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Oh, What a Tangled Web: Three Designs for Web-Based Courses

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Ned Young

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CONFERENCE
PROGRAM



Innovations

2 0 0 0

A Conference Dedicated to Improving Student
and Organizational Learning Through
Innovation, Experimentation, and
Institutional Transformation

Orlando



www.league.org

February 27-March 1, 2000

Omni Rosen Hotel

Orlando, Florida

2000

Conference AT A GLANCE

Sunday, February 27

- 8:00 a.m.–7:30 p.m. Registration
 9:00 a.m.–4:00 p.m. Learning Center Courses
 2:30–3:30 p.m. Forums
 3:00–5:00 p.m. Exhibition Open
 3:45–4:45 p.m. Forums
 5:00–6:30 p.m. **Opening General Session:**
The Learning Revolution
 Terry O'Banion, President Emeritus
 and Senior League Fellow, League
 for Innovation
 6:30–7:30 p.m. Opening Reception and Exhibition

Monday, February 28

- 7:00 a.m.–6:15 p.m. Registration
 8:00–9:00 a.m. Forums and Roundtables
 9:15–10:30 a.m. **General Session:**
*Where Do We Go from Here? Teaching
 and Learning in the Next Millennium*
 Greg Sarris, Professor of English,
 University of California at Los Angeles
 10:30 a.m.–12:00 noon Exhibition Open
 10:30–11:30 a.m. Book Signing with John E. Roueche,
 Suanne D. Roueche, and Greg Sarris
 League Booth #406, Exhibition, Grand
 Ballroom, 1st Floor
 10:30–11:00 a.m. Coffee Break in the Exhibition
 11:00 a.m.–12:00 noon **Leadership and Organization**
Stream Keynote: You Can Keep It Moving If
You Don't Look Down: Leadership Focused
on the Public Good
 Sandra C. Acebo, President, Butte College
 11:00 a.m.–12:00 noon **Student Services and Activities Stream**
Keynote: Serving 21st Century Students:
Strategies for Retention Success
 Randi Levitz, Senior Executive, Noel-Levitz
 12:15–1:15 p.m. Forums and Roundtables
 1:15–4:15 p.m. Learning Center Courses
 1:30–3:00 p.m. Exhibition Open
 1:30–2:30 p.m. Forums and Roundtables
 2:30–3:00 p.m. Refreshment Break in the Exhibition
 3:00–4:00 p.m. Forums and Roundtables
 4:15–5:15 p.m. **Basic Skills and Developmental**
Education Stream Keynote: The National
Study of Remedial Education Report:
Recommendations to Community Colleges
and Public Decision Makers
 Robert H. McCabe, Senior League Fellow,
 League for Innovation

Monday, February 28, continued

- 4:15–5:15 p.m. **Workforce Preparation and Development**
Stream Keynote: It's the Economy Stupid!
The Economic Development Imperative for
21st Century Community Colleges
 Paul Gianini, Immediate Past President,
 Valencia Community College
 4:15–5:15 p.m. Forums and Roundtables
 5:15–6:15 p.m. Reception and Exhibition

Tuesday, February 29

- 7:00 a.m.–6:15 p.m. Registration
 8:00–9:00 a.m. Forums and Roundtables
 9:15–10:30 a.m. **General Session: What's Ahead for**
Community Colleges in the New Millennium?
 John E. Roueche, Sid W. Richardson Regents
 Chair and Director, The Community College
 Leadership Program, The University of Texas at
 Austin, and Suanne D. Roueche, Director,
 National Institute for Staff and Organizational
 Development, The University of Texas at Austin
 10:30 a.m.–12:00 noon Exhibition Open
 10:30–11:00 a.m. Coffee Break in the Exhibition
 11:00 a.m.–12:00 noon **Learning and Teaching Stream Keynote:**
Collaborative Learning Techniques for
Community College Faculty
 K. Patricia Cross, Senior League Fellow,
 League for Innovation
 11:00 a.m.–12:00 noon Forums and Roundtables
 12:00 noon–1:00 p.m. Book Signing with K. Patricia Cross
 Junior Ballroom F, 1st Floor
 12:15–1:15 p.m. Forums and Roundtables
 1:15–4:15 p.m. Learning Center Courses
 1:30–2:30 p.m. Forums and Roundtables
 2:00–3:30 p.m. Exhibition Open
 2:30–3:00 p.m. Refreshment Break in the Exhibition
 3:00–4:00 p.m. Forums and Roundtables
 4:15–5:15 p.m. Forums and Roundtables
 5:15–6:15 p.m. Closing Reception and Exhibition

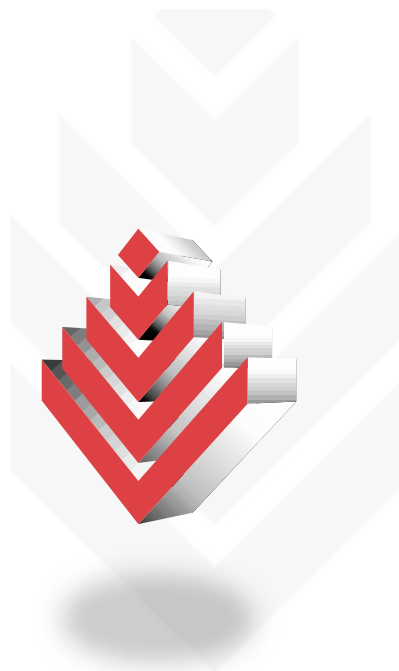
Wednesday, March 1

- 8:00–9:00 a.m. Learning Center Course
 8:00–9:00 a.m. Forums
 9:15–10:15 a.m. Forums
 10:30 a.m.–12:00 noon **Closing General Session:**
The Open Door in the 21st Century
 Wilhelmina Delco, Former Texas Legislator,
 Adjunct Professor, The Community College
 Leadership Program, The University of Texas at
 Austin; Lydia Ledesma-Reese, President, Skagit
 Valley College; J. William Wenrich, Chancellor,
 Dallas County Community College District; and
 Alfredo G. de los Santos Jr., Former Vice
 Chancellor, Student and Educational
 Development, Maricopa Community Colleges

Welcome FROM YOUR HOSTS

2000

On behalf of the League for Innovation,
Welcome to *Innovations 2000!*



“The most dynamic organization in the community college world.”
Change Magazine, 1998

Hosted by Miami-Dade Community College District,
Santa Fe Community College, and
Valencia Community College



The League wishes to thank its corporate partners and exhibitors for their contributions to making this conference possible. These 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, located in the Grand Ballroom on the 1st Floor. Complete partner contact information and a floor plan of the Exhibition can be found in the *Guide to the Exhibition* in your conference bag.

2000

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Community College Week
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Miami-Dade Community College District
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2000

About **THE CONFERENCE**

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. The *Innovations* Conference, celebrating its third year, brings together community college colleagues from around the world who share our commitment to innovation, experimentation, and institutional transformation. We come together at *Innovations 2000* to exchange ideas, highlight successes and stumbling blocks, and look to the future.

The conference has been organized into five *Innovations Streams*:

- ◆ **Basic Skills and Developmental Education**
- ◆ **Leadership and Organization**
- ◆ **Learning and Teaching**
- ◆ **Student Services and Activities**
- ◆ **Workforce Preparation and Development**

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 introduction of the Community College Orientation Course, a 7-hour Learning Center Course; the Gateway 24-hour E-mail and Internet Pavilion; keynote addresses for each innovation stream by noted experts in the field; distribution of three new monographs on learning and teaching; and recognition of presenters with the distinctive Innovator Pin. In addition, *Innovations 2000* offers over 300 Forums, Roundtables, 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; E-Curriculum's Online Conference Evaluation Station, 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 to improve student and organizational learning.

General INFORMATION

2000

Conference Registration Desk

The Conference Registration Desk is located in the Prefunction area across from the Grand Ballroom on the 1st Floor. 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 from Sunday morning to Tuesday evening.

Admission to Events

A registration badge is required for admission to all conference sessions. Participants whose colleges are members of the League's Alliance for Community College Innovation have a red Alliance logo on their badges. These individuals 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, at the Conference Registration Desk, or at www.league.org.





Tickets

All registered conference participants receive tickets for complimentary beverages for the Sunday, Monday, and Tuesday evening receptions, which will be held in the Exhibition, Grand Ballroom, 1st Floor.

Navigating Your Way Through a Complex Conference

Innovations 2000 offers a complex program with much to do and learn. Participants are given a choice of Learning Center Courses, Forums, Roundtables, Special Sessions, General Sessions, and Stream Keynote Addresses, as well as the opportunity to access e-mail and Internet service on a 24 hours a day basis and 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 2000* Personal Learning Plan (page 96) will help you design your personal conference learning agenda.
- ◆ The *Innovations* Streams by Time Chart on page 9 will help you follow a particular stream throughout the conference.
- ◆ Surf the new League Web site at www.league.org to learn more about the *Innovations 2000* conference and additional League initiatives and activities.
- ◆ 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. These specific sessions are marked throughout the program with the NCSD logo. 
- ◆ All conference events are in the Omni Rosen Hotel, and maps of the hotel and conference rooms are on page 94, 95.
- ◆ Forums, Roundtables, and Special Sessions last one hour. Learning Center Courses (see page 11, 33, 64, 80) last three, six, or seven hours. All sessions are listed chronologically, numbered consecutively, and clustered by conference stream.
- ◆ Conference sessions featuring hands-on computer activities are highlighted by the following logo: 

- ◆ 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, and morning Coffee Breaks and afternoon Refreshment Breaks on Monday and Tuesday—all in the Exhibition, Grand Ballroom, 1st Floor.

E-Curriculum Online Conference Evaluation Station

Participants are urged to support ongoing *Innovations* planning, while also earning a chance to win one of two Compaq handheld PCs, by participating in E-Curriculum's Online Conference Evaluation. E-Curriculum's Online Conference Evaluation station is located in the Prefunction area directly across from the Registration Desk. Once you complete an evaluation, your name will be entered in a drawing to win one of the Compaq handheld PCs. Winners will be notified by March 20.

Gateway E-Mail and Internet Pavilion

Gateway is supporting a special conference e-mail and Internet service open around the clock from Sunday, February 27, 8:00 a.m. to Wednesday, March 1, 10:30 a.m. You will find the e-mail and Internet stations in the Prefunction area, adjacent to the Registration Desk, on the 1st 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 2000* is The Learning Center, where you can take 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 five 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, six-hour, or seven-hour class sessions conducted throughout the conference. Learning Center Courses require an additional registration fee. Stop by the registration desk to check for available space in any of the thirteen Learning Center Courses.

New Monographs

All conference participants will receive copies of three new monographs produced by the League. Additional copies are available through the League's online bookstore at www.league.org. (Cross monograph signing will immediately follow her Stream Keynote)

To Teach with Soft Eyes, by Richland College, is a thoughtful and encouraging collection of essays that captures a teacher/leader formation experience. Richland College leaders share first hand accounts from their teacher/leader formation experience in a Special Session, Monday, February 28, 8:00-9:00 a.m., Salon 9, as noted on page 19. This monograph was published with support from the Fetzer Institute.

Collaborative Learning 101, by K. Patricia Cross, Senior League Fellow, is the fourth in the series, The Cross Papers series, and explores research on cooperative learning practices. Cross will discuss her research during her Stream Keynote Address, Tuesday, February 29, at 11:00 a.m.-12:00 noon, Junior Ballroom F, as noted on page 53, and will sign copies of the monograph immediately following her session.

Student Learning Outcomes for the 21st Century: Report of a Community College Study, by Cynthia D. Wilson, Cindy L. Miles, Ronald L. Baker, and R. Laurence Schoenberger, includes results of a Survey on the Status of 21st Century Skills in the Community College Curriculum. The monograph also features brief case studies of Cascadia Community College (WA) and Waukesha County Technical College (WI). Wilson and Miles discuss the study, funded by the Pew Charitable Trusts at a Special Session, Monday, February 28, 12:15-1:15 p.m., Salon 1, 2nd Floor, as noted on page 29.

General INFORMATION

2000

Barnes and Noble Conference Bookstore

The League is pleased to introduce the Barnes and Noble Conference Bookstore featuring publications from *Innovations 2000* Keynote presenters. The Bookstore is located in the Exhibition, Grand Ballroom, 1st Floor, Booth #407 and is open during Exhibition hours.

Hospitality

Staff members from Valencia Community College encourage you to stop by the Hospitality Booth located in the Prefunction area on the 1st Floor. Talk to a native about Orlando restaurants, tourist attractions you shouldn't miss, information about the host colleges, and hotel directions.

No Smoking Policy

The League maintains a smoke-free environment at all League-sponsored events. As such, smoking is not permitted in the meeting rooms, the prefunction areas, or the exhibit area.

Acknowledgments

The League would like to acknowledge the assistance provided by the hosts of *Innovations 2000*, **Miami-Dade Community College District**, **Santa Fe Community College**, and **Valencia Community College**. We are very grateful to the many administrators, faculty, and staff whose time and effort have made significant contributions to the conference.

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

Conference Host College CEOs



Eduardo J. Padrón,
President, Miami-Dade
Community College District



Lawrence W. Tyree,
President, Santa Fe
Community College



Paul Gianini, Immediate
Past President, Valencia
Community College

CONFERENCE STEERING COMMITTEE

Steering Committee CoChairs



Bennye Alligood, Santa Fe
Community College



John Greb, Miami-Dade
Community College District



Tom Adams, Valencia
Community College



Kristin Gutierrez, Valencia
Community College

2000

General INFORMATION

CONFERENCE STEERING COMMITTEE, continued

Registration Chair

Bennye Alligood, Santa Fe Community College

Hospitality Chair

Tina Schuler, Valencia Community College

Speaker Support Chair

Kristin Gutierrez, Valencia Community College

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John Greb, Miami-Dade Community College District

National Technology Coordinator

Chris Missel, Altamaha Technical Institute

Keynote Technical Production

Steven J. Austin, Strong Communications

Sue Linn, Moraine Valley Community College

Nancy Cure, Moraine Valley Community College

Special thanks to Altamaha Technical Institute and Moraine Valley Community College
for on-going support of the *Innovations* conference and the League.



THANK YOU

The League for Innovation wishes to extend a special “Thank You” to the following sponsors:

- ◆ COLLEGIS–Sponsor of the Workforce Preparation and Development Stream Keynote by Paul Gianini
(It’s the Economy Stupid! The Economic Development Imperative for 21st Century Community Colleges)
- ◆ Compaq Computer Corporation–Sponsor of Online Evaluation Handheld PC Giveaways
- ◆ Computer Projection Systems–Sponsor of Videodata Projectors for Session Rooms
- ◆ E-Curriculum Corp.–Sponsor of the Online Conference Evaluations
- ◆ Gateway–Sponsor of the Email and Internet Pavilion & Online Conference Evaluation Station
- ◆ Interliant, Inc.–Sponsor of the Monday General Session and Reception
- ◆ Jenzabar.com–Sponsor of the Hotel Room Keys
- ◆ Microsoft Corporation–Sponsor of the Opening General Session and Attendee Pens
- ◆ SCT–Sponsor of the Nametag Lanyards
- ◆ Student Online–Sponsor of the Conference Tote Bags

Streams **BY TIME**

2000

FORUMS

Sunday, February 27

2:30-3:30 PM

3:45-4:45 PM

Basic Skills and Developmental Education	#1	#14				
Leadership and Organization		#15				
Learning and Teaching	#2, #3, #4, #5 #6, #7, #8	#16, #17, #18 #19, #20, #21 #22, #23				
Student Services and Activities	#9					
Workforce Preparation and Development	#10, #11, #12, #13	#24, #25, #26				

Monday, February 28

8:00-9:00 AM

11:00 AM-12 noon

12:15-1:15 PM

1:30-2:30 PM

3:00-4:00 PM

4:15-5:15 PM

Basic Skills and Developmental Education	#27	#40, #41	#53		#75	
Leadership and Organization	#28, #29, #30		#54	#64, #65	#76, #77, #78 #79	#87, #88, #89 #90, #91
Learning and Teaching	#31, #32, #33 #34	#42, #43, #44 #45, #46, #47 #48, #49	#55, #56, #57 #58, #59	#66, #67, #68 #69	#80, #81, #82 #83	
Student Services and Activities	#35, #36		#60, #61	#70, #71	#84	#92, #93
Workforce Preparation and Development	#37, #38, #39	#50, #51, #52	#62, #63	#72, #73, #74	#85, #86	#94, #95, #96 #97, #98

Tuesday, February 29

8:00-9:00 AM

11:00 AM-12 noon

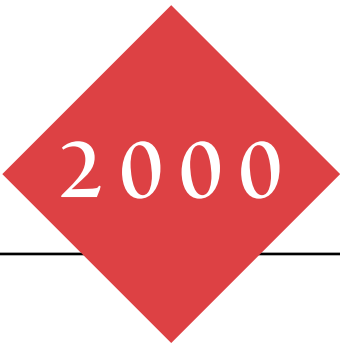
12:15-1:15 PM

1:30-2:30 PM

3:00-4:00 PM

4:15-5:15 PM

Basic Skills and Developmental Education	#99	#113	#126		#154	
Leadership and Organization	#100, #101, #102	#114, #115, #116A, #116B, #117, #118	#127, #128, #130 #131	#141, #142, #143	#155, #156	#169, #170
Learning and Teaching	#103, #104, #105 #106, #107, #108		#132A, #133, #132B	#144, #146, #147 #148, #149	#157, #158, #159 #161, #162, #163 #164, #165	#171, #172, #173 #174, #175, #176 #177, #178
Student Services and Activities	#109	#119, #120	#135, #136, #137	#150, #151, #152	#166	#179, #180
Workforce Preparation and Development	#110, #111, #112	#121, #122, #123 #124, #125	#138, #139	#153	#167, #168	



Streams BY TIME

FORUMS, cont.

Wednesday, March 1

2:30-3:30 PM 3:45-4:45 PM

Basic Skills and Developmental Education	#181	#194				
Leadership and Organization	#182, #183	#195, #196				
Learning and Teaching	#184, #185, #186 #187, #188, #189 #190, #191, #192 #193A	#197, #198, #199 #200, #201, #202				
Student Services and Activities	#193B	#203, #204				
Workforce Preparation and Development		#206, #207				

ROUNDTABLES

Monday, February 28

8:00-9:00 AM 11:00 AM-12 noon 12:15-1:15 PM 1:30-2:30 PM 3:00-4:00 PM 4:15-5:15 PM

Basic Skills and Developmental Education		#11, #12		#26		#44
Leadership and Organization	#1, #2, #3		#17	#27	#35, #36, #37	
Learning and Teaching	#4, #5, #6, #7	#13, #14	#19, #20, #21	#28, #29, #30 #31, #32, #33	#38, #39	#45, #46, #47 #48, #49
Student Services and Activities				#34	#40	#50
Workforce Preparation and Development	#8, #9, #10	#15, #16	#22, #23, #24 #25		#41, #42, #43	

Tuesday, February 29

8:00-9:00 AM 11:00 AM-12 noon 12:15-1:15 PM 1:30-2:30 PM 3:00-4:00 PM 4:15-5:15 PM

Basic Skills and Developmental Education		#60			#86	
Leadership and Organization	#51, #52	#61, #62	#69	#78, #79, #80	#87, #88	#96
Learning and Teaching	#53, #54, #55 #56, #57	#63, #64, #65	#70, #71, #72 #73	#81, #82, #83	#89, #90, #91 #92, #93	#97, #98, #99 #100
Student Services and Activities	#58	#66	#74	#84		
Workforce Preparation and Development	#59	#67, #68	#75, #76, #77		#94, #95	#101, #102, #103

Sunday, 8:00 a.m.-4:00 p.m.

2000

SUNDAY, FEBRUARY 27

8:00 a.m.-7:30 p.m. **REGISTRATION**
Prefunction Area, 1st Floor

9:00 a.m.-12:00 noon LEARNING CENTER COURSE #1

Leadership and Organization

Sunday, February 27 9:00 a.m.-12:00 noon
Learning Center Course #1 (Part I)
Salon 3, 2nd Floor

The Community College Orientation Course

As community colleges face waves of retirements and workforce transitions, they are challenged to help their new faculty, administrators, and staff understand and appreciate the history, culture, and potential of this educational environment. Moreover, many are struggling to expose their new team members to cutting-edge techniques for teaching and reaching students. The Community College Orientation Course is designed to provide a solid grounding in the important fundamentals and exciting future directions of the community college. Participants experience a unique learning opportunity with key community college leaders and colleagues from across North America and around the world. If you're looking for a program to help you or your new team members quickly get acquainted with models to move your institution forward, the Community College Orientation Course is for you. (Three-part course: Part II-Sunday, 1:00-4:00 p.m.; Part III-Wednesday, 8:00-9:00 a.m.)

Additional
Registration Fee
Required

Mark David Milliron, President and Chief Executive Officer, Terry O'Banion, Senior League Fellow and President Emeritus, League for Innovation, CA; Jerry Sue Thornton, President, Cuyahoga Community College, OH; Alfredo G. de los Santos Jr., Former Vice Chancellor, Student and Educational Development, Maricopa Community Colleges, AZ

1:00-4:00 p.m.

LEARNING CENTER COURSES

#3, #1, #2, #4, #5, #6

Basic Skills and Organization

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #3

Salon 13, 2nd Floor

Different, Not Deficient: Teaching Standard English to Nonstandard English Speakers

This participatory workshop uses demonstrations, discussions, videos, and lesson-simulations to enlighten participants about a five-step system and its materials for teaching standard English as a second English dialect; language bias and its pervasive consequences; bidialectalism as achievable and preferable; and random correction as a useless and demeaning teaching technique. This is a repeat of the highly rated workshop from *Innovations 1999*.

Mary I. Berger, Instructor, Columbia College and Executive Director, The Speak Standard, Too Institute, IL; Jerry Knight, Director of Operations, Mississippi Department of Education, MS

Additional
Registration Fee
Required

Leadership and Organization

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #1 (Part II)

Salon 3, 2nd Floor

The Community College Orientation Course

A continuation of the morning session.

Additional
Registration Fee
Required

Learning and Teaching

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #2 (Part I)

Salon 11, 2nd Floor

On the Road with Technology: Experiential Web-Based Learning and Assessment

Presenters demonstrate how improved technology has provided distinctive opportunities in teaching and assessing students. Participants are assigned laptop computers along with other necessary hardware and software in order to work on projects and post their results—complete with digital images as Web pages. Computer/Web literacy is NOT assumed. Using methods that are uncomplicated, fun, and self-motivating, participants quickly learn to develop and edit their own Web pages. The methods presented are transferable to any discipline. In addition to elevated cognitive



Additional
Registration Fee
Required

growth, this teaching style encourages field activity and promotes enthusiasm, collaboration, cooperation, peer tutoring, and positive competition. (Registration is limited to 30.) (Two-part course: Part II-Monday, 1:15-4:15 p.m.)

Rich Miller, Instructor, Natural Science, **Scott Johnston**, Instructor, Natural Science, **Robert Helwig**, Instructor, Natural Science, Milwaukee Area Technical College, WI

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #4

Salon 9, 2nd Floor

Understanding Learning Styles and the Virtual Learner

Need tools to evaluate the learning styles of your online learners? Want to make your online course more than an electronic correspondence course? This Learning Center Course focuses on student learning by exploring brain dominance, KOLB, and the 4-Mat system of recognizing eight distinct learning styles in the classroom. With this knowledge in hand, participants explore how to incorporate learning activities that accommodate the various learning styles of online learners.

Jonathan Bacon, Academic Director, Educational Technology Center, **Julane Crabtree**, Associate Professor, Mathematics, Johnson County Community College, KS

**Additional
Registration Fee
Required**

Student Services and Activities

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #5

Salon 12, 2nd Floor

A Kick in the . . . Attitude!

Learn how an urban technical college transformed its student services division through "a kick in the . . . attitude." Based on the recommendations of an external evaluation team, the student services transformation team responded with personnel, environmental, and technological improvements. This intensive workshop guides participants through the step-by-step student services reengineering process: (a) the creation of the student services transformation team, (b) customer service training, (c) professional guidelines, (d) new employee orientation, (e) remodeled facilities, (f) a state-of-the-art call center, and (g) improved business practices.

Kathleen Christensen, Vice President, Student Services, **Terry Ray**, Recruitment Specialist, Student Services, **Greg Johns**, Student Services Specialist, Milwaukee Area Technical College, WI; **Vince McKinley**, Program Director, Call Center, Cuyahoga Community College, OH

Workforce Preparation and Development

**Additional
Registration Fee
Required**

Sunday, February 27 1:00-4:00 p.m.

Learning Center Course #6

Salon 10, 2nd Floor

Enhancing Credit and Non-Credit Curricula: Microsoft Office User Specialist Certification and Beyond

Is your college interested in offering IT certifications? This Learning Center Course

**Additional
Registration Fee
Required**

takes participants through each step of the implementation process using the Microsoft Office User Specialist (MOUS) program as an example. While this workshop is not a MOUS training session, participants learn how to (a) apply the latest methods of incorporating certification testing in any curriculum, (b) remove departmental barriers, (c) provide professional development opportunities for faculty and students, (d) leverage new grant opportunities, and (e) enhance the MOUS program once implemented. Join the members of the League's Network for MOUS Certification and hear implementation success stories you can duplicate.

Susan Muha, Executive Vice President, Economic Development, Cuyahoga Community College, OH; **Janice Pattison**, Department Head, Office Administration Stark State College of Technology, OH; **Coray Christensen**, Independent Courseware Vendor, Program Manager, **Barbara Campbell**, Academic and Channel Manager, NIVO International, UT; **Gerardo E. de los Santos**, Director of Programs, League for Innovation, CA

2:30-3:30 p.m.

FORUMS #1-13

Basic Skills and Developmental Education

Forum #1

Sunday, February 27 2:30-3:30 p.m.

Salon 5, 2nd Floor

Rebuilding a Dream: A High School Education for All

The reopening of a 133-year old, traditionally all-black high school marked the official beginning of an initiative to improve the literacy level in one city. This session includes the planning, commitment building, and strategies implemented in this initiative, the goal of which is to have 600 adult high school graduates or GED recipients each year for ten years. Innovative ideas from three additional community colleges are shared. Participants have the opportunity to contribute their experiences and successes.

Peggy Teague, Participant, Institute for Senior Administration; **Bill Whitaker**, Dean, Guilford Technical Community College, NC

Sunday, 2:30 p.m.-3:30 p.m.

2000

Learning and Teaching

Forum #2

Sunday, February 27 2:30-3:30 p.m.

Salon 8, 2nd Floor

The Evolution of an Introductory Chemistry Distance Learning Class

Since 1998, our introductory chemistry course in a distance learning format has undergone significant changes in concept, from a guided readings course with an on-campus laboratory to an interactive multimedia-based course. This presentation explores the evolutionary process up to the latest development of a take home laboratory component. The software, Web sites, and one take-home laboratory experiment are demonstrated.

Mary Jane Patterson, Chemistry, Brazosport College, TX;
Terri Rowenhorst, Marketing Department, Archipelago Productions, CA

Forum #3

Sunday, February 27 2:30-3:30 p.m.

Salon 19, 2nd Floor

Intensive Innovation: An Urban Community College Intensive English Model

As globally competent educators, we believe it is critical that institutions internationalize their campuses and curricula. This presentation demonstrates how Richland College's intensive English program for foreign scholars creates new opportunities for international students while furthering its mission of campus internationalization through language and culture instruction and partnerships across the college community.

Jeana Remington, Teaching Administrator, American English and Culture Institute, **Scott Branks del Llano**, ESOL Faculty, World Language Division, **Zarina Blankenbaker**, ESOL Faculty, Richland College, TX

Forum #4

Sunday, February 27 2:30-3:30 p.m.

Salon 7, 2nd Floor

Mentoring New Faculty via the Internet

The current development and enhancement of distance education has created new opportunities for institutions to connect to students. South Dakota State University has developed a mentorship program designed to guide newly hired teachers by linking participants via the Internet. The presenter demonstrates the technology that is used to link participants in the state. Attendees see how teachers complete assignments, discuss issues and concerns related to teaching, and work with mentors within their institutions.

Dann Husmann, Assistant Professor, Teacher Education, South Dakota State University, SD

Forum #5

Sunday, February 27 2:30-3:30 p.m.

Salon 2, 2nd Floor

Online Odyssey: A Pedagogical Quest

New learning environments present new pedagogical challenges. How do we create meaningful and authentic interaction with students in the virtual classroom? This presentation demonstrates instructional design of an online course in the framework of constructivist pedagogy. In this interactive session, participants become students and teachers, experience a learning community, and come away with a fresh perspective on instructional design for Web courses.

Kate Mather, Professor, Psychology, **Amar Madinini**, Assistant Dean, Informational Technology, Cumberland County College, NJ

Forum #6

Sunday, February 27 2:30-3:30 p.m.

Salon 17, 2nd Floor

Powerful Partnerships: The Two-Year Way

Recently, partnerships between instruction and student services have been proposed as an essential component of the learning-centered college. Most of these partnerships have occurred in four-year institutions. In this session, participants hear about three partner initiatives at the Community College of Baltimore County—institutional planning, tutoring, and learning communities—and leave with ideas about how to bring about such partnering at their own institutions.

Donna McKusick, Director, Developmental Education, **Beth Hunsinger**, Director of Special Services, **Al Starr**, Director, Teaching/Learning Center, **Beth Hewett**, Director, Writing, The Community College of Baltimore-Essex, MD; **Cynthia Peterka**, Dean, Student Development and Enrollment, The Community College of Baltimore County-Dundalk, MD

Forum #7

Sunday, February 27 2:30-3:30 p.m.

Salon 15, 2nd Floor

Show Me the Learning! Student Outcomes Assessment and the Learning College

When learning is placed at the center of the student experience, the academic life of the college is transformed. The assessment of student learning is a critical component of the movement in

higher education to shift the focus and values from teaching to learning. This forum introduces participants to a successful comprehensive model for student assessment that engages the entire college community and places learning first.

Andrea Greene, Director, Research and Planning, **Naomi Story**, Director, Center for Teaching and Learning, **Gail Mee**, Dean of Instruction, Mesa Community College, AZ

Forum #8

Sunday, February 27 2:30-3:30 p.m.

Salon 4, 2nd Floor

Transforming Small Grant Dollars into High-End Online Learning Experiences

This forum focuses on the collaborative arrangement between Central Florida Community College, the Southwest Florida Water Management District, and the Saint Johns River Water Management District to develop and deliver distance learning classes to the adult population in the service area of the college and both water management districts. Come hear how during the past two years, the college and these districts have joined together to produce more than \$80,000 in educational projects that have served more than 300 students.

Pat Fleming, Facilitator/Adjunct Professor, Distance Learning, Central Florida Community College, FL; **Phoenix McKinney**, Specialist, Senior Communications, Southwest Florida Water Management, FL; **Katherine Pordeli**, Education Specialist, Saint Johns River Water Management, FL

Student Services and Activities

Forum #9

Sunday, February 27 2:30-3:30 p.m.

Salon 6, 2nd Floor

Online Student Services: Two Working Models

Two colleges faced with the challenge of creating access to student services online have established internal partnerships between computer services and student services to meet this challenge. In this program, they review their operational models of online student services, including registration. The planning, development, resolution of data issues, and implementation are discussed. The presentation includes demonstrations and a live, online registration. The two models may be adapted for use at other colleges and universities attempting to meet the challenge of providing meaningful access to services online.

Henry Hurley, Vice President, Student Success Services, **Travis Spaulding**, Director, Enrollment Services and

Technology, **Dick Hamann**, Director, Computing and Telecommunication Services, **Carol Hawkins**, Vice President, Institutional Effectiveness, Planning and Information Services, Seminole Community College, FL; **Donald Smith**, Coordinator Distance Delivery, Distance Learning, **James Rhine**, Academic Advisor, Distance Learning, **Lisa Rhine**, Unit Manager, Educational Support Services, Sinclair Community College, OH

Workforce Preparation and Development

Forum #10

Sunday, February 27 2:30-3:30 p.m.

Salon 16, 2nd Floor

How Measurement of Competencies Connects Learners to the World of Work

Employers are seeking confirmation that students they hire have what it takes to do a good job. Certification based on nationally validated skills standards provides the common language that links the standards, the curricula, and the assessments. Examples from information technology career clusters are provided and practice with the methodology to translate standards into curricula and assessments are offered. Find out how the powerful combination of skills-standards-based curricula and vendor-neutral assessments can create a win for students, schools, and employers.

Peter Saflund, Director, Educational Projects, Northwest Center for Emerging Technology, Bellevue Community College, WA; **Lauren Hebert**, Managing Principle, The Chauncey Group International, NJ

Forum #11

Sunday, February 27 2:30-3:30 p.m.

Salon 14, 2nd Floor

Linking Business and Education: Three Options for Meeting the Needs

Luzerne County Community College and Northwest Technical College have developed their own distinctive approaches in providing education and training services for business and industry. This session highlights Northwest's Custom Training Services process and success in assessing, developing, and designing customized training programs. Also highlighted is Luzerne's successful partnership project that created the "Corporate Learning Center" and enabled a business/education partnership for the creation of corporate designed curricula.

Mary Eaton, Vice President, Custom Training Services, **Robin Larson**, Northwest Technical College, MN; **Ann Williams**, Vice President, Economic and Community

Sunday, 8:00 a.m.-4:45 p.m.

2000

Development, Linda Reid-Falcone, Associate Dean,
Business and Industry Development, Luzerne County
Community College, PA

3:45-4:45 p.m.
FORUMS #14-26

Basic Skills and Developmental Education

Forum #12
Sunday, February 27 2:30-3:30 p.m.
Salon 18, 2nd Floor
Listen, Learn, Teach

Connecting curriculum to the real jobs can only be done well by listening to employers, learning what skills are needed, and teaching those skills to students. Northwest Pennsylvania Technical Institute, through its economic development division, Business Retention Technologies, has gained national attention for its expertise in employer outreach and ongoing involvement with the TeamPA Business Calling Program. This successful program listens to industry leaders and quantifies data impacting economic development, business retention, and education. Participants see how the database “mines” trends and is used to drive curriculum development.

Maria Hamilton, Executive Vice President, Raymond Grabowski, Academic Vice President, Julie Krumpe, Coordinator, Business Calling Program, Northwest Pennsylvania Technical Institute, PA

Forum #14
Sunday, February 27 3:45-4:45 p.m.
Salon 8, 2nd Floor

Coordinated Freshman Programs at Bronx Community College: Thinking Outside the Box

In this forum participants learn about innovative programs at Bronx Community College that allow students to move faster from remedial to credit-bearing courses than they would in more typical college offerings. The programs include intensive workshops, immersion centers, modular courses, specialized computer labs, and proactive tutoring and counseling. This session also engages participants in a discussion of these practices and shares ideas on how to be proactive in responding to calls for limiting remedial education.

Jason Finkelstein, Director, Freshman Programs, Marcia Keizs, Vice President, Academic Affairs, Bronx Community College-CUNY, NY

Leadership and Organization

Forum #13
Sunday, February 27 2:30-3:30 p.m.
Salon 1, 2nd Floor

Tools and Methods for Establishing Core Competencies

See how an interdisciplinary team at Sinclair Community College defined and validated core competencies for its Engineering and Industrial Technologies division. Learn about the tools being used for implementation at the program level. Use the Implementation Matrix to assess your own academic programs. This interactive session highlights the successes and challenges of this ongoing project, including a valuable connection to the collegewide general education initiative.

Shep Anderson, Assistant Professor/Chair, Manufacturing Engineering Technology, Robert Willison, Associate Professor/Chair, Aviation Engineering Technology, David Bodary, Associate Professor, Communication Arts, Sinclair Community College, OH

Forum #15
Sunday, February 27 3:45-4:45 p.m.
Salon 6, 2nd Floor

Many Retiring at Once? Innovative Faculty Replacement Plan—Challenges, Opportunities

Triton College, like many other community colleges founded in the 1960s, is undergoing a major faculty turnover resulting from retirements. Over 40 faculty will retire during the period from May 1999 to May 2000. Forum participants discuss how Triton created and is executing an action plan that minimizes turbulence and maximizes restaffing opportunities. Lessons learned and issues are discussed regarding the administration and union, minority candidates, search committee compositions, and change management.

Melvin Butts, Associate Dean, Business and Technology, Kay Langston, Dean, Learning Resource Center, Triton College, IL

3:00-5:00 p.m. **EXHIBITION OPEN**
Grand Ballroom, 1st Floor

Learning and Teaching

Forum #16

Sunday, February 27 3:45-4:45 p.m.

Salon 7, 2nd Floor

The Chaordic World of Online Learning: A Firsthand Report from the Trenches

This session explores the chaordic world of online learning from three perspectives—administrators, students, and faculty—based on the presenter's personal experience with all three. These perspectives define the transformative changes that must occur to support the shift from instructor-controlled and student-driven learning dynamics and results. Ten principles for letting online learning thrive are discussed and applied through an activity that involves 12 real-life cases. Handouts and follow-up URLs are provided.

Carolee Cameron, Online Faculty, Computer Technology, Greenville Technical College, SC

Forum #17

Sunday, February 27 3:45-4:45 p.m.

Salon 16, 2nd Floor

Distance Education Survival Skills: Prerequisite Online Performance Testing

Instructors and colleges prepare online distance education courses with the assumption that students know basic survival skills in computer applications and that such learning is simple and easy to complete without direction or support. The reality is that not all students matriculate with the same level of computer skills or the same ability to interact with their classmates and the instructor by effectively using the technology. Come hear strategies for assisting students in gaining the technical skills they need to be successful in online courses.

Fred Reneau, Lecturer, Workforce Education and Development, **Jacquelyn King**, Lecturer; **Sylvia McGregor**, Research, Workforce Education and Development, **LuAnn Hiniker**, Research, Workforce Education and Development, Southern Illinois University at Carbondale, IL

Forum #18

Sunday, February 27 3:45-4:45 p.m.

Salon 19, 2nd Floor

Establishing an Interdisciplinary Community of Scholars

With the concepts and principles of a learning-centered college in mind, presenters from Central Arizona College and Santa Fe Community College have joined forces to present a program designed to take a closer look at various methods for providing

new and innovative approaches to learning and teaching. This session addresses the implementation of a team teaching model, the use of multimedia portfolios for assessment, and the integration of multidisciplinary Learning Communities. Special emphasis is placed on implementing models designed to develop the professional growth of faculty ultimately resulting in the enhancement of quality instruction in the classroom.

Terry Callaway, Vice President, Educational Programs, **Linda Heiland**, Program Manager, Learning Outcomes and Assessments, Central Arizona College, AZ; **Karen Cole-Smith**, Arts and Sciences, Santa Fe Community College, FL

Forum #19

Sunday, February 27 3:45-4:45 p.m.

Salon 17, 2nd Floor

Five Secrets for Cutting Your Web-Based Course Management Time in Half

Most faculty using major Web course management tools spend more time handling fewer students than they did in the classroom. Each presenter taught 150 to 200 students per semester and did so in less time than it takes to teach the traditional classroom sections. A good course management tool is only a start. In this session you learn five strategies that can be applied to any course management system to cut your online time in half.

Michael Loceff, Professor, Computers, Technology, Information Systems, Foothill College, CA; **Donald Megill**, Professor, Music, Mira Costa College, CA

Forum #20

Sunday, February 27 3:45-4:45 p.m.

Salon 5, 2nd Floor

Floating Koke in Missoula: An Interdisciplinary, Problem-Solving Activity

Using a modification of the Xerox Problem-Solving Wheel, students work through business and mathematical, scientific, and technological (MST) problem-solving models. Participants use these models to solve the problem of a disgruntled customer. This is an example of a Problem-Based Learning activity which also illustrates the similarities between the Xerox Problem-Solving Wheel and problem-solving models used in MST problem-solving activities.

Sylvia Thomson, Director, School to College Alliances, Monroe Community College, NY; **Linda Hobart**, Professor, Physical Science, Finger Lakes Community College, NY

Sunday, 3:45 p.m.-4:45 p.m.

2000

Forum #21

Sunday, February 27 3:45-4:45 p.m.

Salon 4, 2nd Floor

Management Issues of Online Education

The development and implementation of online education has occurred so rapidly that it has preceded the current management curve. Policies, procedures, labor/management contracts, and academic governance organizations are very much in a catch-up mode. Those same management methods that evolved over the years for on-campus education are in some cases not applicable or are inadequate to address the needs of online education. This presentation addresses online education from the perspective of identifying the challenges facing the new management paradigm: how to sustain controlled growth while implementing effective quality control mechanisms.

Thomas McHugh, Chair, Physical Education and Health Department, **Roscoe Hastings**, Professor, Physical Education and Health, Monroe Community College, NY

Forum #22

Sunday, February 27 3:45-4:45 p.m.

Salon 1, 2nd Floor

Online, On Our Own: Best Practices and Lessons Learned from Faculty Who Have Developed and Taught Online

This forum highlights faculty who have developed and delivered many online courses. This session profiles the production of local materials and the use of supplemental texts and third-party Web sites. Additionally, suggestions for going beyond text-based lessons are offered. Success in engaging remote learners in student-centered, interactive Web lessons are described.

Tina Buck, Specialist, Instructional Development, Austin Community College, TX; **Ginger Sabine**, Division Chair, Business and Information Technology, **Daryl Gilley**, Vice President, Business and Information Technology, Northwestern Technical Institute, GA

Forum #23

Sunday, February 27 3:45-4:45 p.m.

Salon 14, 2nd Floor

Faculty in the Learning Revolution: An Inventory of Roles and Activities

Participants learn about a new instrument designed for faculty to use in documenting the learning-centered activities they direct or support and in assessing their progress toward becoming increasingly learning centered. Learn about your

own learning-centered practices by taking part in a sample inventory.

Cynthia D. Wilson, Associate Director, League for Innovation, CA

Workforce Preparation and Development

Forum #24

Sunday, February 27 3:45-4:45 p.m.

Salon 18, 2nd Floor

Best Practices in Welfare Reform: Community Collaboration and a Model Workforce Development Program

North County CARES (Community Access to Resources, Education, and Services) is a network that coordinates resources, identifies services, and provides mechanisms for sustainable community growth in North St. Louis County. It brings employers, service providers, educators, government officials, clergy, and other constituents together in an open forum to discuss the impact of Welfare Reform on the community. In addition, Seminole Community College's Welfare-to-Work Program is an aggressive education and training program designed to transition individuals from welfare to economic self-sufficiency by providing specialized training, transitional childcare, transportation, job placement, and follow-along job coaching. The strengths and effectiveness of both programs are shared.

Linda Ley-Siemer, Special Needs Coordinator, Workforce Development, Seminole Community College, FL; **Marsha Bonds**, Senior Project Associate, Executive Dean, **Gustavo Valdez Ortiz**, President, **Alice Warren**, Division Dean, Liberal Arts, St. Louis Community College at Florissant Valley, MO

Forum #25

Sunday, February 27 3:45-4:45 p.m.

Salon 15, 2nd Floor

Conducting a Successful Job Task Analysis for Small and Large Companies

Corporations today need to respond to the changing competitive climate by designing new job roles and responsibilities that are targeted to current business needs. Participants learn strategies for conducting a Job Task Analysis that can generate revenue for your department, can lead to a thorough job training plan for each job family within the company, and then provide those training opportunities to your contract education department. Learn the key elements in this assessment process: marketing tips, job skill analysis, competencies, training needs, and organizational barriers and

2000

Sunday, 3:45 p.m.-7:30 p.m.

their value to the company.

John Means, Director, Organizational Consulting and Assessment, **Shonna Shearson**, Project Coordinator, Center for Professional Development, **Julie Cooper**, Assessment Specialist, Project Coordinator, Bakersfield College, CA; **John Mills**, Resource Advisor, Training, Texaco, CA

advantage of cooperative efforts in workforce development programs. Learn the benefit of leveraging resources to deliver consistent, efficient, effective training across your state.

Mick Howk, Director, Workforce Training and Services, **Penny Jo Pagona**, Executive Director, Workforce Training and Services, Tidewater Community College, VA; **Thomas Rasco**, Program Director, Community and Technical Colleges Division, Texas Higher Education Coordinating Board, TX

Forum #26

Sunday, February 27 3:45-4:45 p.m.

Salon 2, 2nd Floor

Statewide Initiatives in Support of Regional Economic Development

This session presents two perspectives on the streamlining of workforce development activities. Texas created a Workforce Education Course Manual that is a statewide inventory of technical credit and continuing education courses that colleges may use to respond quickly to the needs of businesses and industry. The Virginia model for the implementation of a standardized statewide training program demonstrates the

6:30-7:30 p.m.

**OPENING RECEPTION
AND EXHIBITION**

Grand Ballroom, 1st Floor

5:00-6:30 p.m.

OPENING GENERAL SESSION

Junior Ballroom, 1st Floor

Sponsored by

Microsoft



Chair:
Mark David Milliron, President
and Chief Executive Officer,
League for Innovation, CA



Welcome:
Paul Gianini, Immediate Past
President, Valencia Community
College, FL



Keynote Address:
"The Learning Revolution"
Terry O'Banion, Senior League
Fellow and President Emeritus,
League for Innovation, CA



Introduction:
Portia Taylor, Vice President,
College and Community
Services, Santa Fe Community
College, FL



2000 Microsoft Student Technology
Award Winners, presented by **Diana
Carew**, Manager, Community College
Initiatives Worldwide,
Microsoft Corporation, WA

Monday, 7:00 a.m.-9:00 a.m.

2000

MONDAY, FEBRUARY 28

7:00 a.m.-6:15 p.m. **REGISTRATION**
Prefunction Area, 1st Floor

8:00-9:00 a.m.
SPECIAL SESSION #1

Learning and Teaching

Special Session #1

Monday, February 28 8:00-9:00 a.m.

Salon 9, 2nd Floor

To Teach with Soft Eyes: Reflections on a Teacher/Leader Formation Experience

In this workshop, the presenters (contributing authors to the monograph included in your registration materials) explore the impact of teacher/leader formation work on the organizational culture, classrooms, and community of teachers, learners, and leaders at Richland College of the Dallas County Community College District. In an interactive format, you have an opportunity to experience some of this work and explore variations that might work at your college. Note: This session is limited to 50 participants.

Stephen K. Mittelstet, President, **Herlinda M. Coronado**, Vice President, Student Learning, **Rica Garcia**, Faculty, World Languages Division, **Sue Jones**, Faculty, Mind-Body Health, Richland College, TX

8:00-9:00 a.m.
FORUMS #27-39

Basic Skills and Development

Forum #27

Monday, February 28 8:00-9:00 a.m.

Salon 8, 2nd Floor

Teaching the Whole Student

Educators realize that many students lack not only the knowledge, but also the behaviors and skills necessary to function as independent learners in our rapidly changing cultural and work environment. In spite of this recognition, most developmental remediation is still based only on reading, writing, and math content. This session presents an overview and evaluation of an experimental program implemented at

Kingwood College that emphasizes a “whole student” approach to learning. The evaluation includes a statistical analysis and subsequent program modifications.

Ann McCormick, Professor, English and Math, **Sharon Hendriksen**, Professor, English/Development, Kingwood College, TX

Leadership and Organization

Forum #28

Monday, February 28 8:00-9:00 a.m.

Salon 1, 2nd Floor

Accountability in Higher Education: What It Means for Community Colleges

The growing demand for accountability by state governments and the public has challenged community colleges to develop appropriate criteria by which to measure performance and assess student learning outcomes. This session examines key questions: What outcomes should be assessed and by which methods? Are current benchmarks for measuring performance appropriate institutional performance? How can community colleges meet the challenges posed by performance-based funding?

Carol Aslanian, Director, Office of Adult Learning Services, The College Board, NY; **James Hudgins**, Executive Director, South Carolina Board of Technical and Comprehensive Education, SC; **Katherine Boswell**, Center for Communication, College Policy, Education Commission of the States, CO; **William Proctor**, Executive Director, Postsecondary Education Planning Commission, Florida Department of Education, FL

Forum #29

Monday, February 28 8:00-9:00 a.m.

Salon 16, 2nd Floor

From the Ground Up: Building a New Community College

If you had the opportunity to build a new community college, what would you do? This was the challenge presented to the people who created the Nova Scotia Community College beginning in 1988, years after the rest of North America had established community college systems. The strategic planning effort engaged Nova Scotians in thinking about the use of education for the province's economic and social development needs. Attendees of this session test the results against their concepts of the future for community college education and, in the process, contribute to this living experiment in organizational and educational design.

Colin MacLean, Chair, Strategic Planning Secretariat, Nova Scotia Community College, NS, Canada

Forum # 30

Monday, February 28 8:00-9:00 a.m.

Salon 7, 2nd Floor

Growing Pride Along with Cactus

How would you change the culture of a campus that has been geographically remote, emotionally withdrawn, and socially isolated from the rest of the organization? Flat enrollment in the midst of a growing residential market was just one symptom of campus stagnation. After one year, enrollments and employment applications are up and campus enthusiasm is surging! Come find out how the East Campus accomplished these results and changed the campus climate.

Mary Retterer, Campus President, **Stephen Wallace**, Department Chair, Humanities and Fine Arts, **Shelley Maxfield**, Faculty, Biology, Pima County Community College District-East, AZ

Learning and Teaching

Forum #31

Monday, February 28, 8:00-9:00 a.m.

Salon 17, 2nd Floor

Am I Buggin' You Yet? Techniques for Dealing with Difficult Student Behaviors

Faculty, student services personnel, and administrators are frequently challenged with the task of dealing with bothersome, difficult, and uncivil behaviors from students in and out of the classroom. This highly interactive session addresses the issue from the faculty, counseling, and administrative perspectives and allows participants to develop, practice, and critique several instructional and management strategies. Participants take with them innovative, practical, and proven strategies to successfully handle difficult students.

Jana Bernhardt, Counselor, Enrollment Services, **Robin Seymour**, Professor, Communications, Central Florida Community College, FL; **Vernon Haley**, Vice President, Student Services, Palm Beach Community College, FL

Forum #32

Monday, February 28 8:00-9:00 a.m.

Salon 15, 2nd Floor

Excellence in Teaching: A Professional Development Approach to Invigorate Faculty

How many times have you heard that faculty are not motivated to improve their teaching and technology skills? In an experiment last year, St. Philip's College Instructional Innovation Center fought to dispel this attitude and initiated Master Teacher and Webmaster Certification programs with the

belief that if you make training truly valuable to faculty, they will come. After year one, the center has a waiting list of faculty wanting certification. Learn more about this approach and how you can make it work for your institution.

Karen Sides-Gonzales, Coordinator, Instructional Innovation Center, **Elizabeth Fox**, Multimedia Specialist, Instructional Innovation Center, St. Philip's College, TX

Forum #33

Monday, February 28 8:00-9:00 a.m.

Salon 2, 2nd Floor

Extending the Community of Learners: Distance Learning on the Contemporary Frontier

How can institutions use technology to deliver services to rural residents while maintaining the familiarity of a community college? Clovis Community College uses instructional television and online courses to serve sparsely populated counties in eastern New Mexico. Unwilling to broadcast to an unknown population of distant learners, the college has developed strategies for building community and providing educational opportunity for its service district.

David Caffey, Dean, Instructional Effectiveness, **Eleonore Isham**, Vice President, Educational and Information Technology, **Becky Rowley**, Vice President, Educational Services, **Beverlee McClure**, President, Clovis Community College, NM

Forum #34

Monday, February 28 8:00-9:00 a.m.

Salon 18, 2nd Floor

Launching the Learning Community Through Faculty Development

Santa Fe Community College is engaged in becoming a total learning community. While much literature is available about the principles of a learning community, much less information is available about specific implementation strategies and how faculty members become learners in a learning community. This session illustrates how the college developed a strategy to transform a traditional model of faculty development into a model that promotes learning communities.

Constance Mierendorf, Dean, Instruction, **Richard Marchese**, Director, Faculty Development, Santa Fe Community College, NM

Monday, 8:00 a.m.-9:00 a.m.

2000

Student Services and Activities

Forum #35

Monday, February 28 8:00-9:00 a.m.

Salon 6, 2nd Floor

Accessing the Information You Need When You Need It:

Digital Dashboards

Many community colleges are investing in improved technical infrastructures and systems in a variety of areas. How do you effectively utilize and manage the information that these systems can generate while improving services? This presentation highlights and discusses the use of a digital dashboard to represent organizational information to a variety of users in a visual and useful manner. Several dashboard projects are demonstrated and the technology used to support them is explained.

Diana Carew, Manager, Community College Initiatives Worldwide, **Roberto Bamberger**, Faculty, Initiatives Manager, Education Customer Unit, Microsoft Corporation, WA

Forum #36

Monday, February 28 8:00-9:00 a.m.

Salon 14, 2nd Floor

Miracles on a Shoestring: Expanding Student Services on an Inner-City Campus

Using a case study method, this presentation relates the strategy involved in expanding student services at a historically underserved inner-city branch campus. Presenters discuss the challenges of doing this in an environment of extremely limited resources and the need to secure buy-in and ownership from players on the main campus.

Felix Aquino, Dean, North Hudson Center/Instructional Support Services, **Anacely Gonzalez**, Director, Student Services, North Hudson Center, **Katherine Houghton-Zatz**, Dean, Student Affairs, Hudson County Community College, NJ

Workforce Preparation and Development

Forum #37

Monday, February 28 8:00-9:00 a.m.

Salon 13, 2nd Floor

The Associate Technology Specialist Program: A New Certification Program in Information Technology

With a goal of bridging the gap between academic preparation and employer needs in information technology, Educational Testing Service's subsidiary, The Chauncey Group International, has developed the Associate Technology

Specialist certification program. The new program, which includes assessments linked to eight career clusters in IT, was developed as a part of Chauncey's strategic partnership with the NorthWest Center for Emerging Technologies (NWCET), whose standards officially promote and recognize these career clusters. The Manager of Humber College's Open Learning Centre joins the Director of Chauncey's Information Services and Technology to discuss this program, how it is being piloted in community colleges, and its availability in 2000.

Steve Quimby, Director, Information Services and Technology, The Chauncey Group International, NJ; **Louise Uba**, Manager, Open Learning Centre, Humber College of Applied Arts and Technology, ON, Canada

Forum #38

Monday, February 28 8:00-9:00 a.m.

Salon 19, 2nd Floor

Cooperative Internet Mediated Education for the Information Technology Workforce

According to the Bureau of Labor Statistics, by 2006, economic pressures will create 1,000,000 new jobs in computer science, computer engineering, and systems analysis. Higher education is producing only 35,000 relevant degree earners annually. Competition for qualified faculty is fierce. This session describes how and why the Community College of Allegheny County and Carnegie Technology Education have created the School of Computer Science to address the shortage by using the Internet and by drawing on institutional core competencies.

Roy Flores, President, **Judy Savolkis**, Acting Dean, Information Sciences, Community College of Allegheny County, PA; **Allan Fisher**, President and Chief Executive Officer, Carnegie Technology Education, PA

Forum #39

Monday, February 28 8:00-9:00 a.m.

Salon 5, 2nd Floor

Matching the Underemployed Population with Market-Driven High Skill/High Wage Jobs

Businesses ranging from Fortune 500 companies to small firms are in need of trained call center representatives. There are over 60,000 call centers in the U.S. employing more than three million people, and this number is growing daily. One challenge facing community colleges is responding to the need for highly skilled workers. After a year of testing and piloting the Ameritech Customer Service Call Center Project, Cuyahoga Community College unfolded a structured and easy-to-follow

method for addressing employers' needs for a skilled workforce. Come hear about this innovative effort to address the IT shortage.

Susan Muha, Executive Vice President, Workforce and Economic Development Division, **Vince McKinley**, Program Director, Call Center, Cuyahoga Community College, OH; **Lynn Wood**, Director, Statewide Associations, Ameritech Enhanced Business Services, IL

8:00-9:00 a.m.

ROUNDTABLES #1-10

Leadership and Organization

Roundtable #1

Monday, February 28 8:00-9:00 a.m.

Salon 4, 2nd Floor

Building an Organizational Culture for the Next Millennium

What are the core values, traditions, and myths surrounding your college, and how do you use them to create an incredible esprit de corps? Colleges have to respond quickly in today's ever-changing environment, and the culture of your organization determines the rate of the change and how effectively it can deliver its promise of quality education. This session looks at benchmarking the current culture and strategically developing a plan for enhancing the organization's culture for the next millennium.

Suzanne Allen, Visiting Assistant Professor, Marketing, College of Business, Cleveland State University, OH

Roundtable #2

Monday, February 28 8:00-9:00 a.m.

Salon 4, 2nd Floor

Leading from the Middle: Peer-Based Chairperson Development

Department chairpersons are faculty leaders who implement change, pursue new directions, facilitate communication between units, foster collaboration within the institution, and ensure that academic and discipline related issues are addressed. Rather than relying upon the Osmosis Theory of Learning to provide the expertise to accomplish these tasks, British Columbia, Canada, has developed an interinstitutional, systemwide, peer-based residential institute for midlevel leaders. In this roundtable, the British Columbia Chair Development Institute is described and implementation and application issues related to a peer-based professional development approach are discussed.

Dennis Anderson, Curriculum Coordinator, Centre for Curriculum, Transfer and Technology, BC, Canada; **Judy Wilbee**, Coordinator, Professional Development, The University College of the Cariboo, BC, Canada

Roundtable #3

Monday, February 28 8:00-9:00 a.m.

Salon 3, 2nd Floor

Who's in Charge Here? The Health Sciences Management Team

In June 1999, Santa Fe Community College's Director of Health Sciences resigned. The program coordinators made a proposal to the president's cabinet that they be allowed to run the division using a team management model. This roundtable introduces issues in developing a team management approach used to coordinate 18 academic programs and support services with a budget of over five million dollars.

Marjorie Abrams, Director/Facilitator, Team Process, Health Science Counseling, **Reeda Fullington**, Director, Cardiopulmonary Technology Program, Santa Fe Community College, FL

Learning and Teaching

Roundtable #4

Monday, February 28 8:00-9:00 a.m.

Salon 4, 2nd Floor

Daunting Dilemmas, Fearless Fixes: How to Keep Your Learners Learning

Whether teaching students online or in a classroom, every instructor faces similar challenges that frustrate even the most dedicated among them. This discussion focuses on the biggest teaching and learning challenges and how to handle them. The areas covered in this session are bridging skill disparity, fighting the have-to blahs, keeping it upbeat, and practicing efficient versus effective learning.

Lucy Caruso-Deane, Associate Professor, Business, Bergen Community College, NJ

Roundtable #5

Monday, February 28 8:00-9:00 a.m.

Salon 3, 2nd Floor

Evolving Enhanced Studies into Strategic Course Development

Participate in a distinctive experiment for developing new courses and teaching strategies. Using an enhanced studies model and a group of highly motivated and academically diverse students, a new course was developed and launched in less time with fewer learning curve difficulties. Learn how this method can help your institution deal with today's increasing demands on relevancy and appropriateness.

Monday, 8:00 a.m.-9:00 a.m.

2000

Samuel Boutilier, Instructor, Business Technology,
University College of Cape Breton, NS, Canada

Roundtable #6

Monday, February 28 8:00-9:00 a.m.

Salon 4, 2nd Floor

Honor's Program Goes High Tech

With the goals of increasing enrollment and enhancing our honors program, we have incorporated sophisticated electronic search techniques into our writing and speech courses, using various delivery programs including WebCT, First Class, Blackboard.com, and Lotus Learning Space. In this roundtable, we demonstrate joint projects that have been completed with the help of college librarians.

Vera Miller, Professor, English, **Kathleen Lazarus**,
Professor, English, Daytona Beach Community College, FL

Roundtable #7

Monday, February 28 8:00-9:00 a.m.

Salon 4, 2nd Floor

Tiger in the Virtual Classroom

SCANs, the CD-ROM-based training program, was created to integrate work with a career transcript. This NSF-funded project produced five interactive CD-ROMs targeted for the community college classroom. Students participate in project-based learning, which demands the integration of academic content with workplace skills. Two of the CD-ROMs are demonstrated and the content and instruction strategies are shared.

Margaret Spivey, Associate Professor, Business, Behavioral
and Social Sciences, **Michael Harsh**, Professor, Humanities
Division, Hagerstown Junior College, MD

Workforce Preparation and Development

Roundtable #8

Monday, February 28 8:00-9:00 a.m.

Salon 3, 2nd Floor

Educators: Put Down the Books and Visit the Business

This session provides attendees the rationale and tools to implement an Educator in the Workplace Program. This nationally recognized summer experience has benefited over 400 educators during the past four years, and in turn, thousands of children (K-12) have begun developing basic and job-specific workforce skills. During summers, teachers visit and interact with employers in their community to ask them directly what educators need to do to better prepare students for the real world of work.

Janet DeAndrea, Professor, Business, Technology, and
Hospitality, **Barbara Senapedis**, Adjunct Faculty, Allied
Health and Environmental Technologies, **Melany Fedor**,
Professor, Communication Arts and Humanities, Keystone
College, PA

Roundtable #9

Monday, February 28 8:00-9:00 a.m.

Salon 3, 2nd Floor

The Internet: Employment Tool for Seekers and Employers

In a rural district, job searching online was fruitless—until John Wood Community College developed the Perpetual Job Fair. What began as a one-time, short-term event has become a permanent service connecting employment opportunities in our community. Job seekers gain a convenient vehicle to find, employers have a cost-free method to recruit, and the college is enhanced by providing a popular community service. Learn from our experience.

Heidi Hodges, Program Assistant, Career Services, John
Wood Community College, IL

Roundtable #10

Monday, February 28 8:00-9:00 a.m.

Salon 3, 2nd Floor

The Learning Skills Profile: Screening Learning Disabilities for Workplace Success

Department of Labor statistics suggest that learning disabilities may exist at a considerably higher rate among those making the transition from welfare-to-work than in the general population. The Learning Skills Profile, an assessment instrument designed to identify learning problems that may signal the presence of a learning disability, was developed in collaboration with the Missouri Jobs Program. This session explores the uses for this new tool and its practical application to workforce preparation.

Winnie Sullivan, Assessment Specialist, Center for
Business, Industry and Labor, **Cheri Hagan**, Assessment
Specialist, Center for Business, Industry and Labor, St.
Louis Community College, MO

9:15-10:30 a.m.

GENERAL SESSIONJunior Ballroom,
1st Floor

Sponsored by




Chair:

Jerry Sue Thornton, President,
Cuyahoga Community College, OH

Introduction:

Gerardo E. de los Santos
Director of Programs, League for
Innovation, CA

Keynote Address:

*"Where Do We Go from Here? Teaching
and Learning in the Next Millennium"*
Greg Sarris, Professor of English,
University of California at Los
Angeles, CA

11:00 a.m.-12:00 noon

Leadership and Organization**Stream Keynote**

Junior Ballroom F, 1st Floor



Chair:

Eduardo Padrón, President, Miami-
Dade Community College District, FL

Stream Keynote Address:

*"You Can Keep It Moving If You Don't
Look Down: Leadership Focused on the
Public Good"*
Sandra C. Acebo, President, Butte
College, CA

11:00 a.m.-12:00 noon

Student Services and Activities**Stream Keynote**

Junior Ballroom G, 1st Floor



Chair:

Lawrence W. Tyree, President, Santa
Fe Community College, FL

Stream Keynote Address:

*"Serving 21st Century Students:
Strategies for Retention Success"*
Randi Levitz, Senior Executive,
Noel-Levitz, IA

10:30 a.m.-
12:00 noon**EXHIBITION OPEN**Grand Ballroom,
1st Floor

10:30-11:30 a.m.

BOOK SIGNINGS

with John E. Roueche,
Suanne D. Roueche, and
Greg Sarris
League Booth #406
Exhibition,
Grand Ballroom, 1st Floor

10:30-11:00 a.m.

Coffee Break

in the Exhibition
Grand Ballroom, 1st Floor

Monday, 11:00 a.m.-12:00 noon

2000

11:00 a.m.-12:00 noon

Forums #40-52

Basic Skills and Developmental Education

Forum #40

Monday, February 28 11:00 a.m.-12:00 noon

Salon 16, 2nd Floor

Bridges to the Future

Presenters engage participants in dialogue on the topic of transitioning underprepared high school tech-prep and general studies students to college. Presenters share information about the 1999 Summer Bridge Programs, including the parent orientation program, the computer-based learning component, career day, the work-based learning activities, and the fundraising event. One lucky participant receives a prize designed by the summer program participants.

Alpha McMath, Coordinator, Bridge Program; **Kay Langston**, Dean, Learning Resource Center, Triton College, IL

Forum #41

Monday, February 28 11:00 a.m.-12:00 noon

Salon 6, 2nd Floor

Erasing Illiteracy: A Case Study in Southwest Georgia

Illiteracy is recognized today as the most pervasive of evils; it affects families' quality of life, communities' ability to attract new businesses, industries' decisions about expansion, location, and profitability, and especially individuals' sense of self-worth and self-esteem. To address this change, the State of Georgia, through its Department of Technical and Adult Education, has established a model program in its Certified Literate Community Program (CLCP). Georgia's CLCP joins all segments of a community-government, education, business and industry, chamber of commerce, and churches—to provide basic skills education to its populace. The presenters describe how Georgia implemented the CLCP, making the commitment to reverse the illiteracy rate and its accompanying problems.

Anthony Parker, President, **Linda Coston**, Director, Adult Literacy, Albany Technical Institute, GA; **Billie Izard**, Executive Director, CLCP, Technical and Adult Education, State of Georgia, GA

Learning and Teaching

Forum #42

Monday, February 28 11:00 a.m.-12:00 noon

Salon 14, 2nd Floor

Changing Roles? TLCs in 2003

This forum explores the past, present, and future of teaching and learning centers (TLCs) in light of the learning transformation. Panelists present background information about TLCs at two community colleges: one established before enunciation of the learning paradigm, the other, a more recently established center focused on the principles of the new paradigm. The presentation also looks at implications of the learning model for a new center.

Charles Dassance, President, **Lynne Boele**, Central Florida Community College, FL; **Susan Hill**, Director, Communications, Florida Community College at Jacksonville, FL

Forum #43

Monday, February 28 11:00 a.m.-12:00 noon

Salon 15, 2nd Floor

Collaborative Processes in Faculty Development

In this highly interactive session, participants collaboratively build a basic faculty development outline. Small learning communities are formed and utilized throughout the session. The presenters focus in-depth on one or more of the four modules in the Valencia Community College Faculty Development Program—Critical Thinking, Diversity/Inclusion, Assessment, and Developmental Advising. Information regarding the improvement of student performance based on this program is also provided.

David Hosman, Activity Director, Title III Grant, **Ann Puyana**, Director, Curriculum Development, Teaching and Learning, **Larry Gay Reagan**, Vice President, Teaching and Learning Curriculum Development, **Patrick Nellis**, Faculty Development Coordinator, Title III Grant, West Campus, Valencia Community College, FL

Forum #44

Monday, February 28 11:00 a.m.-12:00 noon

Salon 19, 2nd Floor

Compressed Video-Based Learning from Student and Instructor Perspectives

A compressed video system (PictureTel) has been implemented by a rural northeastern community college to provide live two-way audio and video courses offered on two separate campuses. Assessments of this new classroom environment from students

and instructors show that compressed video-based learning offers students new learning experiences but can also hinder class interaction. An online forum has been developed offering tips for instructors and students to improve learning and to minimize the disadvantages. Come learn how this has worked.

Yi Guan, Specialist, Educational Technology, **Brian Donohue-Lynch**, Assistant Professor, Anthropology and Sociology, **David Emigh**, Associate Professor, Natural Sciences, **David Hopcroft**, **Julius Sokenu**, Assistant Professor, Humanities and English, **Leslie Potter**, Quinebaug Valley Community-Technical College, CT; **Richard Andrew**, Editor, Alice Lloyd College, KY

Forum #45

Monday, February 28 11:00 a.m.-12:00 noon

Salon 18, 2nd Floor

Customization of Technical Degrees: Individualization to Meet Career Goals

Milwaukee Area Technical College has developed an individualized technical studies degree for students who have identified educational goals that are not met by specific degrees offered by the college. Students complete a portfolio assessment process that helps them create a customized degree by combining courses from various technical disciplines, documented work experience competencies, and general education requirements. The process is based on student self-awareness, input from an occupational mentor, and effective academic advising to best meet the educational needs of the student.

Patrick Godin, Faculty, Health Occupations, **Barbara A. Cannell**, Associate Dean, Consumer and Hospitality Services, Milwaukee Area Technical College, WI

Forum #46

Monday, February 28 11:00 a.m.-12:00 noon

Salon 8, 2nd Floor

Goal-Based Learning: Online and On-Campus

This forum provides a hands-on guide to implementing goal-based learning into a course whether online or on-campus. After participants set course, faculty, and student goals, the forum explores the implications of goal setting on course design.

Susan Crosson, Coordinator, Business Programs, Santa Fe Community College, FL

Forum #47

Monday, February 28 11:00 a.m.-12:00 noon

Salon 5, 2nd Floor

Implementing Innovations in Teaching Using Technology

Presenters discuss the strategic process used at the Metropolitan Campus for establishing the academic technology plan to augment and support learning. The specific items covered are the role of faculty in the development of the plan, the identification of resources including reallocating and training staff, funding software and hardware purchases, and developing facilities.

Alex Johnson, Campus Provost, Metropolitan Campus; **Patricia Mintz**, Dean, Business and Technology, **Paul Abiola**, Manager, Technology Learning Center, Cuyahoga Community College, Metropolitan Campus, OH

Forum #48

Monday, February 28 11:00 a.m.-12:00 noon

Salon 1, 2nd Floor

Proactive Strategies for Resolving Student Disruptions

Are you prepared to deal with disruptive students? Oppositional behaviors from students have become a challenge at postsecondary institutions across the nation. By understanding how personal belief systems establish expectations of student behavior, faculty and staff will be able to work through disruptions in a more objective manner and remain energized throughout the process. Using video demonstrations of disruptive behaviors, participants in this session learn proactive strategies that give them the skills necessary to redirect inappropriate behaviors, diffuse volatile situations, and help students become successful.

Michael Novarra, Instructor, Career Development Center, St. Petersburg Junior College, FL

Forum #49

Monday, February 28 11:00 a.m.-12:00 noon

Salon 13, 2nd Floor

Technology and Fundraising: A Foundation of Success

Monroe Community College's Foundation is a national leader among community colleges, raising over \$5 million in a recent capital campaign. The college's Educational Technology Division, currently implementing a multiyear comprehensive technology plan, is also a national leader. This session addresses how the Foundation and technology teams work together to fund creative initiatives that increase student success.

Brenda Babitz, President, Monroe Community College Foundation; **Peter Genovese**, Interim Associate Vice

Monday, 11:00 a.m.-12:00 noon

2000

President, Curriculum and Program Development, Monroe Community College, NY

Workforce Preparation and Development

Forum #50

Monday, February 28 11:00 a.m.-12:00 noon
Salon 17, 2nd Floor

CareersNow! A Public/Private Partnership for Entry-Level Employment

Learn how CareersNow! created an Adult Night Learning Center that prepares socio-economically challenged adults to attain entry-level employment and job advancement. Representatives from Forsyth Technical Community College, Goodwill Industries Training, and the Employment Security Commission share challenges and successes in training and placing traditionally hard-to-employ clients.

Desna Wallin, President, **Rose Johnson**, Vice President, Corporate and Continuing Education, **Joyce Glass**, Trustee, Board Chair, Forsyth Technical Community College, NC; **Sherry Carpenter**, Vice President, Employment and Training, Goodwill Industries, NC; **Curtis Mitchell**, Manager, Employment Security Commission, NC

Forum #51

Monday, February 28 11:00 a.m.-12:00 noon
Salon 2, 2nd Floor

Creating Programs in Information Technology While Staying Sane and Solvent

The need for high-tech workers continues to increase, but the number of high-tech degrees granted has fallen. While recognizing the need for more graduates in technology, colleges are overwhelmed by the complexity of continually starting new programs, including finding instructors familiar with cutting-edge technology, constantly upgrading equipment, competing with a plethora of private training providers, understanding industry certifications, and facilitating rapid change. This hands-on session provides you with strategies for increasing the number of technology degree recipients at your college.

Peggy Moe, Director, Professional and Technical Education, Cascadia Community College, WA; **Nancy Verheyden**, Associate Dean, Corporate Training, North Seattle Community College, WA

Forum #52

Monday, February 28 11:00 a.m.-12:00 noon
Salon 7, 2nd Floor

Transformational Partnership: Business and a Community College in Pursuit of Better Worker Preparedness

Confronted with a mismatch between the demand for stronger job competencies and existing worker skills, employers and their local community college joined forces to solve the problem. At informal gatherings, business leaders and faculty identified important job competencies and developed plans to better meet employer needs. The presenters share various strategies, long-term initiatives, and creative implementation plans.

Robert Hancox, Chairman, Business, Corporate and Professional Studies, **Kenneth Ender**, President, **Robert Clark**, Associate Professor, Science, Cumberland County College, NJ; **Mario Russo**, President, Chief Executive Officer, Group and RFC Container Corporation, NJ

11:00 a.m.-12:00 noon

ROUNDTABLES #11-16

Basic Skills and Developmental Education

Roundtable #11

Monday, February 28 11:00 a.m.-12:00 noon
Salon 4, 2nd Floor

Developmental Students: Divide and Some Won't Conquer?

Should we continue to divide developmental students according to skill level? Presenters advocate a single level program that includes abandoning a skill-building approach and turning instead to the liberal arts and a study of the classics. Thomas Jefferson wrote, "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

Bert Lorenzo, Associate Professor, College Prep Department; **Sarah Garman**, Assistant Professor, College Prep Department, Miami-Dade Community College District, FL

Roundtable #12

Monday, February 28 11:00 a.m.-12:00 noon

Salon 3, 2nd Floor

Three-in-One: Study Skills, Learning Communities, and Critical Thinking

Since 1993, Atlantic Cape Community College has enjoyed success with a linked study skills course for developmental students. Instructors work with psychology and sociology colleagues to teach generic study skills, establish learning communities, and take students through a series of increasingly more difficult critical thinking exercises. Participants in this session experience a typical course and receive a videotape of a learning community. Data on student success are presented, and hints for staffing, scheduling, and course delivery are shared.

Lynn Lessie, Professor, Social Sciences, **Christopher Rand**, Assistant Professor, Social Sciences, Atlantic Cape Community College, NJ

Learning and Teaching

Roundtable #13

Monday, February 28 11:00 a.m.-12:00 noon

Salon 4, 2nd Floor

Critical Conflicts: An Online Publication that Focuses on Community-Based Issues

This session involves a discussion about Critical Conflicts, an online publication that provides a forum for students to share the findings of their community-based research. Assisted by a community advisory editorial board that helps direct students toward critical community issues, Critical Conflicts aids students in seeing that to be a student is to be a citizen, that the community's problems are their problems, and that education can help students and communities learn how to make society a better place to live.

Ward Scott, Professor, English, Santa Fe Community College, FL

Roundtable #14

Monday, February 28 11:00 a.m.-12:00 noon

Salon 3, 2nd Floor

Faculty Transformation: The Key to the Virtual Campus

This session is a review of strategies utilized to foster faculty transformation in order to facilitate institutional change and empower colleges and universities to make innovative uses of information technologies. This session allows participants to review the results from a FIPSE-funded faculty development program. Experience a behind-the-scene tour of Web-based

resources and services and a demonstration of faculty produced, video streamed, online courses.

Katherine Cobb, Associate Dean, Distance Learning, **Jacques Dubois**, Former Project Director, FIPSE Distance Learning Grant, Brevard Community College, FL

Workforce Preparation and Development

Roundtable #15

Monday, February 28 11:00 a.m.-12:00 noon

Salon 4, 2nd Floor

Share the Wealth by Sharing the Knowledge

Wondering what it takes to receive funding for a work-skills training grant? Come learn about a funded work-skills training grant that provides quality work-skills training to over 2,000 community employees. The grant is an interdependent partnership between 5 community colleges and 10 community companies, was funded for approximately \$800,000, provides revenue to the credit programs and contract training divisions of the colleges, and showcases the multiple efforts that result in proactive community partnerships.

Dennis Heller, Director, Contract Training for Business, **Kyle Nichols**, Executive Accountant, Contract Training for Business, **John Brown**, Dean, Workforce Development, Houston Community College, TX

Roundtable #16

Monday, February 28 11:00 a.m.-12:00 noon

Salon 3, 2nd Floor

Visual Basic: An Ideal Language for Beginning Programming Courses

Programming is one of the skills that is in great demand, yet students often shy away from programming courses because they think they are too difficult. Learn about Visual Basic and why it is the ideal hook to sell students on programming and send them on to promising careers.

Diana Carew, Manager, Community College Initiatives Worldwide, **Janie Schwark**, Marketing Manager, Developer Group, Microsoft Corporation, WA

Monday, 12:15 p.m.-1:15 p.m.

2000

12:15-1:15 p.m.

SPECIAL SESSION #2

Learning and Teaching

Special Session #2

Monday, February 28 12:15-1:15 p.m.

Salon 1, 2nd Floor

**Student Learning Outcomes for the 21st Century:
Report of a Community College Study**

After an overview of the League's 21st Century Student Learning Outcomes Project, League staff members present the findings of the League's Survey on the Status of 21st Century Skills in the Community College Curriculum. The survey, part of a project funded by the Pew Charitable Trusts, was sent to chief academic officers of Alliance member colleges in the U.S. and Canada. The results provide baseline information about community college involvement in defining, developing, delivering, and documenting student learning outcomes for the 21st century.

Cindy L. Miles, Vice President and Chief Operating Officer, Cynthia D. Wilson, Associate Director, League for Innovation, CA

12:15-1:15 p.m.

FORUMS #53-63

Basic Skills and Developmental Education

Forum #53

Monday, February 28 12:15-1:15 p.m.

Salon 8, 2nd Floor

A Classroom Team Approach for the "At-Risk" Student

Just as it takes a village to raise a child, it takes a team to teach and support students in developmental classes. This session describes a model where faculty, student affairs staff, and academic tutors created a classroom team approach to support developmental students. Attendees learn about the details of the program, hear the experiences of an English professor and the director of counseling who were a part of one team, and participate in an open discussion on successful strategies for "at-risk" students.

Lynn Gregory, Director, Counseling, Phyllis Gleason, Professor, English, Middlesex Community College, MA

Leadership and Organization

Forum #54

Monday, February 28 12:15-1:15 p.m.

Salon 5, 2nd Floor

**Pulling Our Little Red Wagon onto the
Information Superhighway**

This session details the strategies used to ready a community college stuck in 1972 for the year 2002. Neosho County Community College has grown from the smallest community college to become a moving force for change in Kansas. The discussion includes creation of new programs, acquisition of technology through grant funding, expansion of distance learning offerings, and methods used to convince the college's board that change was necessary.

Charles Babb, Instructor, Business, Brenda Hoffman, Dean, Continuing Education, Neosho County Community College, KS; Allene Knedlik, Interim Vice President, Allen County Community College, KS

Learning and Teaching

Forum #55

Monday, February 28 12:15-1:15 p.m.

Salon 19, 2nd Floor

Creating The Virtual College: A Case Study

Education anytime, anywhere. Sounds great, but what is the cost and is it worth it? In less than two years, Northwestern Technical Institute moved from the traditional to the virtual edge. This is a case study of one small technical college's successful effort to create a virtual campus. The presentation includes a lessons learned component that should be invaluable to any school or college attempting to go online for the first time.

Daryl Gilley, Vice President, Business and Information Technology, Ray Brooks, President, Northwestern Technical Institute, GA

Forum #56

Monday, February 28 12:15-1:15 p.m.

Salon 2, 2nd Floor

**E-Purgatory: Separating E-Wheat from E-Chaff:
Real Life in the Classroom**

This session exemplifies real life in the classroom using a multimedia, computer-based teaching program that places students in the "driver's seat" in critical and challenging scenarios. Next, this session explores what does not work in computer-aided instruction and why, as well as what-not-to-dos with technology and learning. Learn how to lower

implementation time and reduce errors. If the wise truly learn from the mistakes of others, then this forum is for you!

Frank Heffner, Instructor, History, **Eddie Dunn**, Director, Learning Technologies and Global Education, Western Iowa Tech Community College, IA; **Karla Pope**, Instructor, Criminal Justice, Mississippi Gulf Coast Community College, MS

Forum #57

Monday, February 28 12:15-1:15 p.m.

Salon 15, 2nd Floor

Information Literacy in Six Dimensions: A Profile of the Library for a New Millennium

This forum profiles the innovations implemented by the Richland College Library as it enters the new millennium. Six dimensions of information literacy are employed to analyze the requirements for the community college library of the future. Participants in this forum learn the components of (1) tool literacy, (2) resource literacy, (3) research literacy, (4) publishing literacy, (5) emerging technology literacy, and (6) critical literacy.

John Ferguson, Librarian, Instructional Services, Richland College, TX

Forum #58

Monday, February 28 12:15-1:15 p.m.

Salon 16, 2nd Floor

Identifying New Customers, Relationships, and Partners for Community Colleges: A Strategy for Training the Teachers of the Future

There are 3.5 million teachers in public schools in America, and that workforce will experience a 50% turnover in the next 6 years. Society has a remarkable opportunity to develop new roles and relationships with public school teachers who will require more lifelong learning than ever before. This presentation describes how a four-year institution, a career center, the League, and three community colleges, through funding provided by a USDOE Technology Innovation Challenge Grant, have formed an "Alliance" to deliver in-service and preservice Internet-in-Education training to teachers in Cleveland, Miami, and Phoenix. In addition, the presenters also discuss how institutions can leverage their resources to develop the relationships and partnerships that lead to new markets, customers, and roles.

Geoff Andrews, Technology Coordinator, Polaris Career Center, OH; **Janet Beauchamp**, Executive Director, Think Tank, Maricopa Community Colleges, AZ; **Patricia Mintz**, Dean, Business and Technology, Cuyahoga Community

College, OH; **Marie Nock**, Director, College Training and Development, Miami-Dade Community College District, FL; **Edward J. Leach**, Director of Programs, League for Innovation, CA

Forum #59

Monday, February 28 12:15-1:15 p.m.

Salon 6, 2nd Floor

Inclusive Paradigm in Urban Community College Collaborative

This interactive forum describes an innovative educational incubator that cultivates an inclusive learning environment that is accessible to and supportive of diverse consumers. The workshop highlights the special features of an urban campus that is strategically positioned to serve city residents, community-based organizations, businesses, and governmental agencies. Additionally, this session discusses the efficiency and effectiveness of consolidating educational programs and developing partnerships between college and community.

Michael Ayewoh, Director, Center for Urban Education Studies; **Quintin Bullock**, Executive Dean, Monroe Community College-Damon City Campus, NY

Student Services and Activities

Forum #60

Monday, February 28 12:15-1:15 p.m.

Salon 18, 2nd Floor

Web-Based Transfer and Advising on a Multi-Institutional Statewide System

The Ohio Board of Regents and the Arizona Board of Regents have undertaken a joint development project with Miami University to build a Web application known as the Course Applicability System (CAS). When fully implemented, CAS will provide a multi-state decentralized electronic advising system. The system provides students with direct access to course acceptability, equivalency, and applicability among existing institutions. The system now in operation is demonstrated, and developmental and implementation stages are discussed.

Peter Ross, Campus Director III, Counseling and Psychological Services, Cuyahoga Community College, OH; **Jason Elwood**, CAS Coordinator, Course Applicability System Project, Miami University, OH

Forum #61

Monday, February 28 12:15-1:15 p.m.

Salon 14, 2nd Floor

What Is the Role of Community Colleges in the P-16 Movement?

Representatives of the Chicago P-16 Council address this issue

Monday, 12:15 p.m.-1:15 p.m.

2000

based on the first year of work between the City Colleges of Chicago and the Chicago Public Schools. They also present aligned standards, related assignments, student work, and instructional and policy changes. Participants share experiences and generate recommendations related to integrating articulation efforts and internal effectiveness under a P-16 system.

Bernard Ferreri, City Colleges of Chicago, IL; **Cheryl Rutherford**, Director, Postsecondary Education; **Judith Boyd**, Mathematics Coordinator, Chicago Public Schools, IL; **Marc Schwertley**, Professor, English, Malcolm X College, Chicago, IL

Workforce Preparation and Development

Forum #62

Monday, February 28 12:15-1:15 p.m.

Salon 17, 2nd Floor

The Challenges and Opportunities of School/College/Work Collaborations: A International Perspective

The road to a seamless transition across educational sectors can be rough terrain to travel. In a moderated panel format, partners from two separate transition initiatives—Triton College, Illinois, and Sir Sandford Fleming College, Ontario—present common challenges and opportunities encountered and their particular strategies and pose alternative approaches. Participants leave with a cadre of potential action plans and practical solutions to successfully implement transition initiatives in their own jurisdictions.

Kay Langston, Dean, Learning Resource Center, **Rich Zoladz**, Faculty, Electronics, **Cheryl Antonich**, Dean, Health Careers, **Mary Ann Olson**, Executive Director, Education to Careers Program, Triton College, IL; **Brenda Pander-Scott**, Manager, Academic Planning and Development, **Brenda Liston-Hanley**, Operations Leader, Lakeshore Campus, Sir Sandford Fleming College, ON, Canada

Forum #63

Monday, February 28 12:15-1:15 p.m.

Salon 7, 2nd Floor

Creating a Seamless Approach to Workforce Development

This presentation examines successful industry-based models from Virginia which have linked secondary schools, community colleges, and industry in a seamless approach to workforce development. Using a common language which effectively measures job requirements and identifies basic skill gaps provides a means to structure individual development

plans for students and employees. The common language provided by ACT's Work Keys system fosters student and employee success in workplace skills development.

John Heslin, Coordinator for Workforce Development, BIGS Division, John Tyler Community College, VA

12:15-1:15 p.m.

ROUNDTABLES #17-25

Leadership and Organization

Roundtable #17

Monday, February 28 12:15-1:15 p.m.

Salon 3, 2nd Floor

Professional Development for the Next Generation of Leaders: The Mississippi Model

Anticipated retirements, growing enrollments, and added responsibilities have generated the need for high-quality programs that recruit, nurture, and train future administrators. Over the past six years, the Mississippi Community College Fellowship Program has trained 148 Fellows. The current program includes 34 Fellows from 19 colleges located in three states (Mississippi, Alabama, and Arkansas) and features the use of problem-based learning, a leadership retreat, and distance learning technology. This low-cost program is a collaborative effort between Mississippi State University and the community colleges in the region. The foundation in the area and participating community colleges provide funding. This presentation discusses program activities and the impact of the program on participants. The audience is encouraged to make recommendations for future improvements.

Ned Lovell, Department Head, Educational Leadership, Mississippi State University, MS; **Paul Miller**, Assistant Director, Golden Triangle Campus, East Mississippi Community College, MS

Learning and Teaching

Roundtable #18

Monday, February 28 12:15-1:15 p.m.

Salon 4, 2nd Floor

How to Really Screw-Up Your First Online Course

Putting a course online for the first time? Want to see how to really do it wrong? Want to see how to do it right? Student evaluations? Stop by, share the pain, and learn from some particularly bad online experiences. Create a good online course.

Richard Pa... Instructor, Liberal Arts, Danville Area Community College, IL

CANCELLED

Roundtable #19

Monday, February 28 12:15-1:15 p.m.

Salon 4, 2nd Floor

Introspection and Reflection: Accelerated Progression of Critical Thinking, Values Clarification, and Writing

This session focuses on the exploration of literature, the progression of critical thinking, and the written expression of ideas. Participants explore “The Native Chord” to gain an understanding of values and to increase critical thought in writing. Mastery of substantive thesis sentences and introductory paragraphs becomes a shared experience in a learning community of students with diverse backgrounds.

Stephen Caldwell Wright, Interim Vice President, Educational Programs, Seminole Community College, FL

Roundtable #20

Monday, February 28 12:15-1:15 p.m.

Salon 3, 2nd Floor

Problem-Based Learning, Digital Video, and the Learning College

Explore how the faculty of a workforce education program (Culinary Arts) are teaching themselves to use desktop PC nonlinear editing software, mini DV cameras, and more to produce their own instructional video material. Learn about their plans to develop highly flexible, self-paced, and distance deliverable instruction by applying the principles of problem-based learning (PBL). Learn how outcomes dramatically improve when instructors and students collaborate in a way that allows them all to be learners. Leave with lots of information and resources about PBL and digitized video.

W. Henry Pile, Department Chair, Culinary Arts, **Judy Boykin**, Chef Instructor, Culinary Arts, Houston Community College, TX

Roundtable #21

Monday, February 28 12:15-1:15 p.m.

Salon 3, 2nd Floor

Student-Centeredness, Transformation, and Empowerment in a Business Communications Course

What the college environment should do to students is change them. The role of the teacher is not to control or dominate the group but to set an overall climate that facilitates spontaneity. Come and be involved in a discussion of how transformation and empowerment can occur in a classroom when change, action, and communication become the focus of the course.

Mary Padula, Associate Professor, Business Management, Borough of Manhattan Community College, NY

Workforce Preparation and Development

Roundtable #22

Monday, February 28 12:15-1:15 p.m.

Salon 3, 2nd Floor

A Community College and University Collaboration: Serving Workforce Need in the Construction Industry

Learn how John A. Logan College and Southern Illinois University (SIU) developed a special partnership that saved a program vital to the construction industry. This 2+2 partnership allows students who complete the associate degree to transfer directly to SIU with a guarantee that they can complete a bachelor's degree with no more than 60 additional semester hours. A panel of key individuals involved in developing the agreement engages the audience in a problem-solving activity that illustrates how barriers to this successful collaboration were overcome.

Scott Hamilton, Associate Dean, Business and Applied Technologies, **Robert Mees**, Vice President, Instruction, **Elaine Vitello**, Dean, College of Applied Sciences and Arts, John A. Logan College, IL

Roundtable #23

Monday, February 28 12:15-1:15 p.m.

Salon 4, 2nd Floor

Have Two-Year College Cooperative Education Programs Neglected the Nontraditional Student?

At least one cooperative education office has developed a program for adults who work fulltime, giving them the opportunity to attend a semester-long management-related seminar. Participation in two-year college cooperative education programs has declined to two percent of the school's population, even though these programs can be used to address the needs of nontraditional students. The audience is able to evaluate new models of co-op education intended for the older college student.

Lillian Johnson, Wake Technical Community College, NC; **William Sigismund**, Director, Office of Experiential and Adult Learning, Monroe Community College, NY

Roundtable #24

Monday, February 28 12:15-1:15 p.m.

Salon 4, 2nd Floor

Innovative Community College Projects Funded Through FIPSE

At this roundtable, innovative community college grant projects funded through FIPSE are highlighted. In addition, the FIPSE review process and selection criteria are discussed. Participants have the opportunity to examine a sample

Monday, 12:15 p.m.-4:15 p.m.

2000

proposal that became a successful project. Handouts include the proposal, application materials, and abstracts of community college FIPSE projects.

Rosemary Wolfe, Program Officer, FIPSE, U.S. Department of Education, Washington, DC

Roundtable #25

Monday, February 28 12:15-1:15 p.m.

Salon 3, 2nd Floor

Trade Unions and Community College Partnerships: A Model AAS Degree Program

This roundtable presents an innovative partnership between a community college and a trade union through which apprentices earn AAS degrees at the same time they earn their journeyman certificates. This collaboration between Illinois Valley Community College and the regional office of the International Brotherhood of Electrical Workers has created an extraordinary opportunity for labor and higher education to forge partnerships, building on the strengths of each partner and resulting in a tremendous advantage for students.

Harriet Howell Custer, Vice President, Academic Affairs, John Allen, Associate Vice President, Career Education, Illinois Valley Community College, IL; Louis Piskur, Training Director, Joint Apprenticeship and Training, International Brotherhood of Electrical Workers, IL

1:15-4:15 p.m.

LEARNING CENTER COURSES

#7, #8, #2, #9, #10

Leadership and Organization

Learning Center Course #7

Monday, February 28 1:15-4:15 p.m.

Salon 10, 2nd Floor

Recent Advances in Retreats: Getting Together to Get It Together

It turns out that "Great Teaching Seminars" (GTS) aren't just for faculty anymore. In the last decade, many forward-looking colleges have used retreats to reorganize, auto-jumpstart, celebrate victories, and solve collegewide problems. Using the CASE Method (Copy And Steal Everything), they have borrowed the best processes of successful GTS retreats to work together on issues of leadership development and college (re)organization. You will learn much from fellow participants and facilitators and leave this workshop enabled, jazzed, and prepared to sponsor a great retreat at your college.

Additional
Registration Fee
Required

Mike McHargue, Counselor/Professor, Counseling and Student Services, Foothill College, CA; Pamela Bergeron, Director, Human Resources, Lansing Community College, MI

Learning and Teaching

Learning Center Course #8

Monday, February 28 1:15-4:15 p.m.

Salon 13, 2nd Floor

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

This three-hour Learning Center Course presents a comprehensive overview of a model involving performance-based assessment of student outcomes in the general education core (e.g., writing, mathematics, critical thinking). Detailed statements of expected student learning outcomes, methods of assessing those outcomes, and institutional standards are examined. Participants work in small assessment teams to evaluate samples of actual student work using the holistic scoring rubrics developed for the model.

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

Monday, February 28 1:15-4:15 p.m.

Learning Center Course #2 (Part II)

Salon 11, 2nd Floor

On the Road with Technology: Experiential Web-Based Learning and Assessment

This is a continuation of the Monday afternoon session

Additional
Registration Fee
Required



Additional
Registration Fee
Required

Student Services and Activities

Learning Center Course #9

Monday, February 28 1:15-4:15 p.m.

Salon 12, 2nd Floor

Using the Affective Quotient to Enhance Student Services

Learn about the power of the Affective Domain (emotion or feeling as distinguished from cognition, thought, or action). Participants have the chance to see that the Affective Domain is just as important as the Cognitive Domain. The utilization of affective constructs in the assessment of students and student services personnel are presented, including the administration and review of the Murphy Inventory which measures (1) self-concept, (2) locus of control, (3) need-achievement (drive), (4) stimulation-seeking (curiosity), and (5) attitude (positive/negative). Assess

Additional
Registration Fee
Required

and evaluate your own Affective Quotient and learn how to use this exciting tool to support students.

Robert Murphy, Counseling Center and Student Access Center, Johnson County Community College, KS

Workforce Preparation and Development

Learning Center Course #10

Monday, February 28 1:15-4:15 p.m.

Salon 9, 2nd Floor

Process Activated Training System (PATS):

Process Improvement Through Express Learning and Work Simplification

Additional
Registration Fee
Required

PATS is a revolutionary way of teaching employees their work processes. In this participative Learning Center Course, attendees explore this behavioral-based teaching/learning process. This process advocates an environment of continuous learning and cycle-time reduction on the worksite for all employees. The best trainers are not outside consultants or training specialists. The best trainers are people who have the most experience and understanding of the organization. The true subject matter experts (SMEs) are your employees. The PATS system simplifies teaching and learning processes, reduces process cycle time, and reduces learning cycle time.

Donald Fisher, Executive Director, MSQPC-The Quality Center, TBR Center of Quality, TN; Robert Palinchak, Vice President, Academic Affairs, State Technical Institute at Memphis, TN

1:30-3:00 p.m.

EXHIBITION OPEN

Grand Ballroom, 1st Floor

1:30-2:30 p.m.

SPECIAL SESSION #3

Leadership and Organization

Special Session #3

Monday, February 28 1:30-2:30 p.m.

Junior Ballroom G, 1st Floor

To Renew a Community College: Exploring Organizational Values

Community college leaders operate in a time of constant change and find their organizations in need of renewal in order to respond successfully to the challenges. Using examples from Haywood Community College and other institutions, the presenter provides an engaging exploration of a simple framework for organizational renewal that builds on strategies for (1) developing a positive and cohesive college culture, (2) fostering systemic thinking and outcomes orientation, and (3) inspiring a bias for action and innovation. A fun and practical process of identifying and clarifying core values of an institution are explored.

Nathan Hodges, President, Haywood Community College, NC

1:30-2:30 p.m.

FORUMS #64-74

Leadership and Organization

Forum #64

Monday, February 28 1:30-2:30 p.m.

Salon 1, 2nd Floor

Effective Faculty Evaluation in a Learning Institution

Participants are exposed to three different examples of learner-focused faculty-evaluation processes. Each plan was developed through a partnership between faculty and administration who have a commitment to improved student learning. Presenters briefly demonstrate three currently used systems and the challenges and accomplishments associated with each one.

Jerry Winter, Vice President, Instruction and Student Services, Northern Wyoming Community College District, WY; Max Reichard, Assistant Vice President, Academic Affairs, Gayle Nolan, Associate Professor, English, Delgado Community College, LA; Margaret Overbey, Coordinator, Faculty Development, Daytona Beach Community College, FL

Monday, 1:30 p.m.-2:30 p.m.

2000

Forum #65

Monday, February 28 1:30-2:30 p.m.

Salon 2, 2nd Floor

Strategic Planning for Innovative Success

In this world of rapid change, community colleges must not only meet the demands of their ever-changing environment, but also remain innovative without compromising the very principles upon which they built their success. The key to such innovative success is the strategic planning process. Strategic planning provides the structure needed to focus all areas of the college on the mission of the institution, yet allows the needed flexibility to meet the particular challenges of individual departments, divisions, and campuses. In this dynamic session, attendees learn the successful results of St. Louis Community College's multiyear planning process and the essential components of strategic planning. Attendees leave with an action plan to begin this process at their institution.

Janet Sprimont, Performance Analyst, Center for Business, Industry and Labor, St. Louis Community College, MO;
Gerry Welch, Coordinator, Collegewide Strategic Planning, St. Louis Community College at Meramec, MO

Learning and Teaching

Forum #66

Monday, February 28 1:30-2:30 p.m.

Salon 5, 2nd Floor

Redefining the Classroom Environment to Accommodate Various Learning Styles

Are you looking for innovative ways to accommodate a variety of learning styles, and at the same time, utilize current technology and increase enrollment? In this session, we compare several instructional delivery modes: the traditional classroom, an open-entry/open-exit classroom, and two different means of distance education—online and telecourse. Content focuses on student learning styles best suited for each delivery mode, instructional design issues, and academic/technical support needs. This session is “experienced-based”—what has worked and what hasn't worked in the implementation of each of these instructional delivery modes at our schools.

William Gombash, Professor, Communications, Valencia Community College, FL; **Robert Shaffer**, Professor, Computer Business Technology, **Karen Schneiter**, Professor, Computer Business Technology, San Diego Mesa College, CA

Forum #67

Monday, February 28 1:30-2:30 p.m.

Salon 17, 2nd Floor

Teaching Information Technology Online: Successful Interactive Online Courseware

The Dryden Press, in partnership with the NorthWest Center for Emerging Technologies (NWCET), is developing interactive online courseware to enhance the learning experience in information technology. Full content online courses in Web authoring, networking, and database management provide instructors with tools to engage, assess, and customize study tracks for individual students based on their learning styles. The curriculum is fully customizable and is based on NWCET's Skill Standards for information technology.

Christina Martin, Executive Editor, Computer Technologies, The Dryden Press, Harcourt College Publishers, TX

Forum #68

Monday, February 28 1:30-2:30 p.m.

Salon 8, 2nd Floor

Using Principles of Universal Learning Design in WebCT

The presentation discusses how to incorporate universal learning design principles and learning style preferences into WebCT Courses. A one-size fits all course may not effectively meet the needs of all learners. Software and course design with knowledge of universal learning design principles can better support student learning and experiences to maximize accessibility and personalization of materials. Examples and tools to evaluate WebCT courses are discussed and demonstrated.

Glen Low, Director, Education Technology and Development, WebCT, BC, Canada

Forum #69

Monday, February 28 1:30-2:30 p.m.

Salon 16, 2nd Floor

Asynchronous Learning Networks (ALNs) On and Off Campus: Are They Right for You and Your Students?

This session reviews how ALNs support and enrich on and off campus instruction and the many varied configurations for their implementation. It also explores the academic, administrative, faculty, and technological issues associated with ALN implementation. Discussions include a review of several ALN models funded by the Alfred P. Sloan Foundation and an exploration of how these models may be successfully replicated in community colleges.


Judy Lever-Duffy, Professor, Education and Technology,
Miami-Dade Community College District, Homestead
Campus, FL

Student Services and Activities

Forum #70

Monday, February 28 1:30-2:30 p.m.

Salon 19, 2nd Floor

Now the Real Work Begins: Implementation of  *a Student Success System*


Having met the challenge of developing a comprehensive student success system, Pima Community College is embarking on the first year of a three-year implementation plan. Collegewide coordination and participation are key to the effective implementation and maintenance of the system. This session shows how this is being accomplished at a five-campus college that enrolls approximately 58,000 students.

Marie Foster-Gnage, Assistant Vice Chancellor, Educational Services, Shelley "Maxie" Maxfield, Instructional Faculty, Life Sciences, East, Eleanor Brown, Dean, Student Development, Downtown, Anne Vosberg, Acting Director, Academic Services, Educational Services, Pima County Community College District, AZ

Forum #71

Monday, February 28 1:30-2:30 p.m.

Salon 7, 2nd Floor

Student Activities: The Transformation to  *Powerful Learning Environments*

Learn how the Student Activities Department at Monroe Community College transformed the traditional paradigm of student activities into a powerful learning community. With the development of a Leadership Institute serving as the focal point, strong partnerships were formed with Academic Services that fused both curricular and cocurricular programs. This workshop explores how this collaborative effort was developed, how the MCC Leadership Institute provides the curriculum for learning, and the cocurricular programs provide the venue for educationally purposeful experiences.

Douglas Brown, Director, Student Center, Richard Ryther, Assistant Vice President, Student Services, Monroe Community College, NY

Workforce Preparation and Development

Forum #72

Monday, February 28 1:30-2:30 p.m.

Salon 15, 2nd Floor

2 + 2 + 2 = Increased Achievement

An innovative partnership between public schools, a technical college, the university system, and local businesses increases achievement by articulating curriculums and providing students with more options for education and entering the workforce. Participants of this session learn strategies to successfully build a 2+2+2 seamless public education system by removing bureaucratic barriers, creating partnerships, and marketing the initiative.

R. Laurence Schoenberger, Executive Vice President, Student and Instructional Services, Waukesha County Technical College, WI; Kathleen Cooke, District Administrator, Hamilton School District, WI

Forum #73

Monday, February 28 1:30-2:30 p.m.

Salon 6, 2nd Floor

Lessons from Geese: Managing Complexity Through Cross-Functional Teams

Using the lives of geese as the metaphor, this session illustrates how to create a learning organization culture by establishing effective cross-functional teams, applying institutional research to profile local residents' and employers' educational needs, assessing academic and support services, developing comprehensive programs, and obtaining desirable student workforce development outcomes.

Edward Valeau, President/Superintendent, President's Office, Nakissa Modirzadeh, Director, Learning Skills Center, Inajane Nicklas, Director, Career and Workforce Development, Chris Myers, Director, Institutional Research and Planning Office, Hartnell College, CA

Forum #74

Monday, February 28 1:30-2:30 p.m.

Salon 18, 2nd Floor

The Workforce Investment Act: Pothole Avoidance for Training Providers

This session is a panel discussion on the implementation of the Workforce Investment Act in Texas. The panel explains what did and did not work for Texas providers of training services. The panel provides some useful ideas to help you move into your inaugural year with a road map to avoid the potholes.

James Picquet, Vice President, Instruction, Juanita

Monday, 1:30 p.m.-2:30 p.m.

2000

Marquez, Faculty, Special Program Institute, Mike Henderson, Coordinator of Admissions, George Laffoon, Director, Workforce Programs, Theresa Roffino, Dean, Planning and Developing, Bill J. Priest Institute for Economic Development, Dallas County Community College District, TX

Mississippi State University, MS; Stacy Carmichael, Director, Workforce Development, Community Campus, Mississippi Gulf Coast Community College, MS

1:30-2:30 p.m.

ROUNDTABLES #26-34

Basic Skills and Developmental Education

Roundtable #26

Monday, February 28 1:30-2:30 p.m.

Salon 3, 2nd Floor

Quest for Improving Tutoring Services and Impacting the Success of Developmental Education Students

We devised a plan to impact our developmental education student retention through improvement of our tutoring services. This presentation, discussion, and booklet describe how two separate divisions at our community college sought to improve student success through a collaborative plan. During this roundtable, agendas, course syllabi, and activities are shared on how to implement the tutoring plan.

Denise Crews, Director, Developmental Education, Cheryl Thomas, Director, Student Success Center, John A. Logan College, IL

Leadership and Organization

Roundtable #27

Monday, February 28 1:30-2:30 p.m.

Salon 3, 2nd Floor

Building a Doctoral Program for Rural Community College Leaders

Mississippi State University and Alcorn State University are developing a cooperative doctoral program in community college leadership to serve the needs of Mississippi and four neighboring states. The degree is designed to serve the needs of rural community colleges and their employees, and is tailor-made to meet the needs of the working professional who cannot resign their positions and move to campus. Distance learning and other nontraditional systems are used to meet the needs of students. The results of a five-state market survey are shared as the initial curriculum developed for the first cohort of students. Feedback on content, courses, and delivery are sought and discussed.

Ned Lovell, Department Head, Educational Leadership,

Learning and Teaching

Roundtable #28

Monday, February 28 1:30-2:30 p.m.

Salon 4, 2nd Floor

Collaboration Between Faculty and Reference Librarians: A Clear Pathway to Better Teaching

College instructors are realizing that the Web is a cornucopia of resources that can be utilized for instruction. Faculty, however, can be overwhelmed by the vast amount of information that is readily available on almost any subject or discipline. This presentation shares how a reference librarian and a faculty member form a dynamic duo to harness the Web for learning and teaching. The presenters discuss applications to a variety of disciplines and teaching environments.

Sherry Sherrod Dupree, Librarian, Ruby Evans, Professor, Mathematics and Statistics, Santa Fe Community College, FL

Roundtable #29

Monday, February 28 1:30-2:30 p.m.

Salon 3, 2nd Floor

Infusing Global Competencies

During this roundtable discussion, participants and facilitator share methods and experiences in preparing students for the global workforce. Discussion focuses on how faculty can internationalize curriculum, prepare students to celebrate diversity, appreciate different cultural values, and interact positively with other cultures. It is expected that participants model interconnectedness by forming a network of likeminded colleagues.

Mary Lee Meiners, Chair, Behavior Sciences, San Diego Miramar College, CA

Roundtable #30

Monday, February 28 1:30-2:30 p.m.

Salon 4, 2nd Floor

Mission Impossible? Successful Accounting Courses Online

Boldly go where few have gone before—an online accounting course. When considering creating an online accounting course at Southeast Community College, obvious challenges arose. During this presentation, we discuss those challenges and how we met them in a detailed, step-by-step process.

Cheri Drago, Instructor, Business Administration, Southeast Community College, NE

Roundtable #31

Monday, February 28 1:30-2:30 p.m.

Salon 4, 2nd Floor

Reaching for Success in Developmental Algebra Through Music Listening and Reading

We have all heard about the Mozart effect and its ability to improve intelligence. The presenter shares the strategy and the results of a music listening and reading classroom project for developmental algebra students at Ashland Community College. This work, the most recent in a series of projects over the past four years, focuses on strategies for student success with remedial level mathematics through examination of the Mozart effect.

Barbara Walters-Bator, Professor, Physical Sciences and Related Technology, Ashland Community College, KY

Roundtable, #32

Monday, February 28 1:30-2:30 p.m.

Salon 3, 2nd Floor

Robots on Mars: A Collaborative Active Learning Exercise

Negotiating group dynamics, both within the group and between groups, is not a traditional skill taught in science classes. An introductory astronomy class (designated the “scientists”) and an introductory computer sciences class (the “engineers”) collaborated on a quarter-long project culminating in the exploration by remote-controlled robots on the simulated surface of Mars. In addition to the standard science and engineering learning outcomes which mirror National Science Foundation skills standards, the students also refined high-level skills of developing and communicating their own critical ideas in writing and responding in effective writing to the spoken, written, and visual ideas of others. Student surveys revealed that not only did the students learn the course material from a practical application point of view, but they also placed great value on the group interactions between the service providers (the engineers) and clients (the scientists). The authors maintained a running log of project progress at <http://northstar.sccd.ctc.edu/other/m2m>.

Tracy Furutani, Instructor, Science/Math, **Keith Hughes**, Instructor, Science/Math, North Seattle Community College, WA

Roundtable #33

Monday, February 28 1:30-2:30 p.m.

Salon 4, 2nd Floor

You Must Answer in the Form of a Question

Students taking microbiology find the subject and materials overwhelming. Throughout their academic career, students

have been programmed to answer questions instead of asking them. Before an exam, playing the well-known game of Jeopardy in class, students get to ask the answers for the statements using PowerPoint presentations. This serves as a review for the content and has been shown to increase grades dramatically. The participants of this session engage in their own Jeopardy game.

Mattie Roig, Associate Professor, Natural Sciences, Broward Community College, FL

Student Services and Activities

Roundtable #34

Monday, February 28 1:30-2:30 p.m.

Salon 3, 2nd Floor

Santa Fe Community College Celebrates 25 Years of Serving High School***Dual-Enrollment Students***

A comprehensive overview focuses on articulation between the local school board and Santa Fe Community College. Recruitment, testing, advising, retention, and the electronic transmittal of grades and credits are discussed. Each year 350 11th and 12th grade students participate in this accelerated mechanism by selecting a career major and registering for college and high school courses taught on campus. Credit earned in college courses is applied to students' high school diploma and AA or AS degree.

Linda Lanza-Kaduce, Lead Director, High School Dual Enrollment Program, **Sue Wittmer**, Associate Director/Counselor, High School Dual Enrollment Program, Santa Fe Community College, FL

2:30-3:00 p.m.

Refreshment Break**in the Exhibition****Grand Ballroom, 1st Floor**

3:00-4:00 p.m.

FORUMS #75-86**Basic Skills and Developmental Education**

Forum #75

Monday, February 28 3:00-4:00 p.m.

Salon 7, 2nd Floor

Development and Supervision of Effective Peer Leaders in an Urban College Setting

Peer leadership is a vital component in the success of urban

Monday, 3:00 p.m.-4:00 p.m.

2000

college students. Peer leaders help students adjust to college life and survive the “make-or-break” freshman year. However, one of the great challenges facing academic administrators, particularly in two-year and/or urban colleges, is finding and retaining peer leaders. This session focuses on ways of identifying students who are potentially capable of filling peer leadership roles (e.g., tutors, mentors); training leaders to work with other students, especially those with special academic needs (e.g., historically disadvantaged students, students making the transition from high school to college, students on probation); supervising peer leaders to ensure consistent quality; and evaluating the effectiveness of peer leadership programs.

Steve Dauz, Director, College Discovery Program, **Jason Berner**, Coordinator of Operations, College Discovery Program, LaGuardia Community College, NY; **David Gechlik**, Site Coordinator, SUNY Empire State, State University of New York, NY

Leadership and Organization

Forum #76

Monday, February 28 3:00-4:00 p.m.

Salon 17, 2nd Floor

Kissin’ Cousins: The Appreciative Inquiry Complement to the Learning College

As Front Range Community College and Sinclair Community College advance towards becoming learning colleges, one key tool has been Appreciative Inquiry (AI). In this forum, participants are introduced to a powerful way to engage an entire college in the process of improving the organization. Through its deliberately positive assumptions about people and organizations, AI transforms the way institutions approach questions of organizational improvement—strategic planning, culture change, knowledge management, process improvement, leadership development, customer satisfaction, joint ventures and alliances, and more.

John Chin, Associate Vice President, Advancement, Planning and Effectiveness, **Tom Gonzales**, President, Front Range Community College, CO; **Frieda Ruth Bennett**, Assistant to the President, Sinclair Community College, OH

Forum #77

Monday, February 28 3:00-4:00 p.m.

Salon 8, 2nd Floor

New Faculty Orientation—Getting the Right Direction

Come hear the presenters discuss a narrative review of the New

Hire Orientation at Santa Fe Community College which is presented to all faculty. The orientation format developed by Human Resources with the assistance of academic departments covers areas of critical “need to know” information in regards to college services, basic payroll, benefits, policies, tenure issues, required training, and receipt of employee IDs and parking permits prior to employment. Santa Fe Community College’s Human Resources office is a pivotal point at the college in reaching out to faculty and staff and fostering personal and professional development. One of the most important stages in the development of a positive working relationship between an institution and its employees is the orientation process. The presenters share strategies for development of a successful orientation that incorporates part-time faculty with full-time faculty for a portion of the agenda.

Bennye Alligood, Director, Human Resources, **Richard Gerard**, Coordinator, Safety and Risk Management, **Lela Elmore**, Personnel Specialist, Santa Fe Community College, FL

Forum #78

Monday, February 28 3:00-4:00 p.m.

Salon 6, 2nd Floor

Rethinking Teaching and Learning with Technology

The paradigm shift to becoming a learning college has been accelerated by technology. This session looks at seven paradigm shifts caused by the impact of technology on education and predicts how faculty will interact in the future with students, staff, and colleagues as a result of this shift. Finally, the presenters examine how technology also impacts institutional considerations such as facilities, planning, organizational structure, and curriculum, and introduces the concept of a college as a connected learning community.

Diana Carew, Manager, Community College Initiatives Worldwide, Microsoft Corporation, WA; **William Flynn**, Dean, Community Learning Resources, Palomar College, CA

Forum #79

Monday, February 28 3:00-4:00 p.m.

Salon 1, 2nd Floor

A Whole Systems Approach to Strategic Planning and Policy Governance

This systems approach uses large group engagements, public data and decision making, and a problem-solving model that focuses on the whole, as well as the parts. GRCC presents specific principles, processes, and examples that other

community colleges can use to implement whole scale change in their development of a shared vision, measurable ends, and a plan for meeting the goals of the college.

Frank Conner, Director, Center for Teaching and Learning; **Donna Kragt**, Executive Director, Institutional Research and Planning; **Cami Zawacki**, Vice President, Organizational Development, Grand Rapids Community College, MI

Learning and Teaching

Forum #80

Monday, February 28 3:00-4:00 p.m.

Salon 5, 2nd Floor

Maricopa's Focus of Learning: Impact on Transfer Students

For more than a decade, Maricopa Community Colleges have placed special emphasis on teaching and learning. Through its "Learning at Maricopa.edu" initiative, Maricopa has focused on student learning. The consequences of this focus on students who transfer to Arizona State University have been very positive. Maricopa Community College students who transfer have a higher persistence rate than do ASU first-time freshmen (73 percent to 71 percent), higher graduation rate (51 percent to 46 percent) and a higher GPA at graduation (3.07 to 3.03).

Alfredo G. de los Santos Jr., Former Vice Chancellor, Student and Educational Development, Maricopa Community Colleges, AZ

Forum #81

Monday, February 28 3:00-4:00 p.m.

Salon 16, 2nd Floor

Moving Faculty Off the Stage: Changing Faculty Roles in a Virtual Environment

Making the move from a traditional class to a distance class can be difficult for both novice and experienced teachers. Although faculty know 90 percent of what they need to know to teach at a distance, they tend to concentrate on what they don't know and are generally uncomfortable about the technology and uncertain about the pedagogy. The rise of virtual education is changing the nature of faculty roles, rewards, and expectations and requiring a new and more complex system of support. What are the conflicts and the challenges faculty now face and how can these challenges be met?

Myk Garn, Chief Academic Officer, Kentucky Commonwealth Virtual University, KY; **Judith Rice**, Director, Center for Academic Technologies, **Kimball Kendall**, Coordinator, Instructional Technologies, Santa Fe Community College, FL

Forum #82

Monday, February 28 3:00-4:00 p.m.

Salon 14, 2nd Floor

Putting the Pieces Together: Adult Accelerated Programs

Addressing the needs of adult learners is an issue that goes beyond scheduling night classes. Today's adults are hard pressed to complete degrees while maintaining work schedules and families. The College of DuPage has addressed this issue by providing an innovative fast track program that enables adults to complete associate degrees in two years by attending classes one night a week.

Adair Bullen, Associate Dean, **Mary Lou Lockerby**, Professor, Business/Management/Marketing, College of DuPage, IL

Forum #83

Monday, February 28 3:00-4:00 p.m.

Salon 18, 2nd Floor

Solutions for Delivering Digital Content in Community Colleges

As technology advances, instructors are inundated with options for enhancing education. While the use of technology enhances the educational process, it also can induce stress for faculty. This session shows how using electronic resources such as electronic course packs can help utilize content from the Web, address concerns about copyright clearance, help meet the challenge of incorporating current materials into courses, and do it all easily to enrich learning.

Nannette Gottfried, Marketing Manager, **Gary Nelson**, Executive Editor, Academic Publishing, Bell and Howell Information and Learning, MI; **Jeff South**, Associate Professor, Virginia Commonwealth University, VA

Student Services and Activities

Forum #84

Monday, February 28 3:00-4:00 p.m.

Salon 15, 2nd Floor

Not Just a Campus Anymore: The Road to the Interactive Virtual Campus

Community colleges and continuing education centers are no longer insulated from competitive market pressures targeting adult learners. They must now compete for students who face highly competitive job markets, have multiple education providers competing for their business, and have increased access to alternative modes of learning delivery. This session shows how a virtual campus offers an environment where traditional and nontraditional learning come together to give

Monday, 3:00 p.m.-4:00 p.m.

2000

students the freedom to combine open-entry, open-exit learning experiences. The presenters use live examples of Internet education storefronts, targeted personalization, and interactive delivery techniques to extend college boundaries for formal and informal learning programs.

Grant Ricketts, Vice President, Business Development, Saba, CA; **Pamela Stanford**, Global Solutions Manager, Global Learning Services, IBM Corporation, MA

Workforce Preparation and Development

Forum #85

Monday, February 28 3:00-4:00 p.m.

Salon 2, 2nd Floor

Connecting Students to Careers: The Road to Success

Pima Community College and Monroe Community College present best practices in postsecondary and workforce preparation. Attendees learn how Monroe Community College established a School-to-College Alliances Office for the purpose of partnering with area high schools. Key players in the Office of School-to-College Alliances share best practices from their dual credit, tech-prep, and school-to-work programs. Pima Community College presents successful strategies for developing summer career exploration classes for high school students that integrate work-based learning with a college campus experience.

Beth Acree, Coordinator, Occupational Education, Pima County Community College District, AZ; **Sylvia Thomson**, Director, School-to-College Alliances, Monroe Community College, NY

Forum #86

Monday, February 28 3:00-4:00 p.m.

Salon 19, 2nd Floor

Partnerships That Make a Difference: Focusing on the Learner's Needs in Our Community

Workforce partnerships can provide substantial benefits to community colleges. They strengthen our ties to the community, thus assuring that we are more responsive to their needs. In this session, several models are presented and discussed that can be adapted to a variety of programs and settings. Barriers to implementing creative learning approaches are identified and solutions and change initiatives are examined.

Andrew Rezin, Administrator, Cooperative Partnership Programs, **Anne Loochtan**, Chair, Allied Health Programs, **Polly Owen**, Chair, Nursing and Related Services, Columbus State Community College, OH

3:00-4:00 p.m.

ROUNDTABLES #35-43

Leadership and Organization

Roundtable #35

Monday, February 28 3:00-4:00 p.m.

Salon 3, 2nd Floor

Bridging the Culture Gap: Community College/University Collaboration Without (Much) Pain

In a province where most nurses are prepared for the profession by community colleges and where government is ready to mandate degree education for all RNs by 2005, three Toronto colleges and a university find common ground in an effort to develop a new collaborative and integrated nursing degree. Obstacles include different funding models, admission requirements, curriculum, faculty credentials, the management of applications and student records, enrollment allocations, and tuition fees. College and university members of the planning team share views in this session about the process required for institutions with different philosophies of education to reach consensus on contentious issues.

Anne Bender, Dean, School of Health Sciences, **Sylvia Segal**, Professor, Humber College of Applied Arts and Technology, ON, Canada

Roundtable #36

Monday, February 28 3:00-4:00 p.m.

Salon 3, 2nd Floor

The Cart and the Horse: The Relationship Between Technology Infrastructure and Training

Faculty and staff like to be kept abreast of the latest developments in computer technology. Training centers on campuses are likely to showcase the latest innovations. Training often creates desires and pressure for equipment and software in offices and classrooms. Will the campus be able to satisfy the expectations of trainees? How far ahead of infrastructure should training be paced? How can campus groups work together to assure that the creation of desires for technology tools does not outstrip the availability and capacity to implement those tools? How can support services keep up with the infrastructure? These topics are discussed using examples from experience by the staff at the Center for Teaching Excellence at Pueblo Community College.

Frank Smith, Staff Developer, Center for Teaching Excellence, Pueblo Community College, CO

Roundtable #37

Monday, February 28 3:00-4:00 p.m.

Salon 4, 2nd Floor

Finishing Touches: Best Practices for Providing Support for Retiring Faculty and Staff

Community college faculty and staff retirements are increasing sharply with a simultaneous need to consider the impact of retirement practices/processes on supporting faculty and staff during their last year(s) of work. In this session, best practices in support of retiring faculty and staff used by over 60 community colleges in ten states are shared. Supportive interventions to promote smooth transitions to retirement are discussed, as are concerns, problems, and solutions to problems that retiring faculty and staff typically encounter. Fostering faculty and staff that remain productive, valued, and connected are expected outcomes.

Gerald Schaeffer, Department Chair, Social Sciences and Modern Languages, Lincoln Land Community College, IL;
Stan Kary, Chair, Enrollment Management, St. Louis Community College at Florissant Valley, MO

Learning and Teaching

Roundtable #38

Monday, February 28 3:00-4:00 p.m.

Salon 3, 2nd Floor

Collaborative Teaching, Adult Learning, Cyberclass, and Nursing Education: What's the Connection?

This session focuses on the experiences of associate degree nursing faculty members and their students as they integrated and implemented these concepts into a new curriculum. Come and share some of the tactics, techniques, triumphs, and tribulations that caused nursing students to provide feedback such as, "This is so exciting, I can't wait to come to class this semester!"

Jane Brenden, Instructor, Associate Degree Nursing,
Deborah Hill, Instructor, Associate Degree Nursing,
 Mississippi Gulf Coast Community College, MS

Roundtable #39

Monday, February 28 3:00-4:00 p.m.

Salon 4, 2nd Floor

Each One Teach One: Vertical and Horizontal Communication to Improve Cyberspatial Education

Experience in teaching French through cyberspace has made it apparent that traditional teaching and learning must give way to new strategies. Students learning French over the Internet have been most successful when they remain in frequent

contact with their instructor, with their course content, and with other students. Instructors whose students experience the greatest success are those who have been able to communicate with technical support staff, administrators, colleagues, and students on a continuing basis. Come hear how one college achieved success with these ingredients.

Katherine Watson, Professor/Department Head,
 International Languages, Coastline Community
 College, CA

Student Services and Activities

Roundtable #40

Monday, February 28 3:00-4:00 p.m.

Salon 4, 2nd Floor

Saving the Bark on Another Tree: A Print Vending Solution

This discussion is offered to managers who are seeking practical solutions to printing demands as users access the Internet and database resources. Participants learn about pay for print models, connectivity issues, and vendor solutions and are able to consider ways this practice can be adapted at their respective institutions.

Edna White, Associate Dean, Educational Resource
 Center, Cedar Valley College, TX; **Norman Howden**,
 Library Manager, El Centro College, TX

Workforce Preparation and Development

Roundtable #41

Monday, February 28 3:00-4:00 p.m.

Salon 3, 2nd Floor

Challenges and Rewards in Offering Credit Courses to Workforce Development Clients

A national trend is emerging in which colleges offer credit courses leading to certificates and degrees to traditional continuing education clients such as skilled trades apprentices, professional and technical employees, information technology professionals, and health care professionals. Enrollments (and revenue) increase because this arrangement offers several advantages to students. This session offers guidelines to get started and presents custom modules and activities designed to address specific concerns and constraints.

Leo Russo, Apprenticeship Training Coordinator,
 Workforce and Economic Development Division,
 Cuyahoga Community College, OH

Monday, 3:00 p.m.-5:15 p.m.

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Roundtable #42

Monday, February 28 3:00-4:00 p.m.

Salon 4, 2nd Floor

Counselors' Networks: K-14 Forums for Personal Interaction and Professional Development

What is a counselor's network? Why are forums for personal interaction and professional development vital to counseling competence and student success? How can a counselors' network help your region or state in the delivery of K-14 workforce education information? Learn how an exemplary Texas initiative can benefit counselors and students from coast to coast.

Jerry Stanley, Director of Special Projects, Shirley Chenault, Dean, Educational Partnerships, Weatherford College, TX

Roundtable #43

Monday, February 28 3:00-4:00 p.m.

Salon 3, 2nd Floor

Using Covey's Seven Habits to Set-Up Successful Workplace Training Programs

During this session, participants learn through group exercises numerous planning approaches; teaching techniques; and evaluation tools, strategies, and methods that they can further develop to build a successful workplace training program for their site.

Lynn Creech, Director, Business and Industry Services, Lou Ann Rasberry, Basic Skills Director, Continuing Education, Pitt Community College, NC

4:15-5:15 p.m.

**Basic Skills and Developmental Education
Stream Keynote**

Junior Ballroom F, 1st Floor



Chair:

Edward Leach, Director of Programs,
League for Innovation, CA



Stream Keynote Address:

*"The National Study of Remedial
Education Report: Recommendations to
Community Colleges and Public
Decision Makers"*

Robert H. McCabe, Senior League
Fellow, League for Innovation, FL

4:15-5:15 p.m.

**Workforce Preparation and Development
Stream Keynote**

Junior Ballroom G, 1st Floor

Sponsored by



Chair:

Patricia Grunder, Vice President,
Instructional and Student Affairs,
Santa Fe Community College, FL



Stream Keynote Address:

*"It's the Economy, Stupid! The
Economic Development Imperative for
21st Century Community Colleges"*

Paul Gianini, Immediate Past
President, Valencia Community
College, FL

4:15-5:15 p.m.

FORUMS #87-98

Leadership and Organization

Forum #87

Monday, February 28 4:15-5:15 p.m.

Salon 19, 2nd Floor

Designing the Technology Infrastructure

Information technology is an essential component of the contemporary community college. If it is well designed, the technology infrastructure supports effective and efficient learning and teaching. This forum describes a design process whereby colleges create a productive connection between technology and learning. Designs from six colleges are used as examples of the link between academic planning and information technology.

Bill Ammentorp, Director and Professor, Leadership Academy, University of Minnesota, Twin Cities, MN; **Bill Warner**, Research Director, The Warner Group, MN

Forum #88

Monday, February 28 4:15-5:15 p.m.

Salon 16, 2nd Floor

Doing More with Less: Solving Problems Through Process Engineering

How can community colleges address changing roles and expectations in the face of serious funding, accountability, and organizational constraints? Session participants discuss how one urban community college is using process engineering to manage change and to improve institutional effectiveness. The methodology and management of change are addressed from the diverse perspectives of a chief instructional officer, an instructional associate dean, an institutional researcher, and a process engineering program manager.

Edward Karpp, Director, Institutional Research and Planning, **Scot Spicer**, Associate Dean, Instructional and Institutional Services, **J. Christopher McCarthy**, Executive Vice President, Instructional Services, **Linda Welz**, Processing Engineering, Information and Technical Services, Glendale Community College, CA

Forum #89

Monday, February 28 4:15-5:15 p.m.

Salon 7, 2nd Floor

The Information Technology Staffing Dilemma: The Solution Is Within

Is your institution trying to fill IT positions and keep good technicians on staff? Kirkwood Community College has the same concerns. This presentation presents the process adopted by Kirkwood to retrain internal staff to fill important technical positions. Both the procedure and the training are discussed.

Tina Koopmans, Director, Information Technologies, **Suzanne Hilleman**, Coordinator, Staff Development, Human Resources, Kirkwood Community College, IA

Forum #90

Monday, February 28 4:15-5:15 p.m.

Salon 5, 2nd Floor

Opening a New Site: Transitioning into a Multicampus System

Centralization versus decentralization of functions is the foundation upon which a successful multicampus transition is made. This forum focuses on what to do and what not to do when opening new campuses; leads participants through the process of planning, building, and managing a multicampus; and provides information that can be used to avoid critical mistakes and ensure enrollment growth.

Richard Zollinger, Associate Vice President, Instruction, **Deborah Bouton**, Director, South Campus, Educational Support Services, **Becky Paneitz**, Vice President, Instruction, Central Piedmont Community College, NC

Forum #91

Monday, February 28 4:15-5:15 p.m.

Salon 14, 2nd Floor

Training 101: Preparing Faculty for Online Course Delivery

Internet courses enjoy unprecedented popularity with students and faculty, while colleges struggle to train faculty developing and teaching these courses. A team from one of the largest distance learning programs in Texas—a faculty member, an academic administrator, and a technical administrator—demonstrates the online faculty training program they developed, wrote, and implemented. In addition, participants vicariously experience the joys and tribulations of 14 faculty members who trained for, developed, and taught online courses.

Ruth McAdams, Associate Professor, English, **Kevin Eason**, Assistant Director, Distance Learning; **David Wissore**, User Service Specialist, Distance Learning, Tarrant County College, TX

Monday, 4:15 p.m.-5:15 p.m.

2000

Student Services and Activities

Forum #92

Monday, February 28 4:15-5:15 p.m.

Salon 6, 2nd Floor

Using Customer Integrated Decision Making to Meet Recruitment Challenges

This interactive session highlights successful use of a business strategy to meet the challenges of recruiting and retention. Prompted by a sudden decline in enrollment, the University of Cincinnati Clermont College used Customer Integrated Decision Making to identify prospective students and to develop effective strategies for recruiting and retaining a diverse student population. The flexible and replicable process assured teamwork by involving all levels of the institution in design and implementation.

Elaine Mueninghoff, Associate Dean, Academic Affairs, Clermont College, OH; **Steve Nelson**, Practitioner, Barnard-Norman Associates, OH; **Debra Way**, Assistant Professor, Business, University of Cincinnati, OH

Forum #93

Monday, February 28 4:15-5:15 p.m.

Salon 18, 2nd Floor

Using Total Quality Management to Enhance Tutorial Services

This presentation discusses the tools of Total Quality Management (TQM) being incorporated to enhance the quality of the tutorial services of the Higher Education Opportunity Program of Fordham University and thereby improve upon the retention and academic performance of students. The program's enrollment consists of full-time undergraduates recruited from academically and economically disadvantaged backgrounds. The program's average retention rate for the last six years is 80 percent, which is above the average for the 69 such programs in New York State that are funded by the State Education Department. During the 1998-99 academic year, the program served 253 full-time students and hired 84 part-time peer tutors. Demographically, over 80 percent of the program enrollment are minority students. This presentation provides a detailed description of how some of the quality tools inherent in TQM are used to enhance the program.

Stephie Mukherjee, Director, Higher Education Opportunity Program, **Biswa Bhowmick**, Associate Director, Higher Education Opportunity Program, Fordham University, NY

Workforce Preparation and Development

Forum #94

Monday, February 28 4:15-5:15 p.m.

Salon 17, 2nd Floor

Alternative Dispute Resolution: A Brand New Approach for Community College Students to Resolve Conflict

The first part of the workshop explores methods of mediation used in the classroom to help ESL students better understand the nature of dispute and to find alternative methods for resolving it. The second part of the workshop provides details of exciting new programs that are being implemented with business in the community.

Isis Clemente, Arts and Communication Division, Miami-Dade Community College District, FL; **Rose Tekel**, Professor, Social Sciences; **Barbara Taylor**, Vice President, Academic and Student Services Division, Canadore College of Applied Arts and Technology, ON, Canada

Forum #95

Monday, February 28 4:15-5:15 p.m.

Salon 8, 2nd Floor

Developing an Articulated Degree Completion Program Through a Business/Community College/University Partnership

In this presentation, an articulated degree completion program between Humber College, the Daimler Chrysler Corporation, and the British Columbia Open University are outlined. How this agreement came to be, what role each partner played, and what benefits and cautions participants should consider in launching a project like this are discussed. Participants have the opportunity to brainstorm ideas for similar projects at their colleges.

Patricia Spindel, Coordinator, Daimler Chrysler Project, **Ian Smith**, Associate Principal, Daimler Chrysler Project, **John Riccio**, Professor, School of Business, Humber College of Applied Arts and Technology, ON, Canada; **Sharon Meen**, Dean, Arts and Science, British Columbia Open University, BC, Canada; **Christine Hamilton**, Human Resources; **Rob Perryman**, Human Resource Manager, Daimler Chrysler, Bramalea Assembly Plant, ON, Canada

Forum #96

Monday, February 28 4:15-5:15 p.m.

Salon 15, 2nd Floor

Making Money in Contract Training: Running It Like a Business

Learn how Johnson County Community College's Business and Industry Institute, with the help of upper management and strategic vendors, markets and sells contract training profitably.

This interactive presentation includes marketing tips, pricing strategies, cost effective reports, methods for redefining processes, and information on market penetration, professional image, and partnerships. Each participant leaves with a personal minidevelopment plan for growing his or her contract training area.

Kathy Yeager, Program Director, Business and Industry Institute, **Sally Winship**, Dean, Continuing Education/Community Services, Johnson County Community College, KS; **Robin McLean**, Manager, Partnership Development, AchieveGlobal Education & Economic Development, IL

Forum #97

Monday, February 28 4:15-5:15 p.m.

Salon 1, 2nd Floor

Order from Chaos: Developing Partnerships that Promote Inventive Learning Programs

Delaware and Wisconsin School-to-Work experiences in developing multiple-facet educational partnerships are presented. Delaware's model includes a humorous vignette that describes the truths and myths about the STW initiative. Wisconsin's model includes an explanation of their partnerships among 16 colleges, a STW consortia, industry, and over 250 school districts. Discover how technical colleges play a pivotal role in fostering, curriculum alignment, standard adaption, teaching and learning strategies, faculty development, and performance-based learning.

Anthony Digenakis, Assistant Vice President, Educational Technology and Instructional Support, **Nancy Campbell**, Program Manager, School-to-Work, Delaware Technical and Community College, DE; **Rodney Bailey**, Administrator, Thomas McKean High School, DE; **Wayne Meier**, WIDS Specialist, Wisconsin Technical College System Foundation, Inc., WI

Forum #98

Monday, February 28 4:15-5:15 p.m.

Salon 2, 2nd Floor

A Syllabus for Workshops on Learning-Centered Technical Curriculum

Using a learning-centered approach, participants in this session address the major concepts and practices of the innovative engineering technology program developed and validated with assistance of NSF funds. Using six 30-minute modules, participants analyze and evaluate concepts and practices and apply those they select to individual plans. Facilitators provide stimulus materials and expedite group work.

Carl Spencer, Technical Manager, Distinctive Manufacturing Technology, Oklahoma State University-Okmulgee, OK

4:15-5:15 p.m.

ROUNDTABLES #44-50

Leadership and Organization

Roundtable #44

Monday, February 28 4:15-5:15 p.m.

Salon 4, 2nd Floor

OFTEN: An Online Model for Integrating Adjunct Faculty

The presenters share Santa Fe Community College's solution to integrating adjunct faculty into the college community. The FIPSE-funded Online Faculty Teaching Excellence Network (OFTEN) is a comprehensive Web environment offering information on college and departmental policies, and behind the scenes information on how to replicate this model at other institutions.

Anne Kress, Chair, English, **Suelyn Winkle**, Director, FIPSE Grant, Santa Fe Community College, FL

Learning and Teaching

Roundtable #45

Monday, February 28 4:15-5:15 p.m.

Salon 3, 2nd Floor

Engaging Student Learning in Laboratory Science

The high cost of laboratory science coupled with environmental and safety issues have compromised the ability of many institutions to provide truly learning-centered science programs. One innovative approach, Small-Scale Chemistry, can substantially reduce the costs of instructional laboratories while improving the conceptual understanding and skills attained by students. Small-Scale Chemistry is a sophisticated, holistic, digital, user-friendly, quantitative, and high-tech instructional method currently being used and disseminated by a nationwide network of community college faculty. Attendees in this session engage in a model experiment, access print-, video-, and Internet-based resources and consider adaptation and implementation at their home institutions.

Barry Carroll, Program Director, Center for Science, Math, and Technical Education, **Stephen Thompson**, Professor, Chemistry, Center for Science, Math, and Technical Education, Colorado State University, CO; **Shashi Unnithan**, Department Chair/Professor, Natural, Applied, and Environmental Sciences, Front Range Community College, CO

Monday, 4:15 p.m.-6:15 p.m.

2000

Roundtable #46

Monday, February 28 4:15-5:15 p.m.

Salon 4, 2nd Floor

Environmental Technology Online: Internet Training for the New Millennium

This session reports on the progress of an online FIPSE-funded environmental technology project. For this project, the Hazardous Materials Training and Research Institute (HMTRI) and 18 partners will develop, implement, and evaluate three new learning packages that are campus-based, Web-supported, open-entry, and self-paced. The curriculum will prepare workers and operators for certification as environmental technicians in jobs such as hazardous waste site worker, water and wastewater operator, and solid waste facility operator.

Douglas Feil, Associate Director, HMTRI, **Walter Arenstein**, Program Director, HMTRI, **Pat Berntsen**, Director, HMTRI, Kirkwood Community College, IA

Roundtable #47

Monday, February 28 4:15-5:15 p.m.

Salon 3, 2nd Floor

Integrating Internet Resources into the Classroom While Still Having Time for a Life

Busy educators who want to take advantage of Internet resources might be discouraged by the amount of time it takes to prepare new classroom activities and materials. This session provides a jumpstart for these instructors, with examples of open and closed activities, information competency activities, and suggestions for making use of available online instructional resources.

Laura Freberg, Professor, Psychology and Human Development, California State Polytechnic University, CA

Roundtable #48

Monday, February 28 4:15-5:15 p.m.

Salon 4, 2nd Floor

Making the Grade in the Real World Using Grant Funded Projects

Do you want to learn how to successfully leverage grant funding to provide various learning opportunities for community college students? This session shares successes and failures along the road to accomplishing an annual work plan in five months by providing student-centered learning experiences. Receive a list of strategies along with a basic game plan that can be altered to suit your needs.

Christine Flowers, Instructor, Center for Science, Industry, and Natural Resources, **Sharon Lowry**, Director, Center for Business and Technology, Shasta College, CA

Roundtable #49

Monday, February 28 4:15-5:15 p.m.

Salon 3, 2nd Floor

Simulation Model: Setting Up a Human Resources Management Department Within the Classroom

Creating ownership in a business encourages human resources management students to participate actively in the content of the course. Students perform many of the functions of a human resources director that allow them to confront problems and find solutions. Come to this session and hear about this and other strategies that can easily be adapted to a variety of courses.

Glenda Eckert, Instructor/Program Coordinator, Business Technologies, Oklahoma State University-Okmulgee, OK

Student Services and Activities

Roundtable #50

Monday, February 28 4:15-5:15 p.m.

Salon 3, 2nd Floor

Variations on Guaranteed Transfer Programs

Monroe Community College established its first guaranteed joint admission program in 1983, has active agreements with 23 different colleges and universities, and has been a long-time leader in program and course articulation. Innovative programming has led to 3+1 agreements with selected programs at four-year colleges and specialized guaranteed agreements with educational institutions. In this session, agreements focusing on the needs of AAS degree recipients and adult learners are discussed, along with strategies for establishing a statewide organization to deal with transfer issues.

G. Christopher Belle-Isle, Director, Transfer and Placement, Monroe Community College, NY

5:15-6:15 p.m.

**Reception and Exhibition
Grand Ballroom, 1st Floor**

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Interliant
BUILDING GLOBAL OPPORTUNITIES

Tuesday, February 29

7:00 a.m.-6:15 p.m. **REGISTRATION**
Prefunction Area, 1st Floor

8:00-9:00 a.m.
FORUMS #99-112

Basic Skills and Developmental Education

Tuesday, February 29 8:00-9:00 a.m.

Forum #99

Salon 15, 2nd Floor

An Exemplary Mathematics Model Using Learner-Centered Multimedia Instruction

The presentation highlights the success model that St. Petersburg Junior College has implemented for on-campus or off-campus mathematics instruction. The Online Motivating Multimedia Mathematics program developed by Academic Systems captures the student audience with animations, videos, and detailed graphics, which bring mathematics to life with instantaneous reinforcement and feedback. The faculty and students involved with this program can address immediate concerns and provide immediate intervention if necessary with the detailed built-in management system. Retention data show dramatic increases since the program's inception.

Danny Clark, Faculty Consultant, Interactive Mathematics, Academic Systems, CA

Leadership and Organization

Tuesday, February 29 8:00-9:00 a.m.

Forum #100

Salon 17, 2nd Floor

Making Tough Choices: Strategies to Prepare for the Year 2010

Can colleges continue to be all things to all people? To succeed in the future, educators need to make some hard choices to differentiate among themselves in the marketplace. Just being learning centered won't be enough. Fleming College has engaged in a yearlong visioning exercise to position itself for a variety of possible future scenarios in the year 2010. Questions concerning the year 2010 include: How virtual should the college be? How community focused? How autonomous? Should the college broker learning or develop its own customized curriculum? Will young learners be the primary market? The forum reviews Fleming College's new vision, mission, and core strategies, and engages participants in

identifying their college's critical questions and strategic choices.

Terry Dance-Bennink, Vice President, Academic Planning and Development, Sir Sandford Fleming College, ON, Canada

Tuesday, February 29 8:00-9:00 a.m.

Forum #101

Salon 2, 2nd Floor

Personalized and Customized: The Ultimate Learning College

Georgian College has emerged as a learning-centered community after an arduous six-year journey of educational and institutional restructuring. Student, employee, and employer satisfaction are key accountability points. Learning and teaching are the heart and soul of our identity, and partnerships are a strategic priority. Students customize their own educational journey to match their interests, strengths, and career goals through a choice-based curriculum. The learning experience occurs in a collegial atmosphere and is personalized for each student through academic advising. Come and share our successes and learn from our mistakes!

Gail Higginson, Director, Curriculum, **Patricia Lang**, Vice President, Academic and Student Development, Georgian College of Applied Arts and Technology, ON, Canada

Tuesday, February 29 8:00-9:00 a.m.

Forum #102

Salon 12, 2nd Floor

Strategic Enrollment Management: We Commit Not to Leave Recruitment and Retention to Chance

Analysis of your institutional and community needs forms the foundation necessary to build a comprehensive strategy to manage recruitment and retention. We review the process and the results of the efforts undertaken at Columbus State Community College to fulfill our commitment not to leave recruiting and retention to chance.

Andrew Rezin, Administrator, Cooperative Partnership Programs, **James Hamberg**, Director, Records and Registration, Columbus State Community College, OH

Learning and Teaching

Tuesday, February 29 8:00-9:00 a.m.

Forum #103

Salon 5, 2nd Floor

Computer Applications and New Media: A New Context for Learning and Teaching

New media options, the Internet, multimedia, audio and video

Tuesday, 8:00 a.m.-9:00 a.m.

2000

conferencing, computer-mediated instruction, and computer-based instruction combined with traditional course techniques offer a myriad of new innovative learning systems that are capable of addressing the individual learning needs of students. But which ones best transfer the skills and knowledge of the subject and are more appropriate for the global, analytic, spatial, or visual learner? This session provides demonstrations that illustrate innovative ways to teach computer application courses and evaluate multimedia and Web-based techniques for combining and delivering learning packages.

Wesley Lawton, Executive Editor, EMC/Paradigm Publishing, MN; **Mike Willis**, Community College of Denver, CO

Tuesday, February 29 8:00-9:00 a.m.

Forum #104

Salon 13, 2nd Floor

Designing an Online Course Using the Teach/Learn/Assess Model

This workshop is designed for faculty who want to develop online learning and teaching environments. Experienced online instructors share and demonstrate how to create an online classroom. A systematic, goal-based design process and framework grounded in contemporary learning theory is described. Based on the Teach/Learn/Assess model, part of this session provides a detailed roadmap for faculty designing online courses. By participating in this session, faculty learn how to manage the change that new technologies promise and energize the learning and teaching experience for themselves and their students.

Susan Crosson, Coordinator, Business Programs, Santa Fe Community College, FL

Tuesday, February 29 8:00-9:00 a.m.

Forum #105

Salon 19, 2nd Floor

Doing It All . . . at a Distance: A Step-by-Step Guide to Instructional Technology for Institutions and Faculty

In an age when computers increasingly impact our lives and well being, it is imperative that both educational institutions and individual faculty members take appropriate steps to implement instructional technology. Many faculty members are not aware that it is possible to create distance learning courses that include strong discipline content, practical application, active learning, and writing and thinking skills. Too many do not realize that distance learning lends itself well to student-centered courses that appeal to a wide variety of learning styles.

This session provides a ten-step approach to establishing instructional technology and a step-by-step process for developing distance learning courses that really can do it all!

Amy Glenn, Faculty, Social Science, Tyler Junior College, TX; **Shirley Waterhouse**, Director, Educational Technology, Embry-Riddle Aeronautical University, FL

Tuesday, February 29 8:00-9:00 a.m.

Forum #106

Salon 7, 2nd Floor

From Concept to Construction: Curriculum Design for a New Community College

Many colleges are moving toward learning-centered, outcomes-based curricula but very few have an opportunity to launch an entire curriculum based on these concepts. Opening in fall 2000, Cascadia Community College has embedded best learning practices and infused an outcomes-based focus throughout its curriculum. The presenters describe the design process that produced Cascadia's learning outcomes. Participants replicate one strand of the process to design outcomes relevant to their individual colleges.

Sharon Buck, Curriculum and Learning Design Team, **Tristine Samberg**, Curriculum and Learning Design, Team, **Victoria Muñoz Richart**, President, Cascadia Community College, WA

Tuesday, February 29 8:00-9:00 a.m.

Forum #107

Salon 1, 2nd Floor

A New Vision Worth Working Toward: Connected Education and Collaborative Change

There are now more than 500 Teaching, Learning and Technology Roundtables (TLTRs) in the U.S. seeking to achieve Connected Education through Collaborative Change. Connected Education uses information technology to provide interactive, individualized, motivating, humanized, accessible education—some of which might occur online with the participants separated by time or distance. Separating learners by distance from each other and from teachers is not a valid goal of education; neither is online communication. Enabling learners and teachers to connect more frequently, easily, and effectively with each other is an important goal of education. To achieve Connected Education, colleges must bring together and focus a new collaboration of institutional resources on improving teaching and learning through the use of technology. This process of Collaborative Change—just beginning at most colleges—can transform education. The presenter explains these

concepts, describes examples, and suggests how to implement them. Attendees have an opportunity to observe and participate in a typical task designed to promote the work of local TLTRs.

Steven Gilbert, President, The TLT Group, NY

Tuesday, February 29 8:00-9:00 a.m.

Forum #108

Salon 16, 2nd Floor

Service Learning: Bridging the Gap Between Learning and Life

Service learning is an effective instructional strategy connecting classroom learning to real world experiences. Participants have the opportunity to explore the rationale for incorporating service learning into the curriculum; identify the roles of faculty, administrators, and community agencies; participate in a board game that allows players to identify and remove obstacles to a successful service learning program; and participate in reflective activities. Handouts include faculty, student, and community agency guides; sample syllabi; and a bibliography.

Carol Jeandron, Vice Chancellor, Academic Affairs, Nunez Community College, LA; Rudy Garcia, Director, Office of Experiential Education and Mentor, Albuquerque TVI Community College, NM

Student Services and Activities

Tuesday, February 29 8:00-9:00 a.m.

Forum #109

Salon 8, 2nd Floor

Positioning Your Student Services Program for the Workforce Investment Act of 1998: A Virtual Visit

Central Piedmont Community College has had the good fortune of playing a major role in the transition of the Private Industry Council into the Workforce Development Board over the past five years. This involvement has included participation in the writing of a one-stop implementation grant and the initial one-stop operations and staffing plan. With these initial steps accomplished and functional, the system is expanding, and the college's role continues to evolve to support several key institutional goals related to student services. A virtual reality visit to successful collaborations involving student recruitment and enrollment, student tracking, and case management are the highlight of this session.

Nicholas Gennett, Vice President, Educational Support Services, Marjorie Wilson, Associate Dean/Assistant to the Vice President, Educational Support Services, Melvin Gay, Dean, Student Development, Central Piedmont Community College, NC

Workforce Preparation and Development

Tuesday, February 29 8:00-9:00 a.m.

Forum #110

Salon 18, 2nd Floor

Everything You Need to Know About One-Stops

This session discusses a "hold hands and stick together" approach to Workforce Development One-Stop Service Delivery. This approach brings the north and south together to explore universal customer service, establishment of strategic plans, common forms, skill assessments, and case conferencing with partner agencies; understanding the critically important role of a Center Resource Room; creating employer partnerships and customized training; family development activities; customer satisfaction; and a seamless service model.

Joan Ballinger, Director, Learn to Earn Program, Corning Community College, NY; Gloria Gaines, Center Director, Palm Bay Job Link Center, Florida Department of Labor and Employment Security, FL; Dianne Messer, Director, One Stop System, Brevard Community College, FL

Tuesday, February 29 8:00-9:00 a.m.

Forum #111

Salon 6, 2nd Floor

Microsoft Academic Training Programs for Faculty, Staff, and Students

The Microsoft Academic Professional Development Center is a train-the-trainer program designed to increase the availability of training on Microsoft networking and developer tools. The program provides affordable technical training for faculty and IT staff at academic institutions. The courses teach the academic community how to develop, support, and integrate computing systems with Microsoft products. These courses also prepare faculty to pass on technical knowledge to their students through the Authorized Academic Training Program.

Diana Carew, Manager, Community College Initiatives Worldwide, Laurie Simmonds, Marketing Manager, Training Channels, Microsoft Corporation, WA

Tuesday, February 29 8:00-9:00 a.m.

Forum #112

Salon 14, 2nd Floor

The Teaching Firm Report: Creating Intentional Learning Environments

U.S. corporations spend over \$100 billion a year on formal training, yet formal training accounts for less than 30 percent of what people learn at work. Our study proves that organizations can influence informal learning (the other 70

Tuesday, 8:00 a.m.-9:00 a.m.

2000

percent of workplace learning) and create intentional learning environments by focusing on 100 percent of workplace learning—formal and informal. At this session, learn about new research findings on informal learning, how you can assess this learning in organizations, and how community colleges are benefiting by positioning themselves as experts in these new technologies.

David Stern, Associate Director, Teaching Firm Project, Education Development Center, MA

8:00-9:00 a.m.

ROUNDTABLES #51-59

Leadership and Organization

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #51

Salon 4, 2nd Floor

The Gatekeeper Task Force: A Faculty-Initiated Proactive Leadership Advisory

This session is a case study of how a collection of California community college leaders plan to advise and support mathematics faculty who are joined together to identify and replicate innovative approaches and practices that address mathematics as a student success Gatekeeper. The presenters posit that transforming prevailing practices requires both bottom-up faculty initiative and ownership and top-down leadership advisory and stewardship.

Wei-Jen Harrison, Faculty, Mathematics, American River College, CA; **Gus Guichard**, Vice Chancellor, California Community Colleges, CA

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #52

Salon 3, 2nd Floor

Making a CASE for the Future

Does your institution value administrative processes over students? Massachusetts Bay Community College did, and it was wrong. MBCC failed to care appropriately for its students and paid the price. With a new president, MBCC had a chance to change from a culture of process to a culture of caring. CASE, Caring About Students Everyday, is a new way of doing things. Learn how simple concepts changed our culture and created a stronger, unified community of education and service.

Donna Green, Vice President, Academic and Institutional Support, **Pam Riordan**, Staff Assistant, **Tammie Key**, Office Manager, Massachusetts Bay Community College, MA

Learning and Teaching

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #53

Salon 4, 2nd Floor

The Challenges of Administering a Rural Distance Learning Program

Distance learning programs are seemingly tailor-made for rural areas. Students separated by miles of grassland and wheat fields virtually cry out for computerized classes, interactive television, and satellite downlinks. However, such a setting also presents problems not usually found in urban areas. Among these difficulties can be a lack of access to fiber optic technology and cable television as well as problems with timely equipment repairs and facilitator training. This roundtable includes presentations of and discussion about some successful strategies for overcoming these problems.

Don Hart, Director, Learning Resources and Instructional Technology, **Larry Carver**, Coordinator, Teletraining Instruction, Pratt Community College, KS

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #54

Salon 3, 2nd Floor

A Decade of TLC: Borough of Manhattan Community College Teaching and Learning Center

A Title III grant in 1990 enabled faculty at CUNY's only community college in Manhattan to set up a teaching center. The center's mission is to enhance teaching and faculty development. Over the past decade, hundreds of presentations, seminars, and colloquia have helped challenge and improve the teaching of thousands of participants. This roundtable format facilitates discussion and the sharing of ideas that encourage others to develop successful strategies in setting up their own teaching centers.

Susana Powell, Associate Professor and Deputy Chair, Speech, Communications and Theatre, **Maria DeVasconcelos**, Associate Professor, English, Borough of Manhattan Community College, NY

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #55

Salon 4, 2nd Floor

Teaching and Learning in Community Colleges in the Indian Situation

This session provides details on courses offered by community colleges in India with special reference to Avinashilingam University. This session also provides information on methods of teaching, learning, field experiences, and evaluation techniques. Linkages between Indian and American community colleges are presented. New linkages and student and teacher exchange are discussed.

Rajammal Devadas, Chancellor, Avinashilingam University, India

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #57

Salon 3, 2nd Floor

You've Got to Start Somewhere: First Steps to Information Literacy

A shifting focus towards student-centered and lifelong learning, coupled with the reality of information overload, have made information literacy one of the hottest new dances to hit higher education. While many institutions have already choreographed exciting programs and initiatives, the majority are struggling with basic steps. The presenters, who are developing an information literacy program for a large, multicampus community college, invite you to share current practices, focus and clarify your own ideas, and learn what does and does not work.

Deborah Robinson, Librarian, M. M. Bennett Library,
Melisandre Hilliker, Librarian, M. M. Bennett Library, St. Petersburg Junior College, FL

Student Services and Activities

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #58

Salon 3, 2nd Floor

Oh No! I Have to Attend an Orientation?

Faced with an increasing number of distance education and other nontraditional students who are required to attend a new student information session, Kingwood College's Student Services department sought an alternative solution to the usually boring talking head presentation. Through the use of the Internet and Web pages, students can access the information at their convenience. In this session, the information is provided in a user-friendly format and highlights all the information concerning placement, services, activities, and resources necessary for student success at Kingwood College.

Sondra Whitlow, Director, Academic Support Center, **Tom Moyers**, Coordinator, Academic Support Center, North Harris Montgomery Community College District, TX

Workforce Preparation and Development

Tuesday, February 29 8:00-9:00 a.m.

Roundtable #59

Salon 4, 2nd Floor

Point and Shoot: Internet Courses for a Targeted Workforce Audience

The session focuses on targeting a specific segment of the workforce and marketing Internet course offerings to individuals who want to enhance employability and promotion by completing a two-year degree. Attendees learn how to use faculty input to identify and market to a target audience. Using Cyberclass by Hypergraphics, attendees also learn the step-by-step process for producing a Web class.

Glenda Hunt, Division Chair, Social Behavioral Science,
Linda Clark, Instructor, Criminal Justice, Wharton County Junior College, TX

9:15-10:30 a.m.

GENERAL SESSION

Junior Ballroom, 1st Floor



Chair:
Sunil Chand, Executive Vice
President, Academic and Student
Affairs, Cuyahoga Community
College, OH



Introduction:
Nathan Hodges, President, Haywood
Community College, NC



Keynote Address:
*"What's Ahead for Community Colleges
in the New Millennium?"*
John E. Roueche, Sid W. Richardson
Regents Chair and Director, The
Community College Leadership
Program; The University of Texas
at Austin



Suanne D. Roueche, Director, National
Institute of Staff and Organizational
Development, The University of Texas
at Austin, TX

11:00 a.m.-12:00 noon

Learning and Teaching Stream Keynote

Junior Ballroom F, 1st Floor



Chair:
Cynthia D. Wilson, Associate Director,
League for Innovation, CA



Stream Keynote Address:
*"Collaborative Learning Techniques for
Community College Faculty"*
K. Patricia Cross, Senior League
Fellow, League for Innovation, CA

11:00 a.m.-12:00 noon

FORUMS #113-125

Basic Skills and Developmental Education

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #113

Salon 8, 2nd Floor

*Bridge Courses: Student-Centered Active Teaching and
Learning Powered by Web Technology*

Participants explore the structuring, sequencing, and delivery of instructional materials for basic skills that are built around active teaching and learning with a student-centered instructional design and effective Web-technology integration. Come experience a multimedia presentation, visual quizzes, problem-solving exercises, graphic organizer exercises, and group activities designed especially for students in developmental education. Participants also discuss how the required content can be taught using proven techniques of interaction in the classroom and supplemental materials on the Web.

Felix Rizvanov, Instructional Designer, Center for
Instructional Technology, **Richard Lizotte**, Professor,
Developmental Studies, Northern Essex Community
College, MA

10:30 a.m.-
12:00 noon

EXHIBITION OPEN
Grand Ballroom, 1st Floor

10:30-11:00 a.m.

**Coffee Break in the
Exhibition**
Grand Ballroom, 1st Floor

Leadership and Organization

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #114

Salon 13, 2nd Floor

2 Colleges + 2 Organizational Structures = Institutional Transformation 4 a New Millennium

This session describes how two large multicampus community college systems in Minnesota and Oklahoma implemented changes to their organizational structures addressing accreditation, governance, and academic challenges for the year 2000 and beyond. What initiated the need for organizational change, and how have the colleges been transformed?

Flo Potts, Provost, Metro Campus, Tulsa Community College, OK; **Diane Graber**, Vice President, Instruction, Minnesota West Community and Technical College, MN

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #115

Salon 14, 2nd Floor

The Community College Student of the Future

What will tomorrow's community college student look like? How will today's and tomorrow's emerging technologies impact students' outlook, learning styles, expectations, and skill sets? What technologies will students expect in our classrooms in 2000 and beyond? Will there even be classrooms as we know them today? Drawing on concepts like "growing up digital," "real time," "job shifts," and "the next 20 years of your life," this presentation invites participants to envision and help create the community college experience for the next twenty years.

George Walker, Vice President, Student Services, Genesee Community College, NY

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #116A

Salon 19, 2nd Floor

Continuous Audit of Academic Programs:

Quantitative Accountability

All community colleges should have processes for the systematic audit of academic programs. In business and industry, inefficient and nonproductive cost centers are rapidly reorganized or eliminated. In academic institutions, however, there is a strong tendency to carry programs in perpetuity, regardless of their health or effect on resources. In fall 1995, Moraine Valley Community College (MVCC) developed a new review process known as the Program Accountability Standards System (PASS). To determine program strengths and potential

problem areas, Phase I of PASS uses 10 indicators and benchmarks to quantify program needs, quality, and cost. Programs not meeting a minimum set of benchmarks in Phase I are then subjected to a more rigorous review in Phase II, in which specific criterion variables are used to examine problem areas in-depth. MVCC presenters describe the process and its outcomes.

James Fraitess, Dean, Science and Business, Moraine Valley Community College, IL

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #116B

Salon 2, 2nd Floor

Getting Things Done When You Are Not Totally In Charge

As the lion sang to Dorothy, "If I Were King of the Forest . . ." Yet how many of us ever are or ever will be truly "in charge," with all the authority and resources needed to get our jobs done? Not many of us are or ever will be—in fact not even presidents and kings are as totally in charge as we might expect. Come explore with us how you can focus beyond worries of "being in charge" to being effective in developing your true authority and effectiveness potential. Empower yourself from the inside out and become a workplace leader.

Steven Lee Johnson, Provost, Clearwater Campus, St. Petersburg Junior College District, FL; **Kathie Sigler**, President, Miami-Dade Community College District, Medical Campus, FL

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #117

Salon 5, 2nd Floor

Three Into One: Surviving Organizational Change

In a major effort to increase institutional effectiveness and enhance student success, the three community colleges of Baltimore County, Maryland (Catonsville, Dundalk, and Essex), were consolidated into a single college/multicampus system and became The Community College of Baltimore County. This presentation focuses on two aspects of the consolidation efforts: the strategic planning process that drove the organizational transformation and the Learning First plan that is the *raison d'être* for the new college.

Irving Pressley McPhail, Chancellor, **Ronald Heacock**, Interim Vice Chancellor, Technology and Planning, **Henry Linck**, Vice Chancellor, Learning and Student Development, The Community College of Baltimore County, MD

Tuesday, 11:00 a.m.-12:00 noon

2000

Tuesday, February 29 11:00 a.m.-12:00 noon
Forum #118

Salon 1, 2nd Floor

***The Transformation of a Community College:
The Lessons Learned***

What happens when a college realigns its instructional division? What are the impacts on student services? What are the impacts on information resources? What are the impacts on administrative services? What problems were not anticipated? What could have been done differently? What lessons were learned and what lessons are still being learned as a result of the transformation? Community College of Denver staff members lead an active discussion of their transformation process.

Barbara Bollmann, Vice President, Instruction, **Dianne Cyr**, Dean, Center for Learning Outreach, Community College of Denver, CO

Student Services and Activities

Tuesday, February 29 11:00 a.m.-12:00 noon
Forum #119

Salon 6, 2nd Floor

Enhancing the Intellectual and Personal Growth of African-American Males

African-American males face many unique challenges as they seek academic, career, and social success, thus their low rates of attendance and high rates of failure in higher education are more pronounced than for any other group. Many community colleges are developing programs that specifically target African-American men to help them identify and address the many challenges they encounter. This session shares one such model program, "Brother to Brother," which is designed to help African-American males stay in school through graduation. Learn the implications, development, outcomes, and evaluation used in such a model program.

George Carbart, Coordinator, Student Support Services Program, St. Petersburg Junior College, FL; **Edward J. Leach**, Director of Programs, League for Innovation, CA

Tuesday, February 29 11:00 a.m.-12:00 noon
Forum #120

Salon 16, 2nd Floor

Mentoring for Success: The New Definition of Community College Success



The effectiveness of mentoring programs is typically measured by student grade point average and retention, but are GPA and retention the best measures of success at a community college? This session presents an overview of specific findings from a

three-year study of a community college mentoring program. The findings suggest that traditional measures of success are not adequate, and further suggest a new approach in determining the effectiveness of all community college intervention programs. Presenters also share the development of a new community college mentoring program based on the findings of the study. Attendees have the opportunity to share their experiences with intervention programs including mentoring, and their process for measuring effectiveness.

Lisa Minis, Dean, Student Services, **Andrea Shelton**, Associate Dean, Student Services, Penn Valley Community College, MO

Workforce Preparation and Development

Tuesday, February 29 11:00 a.m.-12:00 noon
Forum #122

Salon 7, 2nd Floor

Community Colleges: Victims or Victors in the Next Millennium

Through partnerships, Springfield Technical Community College (STCC) has developed a 500,000 square foot Technology Park, a small business incubator and entrepreneurial training institute that serves more than 1,000 residents. Step-by-step strategies that STCC used to promote new businesses while simultaneously helping existing local companies compete in a global marketplace are examined. The presenters facilitate candid discussions of the pros and cons of large-scale community college economic development efforts, including the challenges of implementing multimillion-dollar corporate training contracts.

Gail Carberry, Vice President, Development, **John Dunn**, Executive Vice President, Academic Affairs, Springfield Technical Community College, MA

Tuesday, February 29 11:00 a.m.-12:00 noon
Forum #123

Salon 12, 2nd Floor

***Internet-Based Workforce Development:
Two Strategies/Two Solutions***

How can community colleges develop and deliver anywhere, anytime instruction that is tailor-made for employers and students? In this illuminating session you will see two distinctive solutions developed by community colleges from different parts of the nation. Two Michigan colleges place discrete self-paced modules and make critical skill development menus available "just-in-time" on the Internet. A California solution uses the Web as a custom teaching tool and high-tech teaching support platform.

Howard Major, President, Distance Learning Dynamics, MI, Dennis Bona, Dean, Career and Occupational Education, Kellogg Community College, MI; Bruce Winner, Contract Training Specialist, The Training Source, Los Rios Community College District, CA; Tom Boozer, Executive Director, Applied Technology Center, Grand Rapids Community College, MI; James Pardun, Operations Manager, Sacramento Employment and Training Agency, CA

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #124

Salon 15, 2nd Floor

Certification Assists Employers in Paying for Performance

Companies nationwide are adopting the pay-for-performance trend in employee assessment for promotion, initial employment, and pay increases. Microsoft Office User Specialist (MOUS) is meeting the needs of these companies by helping them make the appropriate employment determinations. This session illustrates how to use MOUS to address the needs of employers in your area.

Joyce Arntson, Professor, Computer Information Systems,
Susan Ranes, Professor, Computer Information Science,
Irvine Valley College, CA

Tuesday, February 29 11:00 a.m.-12:00 noon

Forum #125

Salon 17, 2nd Floor

A Working Partnership: Remedies for Economically and Educationally Deprived Communities

How can we assist a rural county with unemployment, undereducation, and the emigration of youth? On the positive side, the area has an excellent K-12 school system, natural beauty, and people with a solid work ethic and strong family values. This session describes solutions to the problems that lie in a partnership between the public school system, a community college, and governmental agencies. Providing financial aid for courses leading to associate degrees and developing a plan for the permanent location for the community college are results of the partnership.

Mark Davis, Assistant Director, Continuing Education and Extension Services, West Virginia State College, WV; Anita Stephenson, Director, School-to-Work, Clay County Schools, WV; Bobby Lewis, Director, Rural Development, U.S. Department of Agriculture, Washington, DC

11:00 a.m.-12:00 noon

ROUNDTABLES #60-68

Basic Skills and Developmental Education

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #60

Salon 3, 2nd Floor

Peer Tutoring: Learning Through Mutual Problem Solving

The coordinator of a peer tutoring program for ten years shares practical tips on establishing and improving a peer tutoring program. The program is designed for developmental reading and writing students who have passed a developmental course yet still fail a state-mandated test of minimum competencies. Seminar participants engage in solving problems similar to those encountered in peer tutoring.

Arlene Turkel, Assistant Professor, English, Liberal Arts,
Lamar State College, TX

Leadership and Organization

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #61

Salon 4, 2nd Floor

Innovation: Making It Work in a Unionized Environment

Implementing innovative learning and teaching strategies within a unionized environment with its collective bargaining framework presents particular challenges for community college administrators and instructors. This session examines strategies for accommodating and even using the frequently competing interests to foster and advance innovative learning and teaching methods. Participants actively explore models of conflict resolution specifically directed at unionized community colleges.

Ted Montgomery, Professor, Continuing Education and Contract Training, Seneca College of Applied Arts and Technology, ON, Canada; Paddy Musson, Professor, General Studies, Fanshawe College of Applied Arts and Technology, ON, Canada

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #62

Salon 3, 2nd Floor

The Role of Community College Faculty in Legislative Advocacy

At a time when financial resources are said to be scarce and demands for accountability and control are escalating, there is a need for community college faculty to be clearly heard in the halls of government on a variety of issues. This session

describes how college faculty can become more legally and ethically involved in the legislative process. It also describes how individual faculty can join with administration and other interested groups to show a unified coalition. Finally, the presenters discuss what can be done to see that faculty have advance warning of legislation in the works and what can be done to see that the prospective legislation is interpreted realistically.

Lloyd Madansky, Associate Professor, English, Miami-Dade Community College District, FL; Addie Greene, State Representative from West Palm Beach, Southeast Florida District, FL

Learning and Teaching

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #63

Salon 4, 2nd Floor

Mathematics Research for Women and Minorities

Student research fellowships in mathematics for women and minorities are available through the National Science Foundation and the Mathematical Association of America. Students have created mathematical movies and portfolios and have made presentations and won awards at national conferences. In this session, student projects and movies are demonstrated.

Patricia Wilkinson, Chair, Mathematics, Lawrence Sher, Professor, Mathematics, Borough of Manhattan Community College, NY

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #64

Salon 4, 2nd Floor

Online Curriculum Development for Global Education

In this roundtable, you will hear how contacts with 20 universities in 18 countries were made during a sabbatical project and, as a result, an online honors global perspectives biology course was developed. Miramar College students team with international peer students on research projects. By employing a Web site, e-mail, a chat room, and educational technology in a smart classroom, our students interact, exchange ideas, and share cultural views with international students in a variety of educational activities.

Gin Gee, Online Curriculum Development for Global Education, San Diego Miramar College, CA

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #65

Salon 3, 2nd Floor

Student Portfolio: An All-in-One Employment Tool, Laboratory Workbook, and Skills Document

The student portfolio is used by nursing students to record the development and acquisition of skill proficiency. The portfolio illustrates how time is spent in the nursing resource center, it contains information useful to clinical instructors, and it is an excellent document of skill acquisition and development for potential employers. Presenters describe how the portfolio works.

Jeanne Walsh, Academic Director, Nursing, Peggy Barlett, Instructor, Nursing, Karen LaMartina, Instructor, Nursing, Johnson County Community College, KS

Student Services and Activities

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #66

Salon 3, 2nd Floor

From Chocolate Chips to MicroChips: Recruitment and Retention of Women in Transition

Women who are in a transitional time in their lives present the community college with a distinct opportunity for the enrollment of new students. Learn how a specially designed, award-winning program addresses mental, physical, financial, and spiritual issues in an integrated and progressive manner. Learn about the benefits of credit generation, retention, and academic excellence. Come hear heart-rending, life-changing stories of transformation you will not soon forget.

Nancy Swanborg, Director, Women's Resource Center, Schoolcraft College, MI

Workforce Preparation and Development

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #67

Salon 3, 2nd Floor

Cooperative Education: Combining Theory and Practical Work Experiences

Come hear how the concept of relating theory and work is combined in this innovative approach to cooperative education. The practical experience requires the student to develop a learning contract with objectives leading to student goals that can be accomplished during the 15-week semester. The theory aspect consists of the students attending classes and making two presentations—a report describing progress towards accomplishing objectives and a profile that reviews the

organization's operations and culture and makes recommendations.

Joseph Manno, Professor, Management Curriculum, Montgomery College-Rockville Campus, MD

Tuesday, February 29 11:00 a.m.-12:00 noon

Roundtable #68

Salon 4, 2nd Floor

Competency-Based Instruction System: How to Perform a Curriculum Overhaul

Does your current curriculum need more than a lube job? Looking to tear your engine out and rework the system? Familiar with the diagnostics, but unsure of the mechanics? Join us for a look at the comprehensive competency-based instructional system in place at Austin Community College that determines the competencies and skills that industry partners are seeking and students need. Learn about a process that aligns curriculum with industry to ensure that training programs stay vital and current.

Thomas Applegate, Associate Director, Business/Industrial Training and Development, State of Ohio Department of Education, OH; **Debra Iversen**, Specialist, Workforce Education, Austin Community College, TX

12:00 noon-1:00 p.m. Book Signing
with **K. Patricia Cross**
Junior Ballroom F, 1st Floor

12:15-1:15 p.m.

SPECIAL SESSION #4

Leadership and Organization

Tuesday, February 29 12:15-1:15 p.m.

Special Session #4

Junior Ballroom G, 1st Floor

Putting Learning First at Sinclair Community College

This session is a continuing discussion of Sinclair Community College's journey toward becoming a learning college, as described in the August 1998 *League Learning Abstract*, with an emphasis on five major initiatives designed to place learning first: total quality management, mission modeling, faculty performance reviews, modularizing curriculum, and establishing a parallel college for experimentation. Presenters share Sinclair's journey and try to generalize lessons learned in a way that is practical and productive for other schools.

Karen Wells, Vice President, Instruction, **Jim Johnson**, Professor/Chair, Chemistry, **David Harrison**, Dean, Business Technologies, Sinclair Community College, OH

Tuesday, 12:15 p.m.-1:15 p.m.

2000

12:15-1:15 p.m.

SPECIAL SESSION #5

Workforce Preparation and Development

Tuesday, February 29 12:15-1:15 p.m.

Special Session #5

Junior Ballroom F, 1st Floor

Strategically Positioning Your College to Meet the Workforce Development Challenge

How is a college to respond quickly and effectively to national workforce initiatives given our predilection for shared governance and consensus-driven decision making? The secret is to analyze your local workforce, identify targeted segments, and match those segments with the most appropriate unit of the college to meet customer and stakeholder needs and expectations. This session identifies several successful colleges that have adopted this strategy and outlines the steps in the process.

William Flynn, Dean, Community Learning Resources, Palomar College, CA; **Andrew Meyer**, Vice President, Continuing Education and Workforce Development, Anne Arundel Community College, MD; **Larry Warford**, Vice President, Instructional Services, Lane Community College, OR

12:15-1:15 p.m.

FORUMS #126-139

Basic Skills and Developmental Education

Tuesday, February 29 12:15-1:15 p.m.

Forum #126

Salon 13, 2nd Floor

In the Beginning There Is No Grammar

After a semester of teaching grammar, do you often see little improvement in student writing? Traditional emphasis on grammar may actually slow the development of writing skills as students focus on getting the “right answer” rather than experimenting with words and ideas. Learn about an effective method of increasing students’ syntactic maturity and dexterity using sentence combining. Evaluate student progress using sentence combining to facilitate student writing and build a base for grammar and usage.

Diane Fitton, Associate Professor, Transitional Studies, **Barbara Warner**, Associate Professor, Transitional Studies, Monroe Community College, NY

Leadership and Organization

Tuesday, February 29 12:15-1:15 p.m.

Forum #127

Salon 15, 2nd Floor

Creating an Organizational Culture that Promotes Campus Innovation and Institutional Renewal

Effective leadership is critical to the implementation of an institutional agenda that is responsive to current community needs. Whether the overall agenda refers to responding to changing demographics, creating economic opportunity through community development, or advocating for progressive workforce development and training, leaders must work with others to pursue the realization of institutional goals with unity and focus.

Celia Barberena, Vice President, Student Services, **Edward Valeau**, President/Superintendent, President’s Office, Hartnell College, CA; **Rosa Perez**, Interim President, Cañada College, CA; **Ronald Kong**, Chancellor, Chabot-Las Positas Community College District, CA

Tuesday, February 29 12:15-1:15 p.m.

Forum #128

Salon 5, 2nd Floor

Hiring Leaders for the New Millennium Learning-Centered College

It is one thing to envision the exemplar 21st century learning-centered college; it is quite another to hire the educational leaders who will actually create the college. Cascadia Community College is the newest college in the State of Washington, and it is being designed as a learning-centered, technologically advanced, culturally rich college. As such, a highly innovative hiring process has been designed to select the “best fit” educators (faculty, staff, administrators) that will carry out the vision of building the college of the new millennium. Hear presenters describe the process and its expected outcomes.

Victoria Muñoz Richart, President, **Dianne Campbell**, Chair, Board of Trustees, **Tristine Samberg**, Curriculum and Learning Design Team, **Gloria Mitchell**, Member, Board of Trustees, **Sharon Buck**, Curriculum and Learning Design Team, Cascadia Community College, WA; **Doug Kechter**, Strategic Planner, **Barbara Kerr**, Strategic Planner, Kerr Kechter and Associates, WA;

Tuesday, February 29 12:15-1:15 p.m.

Forum #130

Salon 7, 2nd Floor

Public-Private Collaboration: We Are Stronger Together

The 21st century requires significant collaboration within higher education. Developing learning communities provides an opportunity to restructure education. A public and a private community college have designed a partnership for leadership development. The focus is leadership—students, staff, and faculty. In this session community college representatives present the model. Florida Metropolitan University, a private institution offering associate through master's degrees, uses its experience to assess the progress made by community colleges.

Michael Parsons, Dean, Instruction, Hagerstown Junior College, MD; **Alvin Marrow**, Academic Dean, Orlando College North Campus, Florida Metropolitan University, FL; **Rosemary Gillett-Karam**, President, Louisburg College, NC

Tuesday, February 29 12:15-1:15 p.m.

Forum #131

Salon 19, 2nd Floor

Successful “Can Do” Spirit for Reinventing Computer-Related Classes

This session highlights successful strategies for administrators and faculty looking to restructure and refine computer science, computer careers, computer graphics, and similar courses at their colleges. The experiences of taking outdated computer courses, programs, and even instructors and reinventing them to generate and populate new approaches to teaching and learning are shared. These experiences are those of a metropolitan two-year combined community and technical college where enrollments and numbers of faculty in the related programs have nearly doubled in less than a year. Strategies expanded upon during the session include how to select an administrator for the division, how to leverage the funds and resources of customized training and continuing education, how to share resources with information technology support departments, and how to get other faculty to accept and support growth in areas other than their own.

Ken Brumbaugh, Vice President, Computing and Information, Minneapolis Community and Technical College, MN

Learning and Teaching

Tuesday, February 29 12:15-1:15 p.m.

Forum #132A

Salon 1, 2nd Floor

Beyond Chalk Talk: Engaging Students in the Learning Process

Educators hear continuously that students need to develop critical thinking skills, collaborate in active learning environments, and demonstrate competence in basic technological literacy. A case study of a statistics course offers a nine-step outline of a working model for interdisciplinary professors interested in transforming traditional classroom instruction from lectures to learning environments teeming with student activity, interaction, and use of technology. An electronic handbook of innovative practices and student work is available for participant review and discussion before and after the conference.

Ruby Evans, Professor, Mathematics and Statistics, Santa Fe Community College, FL

Tuesday, February 29 12:15-1:15 p.m.

Forum #132B

Salon 2, 2nd Floor

COL 101: Challenges, Choices, Changes—Managing the Freshman Experience

The transition to college can be a stressful experience for students. Whether students are coming to us from high school, the workforce, or are older students returning to school, many are unaware and underprepared for the responsibilities of attending college. College is a time of encountering challenges, learning to make choices, and implementing changes. It is a perfect opportunity for growth as an individual. This session outlines the development and implementation of Moraine Valley Community College's Freshman Experience from orientation to the required COL 101 course. Participants learn about our struggles and successes and leave prepared to address these same issues on their campuses. Participants are encouraged to share their experiences with the implementation of similar courses on their campuses.

Nancy Cure, Instructor, Business, **Diane Grund**, Assistant Vice President, Educational Services and Innovations, **David Taylor**, Professor/Department Chair; **Randy Southard**, Professor, Moraine Valley Community College, IL

Tuesday, 12:15 p.m.-1:15 p.m.

2000

Tuesday, February 29 12:15-1:15 p.m.

Forum #133

Salon 17, 2nd Floor

Designing and Developing Virtual Reality Multimedia Applications for Teaching Web-Based Courses

This session is a demonstration of applications that provide educators with ideas on how to incorporate virtual reality and multimedia into interactive Web-based courses. This session is for beginner and intermediate Web-based course designers and is intended to assist faculty who need to learn the fundamentals of designing an Internet course. This session also provides educators with information about virtual reality and multimedia that can be incorporated into Web-based courses.

Cynthia Snead, Instructional Technology, Calhoun Community College, AL

Tuesday, February 29 12:15-1:15 p.m.

Forum #134

Salon 14, 2nd Floor

Video Streaming: Facilitating Meaningful Learning at a Distance or in the Classroom

This presentation describes the use of streaming video at a distance or in the classroom as a tool to create meaningful learning, and how video streaming can lead to active participation and personalization of new information. Through the use of examples, participants are guided through the various stages of project development including the making of video lessons for streaming.

Evelio Sotolongo, Assistant Professor, Brevard Community College, FL

Student Services and Activities

Tuesday, February 29 12:15-1:15 p.m.

Forum #135

Salon 8, 2nd Floor

Learner Success: Placing Learning First

Presenters discuss how learning-centered strategies have been developed to personalize student integration into the academic environment. This session presents a software system which provides timely and concise information to help students, counselors, academic advisors, and college administrators deal with the challenges of marketing, recruiting, admissions, advising, and accessibility. System information is used to inform strategic policy and resource decision making, transforming the learning environment and, ultimately, enhancing learner success and retention. Software flexibility allows users to find other applications given their institution's unique characteristics.

Roy Giroux, Vice President Emeritus, **Ken Harrison**, Chair, School of Health Sciences, **Peter Dietsche**, Director, Institutional Research, Humber College of Applied Arts and Technology, ON, Canada

Tuesday, February 29 12:15-1:15 p.m.

Forum #136

Salon 12, 2nd Floor

Special Programs: An Effective Model for Recruiting, Transitioning, and Retaining Underserved Students

Many colleges have programs that provide support for underserved student populations at the institution and in the local K-12 system, but all too often these programs work in isolation from one another. One college has assembled an effective model for recruiting, transitioning, retaining, and graduating underserved students by improving communication and cooperation between the distinct programs that serve this population. This presentation describes how previously unconnected programs at the college now work together to provide seamless services to students.

Edward Leach, Director of Programs, League for Innovation, CA; **Tonjua Williams**, Director, Special Programs, St. Petersburg Junior College, FL

Tuesday, February 29 12:15-1:15 p.m.

Forum #137

Salon 16, 2nd Floor

The STAR of the Show: Supporting Student Success Through Strategic Training and Results

A one-size-fits-all approach to the delivery of education has never met the real individual needs of most students that enter today's colleges. A better model for educational delivery is one that is delivered according to the needs and goals of individual students and incorporates a variety of additional services and programs that attend to the nonacademic needs of students. In partnership with the Government of Canada, Nova Scotia Community College is embarking on a distinct and exciting pilot project, Strategic Training and Results (STAR), to deliver a better model of educational delivery. In this session, Nova Scotia Community College's student services personnel discuss the framework and components of the STAR Project.

Colin MacLean, Chair, Strategic Planning Secretariat, Nova Scotia Community College, NS, Canada

Workforce Preparation and Development

Tuesday, February 29 12:15-1:15 p.m.

Forum #138

Salon 6, 2nd Floor

Improving Performance and Productivity: A Technical College Partners with Industry

This session describes how Jefferson Technical College has successfully partnered with local industries to improve the quality and scope of its educational programs. During the last five years, the financial commitment by these corporate partners has exceeded three million dollars in equipment, supplies, and monetary contributions. Additional opportunities for program expansion continue to be explored.

Joseph Eames, Dean, Academic Affairs, **Robert Silliman**, Department Chair, Trade and Industry, **Brenda Hawkins**, Department Chair, Health Occupations, Jefferson Technical College, KY

Tuesday, February 29 12:15-1:15 p.m.

Forum #139

Salon 18, 2nd Floor

Information Technology (IT) Workforce Development—Ideas That Work!

There is a critical shortage of technology workers in the U.S. and throughout the world. Both business and government leaders have proposed that education take the lead in resolving this problem—by increasing the supply, quality, and diversity of our graduates entering the IT profession. This session outlines Ideas That Work, presented from the corporate, tech center, and community college points of view.

Diana Carew, Manager, Community College Initiatives Worldwide, **Janie Schwark**, Marketing Manager, Developer Group, Microsoft Corporation, WA; **Neil Evans**, Executive Director, **Julia McCallum**, Program Coordinator, Northwest Center for Emerging Technology, Bellevue Community College, WA; **Trent White**, Coordinator, Workforce Development, **Robert Vaughn**, Director, Continuing Education and Workforce Development, Northern Virginia Community College, VA

12:15-1:15 p.m.

ROUNDTABLES #69-77**Leadership and Organization**

Tuesday, February 29 12:15-1:15 p.m.

Roundtable #69

Salon 3, 2nd Floor

Adult Education Learning Principles in Curricular Organizations

Adult education principles can be used to refocus a department or even a college. Come explore this pilot bachelor's of education degree in advanced education developed jointly between the Ontario college system, Brock University, and TV Ontario. This program, running successfully across the province since 1993, has been available completely online since mid-1999. Each attendee receives a package of resource materials.

Darrell Nunn, Professor, General Educational, Seneca College of Applied Arts and Technology, ON, Canada; **Michael Kompf**, Professor, Faculty Education, Brock University, ON, Canada

Learning and Teaching

Tuesday, February 29 12:15-1:15 p.m.

Roundtable #70

Salon 3, 2nd Floor

Freshmen Learning Communities:***Creating a Commitment to College***

Based on a comprehensive study of the effectiveness of a community college orientation course, this session presents a learning community teaching model that promotes student retention and academic success. The presenters model how blending teaching strategies from a gateway communication courses with the content of the orientation course can result in creating for students a commitment to college. Presenters provide institutional research outcomes, guidelines for implementing a quality orientation learning community, course syllabi, and innovative teaching and assessment strategies.

Christine Helfrich, Associate Dean, System for Student Success, **Suzanne Beal**, Vice President and Dean, Academic Affairs, **Betty Holton**, Assistant Professor, English, Frederick Community College, MD

Tuesday, 12:15 p.m.-1:15 p.m.

2000

Tuesday, February 29 12:15-1:15 p.m.
Roundtable #71
Salon 4, 2nd Floor

From Slide Rule to Day School: Utilizing Tech-Prep Funding to Develop Collaborative Instructional Modules

Faculty at Mississippi Gulf Coast Community College have utilized funding from the Federal Tech-Prep program to develop innovative, hands-on instructional modules. Students in Drafting and Design Technology work collaboratively with those in Child Development Technology to study legal and code requirements to create a model child care center. Students incorporate computer-aided graphics and design software, 3D modeling, computer-managed cost estimating, and presentation software to complete the project. You will learn how these modules work in this session.

Pamela Jones, Instructor, Child Development Technology,
Marcus Jones, Instructor, Drafting/Design Technology,
Michael LeBatard, Instructor, Drafting/Design Technology,
Mississippi Gulf Coast Community College, MS

Tuesday, February 29 12:15-1:15 p.m.
Roundtable #72
Salon 3, 2nd Floor

If You Build It (Properly), They Will Come: Creating a Successful Writing Center

Many colleges open their writing centers with great fanfare, only to discover that students refuse to use them. Expecting to serve 2,000 students in its inaugural year, the Hillsborough Community College Writing Center actually served more than 6,000 students and is on track to double that number in 2000. In this session, participants learn step-by-step techniques for creating a center students will use and faculty will love.

Barbara Goldstein, Director/Manager, Writing Center
Faculty, **Karen Linksy**, Professor, English, **Marc Baldwin**,
Associate Professor, English, **Kathryn Wyly**, Professor,
Humanities, Hillsborough Community College, FL

Tuesday, February 29 12:15-1:15 p.m.
Roundtable #73
Salon 4, 2nd Floor

Instructional Web Pages: Why and How

This session covers strategies for designing and building Web pages, then progresses into the utilization of Web pages as instructional tools. The variety of material and the numerous possible formats in which this material can be presented are covered, including the posting of the page to the server so it can benefit all involved. Several techniques that can be used to take

full advantage of the Web page are presented.

Robert Keis, Instructor, Computer Servicing Technology,
Mississippi Gulf Coast Community College, MS

Student Services and Activities

Tuesday, February 29 12:15-1:15 p.m.
Roundtable #74
Salon 3, 2nd Floor

***Appealing Academic Suspension:
Teaming Academic and Student Services***



For several years, students who were suspended for academic reasons could convince one person to give them a chance to return to college. Prior to recent changes, students could also walk around and gather signatures from any one of several different individuals for readmission. This hand-to-hand combat approach has been changed to a systematic approach based on student success. How did it happen? How could this dysfunctional appeal system be changed to a student success model? Come to this session to hear the rest of the story and bring yours to share.

Jowel Laguerre, Vice President, Student Services, **Judy Nordeen**, Director of Academic Support, Student Services,
Lake Superior College, MN

Workforce Preparation and Development

Tuesday, February 29 12:15-1:15 p.m.
Roundtable #75
Salon 4, 2nd Floor

21st Century Technology Needs, Tech-Prep, and Seamless Education

The continuing demand for quality manufacturing personnel is critical to the economic welfare of tomorrow's industries, a successful workforce. This session reviews the needs of 21st century manufacturing, interdisciplinary skill requirements, and a model curriculum. Participants are asked to provide significant input into the elements of the model at Tech-Prep, two-year college, and baccalaureate levels. More specifically, general business, design, and technical competencies are covered. The final outcome of this session is a seamless curriculum model.

Saeid Eidgahy, Dean, Engineering Technologies and
Computer Science, Jefferson Community College, OH;
Hamid Eydgahi, Dean, Engineering and Industrial
Technologies, Lima Technical College, OH

Tuesday, February 29 12:15-1:15 p.m.

Roundtable #76

Salon 4, 2nd Floor

Creative Pathways: The Road Less Traveled to Professional Growth and Renewal

At this session, you gain insight into creative and innovative opportunities for employees to increase their knowledge, experience renewal, increase their expertise, and continue their lifelong learning process. You also see slides of participants and hear stories of their experiences while participating in Maricopa Community Colleges' Creative Pathways Program. One participant of the program shares her experience and attendees have the opportunity to share their experiences with creative and innovative employee development opportunities.

Julie Beaty, Coordinator, Creative Pathways Program, Maricopa Community Colleges, AZ; **Bonnie Jo Loss**, Faculty, Art Humanities, Glendale Community College, AZ

Tuesday, February 29 12:15-1:15 p.m.

Roundtable #77

Salon 3, 2nd Floor

Innovative Public/Private Partnerships Lead to Positive Retraining Results

This session discusses an innovative workforce development delivery system that partners community colleges with a national training vendor to provide high-quality standardized technological retraining. The A+ Certification PC Support Technician Training Program prepares participants for entry-level jobs in the microcomputer support field. The partnership's strong ties to a national placement service encourages VESID and JTPA referrals. Learn how your college can join the partnership and bring this cost-effective, hands-on program to your campus.

Susan Kuncio, Director, Business and Industry Center, Cuyahoga County Community College, NY; **Judy Smith**, Director, Corporate and Community Education, Corning Community College, NY; **Martin Schwartz**, Vice President, DataTrain Institute, NY

1:15-4:15 p.m.

LEARNING CENTER COURSES #11, #12, #13

Leadership and Organization

Tuesday, February 29 1:15-4:15 p.m.

Learning Center Course #11

Salon 9, 2nd Floor

Moving from Talk to Action: A Practical Guide to Becoming Learning Centered

Community colleges are poised near the top of the "S curve" of organizational development, and unless we transform ourselves, we risk decline as individual institutions and as a sector of higher education. The first half of this course offers a toolbox that includes nine models for successfully transforming community colleges into institutions that achieve unprecedented learning results. In the second half of the course, participants apply the tools to their own institutions. Participants chart their own colleges along the "S Curve" while sharing roadblocks that prevent consensus on a vision of campus learning-centeredness.

Michael Hooks, Vice President, Planning and Educational Services, **William Castellano**, Professor, Political Science, **Paul Gianini**, Immediate Past President, Valencia Community College, FL

**Additional
Registration Fee
Required**

Learning and Teaching

Tuesday, February 29 1:15-4:15 p.m.

Learning Center Course #12

Salon 10, 2nd Floor

Natural Learning: How the Brain Works

We are better able to help our students succeed when we understand the brain's natural learning process and how to apply this understanding in the classroom. This interactive workshop presents the newest brain research, instructional theory based on how the brain learns, methods for developing and teaching natural-learning curriculum, and hands-on experiences with natural-learning activities. The workshop also explores the emotional and metacognitive implications of a brain-based approach to learning and teaching.

Rita Smilkstein, Professor, English, North Seattle Community College, WA

**Additional
Registration Fee
Required**

Tuesday, 1:15 p.m.-4:15 p.m.

2000

Student Services and Activities

Tuesday, February 29 1:15-4:15 p.m.

Learning Center Course #13

Salon 11, 2nd Floor

The Use of Online Individual Education Plans, Web-Based Intervention Strategies, and Electronic Student Tracking to Enhance Student Success

Additional
Registration Fee
Required

This course presents a model developed by the Foothill-De Anza Community College District that interfaces student-centered planning, optical character recognition and scanning technology, Web technology, and the use of campus smart cards. The District's Student Success Network (SSN), a Web-based interface for faculty, counselors, support staff, and students, is demonstrated. The SSN includes an electronic student portfolio database that utilizes "expert systems" technology to predict student success by early identification and intervention for "at risk" students prior to the start of the academic term. Furthermore, an in-depth explanation of the SSN is presented as it relates to student success and retention outcomes, student attendance tracking, and the use of smart card technology.

Kathleen Kyne, Director, Admissions and Records, **Robert Griffin**, Vice President, Student Services, De Anza College, CA; **Larry Miller**, Director, Matriculation Services, Foothill College, CA

1:30-2:30 p.m.

SPECIAL SESSION #6

Learning and Teaching

Tuesday, February 29 1:30-2:30 p.m.

Special Session #6

Junior Ballroom G, 1st Floor

Colleges Engaging Faculty in Technology Adoption: Recent Findings

A survey of 20 League colleges has resulted in a summary of how these colleges have encouraged faculty to use technology to improve traditional classroom presentation/practices and to produce distance options for students. An update of this survey will be provided and specifics of successful programs will be available to attendees.

Sunil Chand, Executive Vice President for Academic and Student Affairs, Cuyahoga Community College, OH; **Alice Villadsen**, President, Brookhaven College, Dallas County Community College District, TX

1:30-2:30 p.m.

FORUMS #140-153

Basic Skills and Developmental Education

Tuesday, February 29 1:30-2:30 p.m.

Forum #140

Salon 17, 2nd Floor,

A Merger of Content, Technology, and Support Services: Capturing the "At-Risk" Student

Learn how collaboration between student development services and the developmental math program provided double-pronged support for the learning disabled student. The model uses aggressive prescreening, computerized testing, and cutting-edge technology to bridge the gap. Visit the Omni 3000, a customizable, technology-based, academic support system in action. Visit an online math learning center that provides interactive quizzes, reference materials, and virtual tutoring. Hear how the student development services office assisted the classroom teachers with testing accommodations.

Deborah Kell, Assistant Professor, Mathematics, **Arlene Stinson**, Specialist, Learning Disabilities, Student Development Center, Mercer County Community College, NJ

CANCELLED

Leadership and Organization

Tuesday, February 29 1:30-2:30 p.m.

Forum #141

Salon 18, 2nd Floor

Creating a Culture of Change: The Transformation of Bunker Hill Community College

Genuine institutional transformation is a rare commodity. It requires a wholesale dedication to the concept of change itself as a major cultural trait. Traditional planning exercises frequently produce anticipated outcomes rather than unprecedented opportunities for real change. With the goal of nothing less than the total transformation of Bunker Hill Community College, business, government, and community leaders joined college faculty, staff, and student representatives at an intensive two-day "Future Search Conference." This session recreates dynamics of the experience and engages participants in the process, using multimedia and interactive exercises that can be adapted for planning on home campuses.

Mary Fifield, President, James Ortiz, Vice President, Academic and Student Affairs, Bunker Hill Community College, MA; Thomas Wylie, Vice President, Academic Dean, York County Technical College, ME

Tuesday, February 29 1:30-2:30 p.m.

Forum #142

Salon 13, 2nd Floor

Easy Steps for Implementing Non-Tenured Faculty Evaluations

Moraine Valley Community College has been involved in assessing its nontenure faculty evaluation process and designing a new approach. Development of a new evaluation instrument was based on administrative needs and on providing a tool that would truly assist new faculty improve their instructional skills. This session provides techniques and suggestions for creating and using an evaluation instrument for newly hired faculty. Tips for organizational stakeholders—faculty, chairs, and deans—are included.

Suzanne Hammersberg, Dean, Career Programs; Alexandra Kijak Wolfe, Associate Dean, Academic Affairs, Moraine Valley Community College, IL

Tuesday, February 29 1:30-2:30 p.m.

Forum #143

Salon 5, 2nd Floor

Streamlining Strategic Planning: Honest Critiques from an Integration Team

You can't get there from here, but you can get here from there. This was the operating rule for Gwinnett Tech's 24-hour strategic planning workshop. Ernst and Young's Accelerated

Solutions Environment team facilitated this workshop and supplied the toys. While workshop products were positive, real challenges surfaced when it became time to implement changes on campus. Some staff regarded the products unfavorably, yet their support would be crucial for success. Enter Gwinnett Tech's Integration Team. Learn about this innovative approach from a skit and interactive exercise.

Sharon Rigsby, President, Steve Conway, Department Chair, Automotive Technology, Gwinnett Technical Institute, GA

Learning and Teaching

Tuesday, February 29 1:30-2:30 p.m.

Forum #144

Salon 12, 2nd Floor

Assuming the Responsibility for Student Learning and Success

This session introduces a plan designed to increase students' understanding and application of mathematical concepts necessary for success in today's high-tech world. Learn how Altamaha Technical Institute assumed the responsibility of helping students learn and apply mathematical concepts through several instructional methodologies using the integrated curriculum and team teaching approach to learning. This is the session for you if you want students to truly understand mathematical concepts and apply those concepts in meaningful ways.

Ruby Dart, Vice President of Instruction, Susan Strickland, Lead Instructor, Practical Nursing Program, Altamaha Technical Institute, GA

Tuesday, February 29 1:30-2:30 p.m.

Forum #145

Salon 2, 2nd Floor

Build a Collaborative Online General Education Course from Scratch

Does your college want a general education course that is deliverable in a variety of computer formats, one that has a collaborative and exploratory focus, meets technical skill requirements for faculty, and can be entirely online or combined with traditional courses and is designed by local faculty to address local needs? This session demonstrates 10 such courses developed over four years. If you bring a current syllabus and text, you will have a course designed before you leave!

Darrell Nunn, Professor, General Educational, Elizabeth Wright, Professor, General Education in Technology, Seneca College of Applied Arts and Technology, ON, Canada

CANCELLED

Tuesday, 1:30 p.m.-2:45 p.m.

2000

Tuesday, February 29 1:30-2:30 p.m.

Forum #146

Salon 19, 2nd Floor

How Two Colleges Developed and Implemented Quality Online Programs

This forum features faculty from Georgia Perimeter College who served as leaders/trainers in an innovative Distance Education Fellowship program designed to provide incentive and support to faculty for developing online and teleweb courses. Follow the progress of 30 faculty from their selection and initial training beginning in June 1999 to the launching of 35 online courses in January 2000. Also featured is Columbus State's Teaching Learning Resource Center (TLRC), which was developed to support faculty in the online course development process. The TLRC strategy, the College's distance education template, a team approach to distance education course development, and a quality assurance process are discussed. Participants receive TLRC guidelines that assist faculty in developing online courses and a copy of the quality assurance checklist that assures that the over 100 online courses offered by Columbus State meet established quality guidelines.

Michelle Colasante, Director, Information Services/Webmaster, **Tom Erney**, Director, Instructional Services/Learning Systems, **George Kahkedjian**, Vice President, Information Technology, Columbus State Community College, OH; **Sallie Paschal**, Associate Professor, Mathematics, **Paula Langteau**, Director, Center for Teaching and Learning, **Jeanne Clerc**, Assistant Vice President, Academic Affairs, Georgia Perimeter College, GA

Tuesday, February 29 1:30-2:30 p.m.

Forum #147

Salon 6, 2nd Floor

Learning from Change: Landmark Articles on Learning and Teaching in Higher Education

Change magazine has served as the journal that has consistently focused on learning and teaching since its inception 30 years ago. The American Association for Higher Education and Stylus Publishing are cosponsoring a project to select the best such articles, which will be published in a book by June 2000. In this session, this project is described and a progress report is shared with participants who will be asked to react, in small groups to the objective of the book: to enable the reader to use the richness of the articles published in the past 30 years as they plan for the 21st century.

Alfredo G. de los Santos Jr., Former Vice Chancellor, Student and Educational Development, Maricopa Community Colleges, AZ

Tuesday, February 29 1:30-2:30 p.m.

Forum #148

Salon 14, 2nd Floor

Northwest Vista's Weekend College: Interdisciplinary Fun

This interactive presentation is designed to give participants a taste of Northwest Vista's Weekend College, an interdisciplinary program geared for learners of diverse ages and cultural backgrounds. Workshop participants experience a lesson that models the integration of English and art appreciation. The facilitators briefly describe the Weekend College, share artifacts from the classroom, and involve participants in a collaborative writing/art project. Packets of clipped words in a variety of fonts, sizes, and meanings are supplied for composing group poems to convey the emotional response to selected works of art. A large group sharing of each poem and the accompanying work of art follow this activity.

Sharon Shelton-Colangelo, English Instructor, **Mimi Duvall**, Art Instructor; **Jacqueline Claunch**, President, Northwest Vista College, TX

Tuesday, February 29 1:30-2:30 p.m.

Forum #149

Salon 16, 2nd Floor

Student Satisfaction with Electronic Access to Learning Resources

NC-Live provides students electronic access to hundreds of journals, thousands of full-text articles, and an unknown number of abstracts in seconds with a powerful search engine. In addition, students have easy access to the holdings of most community colleges, public and private colleges, and public libraries in North Carolina. While professionals think that this is a significant addition to the learning process, what do students think about this innovation? Has NC-Live enhanced the teaching-learning process? Find out what students from a rural and low-wealth area think about innovations in learning resources and information technology.

Sylvester McKay, President, **Robert Schenck**, Director, Learning Resources, College of the Albemarle, NC

Student Services and Activities

Tuesday, February 29 1:30-2:45 p.m.

Forum #150

Salon 1, 2nd Floor

Adding Up the Distance: Critical Success Factors for Internet-Based Learning in Developmental Mathematics

What role can the Internet play in the solution to the high dropout rate among community college students in


developmental mathematics? That is what TRO Learning, developers of the popular PLATO computer-based developmental education courseware, the League, and League member colleges have discovered through a joint exploratory study of critical success factors for computer-based distance learning. This faculty-led panel discussion focuses on profiles of successful distance learners, faculty development and student support services, student orientation, technical support, content development, and the final results from community colleges using PLATO on the Internet® to deliver developmental mathematics instruction in distance learning courses.

Barbara Adams, Professor, Developmental Studies, Sinclair Community College, OH; **Karen Chock**, Professor, Kapi'olani Community College, HI; **Elizabeth Dewey**, Student Development Specialist, Delta College, MI; **Linda Green**, Instructor, Mathematics, Santa Fe Community College, FL; **Mac Dismuke**, Coordinator, Learning Support Center, **Judith Wood**, Professor, Mathematics/Distance Learning, Central Florida Community College, FL; **Stella Perez**, President, Working Class Software and Solutions, AZ; **Rob Foshay**, Vice President, Instructional Design and Cognitive Learning, TRO Learning, Inc., IL; **Melissa Kalinowski**, PLATO Senior Marketing Manager, TRO Learning, Inc., MN; **Edward J. Leach**, Director of Programs, League for Innovation, CA

Tuesday, February 29 1:30-2:30 p.m.

Forum #151

Salon 8, 2nd Floor

A Pre-Enrollment Orientation Program that Aids Student Retention and Success 


The counseling department devised a pre-enrollment program for all students new to college. After math, reading, and writing assessment, 15-20 students meet with a counselor who conducts a further needs assessment. A packet of information regarding services and programs is reviewed including our Learning Communities Program. Test results are discussed and reviewed. At the end, the students are advised regarding their courses. Evaluation of the program is discussed as well as retention and student success rates.

Rosemary Woolley, Dean, Student Services, **Marlene Rhodes**, Counseling Chair, St. Louis Community College at Forest Park, MO

Tuesday, February 29 1:30-2:30 p.m.

Forum #152

Salon 15, 2nd Floor

A Successful Global Education Activity for Education and Entertainment 

A growing number of immigrants, refugees, and international students come to us with different values, and with different educational, linguistic, and cultural backgrounds. This presentation shows you an innovative way to utilize this valuable student resource for global education and entertainment by having students present their countries and cultures. The presenters also share their experiences of how to enhance students' level of comfort and confidence through participation in this global education activity. A short videotape is shown followed by a discussion session. Handouts are available.

Eleftheria Fitzgerald, Counselor, Counseling/Student Development, **Grace Liu**, Associate Professor, English, St. Louis Community College at Forest Park, MO

Workforce Preparation and Development

Tuesday, February 29 1:30-2:30 p.m.

Forum #153

Salon 7, 2nd Floor

Train the Industry Trainer: Training that Prepares Faculty to Work Effectively with Business and Industry

Training for business and industry demands special skills. Participate in a session that helps you create a faculty/trainer certification process that ensures consistent quality for your business clients. Learn how to determine the exact learning and performance needs of an organization, develop training solutions based on behavioral objectives, and provide structured classroom experiences that enhance learning. Also participate in a training simulation to address the special needs of the adult learner. Attendees receive a binder and diskette of Train the Industry Trainer that can be modified to meet the needs of any college.

Patti Coffman, Director, Center for Professional Development, **Robert Hawkes**, Manager, Contract Education, Center for Professional Development, **Susan Scaffidi**, Development Liaison, Marketing and Economics, Bakersfield College, CA

Tuesday, 1:30 p.m.-2:30 p.m.

2000

1:30-2:30 p.m.

ROUNDTABLES #78-85

Leadership and Organization

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #78

Salon 3, 2nd Floor

Big Plans for Small Places

This presentation provides a strategic planning model useful to small community colleges with modest budgets and little previous success with strategic planning. It illustrates how one college built a planning process that drew upon the talents of the majority of its faculty and staff and how the process relied upon the triad of shared values, core external trends, and internal assessment. It shows how to demystify planning, build the necessary campuswide buy-in, and avoid or overcome obstacles.

Donald Quirk, Director, Institutional Research and Planning, McHenry County College, IL

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #79

Salon 3, 2nd Floor

Meeting the Information and Communications Technology Challenge

Information and Communications Technology (ICT) is the world's strongest and fastest growing economic sector. In 1997, the output of ICT products and services in the United States surpassed that of the manufacturing to become the largest economic sector. Globally, annual revenues exceed \$2 trillion, growing over 9 percent annually and employing more than 10 million workers worldwide. Community colleges are central to this knowledge-intensive society by being the primary ongoing source of highly skilled knowledge workers. Learn what Canada's leading technical institute has done in investments, reorganization, and curriculum design to meet this challenge.

Gordon Nixon, Dean, Information and Communications Technologies, **Lousie Bentley**, Curriculum Coordinator, Information and Communications Technologies, Southern Alberta Institute of Technology, AB, Canada

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #80

Salon 4, 2nd Floor

Serving Students in the Disney Style: It's Not Mickey Mouse

Visiting Disney World after the conference? Visit as a student!

This presentation teaches you to be an astute observer of the Disney style of management and service. Learn why there are no employees at Disney World—not one! Learn the most unusual line in Michael Eisner's job description. Most importantly, learn how Disney's ideas and insights can translate into effective student service techniques. This session won't be Mickey Mouse.

George Walker, Vice President, Student Services, Genesee Community College, NY

Learning and Teaching

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #81

Salon 4, 2nd Floor

Beyond the Workshop: A Program Training Faculty to Use Multiple Technologies

Learn about a model in-house program that trains faculty to use media hardware and software. Two perspectives are offered—the trainer's and the faculty member's. Program components discussed include incentive, reward, commitment, and the team training approach. A professor shares her experiences in training and in teaching a psychology ITV course. She discusses the successes and difficulties experienced by students and faculty in maintaining a learning-centered environment.

Barbara McGoldrick, Senior Professor, Chemistry, **Eileen Kaufman**, Professor, Psychology, Union County College, NJ

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #82

Salon 3, 2nd Floor

Even More Ways to Shake Off the Cobwebs: Active Learning in the Classroom

This session, a sequel to the popular presentation at *Innovations 1999*, offers ways to facilitate fun and learning at the same time. Using a specially designed learning styles test, the session examines how small group projects can be integrated into any learning situation.

Kristina Leonard, Instructor, Communications/English, **Michael Wright**, Mathematics Instructor, General Education, Cossatot Technical College, AR

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #83

Salon 4, 2nd Floor

Learning and Presenting Mathematics Through Student-Created Computer Animations

By using software packages and the TI-92 calculator, students can animate their graphs to produce mathematical movies. Animated topics have included the epsilon-delta definition of limit, series approximations of functions, and polar coordinates. Students present their mathematics movies at professional conferences. Come discuss how making movies and presentations allows students to increase their grasp of the various levels of knowledge, skills in mathematical research, and their articulateness.

Lawrence Sher, Professor, Mathematics, **Patricia Wilkinson**, Chair, Mathematics, Borough of Manhattan Community College, NY

Student Services and Activities

Tuesday, February 29 1:30-2:30 p.m.

Roundtable #84

Salon 3, 2nd Floor

The Impact of Student Part-Time Work on Academic Performance

In a discussion format, participants have an opportunity to learn about the research findings regarding the impact of part-time work on academic performance and to conceptualize a strategy for possible application at their home campuses. This hands-on, dynamic, and challenging roundtable provides a set of strategies for innovative change at the attendees' colleges. The final part of this session facilitates the construction of a network for further sharing of innovations in student services and activities.

Rose Tequila, Professor, Social Sciences, Canadore College of Applied Arts and Technology, ON, Canada; **Matthew Robillard**, Research Associate, University of Toronto, ON, Canada

2:00-3:30 p.m.

Exhibition Open
Grand Ballroom, 1st Floor

2:30-3:00 p.m.

Refreshment Break in the Exhibition
Grand Ballroom, 1st Floor

3:00-4:00 p.m.

FORUMS #154-168

Basic Skills and Developmental Education

Tuesday, February 29 3:00-4:00 p.m.

Forum #154

Salon 7, 2nd Floor

Learning to Establish Academic Priorities

Presenters describe the Sinclair Community College Learning to Establish Academic Priorities program designed to work proactively with probationary students to help them self-identify their time management, academic, and personal concerns that may have contributed to their probationary status. The goal is to develop individualized strategies that help students get back in good standing. Upon completion of the workshop, students have the necessary tools to guide them towards achieving academic success.

Sheila Magnuson, Academic Counselor, Fine and Performing Arts, **Karen Blake**, Academic Counselor, Engineering and Industrial, Sinclair Community College, OH

Leadership and Organization

Tuesday, February 29 3:00-4:00 p.m.

Forum #155

Salon 18, 2nd Floor

The Shared Team Organizational Model

Would you like to empower staff to deliver seamless, holistic services that consequently allow students to navigate the student services systems more expediently? Join this session to learn about the Shared Team Organizational model which is a shared team approach to student services that integrates aspects of technology, cross training, staff development, leadership training, and student development.

Emeterio Otero, Dean of Students, **Pamela Weidel**, Associate Director Campus Center, **Elieser Viera**, Assistant Director, Student Services, **Susan Baker**, Assistant Director, Student Services, Damon City Campus, Monroe Community College, NY

Tuesday, February 29 3:00-4:00 p.m.

Forum #156

Salon 13, 2nd Floor

The Student and Institution Web Life Cycle

This session provides a first-hand look into how students utilize the Internet and the Web as a community-building tool

Tuesday, 3:00 p.m.-4:00 p.m.

2000

to foster long-term relationships with faculty, alumni, and administrators. In this interactive session, learn how students' traditional offline life cycle is now being developed online. Participants also gain an understanding of how the Internet and technology have better connected students and alumni to their schools through community building, and how live interactive strategies enable institutions to harness the power of the Internet to improve recruitment, retention, and long-term community building efforts.

Caroline Budney, Specialist, Marketing Communications,
Dan O'Shea, Director, University Relations, Campus Operations, YouthStream Media Networks, MA

Learning and Teaching

Tuesday, February 29 3:00-4:00 p.m.

Forum #157

Salon 17, 2nd Floor,

Be a Volunteer: Yeah, Baby!!

Come join us on a "magic carpet ride" to learn how to develop a successful volunteer program on your campus. Experience a "groovy" volunteer fair, pick up "simply marvelous" FREE information, and take a chance to win a "fabulous" prize! This one-hour session gives you the tools necessary to set your students, faculty, and administration on fire with the desire to get involved in community service. Seminar facilitators share the "TRIX" that they use to inspire the students at Pellissippi State Technical Community College to volunteer over 6,000 community service hours each semester. The "TRIX" are simple to remember: T . . . teachable moments, R . . . recruitment, I . . . impact on the students and community, and X . . . Xtra added attractions that keep this program exciting and alive.

Patricia Myers, Director, Student Life Office, **Celeste Evans**, Community Service Coordinator, Student Life Office, Pellissippi State Technical Community College, TN

Tuesday, February 29 3:00-4:00 p.m.

Forum #158

Salon 8, 2nd Floor

Building an Online Campus with JonesKnowledge.Com

This session provides information about JonesKnowledge.com and its online course delivery software and services—e-education. Learn how to quickly create a high quality, distinctive online course incorporating multimedia without knowing HTML, how to engage students in your courses through multiple communication applications, how to attract and retain students worldwide, how to incorporate JonesKnowledge.com's world class services to provide technical

and administrative support for your faculty and students, and how JonesKnowledge.com's products and services can work with any budget regardless of its size.

Steve Ernst, Director of Instructional Technology, MSCD, Denver, CO; **Bill Hickey**, District Manager, **Mark Richardson**, JonesKnowledge.com, CO

Tuesday, February 29 3:00-4:00 p.m.

Forum #159

Salon 12, 2nd Floor

Building Sustainable Faculty Development Programs with Microsoft

In this interactive session, the focus is on best practices for building sustainable faculty development programs. The Microsoft Corporation has recently launched the Microsoft Mentor program that is an implementation of these best practices for faculty development. This session includes presentations by Microsoft Mentors.

Diana Carew, Manager, Community College Initiatives Worldwide, **Roberto Bamberger**, Faculty Initiatives Manager, Education Customer Unit, Microsoft Corporation, WA

Tuesday, February 29 3:00-4:00 p.m.

Forum #161

Salon 19, 2nd Floor

Educators and Business Partners for Change: Integrating General and Workplace Experiences

The McHenry County College Academy for High Performance is a working model of organizational change. This program goes beyond the learning community to create the community of the future where business and industry work with educators to produce a truly integrated learning environment. Presenters demonstrate methods that engage the hands-on learner and share student success stories with the audience.

Cathy Maxwell, Director, The Academy for High Performance, **Robert Revak**, Director of Human Resources, **Joseph Helbling**, Assistant Vice President, Curriculum and Development, **Mark Eckel**, Social Science Instructor, McHenry County College, IL

Tuesday, February 29 3:00-4:00 p.m.

Forum #162

Salon 14, 2nd Floor

ESL and Art Appreciation Learning Community

This forum demonstrates how learning communities can reduce attrition among ESL students and help them adjust to

academic life. In this learning community, students are enrolled in ESL reading and writing courses linked to a college distribution requirement—Art Appreciation. The presentation describes the practical application of learning communities and details their benefits and caveats. Participants share their experiences with learning communities and brainstorm ways in which such communities can be implemented at their institutions.

Cheryl Benz, Senior Associate Professor, ESL for Academic Purposes, **Annette Zimmerman-Wells**, Senior Associate Professor, Humanities, Miami-Dade Community College District, FL

Tuesday, February 29 3:00-4:00 p.m.

Forum #163

Salon 1, 2nd Floor

Flash Dance: A Fast-Paced Tango Delivering Interactive and Animated Instructional Courseware via the Web

This session provides an overview and demonstration of Macromedia Flash and how it can be used to deliver courseware and information to students, faculty, staff, and the world over low bandwidth connections. Emphasis is placed on design and implementation considerations for different learning styles and technical and delivery issues.

Nancy Mallory, Associate Professor, Visual and Performing Arts, **Brett Thompson**, Director, Educational Technology Services, **Dale Mallory**, Assistant Vice President, Educational Technology Services, Monroe Community College, NY

Tuesday, February 29 3:00-4:00 p.m.

Forum #164

Salon 16, 2nd Floor

Innovation: It's Nothing New . . . or Is It?

Are the current innovations in education fundamentally different in nature and effect from those of the past? Have they shaken the very foundations of education and training, or are they just faster paces along the same pathways? Participants of this session examine whether, at its core, the introduction of Web technologies is really so different than when the cave painter picked up a piece of charcoal or when the printed word and filmstrips were introduced to students.

Ted Montgomery, Professor, Continuing Education and Contract Training, Seneca College of Applied Arts and Technology, ON, Canada; **Paddy Musson**, Professor, General Studies, Fanshawe College of Applied Arts and Technology, ON, Canada

Tuesday, February 29 3:00-4:00 p.m.

Forum #165

Salon 6, 2nd Floor

Service Learning: The Right Tool for Learner-Centered Teaching

As a pedagogical tool, service learning is one of the most powerful teaching strategies available today. This session provides participants with an opportunity to review the theoretical soundness of service learning, identify the key components of a theoretically sound service learning course, participate in classroom experiences that demonstrate reflective teaching, and engage in a curriculum review exercise specifically designed for integrating service into the curriculum. Participants are strongly encouraged to bring a course syllabus to use for review and redesign.

Lyvier Conss, Executive Director, Campus Compact National Center, Mesa Community College, AZ; **Barbara Baird**, Curriculum Specialist, Center for Service-Learning, Brevard Community College, FL

Student Services and Activities

Tuesday, February 29 3:00-4:00 p.m.

Forum #166

Salon 5, 2nd Floor

Renewing Standards: A Collaborative Process to Facilitate Academic Progress

All too often, “at-risk” students fall through the academic cracks. This session presents an overview of how one institution has revitalized its student academic warning system. The Standards of Academic Progress (SAP) program is a comprehensive example of three student services offices joining resources to return students to a successful academic standing. Attendees participate in simulated SAP class activities and learn a spectrum of interventions that improve opportunities for academically “at-risk” students. Presenters share program implementation philosophy, strategies, interventions, and assessment procedures.

Jim Watson, Counselor, Counseling Center, **Myrna Cabrera-Rivero**, Coordinator, Counseling Center, **Mary Etta Fisher**, Registrar, **Daniel Coons**, Coordinator, Santa Fe Community College, FL

Tuesday, 3:00 p.m.-4:00 p.m.

2000

Workforce Preparation and Development

Tuesday, February 29 3:00-4:00 p.m.

Forum #167

Salon 15, 2nd Floor

Becoming a Servant Leader in the Workforce: A K-14 Mentorship Model

This session focuses on the development of leadership skills in high school and community college students who are preparing to enter the workforce. This forum is designed to provide attendees with a basic understanding of servant leadership, service learning, and mentorship in order to help students develop a personal philosophy of leadership in the workforce and an awareness of the moral and ethical responsibilities of leadership. Participants engage in hands-on learning exercises that demonstrate how effectively servant leadership can be incorporated into a school-based experiential program. Students are exposed to the human services, education, and business fields from a participatory perspective. Through arranged internships and an interdisciplinary model, students learn to be responsible members of their communities and to thrive in the 21st century workforce.

Leo Griego, Division Director, Humanities, Social Science and Fine Arts, **Dee Willis**, Coordinator, School-to-Careers Program, San Juan College, NM; **Jesse Harrison**, 3rd Grade Elementary Teacher, Farmington Municipal Schools, NM

Tuesday, February 29 3:00-4:00 p.m.

Forum #168

Salon 2, 2nd Floor

Customized Training—Case Studies: Just-In-time, Just-Enough Partnerships

In a forum/case study environment, participants explore creative models for the design, development, and implementation of collaborative business and industry partnerships. Discover why successful partnerships require patience to put the pieces together to the satisfaction of all internal and external stakeholders. Participants learn to navigate the road blocks and bureaucratic mazes which often slow the customization process and explore successful techniques for reducing cycle time to delivery. In addition, participants learn how to modularize a three-credit course in order to respond to business and industry's need for "just-in-time, just-enough" training while involving all stakeholders in a distinctive, collaborative delivery process. An audience questionnaire/profile is distributed prior to the session and the results are used as a springboard for interactive discussion. A

copy of the survey can be obtained by writing to bgetzan@gccnj.edu.

Genell Gialdini, Assistant Dean, Continuing Education and Workforce Development, **Sandra McClary**, Assistant Dean, Continuing Education and Workforce Development, Milwaukee Area Technical College, WI; **Bruce Getzan**, Vice President, Lifelong Learning, **Lisa Wesen**, Administrator, Business and Industry Training Center, Gloucester County College, NJ

3:00-4:00 p.m.

ROUNDTABLES #86-95

Basic Skills and Developmental Education

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #86

Salon 3, 2nd Floor

Education and Training in a Refugee Resettlement: A Journey of Heart

Participants of this session experience "teaching from the heart" methods used to provide support for refugees seeking vocational skills. Maricopa Community College District's 1999 Innovation Award winners present replicable techniques. These techniques have helped refugees who experience integration in language acquisition, workplace skills, use of technology, intercultural exchange, and American society. Integration with compassion has been effective and successful.

Marie Olsen, Coordinator; **Myna Frestedt**, Staff Member, Rio Salado Community College, AZ

Leadership and Organization

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #87

Salon 4, 2nd Floor

Creating a Collaborative Pathway Between Two-Year and Four-Year Colleges in Engineering and Technology

The College of Technology is a seamless pathway program in engineering and technology that links Connecticut's 12 community-technical colleges with engineering programs at the University of Hartford, the University of Connecticut, and Charter Oak State technology programs with Central Connecticut State University System's School of Technology. The partnership has been studied in terms of its effectiveness as a collaborative effort that includes organizational factors including leadership. In addition, innovative program options in precision machining, television engineering with ESPN,

spring and metal stamping, and cabling have been developed and are presented.

Karen Wosczyzna-Birch, State Director, College of Technology, Connecticut Community-Technical Colleges, CT

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #88

Salon 3, 2nd Floor

Post-Tenure Peer Review: Quality Management for Community Colleges

Challenged by the societal call for accountability as they attempt to be all things to the communities they serve, community colleges must implement efficient methods to expand and improve learning. This roundtable offers steps for a formative post-tenure review process that is successfully operative in a union environment. Attendees have the opportunity to present their fears, doubts, and triumphs in peer faculty assessment as the presenter addresses issues related to improved learning.

Denise Wilkin, Assistant Dean, Institutional Advancement, Harold Washington College, IL

Learning and Teaching

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #89

Salon 4, 2nd Floor

Forging Ahead with Innovation—The Student Quality Circle Way Workers formed Quality Circles to work on innovative projects to increase productivity. Can more be done if Quality Circles movement is extended to students in an institute? While providing an environment for students to acquire skills and knowledge, it is essential that they develop ongoing quality awareness as preparatory attributes for actual working environment. This session presents a scheme that stimulates innovative practices through the promotion of Student Quality Circles. Presenters will showcase activity models on productivity using participatory problem solving systems. Attendees have the opportunity to share their experiences and explore best practices that can be adapted to their respective institutions.

Patemah Bte Rasman, Institute of Technical Education, Singapore

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #90

Salon 4, 2nd Floor

Interdisciplinary Teaching: How to Become a Jack-of-All-Trades

How do you teach an interdisciplinary course? One way is to become a jack-of-all-trades, but that's not entirely feasible. The purpose of this presentation is to demonstrate how to make the most of your own expertise while coordinating with other instructors and fields of interest to increase students' analytical thinking.

Rachelle Wadsworth, Assistant Professor History, Social Science, **Diane Cook**, Associate Professor, Psychology, **Kandis Steele**, Director, Professional Development, Gainesville College, GA

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #91

Salon 4, 2nd Floor

A Model for Developing Multidisciplinary Education in the Health Sciences

Redefined standards of training are currently imposed on allied health programs by accrediting agencies. Also, use of the multidisciplinary team approach in the delivery of health services has warranted the development of multidisciplinary learning and teaching strategies. Presenters describe a model that utilizes the complimentary skills from the disciplines of dietetics, clinical laboratory science, and physician assistant. The purpose of the course is to prepare entry-level practitioners to meet the emerging demands for multiskilled health professionals and to create shared interdisciplinary learning experiences.

John Solomon, Department Chair, Integrated Healthcare Education, Anne Arundel Community College, MD

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #92

Salon 3, 2nd Floor

Service/Learning Programs in Rural Communities in Mexico and Virginia

Two different programs promote service/learning activities in the diverse rural settings of Mexico and Virginia. Both projects offer a curriculum that combines knowledge of community building, academics, and real-life experiences in underdeveloped areas. Seminole Community College features a summer session in Mexico that provides student placement in areas such as clinics, the national park service, archeological sites, art cooperatives, and schools. Virginia

Tuesday, 3:00 p.m.-5:15 p.m.

2000

Highlands Community College provides students with a weeklong home remodeling activity in depressed rural communities of Virginia and West Virginia. The copresenters provide their models for these activities, alternatives for funding, reflection on the value of these experiences for the students, and a process for evaluation.

Quintin Doromal, Coordinator, Student Development and Service/Learning, Virginia Highlands Community College, VA; **Kenna Noone**, Coordinator, Integration Studies, Seminole Community College, FL

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #93

Salon 3, 2nd Floor

Understanding Neurologically Impaired Students in the College Classroom

This presentation centers on common neurological impairments. What are the physical characteristics and definitions of various disorders? What happens in the brains of individuals with neurological impairment? What do these individuals see, hear, and feel? What kinds of accommodations work in the classroom? The answers to these questions are the focus of an informal lecture based on a practical understanding of neurological impairments and how to deal with them in college classrooms.

Mary Mattson-Evans, Associate Professor, Social Science, Georgia Perimeter College, GA

Workforce Preparation and Development

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #94

Salon 3, 2nd Floor

Communication that Works . . . The Writing Academy Incorporates Innovative Techniques into Workforce Education

The innovative writing techniques of The Writing Academy have been incorporated into “model” business technology program and continuing education programs to produce a proactive, learning-centered environment. Attend this session to experience the amazing results of effective writing, creative thinking, action-oriented, problem-solving tasks. Be prepared to leave excited about writing and equipped with ready-to-use handouts, rubrics, and specialized pencils to remind you of your time with us!

Edward Socha, Dean, Workforce Development, Houston Community College, TX; **Randi Whitney**, Founder and Chief Executive Officer, The Writing Academy, TX

Tuesday, February 29 3:00-4:00 p.m.

Roundtable #95

Salon 4, 2nd Floor

An Industry-Driven Model for Workforce Development Programs

Innovative customer service and community outreach programs have been created in Los Angeles County in conjunction with the Alameda Corridor Transportation Project. This industry-driven collaborative involves eight community colleges and three specific industry clusters, provides training for a difficult to serve population, and expands the area's workforce. Participants discuss effective customer-oriented outreach strategies that view prospective students and industry leaders as clients with specific needs. Successes and challenges with this methodology and collaboration with other community college outreach efforts are discussed.

Norman Reed, Project Director, Alameda Corridor Industry and College Collaborative, **Lou Anne Bynum**, Dean, Economic Development, Long Beach City College, CA; **Lyla Eddington**, Dean, Educational Program Development, Rio Hondo College, CA

4:15-5:15 p.m.

FORUMS #169-180

Leadership and Organization

Tuesday, February 29 4:15-5:15 p.m.

Forum #169

Salon 12, 2nd Floor

Long-Term Investment in Professional Development Yields Teaching and Learning Dividends in Virginia

Descriptive information about professional development programs abounds, but data measuring program outcomes are scarce. Professional development programs exist to maintain the professional vitality and productivity of faculty who are responsible for fostering student learning. However, the large question remains: Does faculty participation in structured professional development activities result in real improvements in teaching and learning? Highlights of a five-year outcomes-based study of the Virginia Community College System's professional development initiative answer this question.

Debbie Sydow, Dean, Academic and Student Services, Mountain Empire Community College, VA; **Arnold Oliver**, Chancellor, Virginia Community College System, VA

Tuesday, February 29 4:15-5:15 p.m.
Forum #170

Salon 18, 2nd Floor

The Practice of Monitoring College Values

As colleges adopt statements of core values, it is important to ask periodically how well the college does in following its core values. This session shares the monitoring tools developed by Fox Valley Technical College for a two-phase, collegewide evaluation of its six core value statements—integrity, collaborative partnerships, innovation, continuous improvement, customer focus, and diversity. Phase I was conducted in conjunction with the 1995 North Central Association self-study. Phase II was a follow-up study coupled with the 1998 organizational climate survey.

Patricia Frohrib, Specialist, Resource Development, **Carol Mishler**, Vice President, Institutional Advancement, Fox Valley Technical College, WI

Learning and Teaching

Tuesday, February 29 4:15-5:15 p.m.
Forum #171

Salon 15, 2nd Floor

Campus Connections: Creating School Spirit Virtually

The shift in education to a student-driven environment where learners define what they need to learn, how they want to learn it, and where they want to learn it results in a significant demand for delivering services in the same fashion. Come see SCT's solution for delivering full-service, integrated, online and offline connected learning for all of your students, regardless of location.

Peggi Munkittrick, Senior Director, Teaching and Learning, SCT Corporation, PA; **Muriel Oaks**, Associate Vice President, Washington State University, WA

Tuesday, February 29 4:15-5:15 p.m.
Forum 172

Salon 13, 2nd Floor

Deploying a Comprehensive Web-Based Course Evaluation Solution Designed to Improve Teaching and Program Analysis for the Entire Institution

Does your institution collect student course evaluation feedback efficiently and effectively? This session introduces you to Coursemetric, a Web-based course evaluation tool designed by educators to help instructors and administrators gather student and instructor feedback more effectively. Coursemetric aggregates data across departments, institutions, and time, allowing for comparative and longitudinal analysis. It

allows instructors the flexibility to customize their survey questions to a specific course, giving them more control over their own teaching improvement. The real-time results are Web-based, allowing for immediate analysis and implementation of changes. Although Coursemetric performs a very complex task, it is simple to administer and requires no IT support or on-campus hardware or software installation. Come by and learn how your institution can implement Coursemetric.

Annie Mitchell, Director, Marketing, **David Harden**, Chief Executive Officer, E-Curriculum Corp., CA; **Marie Fetzner**, Assistant to Vice President, Educational Technology Services, Monroe Community College, NY; **Andy Howard**, Coordinator, Virtual College/CVU, Rio Hondo College, CA

Tuesday, February 29 4:15-5:15 p.m.
Forum #173

Salon 17, 2nd Floor

Distance Education: It Doesn't Have to Be Distant!

Where do I start? How much time does this take? What's the cost? How much do I need to know to get a class online? Get answers to these questions and learn how two community colleges used two different methods to achieve similar results. Ridgewater has utilized IntraKal faculty Web management software to get courses online. View demonstrations and hear benefits and drawbacks of the electronic curriculum conversion process.

Shirley Maase, Professor, Communications, Chesapeake College, MD

Tuesday, February 29 4:15-5:15 p.m.
Forum #174

Salon 2, 2nd Floor

New Kid on the Block: A Virtual Campuswide Solution

Embanet, the full-service provider of virtual learning environments for onsite and distance education programs, is pleased to give you an educational view of a new course management system. The new system allows you to build interactive online courses without HTML programming. The system uses an online course wizard that has instructional design principles built into it and takes course designers through the creation process step by step.

Waleuska Lazo, President, Distance Education, Embanet Corporation, ON, Canada

Tuesday, 4:15 p.m.-5:15 p.m.

2000

Tuesday, February 29 4:15-5:15 p.m.

Forum #175

Salon 19, 2nd Floor

Seeing and Hearing Students: Faculty and the Community Reflect on Service Learning

Learn how El Paso Community College (EPCC) service learning benefits students, faculty, and the community by hearing their voices during reflection sessions. This presentation describes the reflection component and shares the different service learning experiences gained by EPCC students, faculty, and community agencies. The presenters also show how reflection can be integrated into courses offering the service learning option, allowing students to gain much from their service to the community. Attendees are shown a video illustrating the reflection component, receive handouts, and are free to ask questions to address their concerns.

Isabel Baca, Coordinator, Service Learning, **Elia Chacòn**, Coordinator, Service Learning, **John Gannon**, Coordinator, Service Learning, El Paso Community College, TX

Tuesday, February 29 4:15-5:15 p.m.

Forum #176

Salon 8, 2nd Floor

Science and CDs: Learning-Centered Student Tools in Theory and in Laboratory Practice

The introduction and use of instructor-prepared CDs in two community colleges' science courses are presented. The CDs, using multisensory software, include personalized instructor notes, links to existing Internet sources, animations, and PowerPoint presentations, all allowing the student to meet course requirements as well as stimulating diverse learning styles. Use of cooperative learning (with case studies using information literacy skills) in the development of complex physiological concepts and applications adds dimension to this pedagogy, supplementing the usual lecture format and allowing the instructor to act as facilitator. The use of CDs in the laboratory and as an aid to "making-up" missed labs is examined, with specifics in the use of digital photography, online text exercises, and HTML. Two units, Measurement and Microscope, are demonstrated, concluding with discussion about the practicality of transitioning to distance learning.

Florence Lednum, Professor, Science, Chesapeake College, MD; **Phillip Shelp**, Professor, Mathematics and Science, Brookhaven College, TX

Tuesday, February 29 4:15-5:15 p.m.

Forum #177

Salon 1, 2nd Floor

Transforming the Internet to Meet Your Institution's Educational Needs

Online course management carries with it a set of challenges, from bringing the academic community on board, to integrating information management systems, to understanding how online courses change the nature of education. At the Community College of Allegheny County (CCAC), Blackboard CourseInfo enables instructors to quickly put a great deal of information online without a large investment of time, money, or training. This session includes a discussion of the success of online learning at CCAC and the impact of online learning from a management and academic services perspective.

Christina Russell, Dean, Instructional Technology, Community College of Allegheny County, PA

Tuesday, February 29 4:15-5:15 p.m.

Forum #178

Salon 7, 2nd Floor

A Win-Win Web-Based Instruction Project

This session reports on a collaborative effort between Embry Riddle Aeronautical University and Daytona Beach Community College to implement Web-based courses. The presenters utilize a Web-based presentation to document the planning, development, implementation, and evaluation of the project.

Shirley Waterhouse, Director, Educational Technology, **Dave Pedersen**, Associate Director, Educational Technology, Embry-Riddle Aeronautical University, FL; **Vera Miller**, Professor, English, Daytona Beach Community College, FL

Student Services and Activities

Tuesday, February 29 4:15-5:15 p.m.

Forum #179

Salon 6, 2nd Floor

FACTS: Internet Services for Distance Learning and Traditional Florida Students

This session presents an overview of services to be offered by Florida Academic Counseling and Tracking for Students (FACTS) and how this system assists distance learning and traditional students. FACTS links the 38 Florida community colleges and universities together to provide institutional services and information to students and administrators via the Internet. Also, attendees have the opportunity to share on-

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Tuesday, 4:15 p.m.-5:15 p.m.

campus Web experiences and provide valuable input to the outcome of FACTS.

Linda Thanasides, Director, Academic Support, Florida Center for Advising/Academic Support; **Marsha Stickel**, Specialist, Florida Center for Advising/Academic Support, University of South Florida, FL

Tuesday, February 29 4:15-5:15 p.m.

Forum #180

Salon 16, 2nd Floor

Technologically Mediated Supplemental Instruction: Supporting Distance Education Students and Faculty

Distance education courses are a critical component of many community colleges, but few instructional support services have been implemented specifically for distance education students. Those that have tend not to foster the student-to-student interactions so important for learning and college success. This session focuses on how one community college has modified the traditional supplemental instruction model using technologically mediated communication to support interactive video and Internet classes.

Debra Rockefeller, Teaching and Learning Center; **Martha Newsome**, Biology, Tomball College, TX

4:15-5:15 p.m.

ROUNDTABLES #96-103

Leadership and Organization

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #96

Salon 3, 2nd Floor

ISO 9000 Certified Colleges—A Future Imperative!

When making the decision to select or do business with public institutions or colleges, prospective students and clients are becoming more aware of the importance of quality assurance. Quality can be your college's competitive edge! Learn how ISO 9000 Certification can assist your college in achieving and maintaining the quality edge. ISO Certification is becoming a requirement for suppliers in the automotive industry to do business with Ford and General Motors. The day is fast approaching when students and clients may not wish to do business with colleges that are not ISO Certified! This session shares one institution's journey—complete with potholes—on the road to ISO 9000 Certification.

John Pidhirniak, Quality Assurance Manager, Business Development, **Dan Maloney**, Director, Continuing

Education and Business Development, Northern Alberta Institute of Technology, AB, Canada

Learning and Teaching

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #97

Salon 4, 2nd Floor

Don't Be Content with Content: Teaching Study Skills

Across the Curriculum

This discussion develops ways to encourage faculty to include discussion of learning strategies in their teaching. Our focus on student learning argues that each of us has the responsibility to help our students learn how to learn. This session provides a wide range of ideas that you can use in your classes and the encouragement to revise your lesson plans and teaching.

Mike McHargue, Counselor/Professor, Counseling and Student Services, Foothill College, CA

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #98

Salon 3, 2nd Floor

Kicking Assessment: Jumpstarting a Grassroots

Effort from the Top

Though outcomes assessment should be a grassroots effort, this session discusses what leaders can do to empower staff and faculty to change the culture. Some strategies involve using old tools in new ways; others are innovations employing new technology. Participants are invited to share their assessment successes and receive a take-home sample.

Richard Baker, Coordinator of Assessment, Vice Chancellor for Education, St. Louis Community College, MO

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #99

Salon 3, 2nd Floor

Math Empowerment: Empowering Students to Take Charge of Their Math Education

Would you rather swim with the sharks than take another math class? If you answered yes to that, then you need to become mathematically confident. We keep our developmental and remedial students from adopting this shark-food attitude. Come to this fun-filled, interactive session and see how you can stop math anxiety in its tracks.

Michael Wright, Mathematics Instructor, **Sonya Cox**, Psychology Instructor, General Education, Cossatot Technical College, AR

CANCELLED

Tuesday, 4:15 p.m.-6:15 p.m.

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Tuesday, February 29 4:15-5:15 p.m.

Roundtable #100

Salon 3, 2nd Floor

***Teaching Computer-Mediated Writing Courses:
Issues and Challenges***

Given recent decreases in financial resources, colleges across the country are trying to find new ways to offer access to the academic enterprise for an increasing number of diverse and underprepared writers. The presenter describes his experiences teaching computer-mediated writing courses for basic writing students using interactive English, a process-oriented writing environment that includes multimedia instructional resources, online writing tools, and readings with comprehensive activities.

Forrest Williams, Associate Professor, English, Utah Valley State College, UT

Workforce Preparation and Development

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #101

Salon 4, 2nd Floor

***A Community College and Health Industry Partnership to Meet
Changing Workforce Needs***

A community college and regional health care system collaborate to create an innovative pre-employment program for paraprofessionals in the acute care setting. This collaboration of industry and education has proven to be a win-win opportunity by optimizing mutual resources and promoting lifelong learning. The presentation provides a framework for replication and guidance for addressing potential roadblocks.

Ronda Hall, Program Development Specialist, Continuing Education, Northern Virginia Community College, VA;
Joyce Hadley, Instructor, Clinical, Inova Health System, VA

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #102

Salon 3, 2nd Floor

Strategies for Customized Learning in the Workforce

Innovative strategies and effective partnerships are vital to ensure a well-prepared and well-educated workforce in the new century. Explore examples of successful partnerships in learning that include needs assessment, industry involvement, and program development and delivery. Effective skills training and diversity in delivery are essential components for success.

Aileen Schacherer, Director, Spirit Lake Center; **Jan Bahr**, Business Education Programmer, Continuing Education, Iowa Lakes Community College, IA

Tuesday, February 29 4:15-5:15 p.m.

Roundtable #103

Salon 4, 2nd Floor

You Speak, It Listens and Responds!

The time is now to prepare our communities for voice recognition. Today's computers are ready. The software is ready. Are future professionals ready? Participate in this roundtable discussion about the pros and cons of voice-recognition software. Participants take part in a training session for one of the most popular speak-and-type programs and discover its potential for future use. Participants may be invited to participate in future research on voice-recognition software as related to ethnic speech patterns.

Ed Allen, Assistant Professor, Business, Management and Technology, University of New Mexico-Gallup, NM

5:15-6:15 p.m.

**CLOSING RECEPTION
AND EXHIBITION**

Grand Ballroom, 1st Floor

WEDNESDAY, MARCH 1

8:00-9:00 a.m.

LEARNING CENTER COURSE #1

Leadership and Organization

Wednesday, March 1 8:00-9:00 a.m.
Learning Center Course #1 (Part III)
Salon 3, 2nd Floor

Additional
Registration Fee
Required

The Community College Orientation Course

The final wrap-up session of this three part Learning Center Course

8:00-9:00 a.m.

FORUMS #181-193

Basic Skills and Developmental Education

Wednesday, March 1 8:00-9:00 a.m.
Forum #181
Salon 8, 2nd Floor

Basic Skills Worksheets: An Innovation Whose Time Has Come-Again!

Do you consider computers eye-straining, page-turning devices not related to how people really read? Looking for something inexpensive that works? If so, try the retro techniques the presenters use with culturally and ethnically diverse Miami-Dade Community College District reading students to attain passing rates up to 90 percent, when 50 percent is the norm. Although the worksheet format may seem simple and outdated, the design and use has been carefully refined, expanded, and developed. Come and be convinced!

Maritza Perez, Professor, Basic Communication Studies,
David Jenrette, Professor, Basic Communication Studies,
Miami-Dade Community College District, FL

Leadership and Organization

Wednesday, March 1 8:00-9:00 a.m.
Forum #182
Salon 5, 2nd Floor

Profiles in Transformation from the Student Perspective

What is the impact of transformational initiatives on students at a learning college? Hear about six learning challenge projects designed by faculty and staff to increase retention of students at Sinclair Community College. See and hear insights gained by project team members working to enhance student success in

accounting, math, communication, and computer courses. Also see and hear from counselors that help probationary students develop individualized strategies for success and from faculty who use CD-based modules to improve learning. Come hear how these six teams measure three key performance indicators: retention, student satisfaction, and cost per FTE.

Tom Huguley, Assistant Vice President, Instruction, **Gloria Goldman**, Professor/Chairperson, Nursing Technology, **Sue Merrell**, Associate Professor, Office Information Systems, Sinclair Community College, OH

Wednesday, March 1 8:00-9:00 a.m.

Forum #183

Salon 11, 2nd Floor

Teaching Online in the New Millennium: Program Planning for Success

The new millennium is an opportunity for colleges to make a successful transition from traditional teaching and learning to the online environment. To make the leap forward means involving all aspects of the institution. When attention is focused just on faculty issues, technology issues, or community expectations, other critical success factors get overlooked. This workshop helps participants plan online programs for their organizations by identifying and understanding all the elements that are necessary to develop a successful virtual campus.

John Thompson, Vice President, Embanet Corporation, ON, Canada; **Connie Broughton**, Director, Washington Online Project, Spokane Falls Community College, WA

Learning and Teaching

Wednesday, March 1 8:00-9:00 a.m.

Forum #184

Salon 17, 2nd Floor

Create an Interactive Classroom Using Real-World Case Studies in Technology

The presenters lead a discussion about effective learning experiences that engage students in collaborative and relevant activities. Using the case study method, learners uncover content, practice and refine research skills, work in teams, and apply critical thinking skills to real-world problems. Come and learn where to find case studies to use in your classroom, how to develop your own case studies, and how to effectively deliver them to your students.

Sydney Rogers, Lead Principal Investigator, South East Advanced Technology Education, Nashville State Technical Institute, TN; **James Barrott**, Dean, Engineering Technology Division, Chattanooga State Technical Community College, TN

Wednesday, 8:00 a.m.-9:00 a.m.

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Wednesday, March 1 8:00-9:00 a.m.

Forum #185

Salon 9, 2nd Floor

The Effectiveness of Web-Based Education

This session covers some of the early research conducted by Murray Goldberg at the University of British Columbia regarding educational effectiveness and student acceptance of the Web as a learning resource either as a stand-alone strategy or in conjunction with a lecture-based presentation.

Murray Goldberg, President, WebCT, BC, Canada

Wednesday, March 1, 8:00-9:00 a.m.

Forum #186

Salon 19, 2nd Floor

Enhancing Internet-Delivered Classes and Learning Communities Through WebCT

This session focuses on different ways WebCT can be utilized in the classroom. Instinctively, teachers believe courses delivered via the Internet allow only for independent course work. But WebCT software provides the opportunity for collaborative group projects in various disciplines within the core curriculum. WebCT also provides the tools to increase interaction and aid in common assignments among learning community classes. Attendees see examples from English, mathematics, sociology, and speech.

Edith Burford, Coordinator, Distance Learning, Mahmoud Fathelden, Chair, Mathematics, Cathy Vale, Instructor, Sociology, South Texas Community College, TX; Patricia Worrall, Assistant Professor, English, Brian Kline, Assistant Professor, Speech, Gainesville College, GA

Wednesday, March 1 8:00-9:00 a.m.

Forum #187

Salon 10, 2nd Floor

Developing and Using WebCT in Diverse Classrooms

This session describes the experiences of a team of teachers as they use a client/server application to create an online course. Presenters describe development activities and bring their classrooms to the forum via the Web.

Nancy Seamster, Associate Professor, Joy Hanawa, Instructor, Business Information Technology, Sandra Linn, Professor, English as a Second Language, San Diego Community College District, CA

Wednesday, March 1 8:00-9:00 a.m.

Forum #188

Salon 4, 2nd Floor

Learning to Think and Speak: A Radical Approach to Classroom Interaction

Imagine an introductory psychology classroom where there is no lecture unless the students request information on a specific topic. This session describes a classroom where students teach each other (with supervision) and succeed because they are so engaged in the learning process that they forget to be afraid, tired, or bored, and instead, become involved. Come and experience this process for yourself and explore potential applications for other disciplines.

Tanya Renner, Assistant Professor of Psychology, Social Sciences, Kapi'olani Community College, HI

Wednesday, March 1 8:00-9:00 a.m.

Forum #189

Salon 18, 2nd Floor

A Study of New Faculty Experiences: Implications and Solutions

By 2010, the College of Lake County, like many community colleges across the nation, will lose 50 percent of its faculty to retirement. In order to prepare for the new faculty, a qualitative assessment project was conducted to identify and understand the experiences and feelings of new faculty and to assess how well the college was responding to their needs. The result of this project is the New Faculty Institute, a nationally recognized two-part professional development initiative required of all new full-time faculty at the College of Lake County.

DeRionne Pollard, Coordinator and Assistant Professor, Teaching and Learning, Carole Bulakowski, Assistant Vice President, Educational Affairs, College of Lake County, IL

Wednesday, March 1 8:00-9:00 a.m.

Forum #190

Salon 7, 2nd Floor

Supporting Electronic Learning Communities Through the Baccalaureate

Many students completing their first two years of college at a community college do not have senior institutions for pursuing the baccalaureate degree available within commuting distance. Legislators and others have proposed distance learning as the solution, but students may not have the learning profiles traditionally associated with successful electronic learning. This session demonstrates a Regional Distance Education Center that provides onsite and virtual tutoring, other student

services, and support for virtual learning communities.

Craig Clagett, Vice President, Planning, Marketing, and Assessment, Carroll Community College, MD; **Deborah Martin**, Director, Regional Distance Education Center, Frederick Community College, MD

Wednesday, March 1 8:00-9:00 a.m.

Forum #191

Salon 20, 2nd Floor

Teaching Practices in Search of a Theory

Science is as difficult to teach as it is to learn if we limit ourselves to traditional methods of delivery. This forum relates elements from six individual theories of brain-based learning to practices used in instruction. Participants review assertions of each theory as they validate their own presentation styles. Although the subject matter is chemistry and biology, the forum material is applicable to any discipline.

Joseph Whitson, Assistant Professor, Natural Sciences; **Lanier Byrd**, Vice President, Academic Affairs, St. Philip's College, TX

Wednesday, March 1 8:00-9:00 a.m.

Forum #192

Salon 12, 2nd Floor

Violation of the Academic Comfort Zone: Integrating Learning Styles into the Teaching Process

Presenters describe how every student attending Alabama Southern Community College (ASCC) is given the Student Success Battery. The battery of seven tests objectively evaluates ability, personality, and how students' brains process, organize, and use information. In addition, ASCC has developed an interpretation manual for faculty and advisors. The battery also looks at students' strengths and self-esteem. Students are informed of their results and are shown how to use the data to be more successful.

Terry Woodall, Instructor of Psychology, Academic/Student Support and Interventions Services, Alabama Southern Community College, AL

Wednesday, March 1 8:00-9:00 a.m.

Forum #193A

Salon 21, 2nd Floor

Ways to Ensure Your F2F Classroom Goes the Distance as Well!

Research abounds which supports the assertion that students learn best in active learning environments. Traditional classrooms which encourage passive learning through note-taking must move beyond chalk and talk and incorporate multimedia, Web resources, as well as asynchronous learning tools such as class bulletin boards. This presentation shares the rationale and theoretical framework used in developing an online course in undergraduate statistics using WebCT. The author uses the core components of the course and its instructional design to contend that face-to-face (F2F) classrooms must also include similar asynchronous tools and strategies to truly go the distance in meeting student learning needs.

Ruby Evans, Professor, Mathematics and Statistics, Santa Fe Community College, FL

Workforce Preparation and Development

Wednesday, March 1 8:00-9:00 a.m.

Forum #193B

Salon 6, 2nd Floor

The Community College as a Partner with State

Workforce Agencies

Both Federal and state legislation has mandated the redesign of Workforce Development Services. In this forum, presenters illustrate the role Kirkwood Community College has played in the redesign of services with its partners in Iowa. The presenters conclude by facilitating an open discussion on the role of community colleges in developing one-stop centers and implementing and managing the requirements outlined in the Workforce Investment Act.

John Henik, Director, Resource Center, Off-Campus Instruction, Kirkwood Community College, IA; **Steven Rackis**, Regional Director, Iowa Workforce Development, IA

Wednesday, 9:15 a.m.-10:15 a.m.

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9:15-10:15 a.m.

SPECIAL SESSION #7

Learning and Teaching

Wednesday, March 1 9:15-10:15 a.m.

Special Session #7

Salon 4, 2nd Floor

The Illinois Virtual Campus: Gateway to Student Support Services

Presenters from the Illinois Virtual Campus (IVC) and College of Lake County share the history of the IVC, the evolution from idea to opening, and strategies for inviting participation and promotion. Attendees tour the Web site as potential students. The College of Lake County shares information on the student support center concept and its experiences as a partner in this virtual campus initiative. A question-and-answer session provides attendees with opportunities to explore concepts presented.

Russell Peterson, Vice President, Educational Affairs, **Cathy Gunn**, Director, Illinois Virtual Campus, IL; **Darl Drummond**, Vice President, Student Development, College of Lake County, IL

9:15-10:15 a.m.

FORUMS #194-207

Basic Skills and Developmental Education

Wednesday, March 1 9:15-10:15 a.m.

Forum #194

Salon 21, 2nd Floor

Computer-Assisted Language Learning Is More than Drill and Kill
Developmental English and ESL professionals exploit computers for grammar drills; however, there are more appropriate uses for computers to promote the development of language skills. The presenters show how language development is enhanced by using computers as tools for word processing, brainstorming, making presentations, e-mail, and the Internet. Along with the presenters, participants develop a matrix for evaluating commercial software and exchange favorite language teaching Web sites and software titles.

Cheryl Benz, Senior Associate Professor, ESL for Academic Purposes, **Miranda Childe**, Instructor, ESL for Academic Purposes, Miami-Dade Community College District, FL

Leadership and Organization

Wednesday, March 1 9:15-10:15 a.m.

Forum #195

Salon 12, 2nd Floor

Sallie Mae Solutions: Web-Enabled Outsourcing Services

Learn how Sallie Mae's newest division, Sallie Mae Solutions, provides outsourcing services to community colleges by combining the company's high quality servicing capability with a suite of Web-enabled administrative applications. This session focuses on Financial Aid Outsourcing Services and Billing and Receivables on the Web and explains how these services can be provided in a cost-effective way and on a fast implementation schedule

Nina Velloyan, Director of NetPay Program; **Leo Kornfeld**, Director of Strategic Planning, Sallie Mae Solutions, NY

Wednesday, March 1 9:15-10:15 a.m.

Forum #196

Salon 3, 2nd Floor

Great Gadgets and Gizmos: Look at What You Can Do Now!

Join this fun session overviewing numerous personal technology tools and techniques you might use to increase communication at your school, facilitate your job, assist your students, and impress your college community.

Steven Lee Johnson, Provost, Clearwater Campus, St. Petersburg Junior College District, FL; **Kathie Sigler**, President, Miami-Dade Community College District, Medical Campus, FL

Learning and Teaching

Wednesday, March 1 9:15-10:15 a.m.

Forum #197

Salon 8, 2nd Floor

Faculty Coaching in Digital Course Creation for Effective Hybrid Delivery

We employ a cognitive apprenticeship model to teach the step-by-step process of creating, implementing, and evaluating effective and appealing technology-powered instruction using the best practices of instructional design and cognitive psychology. Participants learn and apply a digital toolbox that systemically integrates selected elements of seven commercial products. Through exactly sequenced and systemically integrated coaching, participants explore the creation and hybrid delivery of effective electronic instruction.

Richard Lizotte, Professor, Developmental Studies, **Felix Rizvanov**, Instructional Designer, Center for Instructional Technology, Northern Essex Community College, MA

Wednesday, March 1 9:15-10:15 a.m.

Forum #198

Salon 11, 2nd Floor

From Chalkboard to PowerPoint in History and Political Science

The presenters have designed a learning milieu that optimizes classroom multimedia presentations. This session focuses on the recent conversion of the physical facility and course delivery strategies from traditional methods to methods employing current technology in the teaching of history and political science. The new Lincoln Land model incorporates video- and JPEG-embedded PowerPoint, Smart Board, and Internet learning components.

John Whitney, Professor, Political Science, Social Sciences and Modern Languages, **Thurman Smith**, Professor, History, Social Sciences and Modern Languages, Lincoln Land Community College, IL

Wednesday, March 1 9:15-10:15 a.m.

Forum #199

Salon 17, 2nd Floor

George Carlin and Goffman's Frame Theory: Applied Linguistics in Writing about Literature

Using a multimedia presentation featuring a brief video segment of a George Carlin stand-up routine, as well as the writings of Woody Allen and Joseph Heller, this seminar demonstrates how writers break the frames of routine to create scripted everyday communication to create surprise and humor. A brief overview of frames theory and a discussion of how instructors can help students apply frames theory both in their own writing and in their reading conclude the session. Participants learn how to create a lesson that helps students learn to ask thought-provoking questions.

Richard Dery, Instructor, English, Santa Fe Community College, FL

Wednesday, March 1 9:15-10:15 a.m.

Forum #200

Salon 20, 2nd Floor

Increasing Learning Outcomes in Art and Media Education Using Projection Technology

How effective is projection technology in education? This interactive session presents a study performed at Middlesex Community-Technical College to evaluate the effectiveness of projection technology. Using multimedia technologies, the presenter provides an overview of the study and recreates the experience for participants. Participants have the opportunity to conduct their own comparisons and see first-hand how to

combine pedagogy with technology to create successful student-centered learning.

Richard Lenoce, Program Coordinator, Broadcasting and Multimedia Programs, Middlesex Community-Technical College, CT

Wednesday, March 1 9:15-10:15 a.m.

Forum #201

Salon 5, 2nd Floor

Large-Scale Learning-Centered Technical Education: Concepts and Practices

In this session, learn how to implement a learner-centered competency-driven technical degree program that integrates all disciplines in an individualized, self-contained, project-based authentic learning environment. An NSF auditor said that many people talk about doing it, but he hadn't actually seen it in practice until he visited the Distinctive Manufacturing Technology program at OSU-Okmulgee. Go home with an outline of your own innovative approach to learner-centered education.

Carl Spencer, Technical Manager, Distinctive Manufacturing Technology, **Paul Shuler**, Department Head, Manufacturing, Oklahoma State University-Okmulgee, OK

Wednesday, March 1 9:15-10:15 a.m.

Forum #202

Salon 19, 2nd Floor

Oh, What a Tangled Web: Three Designs for Web-Based Courses

The presenters have created three Web-based courses in three different formats; the Business of Art (a cross-disciplinary course in management and art) the history of photography, and principles of management. Each course is demonstrated and the creation processes are explored with the participants.

Sally Struthers, Chair, Fine Arts, **Ned Young**, Professor, Business Management, Sinclair Community College, OH

Student Services and Activities

Wednesday, March 1 9:15-10:15 a.m.

Forum #203

Salon 7, 2nd Floor

Leveraging the Internet to Develop Interactive Customized Courses for On-Campus and Distributed Learners

This forum illustrates how the Internet can be leveraged to enhance the learning experience. Through customized online courses, educators can deliver and manage anytime, anywhere

Wednesday, 9:15 a.m.-10:15 a.m.

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instruction to a distributed student body in an effective and convenient way. The Internet eliminates the need for students to be in the classroom to be active learners. Online learning allows on-campus and distributed students to participate in hands-on, real-world instruction.

Ed Chang, Senior Project Director of click2learn.com Services, click2learn.com, Inc., WA

Wednesday, March 1 9:15-10:15 a.m.

Forum #204

Salon 10, 2nd Floor

Student-Centered Services for a Virtual University

The Kentucky Commonwealth Virtual University (KCVU) was first funded in 1997 and was planned from the start to be a student-centered, technology-based system for coordinating the delivery of postsecondary education to meet the needs of citizens and employers across Kentucky. KCVU has adopted a distinctive call center model of delivering services to students. Students access the call center by all manner of means, including an online student portal developed in partnership with eduprise.com.

Anne Parker, Vice President, Business Relations, eduprise.com, NC; **Gene Ranvier**, Chief Student Service Officer, Kentucky Commonwealth Virtual University, KY

Workforce Preparation and Development

Wednesday, March 1 9:15-10:15 a.m.

Forum #206

Salon 6, 2nd Floor

Developing and Evaluating Business/Industry

Training Partnerships

Developing and evaluating successful business/industry training

partnerships is truly a challenge. Communicating that success to campus academic credit programs sometimes proves to be even more challenging. During this presentation, Des Moines Area Community College distributes its proven step-by-step process for contacting business and industry, setting up partnership teams, and creating sustainable training and credit programs. Then, Oklahoma City Community College introduces a method that uses criteria to measure the training organization's success based upon a typical academic credit format.

Billi Kaye Meacham, Director, The Training Center, Oklahoma City Community College, OK; **Wayne Merrell**, Dean, Advanced Technology Center, IA; **Kim Linduska**, Senior Vice President, Academic Affairs, Des Moines Area Community College, IA; **Kathi Swanson**, President, CLARUS Corporation, NE

Wednesday, March 1 9:15-10:15 a.m.

Forum #207

Salon 9, 2nd Floor

Dual Credit Courses for High School Students: Win! Win! Win!

Many high schools in and around Chicago have significantly reduced or eliminated various career programs because of high costs and instructor shortages. As a result, Triton College has collaborated with several school districts to develop innovative dual credit programs for high school students. Students receive high school and college credits in preparation for earlier employment. Forum participants share and hear lessons learned and how tech-prep programs are established, funded, and coordinated.

Melvin Butts, Associate Dean, Business and Technology, **Carol Marshall**, Assistant Dean, Business and Technology, Triton College, IL

10:30 a.m.-12:00 noon

CLOSING GENERAL SESSION

Junior Ballroom, 1st Floor



Chair:
Cindy L. Miles, Vice President
 and Chief Operating Officer,
 League for Innovation, CA



Introduction:
Jeff Lukenbill, Provost, Miami-
 Dade Community College
 District, FL

Keynote Panel Address:

"The Open Door in the 21st Century"

Wilhelmina Delco, Former Texas
 Legislator, Adjunct Professor, The
 Community College Leadership
 Program, The University of Texas at
 Austin, TX



Lydia Ledesma-Reese, President,
 Skagit Valley College, WA



J. William Wenrich, Chancellor,
 Dallas County Community College
 District, TX



Alfredo G. de los Santos Jr., Former
 Vice Chancellor, Student and
 Educational Development, Maricopa
 Community Colleges, AZ



Invitation to *Innovations 2001*:
Jacquelyn M. Belcher, President,
 Georgia Perimeter College, GA

Mark **YOUR CALENDAR**

2000

UPCOMING LEAGUE EVENTS

Executive Leadership Institute

August 6-11, 2000

Newport Beach Marriott Hotel and Tennis Club

Newport Beach, California

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 2000 Executive Leadership Institute.



Conference on Information Technology (CIT)

November 15-18, 2000

Anaheim Convention Center and Anaheim Hilton and Towers Hotel

Anaheim, California

CIT 2000 is the premier showcase of information technology in student services, institutional management, and learning and teaching in higher education. With over 100 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. The conference will be hosted by Foothill-De Anza Community College District and Coast Community College District. The Advance Program and Registration Brochure will be distributed in late summer. Register now at www.league.org to be notified when the online version is available. In addition, submit now online proposals for presentation.



Innovations 2001

February 28-March 3, 2001

Hyatt Regency Atlanta

Atlanta, Georgia

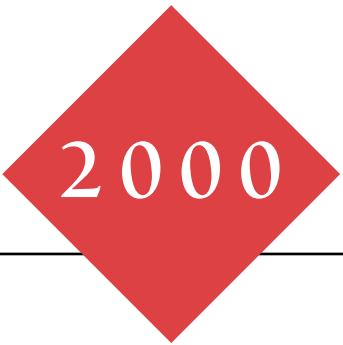
This comprehensive annual conference is dedicated to improving student and organizational learning through innovation, experimentation, and institutional transformation in all areas of community college practice. The conference will be hosted by Georgia Perimeter College with support from Georgia Department of Technical and Adult Education. The Call for Proposals will be distributed in late summer. Register now at www.league.org to be notified when the online version is available.





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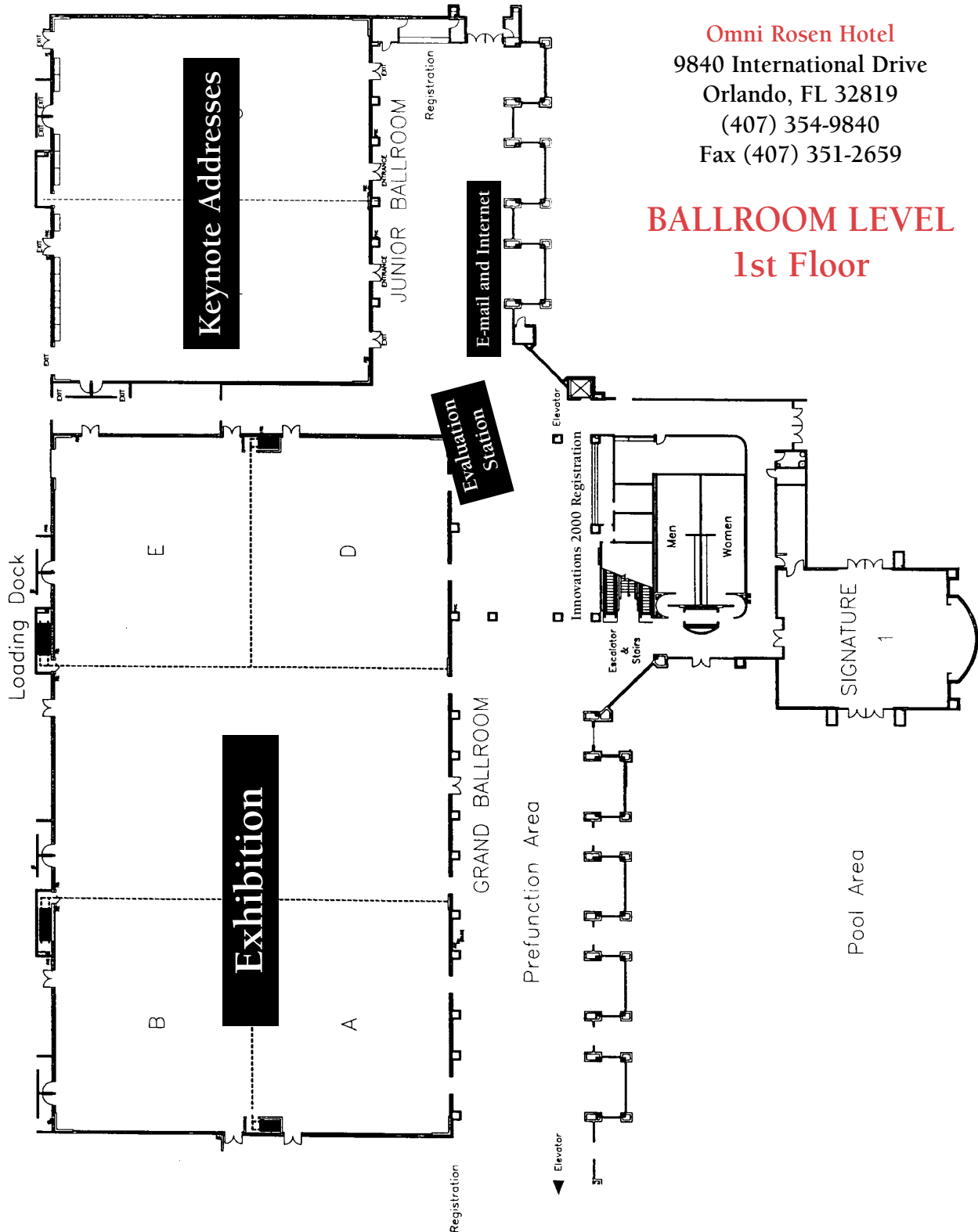


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Maps



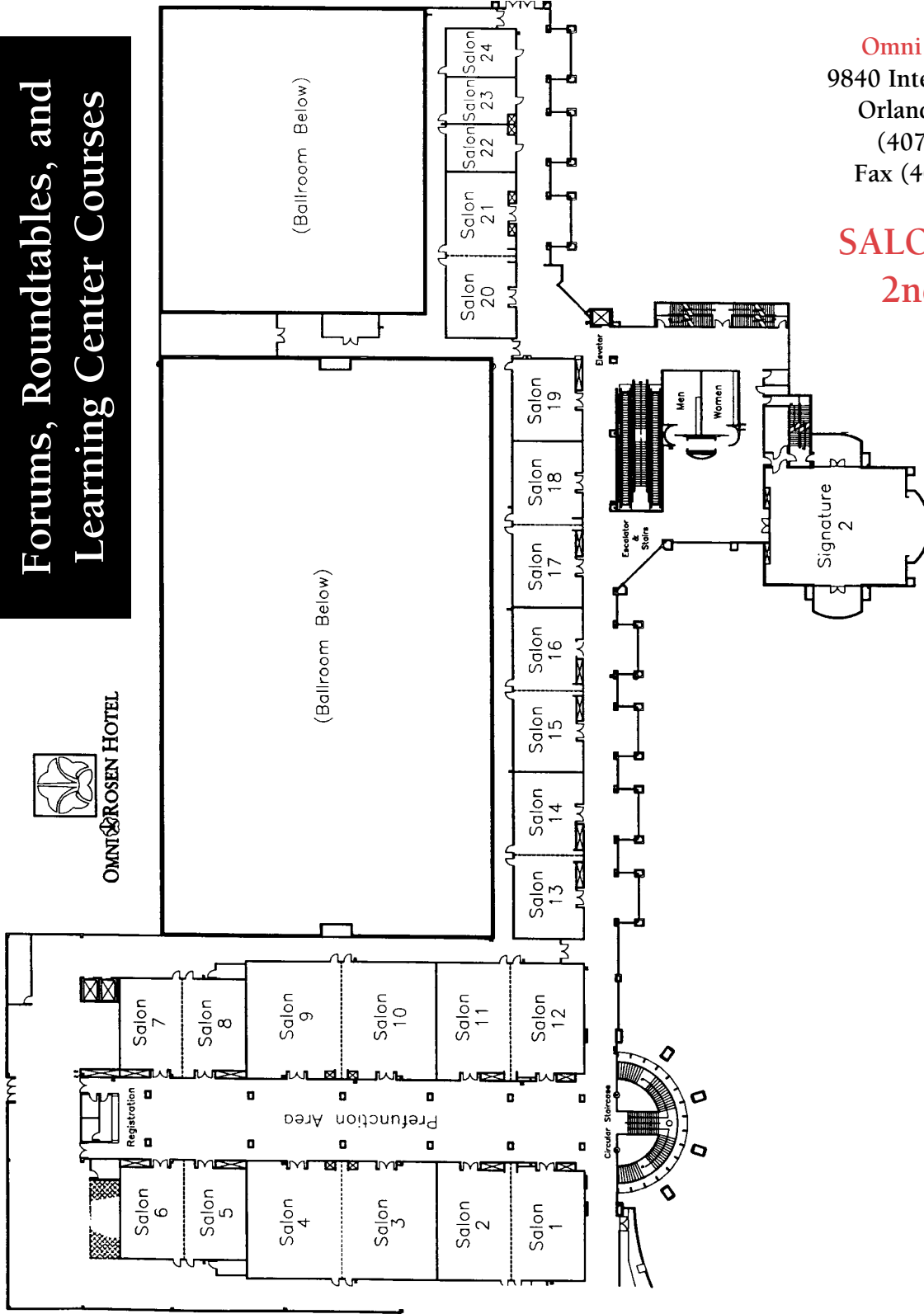
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BALLROOM LEVEL
1st Floor

Forums, Roundtables, and Learning Center Courses



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SALON LEVEL 2nd Floor



Personal *LEARNING PLANNER*

	Sunday, February 27	Monday, February 28	Tuesday, February 29	Wednesday, March 1
8:00-9:00 a.m.				
9:00-10:00 a.m.		9:15-10:30 AM General Session	9:15-10:30 AM General Session	
10:00-11:00 a.m.		10:30-12:00 noon Exhibition Open	10:30-12:00 noon Exhibition Open	10:30 AM-12:00 noon Closing General Session
11:00 AM-12 noon		10:30-11:00 AM Coffee Break in Exhibition	10:30-11:00 AM Coffee Break in Exhibition	
		10:30-11:30 AM Book Signing with John E. Roueche, Suanne D. Roueche, and Greg Sarris	11:00-12:00 noon Stream Keynote	
12 Noon-1:00 p.m.			12:00-1:00 PM Book Signing with K. Patricia Cross	
1:00 PM-2:00 p.m.				
2:00 PM-3:00 p.m.		1:30-3:00 PM Exhibition Open	2:00-3:30 PM Exhibition Open	
		2:30-3:00 PM Refreshment Break in Exhibition	2:30-3:00 PM Refreshment Break in Exhibition	
3:00 PM-4:00 p.m.	3:00-5:00 PM Exhibition Open			
4:00 PM-5:00 p.m.		4:15-5:15 PM Stream Keynotes		
5:00 PM-6:00 p.m.	5:00-6:30 PM Opening General Session	5:15-6:15 PM Reception and Exhibition	5:15-6:15 PM Closing Reception and Exhibition	<ul style="list-style-type: none"> ✍ Use this planner to design your <i>Innovations 2000</i> agenda. ✍ Jot down page numbers of session descriptions for quick reference. ✍ Pencil in meetings with colleagues.
6:00 PM-7:00 p.m.				
7:00 PM-8:00 p.m.	6:30-7:30 PM Opening Reception and Exhibition			

About the League for Innovation

Since 1968, the League has been making a difference in community college education and in the lives of millions of educators and students. The League's mission is to improve community colleges through innovation, experimentation, and institutional transformation. Twenty CEOs from the most influential, resourceful, and dynamic community colleges and districts in the world comprise the League's board of directors and provide strategic direction for its ongoing activities. These community colleges and their leaders are joined by more than 700 institutions that hold membership in the League's Alliance. The League—with this core of powerful and innovative community colleges and more than 100 corporate partners—serves nationally and internationally as a catalyst, project incubator, and experimental laboratory for community colleges around the world. Current initiatives take shape in the publications, conferences, institutes, and other quality services associated with the League's internationally recognized Learning-Centered Education, Leadership, Information Technology, and Workforce programs. These current programs, along with the League's 32-year history of service to the community college world, explain why in 1998 *Change* magazine called the League “the most dynamic organization in the community college world.”





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