center
Participants of this session learn new ways to establish strong, collaborative relationships with area high and middle school educators and School-to-Careers officials and programs. The presentation also includes educators who have sought out resources and formed partnerships that will build tomorrow’s information technology workforce and improve the economic development of the community. The presentation puts forth the idea of establishing a Technical Academy and Professional Skills Center that offers three levels of IT training and certification opportunities to teachers.

Patricia Dolcy, Dean, Academic Affairs/Corporate and Continuing Education Service; Brett Pfingston, Distance Education Coordinator, Library, Ivy Tech State College- Bloomington, IN

Wednesday, March 20 8:00-9:00 a.m.  (S934)
Forum
Vineyard, Fourth Floor
Online Express: A Fast Track for Faculty Training
During one academic year, Prince George’s Community College doubled its online offerings. This accomplishment was largely due to its Online Express initiative, a dynamic process of online course development grounded in a comprehensive faculty training program. Online Express was recognized as a 2001 Exemplary Initiative (Alternative Delivery) by the National Council of Instructional Administrators. This session gives you the tools needed to create a similar process at your own institution as the presenters discuss the inherent opportunities and challenges.

Mary Wells, Director, Prince George’s Community College, MD
LEARNING AND TEACHING

Creating Innovative Community College Partnerships
To increase learning opportunities for students and offer a broader array of services, community colleges are collaborating with community and educational colleagues. Examples include an international service learning class, community-based student projects, and a leadership class linked among multiple campuses. A summary of a survey describing innovative partnerships implemented by Washington’s community colleges is also distributed.

Jean Hernandez, Vice President, Student Learning; Jack Bautsch, Vice President, Student Success, Cascadia Community College, WA

Wednesday, March 20 9:15-10:15 a.m. (S166)
Forum Massachusetts, Fifth Floor

Getting Instructors into Instructional Technology
In this forum, learn the two steps necessary to get faculty members trained in the use of instructional technology. The presenters compare the increasing uses of technology in the classroom to a journey across the Oregon Trail. A little humor and some simple explanations help participants assess where they are in the technology process and the kind of help they need.

Candy Center, Director, Distance Learning; Michael Vieira, Instructor, Computer Information Systems, Bristol Community College, MA; Judi Singley, Associate Dean, Academic Affairs for Health Occupations, Greenfield Community College, MA; Michael Thomas, Professor, Philosophy/Humanities, Pat Lindley, Project Coordinator, Academic Technology; Ken Magnuson, Professor, Information Sciences, College of the Redwoods, CA

Wednesday, March 20 9:15-10:15 a.m. (S275)
Forum New Hampshire

Learning Through Testing, or When I Stopped Grading, They Learned Anyway!
Participants explore using tests for purposes other than evaluation, including chapter pre-tests (to ensure that students have read the material before class), learning vocabulary, encouraging discussion, review of prerequisites, identifying or reinforcing significant concepts, and providing extra practice for ESL students. A variety of media-paper, computer, Internet, and hands-on activities will be used. Testing in pairs or groups is included. This session benefits classroom instructors who gain knowledge of these techniques through discussion, demonstration, and hands-on exercises.

M. Patricia Harley, Associate Professor, Business/Computer, Jill Romanoski, Adjunct Professor, Business/Computer; Daniel Wolf, Adjunct Professor, Business/Computer, Howard Community College, MD

Wednesday, March 20 9:15-10:15 a.m. (S219)
Forum Salon H, Fourth Floor

Connecting Real World Projects to Web Classes
Nothing excites students more than knowing their classroom projects will see real world application. Employers are interested in employees with real world experience in addition to background knowledge. Illinois Central College has joined these two concepts. Not-for-profit websites are identified and selected as projects. Work is coordinated through various classes. The end result is that students work with actual clients. Actual clients get website created for them at a minimal out of pocket expense. Students gain experience they can quote on employment applications. This session reviews how this process works, how candidate sites are selected, and the implications of student involvement with actual projects.

Mark DuBois, Assistant Professor, Business and Information Systems; Judy Jurgens, Chair, Business and Information Systems, Illinois Central College, IL

Wednesday, March 20 9:15-10:15 a.m. (S543)
Forum Boston University, Third Floor

All Aboard: Get on the Student Learning Outcomes Approach Train
This is an active learning session where you create your own course syllabus and outline using the Student Learning Outcomes Approach based on the League’s 21st Century Learning Outcomes Project competencies. Find out how to build your courses around what students need to do in order to succeed in today’s society. This session should particularly benefit individuals interested in taking the next step after creating a learning college community.

Joan Warren, Assistant Professor, Occupational Education, Oklahoma State University-Main Campus, OK

Wednesday, March 20 9:15-10:15 a.m. (S193)
Forum Vermont, Fifth Floor

Diamonds in the Rough: 21st Century Learning Outcomes
In this session, participants have an opportunity to learn about Schoolcraft College’s and Kingsborough Community College’s involvement with the League for Innovation’s 21st Century Learning Outcomes Project. They were two of 16 colleges selected to participate in a three-year study supported, in part, by a grant from the Pew Charitable Trust. The project’s goal is to improve student learning. Both teams share their common wisdom about learning outcomes through current research, a review of related literature, campus projects, focus group results, and Core Competencies Survey results.

Richard Graziano, Professor, Virtual Enterprise Institute, Kingsborough Community College-CUNY, NY; Denise Sigworth, Executive Director, Institutional Research; Deborah Daiek, Associate Dean, Academic and Assessment Services; Evan Garrett, Professor, History; Cheryl Hawkins, Coordinator, Assistant Professor, Occupational Therapy Assistant Program; Mark Harris, Professor, English, Schoolcraft College, MI

Wednesday, March 20 9:15-10:15 a.m. (S343)
Forum Hyannis, Fourth Floor

LEADERSHIP AND ORGANIZATION

Changing Tires While Driving: Building Communities of Practice in the Community College
This session shares the latest results and lessons learned from Cuyahoga Community College’s implementation of knowledge management through its development of communities of practice. This interactive presentation examines barriers and enablers associated with creating a knowledge-sharing organization. Strategy, communities, roles, policies, presentation of technology and technology are discussed. This session should particularly benefit individuals seeking to make the most out of their organization’s intellectual resources. Participants learn a proven methodology and best practices that can be replicated.

Amy Eugene, Director, Knowledge Management; Frank Reis, Executive Vice President, Human Resources and Administration, Cuyahoga Community College, OH

Wednesday, March 20 9:15-10:15 a.m. (S231)
Forum Salon I, Fourth Floor

Training Faculty Technology Leaders: A Multi-Threaded Approach
Any program that introduces educational technologies into the community college classroom must consider the perspectives and needs of faculty, administrators, and trainers. This session presents a model and specific recommendations for creating a self-sustaining, flexible, and responsive program to bring new educational technologies to a diverse urban community college. Presenters explain how they have coordinated these multiple threads in the areas of lab-building, moving from Web-enhanced classrooms to distance learning, creating a defined cohort and incorporating technologies beyond the Web. This session also presents methods for providing financial, technical, administrative, and emotional support.

Joseph Ugoretz, Assistant Professor, English; Rhea Parsons, Professor, Social Science; Jane Paznik-Bondarin, Coordinator, Distance Learning, Borough of Manhattan Community College-CUNY, NY

Wednesday, March 20 9:15-10:15 a.m. (S424)
Forum Harvard, Third Floor

Changing Organizational Culture Through Whole-System Engagement
Transforming the community college to better meet student and community needs only occurs when a critical mass of the organization performs in ways that produces the desired outcomes. The fastest way to achieve critical mass, as well as widespread...
commitment to the change, is through whole system involvement in the process. During the session, attendees actively engage in whole systems techniques and engagement processes.

Juan Olivarez, President; Donna Kragt, Dean, Institutional Research and Planning, Grand Rapids Community College, MI

STUDENT SERVICES AND ACTIVITIES
Wednesday, March 20  9:15-10:15 a.m.  (S540)
Forum
Maine, Fifth Floor

Project Connect: Forging the Connections that Stem Attrition

Project Connect is a highly successful high school/college collaboration that has increased the academic performance and persistence of at-risk students. The two-week summer program is interdisciplinary and holistic and consists of academic and college-wise components. Innovations include “stop-action” lectures and “Career as Student.” The entire program or individual elements are easily replicated. Come learn innovative retention strategies that will benefit administrators, faculty, and student support professionals.

Jean Walden, Professor, English; Christine Adams, Professor, English, Berkshire Community College, MA

BASIC SKILLS AND DEVELOPMENTAL EDUCATION
Wednesday, March 20  9:15-10:15 a.m.  (S175)
Forum
Orleans, Fourth Floor

Facilitate Student Success and Retention with Interactive Multimedia Content

Participants of this session learn how two colleges addressed the diverse developmental student population with a curriculum tailored to the learning styles of the individual. Participants preview a robust, interactive, online content library of learning objects supporting writing, mathematics, grammar, biology, chemistry, business, economics, statistics, and study skills that are accessible by any student needing review instruction in their college coursework.

Danny Clark, Adjunct Faculty, Mathematics, St. Petersburg College, FL; Bert Engvall, Professor, Mathematics, Middlesex Community-Technical College, CT

VENDOR SOLUTIONS AND DEMONSTRATIONS
Wednesday, March 20  9:15-10:15 a.m.  (S659)
Forum
Salon D, Fourth Floor

21st Century Telecourses: Developing High Quality Chemistry, Calculus, History, and Social Science Courses

Global Education Network creates acclaimed college courses and reusable learning objects in collaboration with educators. These courses use video, audio, animation and images, as well as interactive exercises and constant assessment tools to deliver a high quality learning experience. This session focuses on innovations in media mixing and pedagogy. In particular, the presenters offer four case studies about learning problems and solutions to those problems.

Alexander Parker, Chief Operating Officer; Ian Huschle, Vice President, Finance and Operations, Global Education Network, NY

Closing General Session
10:30 a.m. – noon
Salons F and G, Fourth Floor

Sponsored by: Microsoft

Chair:
Larry Warford
Community College Liaison, America’s Career Kit, U.S. Department of Labor, Washington, DC

Introduction:
Patricia Grunder
Vice President, Instruction, Santa Fe Community College, FL

Keynote Address:
Hilary Pennington
Vice Chairman and Chief Executive Officer, Jobs for the Future, MA

2002 Terry O’Bannon Student Technology Award Winners
Presented by Diana Carew
Program Manager of Workforce Development and Community College Relations, Education Solutions Group, Microsoft Corporation, WA

Welcome to Innovations 2003:
Fred Gaskin
Chancellor, Maricopa Community College District, AZ
UPCOMING LEAGUE EVENTS

Executive Leadership Institute
December 8-13, 2002
Tempe Mission Palms
Tempe, Arizona

The annual Executive Leadership Institute provides an opportunity for potential community college leaders to prepare themselves for a presidency. Call the League to learn more about the 2002 Executive Leadership Institute (480) 705-8200.

Conference on Information Technology (CIT)
November 17-20, 2002
Long Beach Convention Center
Long Beach, California

2002 CIT is the premier showcase of information technology in student services, institutional management, and teaching and learning in higher education. With over 120 corporate partners showing their latest products and services, the League’s CIT is an exciting look into the future of technology in community college education. Submit online proposals now for presentation at www.league.org. The registration brochure is distributed in late summer. The conference is hosted by Long Beach Community College and Los Angeles Community College District.

Innovations 2003
March 16-19, 2003
Phoenix Civic Plaza
Phoenix, Arizona

This comprehensive annual conference is dedicated to improving student and organizational learning through innovation, experimentation, and institutional transformation in all areas of community college practice. The conference will be hosted by Maricopa Community Colleges, coordinated by Estrella Mountain Community College and Mesa Community College. The Call for Proposals will be available in August 2002 at www.league.org.